1. Introductory Messages

Principal

It is as a very proud principal of Bulli Public School that I present to you the 2015 Annual Report. Over the past twelve months, the school has made significant achievements in many areas as a result of the commitment of the school community to continual improvement. While many of these achievements are detailed throughout this report, there are some highlights that reflect who we are as a school.

Our Aboriginal community was instrumental in the development of our new Acknowledgement to Country and the Reconciliation Garden. This project, aimed at inclusivity, demonstrates our respect for the traditional owners of the land on which we educate our students.

Opportunities for student engagement were extended to include the Wollongong Schools Choral Festival, Tournament of Minds and Enviro Club. As is our way, these activities were voluntary and non-exclusive.

Our reading and spelling results significantly improved. This is a reflection of the teaching staff’s commitment to undertaking extensive professional learning then implementing Focus on Reading (comprehension), Language, Learning and Literacy for Kindergarten and Ants in the Apple (spelling).

Throughout the year, community members were provided with a range of workshops to assist them deepen their understanding of the school’s initiatives particularly in the area of student wellbeing. The P&C continued to demonstrate their commitment to our school by supporting programs in Mathematics and Creative Arts as well as enhancing the learning environment by installing air conditioning.

I sincerely thank all members of the Bulli Public School community for ensuring our school has continually moved forward and look forward to an ongoing and rich relationship.

The Annual Report for 2015 is provided to the community of Bulli Public School as an account of the school’s operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Rhonda Morton
Principal

Captains

We have enjoyed this year at Bulli Public School very much.

We, along with the Vice-captains, attended the GRIP leadership conference, an Anzac service at Woonona Bulli Returned Services Leagues Club and two Bulli Mine Disaster commemoratory events.

As captains we have had the pleasure to lead assemblies and to attend Student Representative Council (SRC) meetings. As a part of the SRC we conducted many fun days and competitions that included pyjama day, a Kindergarten - Year 6 (K-6) handball competition, a paper plane day and the weekly radio station in both the Kindergarten - Year 2 (K-2) and Years 3-6 playgrounds. We would like to thank Mrs Saddi and Mr Cochrane for being the mentors of the SRC.

We have appreciated representing our school and having fun while supporting worthwhile causes.

Charlotte and Kai
School Captains
School background

School vision statement

The Bulli Public School learning community achieves equity and excellence for all by fostering and promoting successful, confident, creative, informed and active citizens.

School context

Bulli Public School is situated in the Dharawal nation and pays its respects to the Wadi Wadi people, the traditional custodians of the land on which the school is located.

Bulli Public School, nestled between the Princes Highway and the Illawarra escarpment in the northern Illawarra suburb of Bulli, educates more than 190 students from diverse cultural and economic backgrounds.

The school has a long association with the Bulli community with its motto *E tenebris ad lucem: From darkness to light* reflecting the suburb’s mining history. Bulli Public School will celebrate 150 years of education in 2019.

B(0,3),(998,988)ulli Public School is considered a community school by the local community because of its high level of community involvement, relatively small size when compared to other local schools and its discrete location. This unique quality enables the school’s experienced and committed staff to provide a range of individualised quality learning experiences, both within and beyond the regular curriculum. All staff members are committed to providing students with quality educational experiences in a nurturing, caring, supportive and appropriately resourced learning environment. Comprehensive professional learning experiences and current pedagogies underpin our varied, differentiated and quality education programs.

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2. Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

This year, our school undertook self-assessment using the elements of the School Excellence Framework and its implications for informing, monitoring and validating our school plan. During Term 3, the teaching staff members, principal and School Learning Support Officer (SLSO) were released from their roles to examine the school plan in terms of the School Excellence Framework. Staff reflected on the progress being made across the school with reference to the Framework. This review process ensured our school plan aligns with the expectations of the Framework and provided support to develop authentic future directions. An additional staffing allocation from Quality Teaching, Successful Students enabled this rigorous process to occur.

In the domain of Learning, the school continued to work towards improving the learning culture strengthening its focus on delivering school priorities through rigorous school planning. A range of strategies was implemented to promote student wellbeing including an emphasis on improved conditions for student learning, enhanced social skills and an increase in the number of students actively contributing to the school and local community. To ensure the continuity of learning, the school actively sought the involvement of parents in the learning process and the development of student goals for learning. A consistent approach to the collection and analysis of assessment data allowed for improved differentiation of learning experiences particularly in literacy and numeracy and indicated that the performance of equity groups within the school is comparable to the performance of all students.

In the domain of Teaching, teachers regularly used student performance data to evaluate the effectiveness of their own teaching then make considered adjustments to their teaching and learning program. The use of Programming Literacy and Numeracy (PLAN) data enabled teachers and the Learning Support Team (LST) to monitor student progress and address skill gaps either through the classroom program or by targeted invention from support personnel. Each teacher developed a Performance Development Plan with three goals based on the school plan and their own professional aspirations. In order to reflect on their goals and improve their practice, each teacher was observed by a peer who provided constructive feedback. In professional learning there was a continued emphasis on literacy and numeracy:

- Teachers completed Focus on Reading led by a school-based trainer but will continue to reflect on, and share their practices, with others in structured meetings.
- Teachers from Years 3-6 commenced Taking off with Numeracy (TOWN) training led by a school-based trainer.
- Kindergarten teachers participated in, and implemented, Language, Learning and Literacy (L3).
- Teachers continued to deepen their understanding and practice in teaching spelling.

The teachers of Bulli Public School continued to work beyond their classrooms to contribute to broader school programs including those that are extra-curricular. In 2015, these included the Premier’s Debating Challenge, Tournament of Minds and the 60th Wollongong Schools’ Choral Festival.

In the domain of Leading, the school is committed to developing the leadership skills of students, providing them with a myriad of formal and informal leadership opportunities. Leadership skills of staff were also developed with staff encouraged to lead programs in their specific areas of expertise, lead professional learning and participate in specific training to improve their leadership skills. Rigorous school planning, including timelines and milestones, ensured the school remained focused on its vision and goals with an emphasis on improving student learning across the community. Our technology program was enhanced with a significant investment in iPads and laptop computers that will enable students and staff to work flexibly and in a broader range of settings. The students were provided opportunities to offer feedback to staff through the SRC while the community used the Parents’ & Citizens’ Association (P&C) as
its avenue. Both students and the community were invited to provide feedback through the annual review process.

The new approach to school planning, supported by the current funding model, has enabled our school to more fully articulate and implement those policies, programs and projects that will lead to the achievement of our vision. Our achievements and next steps are outlined more fully in this report. Our self-assessment process will further assist the school to refine the strategic priorities in our school plan, leading to further improvements in the delivery of education to the students of Bulli Public School.

![Year 5/6 Canberra Overnight Excursion](image1)

![Bulli Burn Champions](image2)

![K/1HT Memory Box Museum](image3)

![Book Week](image4)

![SRC Pyjama Mufti Day](image5)

![Athletics Champions](image6)
Strategic Direction 1

Create pathways to inclusivity and engagement

Purpose

To strengthen relationships as a learning community by leading and inspiring a culture of collaboration, engagement, empowered leadership and organisational practices.

Overall summary of progress

Student leadership opportunity included School Captains, House Captains and Student Representative Council (elected each Semester with Kindergarten becoming involved in Semester 2). A voluntary environmental team was established with a range of students undertaking leadership roles in a range of projects.

While further detail regarding the impact of equity loadings for different groups of students within the school is provided later in this report, there are several achievements to highlight.

- Aboriginal students all developed a personalised learning plan with their parents/caregivers and teacher. They were instrumental in the development of our Reconciliation Garden and Acknowledgement to Country and had leadership opportunities during National Aboriginal and Islander Day Observance Committee (NAIDOC) activities and whole school events and functions.
- As an early intervention strategy, English Language Proficiency financial resources were used to employ an additional teacher one day per week for Semester 1 to support Kindergarten students.
- Socio-economic background funding enabled teachers to closely monitor the progress of students and provide differentiated learning programs to ensure improvement in literacy and numeracy.
- Students with allocated funding support were provided with SLSO support to meet specific needs while additional low-level for disability funding was used to provide other students with SLSO support.

The LST completed a formal review of its processes and procedures with recommendations for improvement to be fully implemented by the end of Term 1 2016.

Bulli Public School continued to be an active member of the Seacliff Community of Schools through participation in network meetings for numeracy and technology, public speaking and debating competitions, and the NAIDOC Week combined sports day.

Students at Bulli Public School were provided with an extensive range of extra-curricular experiences to enhance their engagement with the School. Opportunities were either scheduled for whole school participation such as Mr Soccer, UPstanders and Music Stars while others such as debating, Tournament of Minds, choir and Bulli Burn were optional.

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td>5% increase in the number of students involved in leadership positions and associated initiatives.</td>
<td>Captain, House Leader and Student Representative Council positions resulted in 41 students undertaking formal leadership roles. The establishment of the environmental team provided opportunities for students to informally lead projects such as composting, and garden design and maintenance. Aboriginal students led formal assemblies and events,</td>
<td>$43,210 (Including equity loadings as outlined later in this report)</td>
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Strategic Direction 1

and were consistently involved in the Reconciliation Garden project.

| 5% increase in the number of students involved in extra-curricular experiences. | Twenty-one students formed the choir for the 60th Wollongong School’s Choral Festival. Fifteen students joined the Tournament of Minds team with seven students forming the final team in accordance with the guidelines. An increased number of students participated in the International Competitions and Assessments for Schools in English, writing, mathematics and science. Projects conducted by the environmental team involved up to fifty students. | $5800 |
| Learning Support Team review recommendations are implemented according to plan. | The LST review was conducted in Term 3. The process involved interviews with staff, students and parents/caregivers. Analysis of the results led to a number of recommendations to be implemented over a six-month period. | A Department of Education grant funded this project. |
| 5% increase in the number of families accessing online communication measures. | More than 10% additional families registered to receive the newsletter via email. The school website was constantly updated and advertised in the newsletter with the number of page views varying from 300 - 700 on a weekly basis. This is a significant improvement from 2013 when up to 100 weekly page views were received. The Gallery was the most visited area of the school’s website. The Skoolbag App was purchased in readiness for 2016. | $980 |

Next steps

- Continue to provide student leadership opportunities but involve students, particularly the Captains and House Leaders, in the implementation of programs such as the social skills program.
- Increase opportunities for Captains and Vice-captains to be involved in whole school decision making processes such as analysis of student surveys.
- Continue to monitor the impact of programs funded by equity funding.
- Continue to gauge student engagement by providing a range of extra-curricular opportunities and considering additional experiences as suggested by students and the community.
- Ensure all recommendations from the review of the LST have been actively considered and implement those that are deemed appropriate.
- Increase the time allocated for the LST Coordinator to enhance communication and collaboration with the school counsellor, parents/caregivers and support agencies as required.
- As a result of the 2015 parent survey, issue the newsletter in odd weeks of each term via email.
- Use Skoolbag App to improve communication to parents/caregivers by providing instant access to the newsletter, website, permission notes, absentee notes and other information provided by the school.
# Strategic Direction 2

Promote quality teaching and quality learning

## Purposes

To inspire every student and teacher to excel.

To provide a high standard of education through personalised and differentiated programs for all students so they achieve their potential as 21\textsuperscript{st} century learners.

## Overall summary of progress

Teaching staff members continued to deepen their understanding of Focus on Reading (K-6), TOWN (Years 3-6) and L3 (Kindergarten). Teachers from within the school led and supported other teachers by implementing a strategy that included professional learning, mentoring, monitoring, evaluation and feedback. As a result of this strategy and the implementation of these programs, students were provided with differentiated learning experiences including targeted support from the Learning and Support Teachers. Analysis of student data including external sources and school-based assessments demonstrated continued progression for students along the continuums of learning for literacy and numeracy.

Student access to technology was enhanced with the purchase of 40 iPad minis, a sync/charge cart and Apple TVs for each classroom. The Technology 4 Learning (T4L) allocation was primarily used to purchase laptops to enable portable use by students and to replace aging classroom equipment.

## Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure (to be achieved over 3 years)</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
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<tr>
<td>NAPLAN data will show an upward trend for both Year 3 and Year 5 in Reading.</td>
<td>Year 3: Analysis of NAPLAN data indicated a 22% increase in the number of students achieving proficiency (Bands 5 and 6) from 2014 to 2015. Year 5: Analysis of NAPLAN data indicated a 10% increase in number of students achieving proficiency (Bands 5 and 6) from 2014 to 2015. Trend data for Year 5 indicated a growth of 22.4 points taking the school from 14.5 points below State results for all students in 2014 to 10.6 points above State results for all students in 2015.</td>
<td>$33,869</td>
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<tr>
<td>100% of classroom teachers will analyse Programming Literacy and Numeracy (PLAN) data to provide differentiated learning experiences for students and feedback to parents.</td>
<td>All class teaching staff members were released each term to enter data for each student into PLAN. Analysis of generated reports, enabled teachers to differentiate literacy and numeracy for all students. Analysis of generated reports by the class teacher and LST resulted in the allocation of the Learning and Support Teacher to support students who, in the first instance, were two bands behind expected grade level followed by students who were one band behind expected grade level. All parents/caregivers received Feedback to Parents reports each term with the Term 1 report forming the basis for Parent - teacher interviews.</td>
<td>$21,944 (Focus on Reading, Taking off with Numeracy, and L3 course fees and casual salaries. NAPLAN data analysis.)</td>
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<td>100% of classroom teachers will analyse Programming Literacy and Numeracy (PLAN) data to provide differentiated learning experiences for students and feedback to parents.</td>
<td>All class teaching staff members were released each term to enter data for each student into PLAN. Analysis of generated reports, enabled teachers to differentiate literacy and numeracy for all students. Analysis of generated reports by the class teacher and LST resulted in the allocation of the Learning and Support Teacher to support students who, in the first instance, were two bands behind expected grade level followed by students who were one band behind expected grade level. All parents/caregivers received Feedback to Parents reports each term with the Term 1 report forming the basis for Parent - teacher interviews.</td>
<td>$11,925 (using socio-economic background funding)</td>
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</table>
### Strategic Direction 2

| 100% of students will have an active personalised learning plan with more than 50% developed in consultation with parents. | All students developed a personalised learning plan at the commencement of Term 3 after receiving their Semester 1 reports and Term 2 Feedback to Parents report. The timing of this strategy enabled parents/caregivers to consult with their child regarding their personal goals including one each for literacy and numeracy. The school survey conducted in Term 4 indicated that 79% of the 57 respondents used the Semester 1 reports and Term 2 Feedback to Parents report to consult with their child regarding the setting of personal goals. | $0 |

### Next steps

- Provide further professional learning for Focus on Reading (K-6), TOWN (Years 3-6) and L3 (Kindergarten) to ensure the continuation of effective implementation and the reliability of data entered into PLAN.
- Facilitate four teachers participation in a formative assessment workshop with school-based professional learning to follow.
- Continue to provide students with opportunities to view, analyse and respond to NAPLAN style questions.
- Continue using PLAN data for programming differentiated literacy and numeracy lessons and to derive the student requiring additional support from the Learning and Support Teachers.
- Use Quality Teaching, Successful Students staffing allocation to increase Learning and Support Teacher time by one day per fortnight to seven days per fortnight. This increase will include support for students who identify as gifted or talented.
- Stage/Grade teams to analyse PLAN data to ensure consistency of syllabus implementation and teacher judgement for assessment purposes. Timetabling will enable teams to collaborate for this purpose.
- Develop a consistent pro-forma for student goal setting including the facility of a parent/caregiver signature. Develop a letter of explanation to accompany the pro-forma.
**Strategic Direction 3**

Enhance community wellbeing

**Purpose**

To promote and foster the intellectual, physical, social, cultural, emotional, moral, spiritual and aesthetic development of our school community.

**Overall summary of progress**

Student wellbeing continued to be a high priority with an extensive range of programs being implemented throughout the year. Peer support, Buddies, UPstanders (funded by the school), transition to school and high school opportunities, Harmony Day, National Day of Action against Bullying and the social skills program based on Friendly Kids, Friendly Classrooms were implemented. Staff collaborated to ensure consistent application of the Student Welfare and Discipline Policy with executive staff members released to follow-up with students and, if necessary, their parents/caregivers.

Staff wellbeing was addressed through professional learning and the implementation of the Department’s Performance and Development Framework. In a trial year, all teachers and executive developed a Performance Development Plan that aligned with the school’s priorities in literacy and numeracy as well as a personal goal aligned with professional aspirations. In pairs, teachers observed each other and provided feedback to enable reflection on the focus of the lesson and quality teaching in general. All staff members were provided with the opportunity to undertake leadership roles with all staff members assuming responsibility for at least one focus area.

Community wellbeing was addressed through collaboration with the P&C, Breakfast Club and volunteers as well as consultation with external agencies. The school provided community members with learning experiences in UPstanders, Life Education, cyber safety and personal growth and development with Interrelate. Additional resources to support community wellbeing were provided in information packs to Kindergarten families, through the school newsletter or by direct contact.

<table>
<thead>
<tr>
<th>Progress towards achieving improvement measures</th>
<th>Resources (annual)</th>
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<tbody>
<tr>
<td><strong>Improvement measure</strong> (to be achieved over 3 years)</td>
<td><strong>Progress achieved this year</strong></td>
</tr>
</tbody>
</table>
| A 5% reduction on 2014 figures for the number of students receiving reflection sheets, detention and suspension. | A range of proactive student wellbeing policies, plans and programs were implemented including:  
  - Consistent application of the Student Welfare and Discipline Policy and Anti-bullying Plan  
  - Social skills program  
  - Peer support  
  - Anti-bullying programs such as UPstanders, Harmony Day and National Day of Action Against Bullying  
  - Transition to school including play sessions, orientation and a buddy program  
  As a result, the following reductions were achieved:  
  - Reflection sheets – 15%  
  - Detention - 46%  
  - Suspension - 75% |
| | $6693 |
| | $5793 |
| Attendance rates remain equal to or above State average (allowing for variation under the new Attendance Procedures for Extended Leave). | All parents/caregivers were informed of the Department’s revised Attendance Procedures for Extended Leave through the newsletter. Students requesting extended leave for travel purposes completed the correct documentation. Attendance records were monitored by the principal on a regular basis with LST and Home School Liaison intervention as required. The Department’s new Attendance Procedures for Extended Leave - Travel has impacted on the school’s attendance records with the school .8% below State attendance levels, a reduction of 2.5% from 2014. | $0 |

| 100% of teaching staff have developed a performance and development plan. | The principal and NSW Teachers’ Federation Representative participated in mandatory training for the Performance and Development Framework. These staff members then delivered a series of workshops to all teaching staff to ensure the requirements and aspects of the Framework were understood. All teaching staff developed a Performance and Development Plan reflecting the school’s focus on literacy and numeracy and one area of personal professional interest. Peer observations were undertaken during Semester 2. A pro-forma for observations was developed and utilised by teaching staff for the purpose of observation and feedback. Supervisors negotiated, regularly monitored and provided feedback on all plans. | $900 |

A staff allocation of .07 from Quality Teaching, Successful Students received in Semester 2 was used to implement this project.

**Next steps**

- Classroom staff members to participate in Wellbeing Framework professional learning then revise the school’s Student Welfare and Discipline Policy in accordance with new directions to ensure we are continually moving forward in this area.
- Revise the awards system with the school community as part of the review of the school’s Student Welfare and Discipline Policy.
- Continue to implement a comprehensive range of proactive student wellbeing policies, plans and programs while seeking additional complementary programs.
- Participate in Mindfulness professional learning including a pilot project being developed locally (to be confirmed).
- Improve the delivery of the social skills program by including explicit instruction in the Personal Development and Health focus of the Release from Face to Face teacher’s program.
- Correlate the social skills program with the school’s values (achievement, friendship, respect, responsibility and safety) and deliver explicit learning experiences.
- Continue to implement a range of transition strategies for students entering Kindergarten or Year 7 and students with special needs including those that have a disability, and social or academic needs.
• Monitor data regarding attendance including extended leave for travel purposes and implement appropriate strategies as required including informing the school community of their obligations.

• Establish a timeline for implementation of the Performance and Development Framework including observations and additional professional learning to ensure the delivery of effective feedback.
<table>
<thead>
<tr>
<th>Key initiatives and other school focus areas</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All Aboriginal students have an active Personalised Learning Plan developed collaboratively developed with the student, class teacher and a family member. All Aboriginal students continue to progress on the literacy and numeracy continuums. Each term, the class teacher and LST analysed PLAN data to ensure Aboriginal students were provided and an individualised learning program with additional support as needed. A Feedback to Parents Report outlining strategies for parents/caregivers to assist their child at home was issued each term. Aboriginal students and their families were instrumental in the development of the school’s Acknowledgement to Country, reconciliation poles and Reconciliation Garden. Three teachers trained in L3 that is specifically designed for Kindergarten students. This early intervention program was partially funded by Aboriginal background funding. Aboriginal students from Years 2-6 attended Koori Kids Day at the Opera House. This provided the students with the opportunity to view a quality dance production by Bangarra and to mingle with Aboriginal students from other schools.</td>
<td>$6976 (L3 $5176)</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>During Semester 1, a teacher was employed to work part-time with Kindergarten students who have English as an additional language. This early intervention resulted in expected improvement for all students receiving additional support.</td>
<td>$5328</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>Best Start for incoming Kindergarten students, was implemented at the commencement of the school year. Data gained from Best Start enabled the class teachers to accurately place students on the literacy and numeracy continuums thereby enabling individual learning programs to commence within the first weeks of school. Parents/Caregivers were invited to an interview where they were provided with feedback including strategies to assist their child at home.</td>
<td>$12 384</td>
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</tbody>
</table>
Students from a low socio-economic background continue to progress on the literacy and numeracy continuums. Each term, the class teacher’s assessed individual students in both literacy and numeracy in order to accurately place them on the continuums. The class teacher and LST analysed PLAN data to ensure these students were provided with an individualised learning program with additional support as needed. A Feedback to Parents Report outlining strategies for parents/caregivers to assist their child at home was issued each term.

| **Low level adjustment for disability funding** | Additional classroom and/or playground support was provided to students who do not receive targeted funding support. A SLSO was engaged for this purpose. | $13 696 |
3. Mandatory and optional reporting requirements

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

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<th>Gender</th>
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Student attendance profile

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State DoE School

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<tr>
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<td>94.5</td>
<td>94.3</td>
<td>94.3</td>
<td>94.7</td>
<td>94.9</td>
<td>94.0</td>
</tr>
<tr>
<td>5</td>
<td>94.4</td>
<td>94.2</td>
<td>94.2</td>
<td>94.5</td>
<td>94.8</td>
<td>94.0</td>
</tr>
<tr>
<td>6</td>
<td>94</td>
<td>93.8</td>
<td>93.8</td>
<td>94.1</td>
<td>94.2</td>
<td>93.5</td>
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<td>Total</td>
<td>94.4</td>
<td>94.3</td>
<td>94.2</td>
<td>94.7</td>
<td>94.8</td>
<td>94.0</td>
</tr>
</tbody>
</table>

3. Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6</td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>0</td>
</tr>
<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.6</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.15</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>1.9</td>
</tr>
<tr>
<td>Release from Face to Face (RFF)</td>
<td>0.6</td>
</tr>
<tr>
<td>Total</td>
<td>12.65</td>
</tr>
</tbody>
</table>

A permanent School Learning Support Officer (SLSO) was employed for 22 hours each week while a temporary SLSO fills additional roles when they arise. The Department provided the school with additional funding to employ a teacher for two half-days each week in Semester 1 to provide additional support to Kindergarten students with English as an additional language. In Semester 2, a Quality Teaching Successful Students allocation of .07 enabled the school to employ a casual teacher as part of the implementation of the Performance Development Plan.

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. No staff member of Bulli Public School identifies as Aboriginal.

Workforce retention

With the retirement of Mrs Robertson at the end of 2014, the school was permitted to appoint a new classroom teacher through merit selection. Mrs de Haas will commence in 2016 by agreement with her current school and the Department.

Mrs Perry commenced long service leave at the end of 2015 and will retire in 2017. Until relinquished, a temporary teacher will fill this position.

Mrs Patterson continued on leave with Mrs Byrom relieving as Assistant Principal. A temporary teacher continued to fill the teaching position.

Class sizes and structure of classes

<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total in class</th>
<th>Total per year</th>
</tr>
</thead>
<tbody>
<tr>
<td>KC</td>
<td></td>
<td>20</td>
<td>28</td>
</tr>
<tr>
<td>K/1HT</td>
<td>1</td>
<td>8</td>
<td>28</td>
</tr>
<tr>
<td>1</td>
<td>12</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>1/2B</td>
<td>1</td>
<td>18</td>
<td>30</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>27</td>
<td></td>
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<tr>
<td>2PM</td>
<td>2</td>
<td>23</td>
<td>27</td>
</tr>
<tr>
<td>3/4vK</td>
<td>3</td>
<td>16</td>
<td>31</td>
</tr>
<tr>
<td>3/4W</td>
<td>4</td>
<td>11</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>15</td>
<td>31</td>
</tr>
<tr>
<td>4/5S</td>
<td>4</td>
<td>12</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>7</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>21</td>
<td>28</td>
</tr>
<tr>
<td>6C</td>
<td>6</td>
<td>29</td>
<td>29</td>
</tr>
</tbody>
</table>
Teacher qualifications
All members of the teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>72</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>28</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation
In 2015, Bulli Public School received a Teacher Professional Learning allocation of $7652 from the Department. The school supplemented this amount by adding over $20 000 from its annual budget. This supplementation demonstrates the school’s ongoing commitment to, and high priority placed on, professional learning.

Professional learning funds are allocated to specific targets in the school plan and are typically used to pay for course fees, resources and the salaries of casual teachers who replace staff attending courses.

Professional learning undertaken during 2015 included:

**Curriculum**
- Literacy
  - Language, Learning and Literacy (Mrs Cadorin, Mrs Hiscocks and Mrs Turner)
  - Focus on Reading (Mrs Byrom was trained as a school-based trainer in 2014 then trained all teaching staff during 2014 and 2015)
  - Spelling: Programming Ants in the Apple (class teachers)
- Numeracy
  - Taking Off With Numeracy (TOWN; Mrs Wedeman was trained as a school-based trainer in 2014 then trained Years 3-6 during and 2015 with training continuing in 2016)
- NSW Syllabuses
  - History (delivered by Mrs Perry to all teaching staff)
  - Geography (delivered by Mrs Perry to all teaching staff)
- Technology (Mrs Hiscocks)
  - Managing iPads with Apple Configurator
  - Computational Thinking ES1/S1
  - Managing iPads with Configurator 2 and MDM
- Aboriginal Education
  - Understanding Kinship (online, led by Mrs Wedeman)
  - Using M-Goals to set personal goals (Mrs Wedeman and Mrs Morton)
- Library conferences (Mrs O’Brien, Teacher Librarian)

**Student Wellbeing**
- Working with children who have suffered trauma (delivered by Mrs Dalla Pozza, School Counsellor, to all teaching staff)
- Working with children who have autism (delivered by ASPECT to all teaching staff)
- Calmer Classrooms (delivered by Mrs Dalla Pozza, School Counsellor, to all teaching staff)
- The Traffic Jam in My Brain (Mrs Byrom)
- ThinkUKnow Cybersafety (Mrs Morton, Mrs O’Brien and community members)
- Cardio Pulmonary Resuscitation (all staff)
- Asthma (all staff)
- Anaphylaxis Online Update and Face-to-Face training (all staff)
- E-emergency Care (all staff)
- Child Protection and Code of Conduct annual update (all staff)
- UPStanders (teaching staff and community members)
- Part 2 Disability Standards for Education (all teaching staff)
- Northern Illawarra Aboriginal Education Consultative Group (Mrs Morton)
- Nonviolent Crisis Intervention Introductory Course (all staff)
- K-6 Physical Activity, Sport and Healthy Eating Conference (Mrs Saddi)

**Other**
- Performance and Development Framework (Mrs Morton and Mr Cochrane then teachers)
- Advancing the new school plan (Mrs Morton)
- Understanding and making connections with the School Excellence Framework data reports (Mrs Morton then teachers)
- Yong Zhao and Andy Hargreaves: Optimising opportunities through education reform (Mrs Morton)
- Principals as Teacher Accreditation Authority (Mrs Morton)
- Leading for Purposeful Learning (Mrs Morton)
- Australian School Colloquium - Leadership in Schools (Mrs Byrom)
- Optimising Opportunities when Engaging with the Community (Mrs Byrom)
- Merit Selection Panel Training (Mrs Morton and community member)
- Wollongong Schools’ Choral Festival (Mrs Morton and community member)
- Work Healthy and Safety (Mrs Morton)
  - Emergency Management Planning
— Establishing effective health and safety consultation arrangements in the workplace
- Network meetings
  — Sport (Mrs Saddi)
  — Seacliff Community of Schools - Mathematics and Technology (optional)
  — School Administration (Ms McLean)
  — Wollongong North Principals (Mrs Morton)

Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meeting of the P&C. Further details concerning the statement can be obtained by contacting the school.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2015</th>
</tr>
</thead>
</table>

**Income**

- Balance brought forward 103420.74
- Global funds 115094.34
- Tied funds 122712.29
- School & community sources 91384.66
- Interest 2649.22
- Trust receipts 8454.00
- Canteen 0.00
**Total income** 443715.25

**Expenditure**

- Teaching & learning 35972.62
  - Key learning areas 14186.91
  - Extracurricular dissections 33011.96
- Library 4682.79
- Training & development 10236.84
- Tied funds 113760.95
- Casual relief teachers 36162.13
- Administration & office 42681.14
- School-operated canteen 0.00
- Utilities 23734.87
- Maintenance 39025.57
- Trust accounts 9203.74
- Capital programs 9982.00
**Total expenditure** 372641.52

**Balance carried forward** 71073.73

School performance

School-based assessment

Language, Learning and Literacy (L3)

There continued to be a strong academic focus in the early years of school in literacy. This year, three Kindergarten teachers completed training in the Kindergarten L3 program. Due to the implementation of the L3 program, our Kindergarten students continued to achieve excellent outcomes in reading and writing. L3 provides explicit and personalised instruction to students, in small groups of three to four. Students were supported to participate in meaningful discussions, use higher-level thinking and apply independent comprehension strategies during reading and writing sessions.

The target reading levels for the L3 project for Kindergarten were 20% of students to be reading at levels 3-5, 30% at levels 6-8 and 50% at levels 9 or above. At Bulli Public School the L3 program exceeded expectations with 97% reading at a level 8-9 or beyond. This is an increase of 29% from 2014.

The target reading levels for the L3 project for Year 1 were 10% of students to be reading at levels 9-11, 10% at levels 12-14 and 50% at levels 18 or above. Bulli Public School’s Year 1 exceeded these targets with 10% reading at a level 12-14 and 78% reading a level of 18 or beyond. This is an increase of 23% from 2014. The 12% of students who are not reading at the expected level are supported by the LST and have individualised learning plans.

Focus on Reading

Teachers at Bulli Public School continued to participate in intensive training for Focus on Reading (FoR) led by a qualified teacher trainer. The program promotes explicit teaching of comprehension strategies across all key learning areas. FoR is aimed to engage Stage 2 and Stage 3 learners and promote a love for reading. The six comprehension strategies of monitoring, making connections, visualising, summarising, predicting, questioning and monitoring, enhance language and vocabulary knowledge and provide students with a new level of active understanding and insight.

The program has been implemented in our Year 2-6 classrooms. Each term a strategy was chosen and explicitly taught across the school. Students used the strategy to acquire deeper comprehension of texts. The strategy was displayed in common areas around the school and the community informed of the
current strategy each term via the school newsletter. Teachers compared teaching and learning experiences, student results and work samples, lesson ideas, reflections, evaluation and future directions at quarterly based professional development sessions.

Sacha Byrom
English Coordinator

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

NAPLAN - Literacy

Year 3 Reading

<table>
<thead>
<tr>
<th>Average score, 2015</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>513.3</td>
<td>423.8</td>
<td>422.4</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
- Number in Bands
  - 0
  - 0
  - 1
  - 10
  - 5
  - 13
- Percentage in Bands
  - 0.0
  - 0.0
  - 3.4
  - 34.5
  - 17.2
  - 44.8
- School Average 2011-2015
  - 3.4
  - 10.1
  - 12.8
  - 15.5
  - 16.2
  - 41.9
- SSG % in Bands 2015
  - 4.3
  - 5.0
  - 21.8
  - 23.0
  - 18.6
  - 27.3
- State DoE % in Bands 2015
  - 5.3
  - 6.7
  - 20.4
  - 21.1
  - 18.4
  - 27.9

Year 5 Reading

<table>
<thead>
<tr>
<th>Average score, 2015</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>512.6</td>
<td>495.3</td>
<td>494.3</td>
</tr>
</tbody>
</table>

Skill Band Distribution

- Band
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
- Number in Bands
  - 0
  - 1
  - 5
  - 6
  - 5
  - 3
- Percentage in Bands
  - 0.0
  - 5.0
  - 25.0
  - 30.0
  - 25.0
  - 15.0
- School Average 2011-2015
  - 2.2
  - 8.7
  - 28.3
  - 24.6
  - 18.8
  - 17.4
- SSG % in Bands 2015
  - 5.3
  - 14.8
  - 22.4
  - 23.5
  - 19.8
  - 14.2
- State DoE % in Bands 2015
  - 5.8
  - 17.3
  - 21.4
  - 20.9
  - 18.7
  - 15.9

NAPLAN - Numeracy

Year 3

<table>
<thead>
<tr>
<th>Average score, 2015</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>425.1</td>
<td>396.6</td>
<td>395.9</td>
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</table>

Skill Band Distribution

- Band
  - 1
  - 2
  - 3
  - 4
  - 5
  - 6
- Number in Bands
  - 0
  - 2
  - 6
  - 7
  - 5
  - 9
- Percentage in Bands
  - 0.0
  - 6.9
  - 20.7
  - 24.1
  - 17.2
  - 31.0
- School Average 2011-2015
  - 0.7
  - 12.2
  - 25.7
  - 27.7
  - 18.2
  - 15.5
- SSG % in Bands 2015
  - 4.9
  - 11.5
  - 24.4
  - 25.5
  - 17.2
  - 16.5
- State DoE % in Bands 2015
  - 5.5
  - 14.3
  - 22.0
  - 22.9
  - 17.9
  - 17.5

Year 5

<table>
<thead>
<tr>
<th>Average score, 2015</th>
<th>School</th>
<th>SSG</th>
<th>State DoE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>489.7</td>
<td>492.3</td>
<td>493.1</td>
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</table>

Skill Band Distribution

- Band
  - 3
  - 4
  - 5
  - 6
  - 7
  - 8
- Number in Bands
  - 0
  - 2
  - 7
  - 9
  - 2
  - 1
- Percentage in Bands
  - 0.0
  - 9.5
  - 33.3
  - 42.9
  - 9.5
  - 4.8
- School Average 2011-2015
  - 1.4
  - 10.9
  - 29.7
  - 31.9
  - 15.2
  - 10.9
- SSG % in Bands 2015
  - 2.5
  - 16.3
  - 26.5
  - 28.0
  - 16.0
  - 10.7
- State DoE % in Bands 2015
  - 3.8
  - 17.6
  - 26.0
  - 23.9
  - 15.0
  - 13.6

Parent/Caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents/caregivers, students and teachers about the school.

In 2015, 68 parents/caregivers, 96 students from Years 3-6 and 13 staff members participated in our annual School Satisfaction Survey. For parents/caregivers, this is an increase of 40 respondents from 2014 demonstrating a greater level of trust in the school to consider and respond to their ideas. We are grateful for the considered input from our parents/caregivers.

Ninety-two per cent of parents/caregivers are likely or highly likely to recommend our school to others. Ninety-three per cent of students and staff members are likely or highly likely to recommend our school to others. These results are similar to those from 2014.

The overwhelming area for satisfaction is the sense of community at Bulli Public School. Many respondents indicated that the friendly, welcoming and nurturing atmosphere and the small size attributed to the community feel. It was also noted by several parents/caregivers, that the school has benefited from stable leadership, the consistent application of student welfare programs including the social skills program and the provision of support to students with learning difficulties. Students
appreciate the size of the playground, improvement in the tone of the school and accessibility to a range of technologies, although they would like more in this area.

While a number of suggestions for improvement were provided, the majority has already been addressed or is in the process of being addressed. The Department controls some suggestions, such as the allocation of staffing and funding to the school, and the starting age for Kindergarten. In response to some of the suggestions for improvement:

- The school is currently seeking advice about playground equipment (style, location, size and cost) before funds are allocated and raised in 2016.
- A high level of professional learning in current pedagogies and teaching practices has occurred over the past two years with ongoing implementation and monitoring occurring to ensure student outcomes are continuing to improve. The emphasis has been on literacy and numeracy.
- Individual students, who are identified as gifted and/or talented, will be provided with Learning and Support Teacher guidance in 2016 as they work on their personal interest projects. This role has been made possible by the school’s Quality Teaching Successful Students allocation that will also be used to provide additional support to students with learning difficulties.
- The school has reduced the use of external educational providers over the past two years and now only uses providers who can provide a service beyond the capabilities of the staff such as gymnastics or when additional equipment with limited use is required.
- The enhancement of our creative arts program is an ongoing area for development and although suggested as an area for improvement, no suggestions of how this is possible were provided. The school currently implements the Creative Arts curriculum, provides opportunities for students to perform including Choir and Southern Stars in alternate years and, promotes and encourages participation in creative arts activities beyond the school. No member of the current teaching staff has the expertise to conduct a dedicated music program.

**Policy requirements**

**Aboriginal education**

Bulli Public School has a current enrolment of 13 identified Aboriginal students (6.8% of population). Each of these students has a Personalised Learning Plan that was developed in consultation with the student, parent/caregivers and the classroom teacher. These plans aim to cater for each student’s needs and circumstances.

Aboriginal students and community members were consulted in developing the Acknowledgement to Country that is presented at all formal assemblies.

Our major project for 2015 was the installation of the Reconciliation Garden as a centerpiece to our playground. Elements of this project included:

- Aboriginal students and community members were consulted in developing the Acknowledgement to Country that appears in our Reconciliation Garden.
- Our Aboriginal students worked with an Indigenous artist to design and paint the three reconciliation poles for our garden. Many students then worked with staff from the Wollongong Botanic Gardens to plant local traditional plants.
- Students from Bulli High School constructed a Friendship Seat for our garden to encourage our students to be inclusive and supportive of each other.
- The choir performed the national anthem in the language of the Dharawal people at the opening ceremony.

We also planted a smaller Wadi Wadi Garden near the front entrance to the school.

These projects were made possible through a NSW State Government Eco-Schools Grant for $2500 and a Norman Catt’s Grant of $400 as part of a larger
grant awarded to the Seacliff Community of Schools. Further, generous donations from Wollongong Botanic Gardens, Bunnings’ Wollongong and Top Dog Trophies were received.

Bulli Public School celebrated NAIDOC Day at the beginning of Term 3 by participating in the Seacliff Community of Schools’ Indigenous Games Day.

Teachers participated in the University of Sydney Kinship Module. This module gives teachers a deeper understanding of the richly complex kinship system by learning about moiety, totem, skin names, language and traditional affiliations, and individual identity.

Debra Wedeman
Aboriginal Education Coordinator

Multicultural Education and Anti-racism

Indonesian Language and Cultural Program
2015 saw us begin the fourth year of our Indonesian program at Bulli Public School. During this year the students from K-5 were targeted. Most students participated in a 30 minute lesson per week while the students of one class had a lesson of 60 minutes duration.

During Indonesian lessons, the students were involved in a variety of activities that fostered the development of knowledge and understanding about Indonesia - its geography, its people and its culture. As well, they were involved in tasks designed to develop listening, speaking, reading and writing skills necessary for effective communication in Bahasa Indonesia. They were encouraged to make comparisons between the Indonesian and English languages and to discover the similarities and differences in linguistic structures and vocabulary.

The Bulli Public School Indonesian Cultural Day, held in September, saw all of our students and teachers K-6 immersed in the culture of Indonesia as part of our commitment to the Asian perspectives components of the Human Society and its Environment curriculum. Dressed in appropriate attire for the day, the students participated in a variety of activities: mask making, concocting a very popular Indonesian drink, playing traditional games and participating in percussion and dance workshops conducted by the Suara Indonesian Dance Company. The day concluded with a short concert organised by the dance company starring a large number of our students from K-6 performing traditional dance and body percussion items.

During Term 3, our 4/5 class group was addressed by a guest speaker who is employed by the Australian Federal government as a translator of Indonesian. He spoke to the students about his work and the benefits of learning another language, with particular emphasis on Indonesian.

Towards the end of Term 4, we were lucky enough to have a trained Indonesian learning support officer work with us for a few weeks to enhance our Indonesian program at the school. Both teacher and students found this a very worthwhile experience.

In 2016, the Bahasa Indonesia program will cater for all students K-6.

Barbara Turner
Indonesian Language Teacher

Anti-Racism
The school has a strong culture of inclusiveness and is proactive in its efforts to ensure all students are accepted for who they are. Involvement in Harmony Day activities, an extensive Peer Support Program and ongoing associated events, our social skills program and anti-bullying programs such as UPstanders, Bullying: No Way and Interrelate’s Say No To Bullying campaign are all proactive ways students at Bulli Public School work together to combat racism.

Mrs O’Brien continued as our Anti-Racism Contact Officer throughout 2015 with no reports of racism being received.

Other school programs

Student voice and leadership

Student Representative Council (SRC)
In accordance with our Student Leadership Policy, SRC representatives were elected from Years 1-6 in Semester with new representatives from K-6 elected in Semester 2.

It is a lengthy process for the students to organise any event; ideas are generated, classroom polls taken and permission sought from the principal who consults with the staff. Once approved, the SRC must delegate, organise and work cohesively to stage the events for the year. In 2015, these events included:
• Paper Plane Day: Run as a competition across each Stage each student designed and threw their plane to find out which one flew the furthest. Prizes were given to each Stage and an overall winner was announced. This event was topped off with a visit from Paper Plane International Champion James Norton, who spoke to, then interacted with, the students during the making of the paper planes for the competition.

• Radio station ‘2BPS’: Training on how to connect the computer to the speakers, how to use a microphone, song selection and interview topics were the first steps. Twice a week, once in each playground, 2BPS went ‘live’.

• Handball Competition: ‘Handball! Handball! Anyone for handball?’ was the catch phrase used to advertise the Handball Competition. Conducted in Stages, the students battled it out on the handball court with Ace and King top seeds moving on to the next round. A great deal of preparation on the SRC’s behalf saw rules written and practised, draws devised and umpires and officials given their jobs. Committees with leaders for each section were also formed. Winners for each stage were awarded and recognised at a school assembly.

• A pyjama mufti day was held with the $261 raised from this event donated to the KidzWish Charity that supports our students who have a disability or are from a low socio economic background.

• A Lolly Guessing Competition resulted in $162.55 being raised to support a school that was devastated by the earthquake in Nepal.

• Wollongong Homeless Hub green mufti day raised more than $200 for this local charity.

• A pet mufti day raised $325.20 for RSPCA NSW to further assist them in their endeavour to care for the many animals that pass through their doors.

Ros Saddi and Ray Cochrane
SRC Co-coordinators

Arts

Bulli Public School provides our students with many, varied opportunities in the creative and performing arts. To follow are some of the highlights from our Creative Arts program.

Music

The highlight of our music program this year was our choir’s involvement in the 60th Wollongong Schools’ Choral Festival. Under the guidance of Mrs Cochrane and Mrs Morton, the choir learnt a range of songs to be performed by the mass choir at the event. Our individual item, ‘Imba Wimbo’ and ‘Hazy Shade of Winter’, allowed our wonderful singers to showcase their talents. The choir continued to perform at special events throughout the year including our presentation assembly and end of year concert.

The whole school participated in the Music Stars program that was subsidised by the P&C. This program ran for eight weeks. The students enjoyed playing with various tuned and un-tuned percussion instruments and performing songs on the glockenspiels.

Visual Arts

A walk around the school, at any time of the year, revealed the wonderful art being produced by classes K-6. Mrs Morton’s office always contained an ever changing gallery of students’ artwork. The office foyer showcased a fortnightly display of art. Each class had their work displayed when it was their turn for assembly.

In a new initiative, coordinated by Mrs Morris, some of this artwork remains on display in Bulli Hospital. The Roper and Syd Atkins wards are adorned with artwork from every class. Our students beautiful artwork will brighten the days of the patients.

Each year a talented student from Stage 2 is awarded the Bitz-Gibson-Hook art prize. James from Year 4 was the recipient of this prestigious award in 2015.

Donna van Kessel
Creative Arts Coordinator
Film by the Sea - Drama, Music and Movies
Taken from a teacher meeting in the Illawarra, we decided to trial the idea of ‘flick it on’ this year. With Mr Cochrane and Mrs Byrom as willing colleagues, the adventure began. Adventure may be an interesting word to use in an annual report, but it is so adept to describe 1/2B, 4/5S and 6C’s experience.

The idea of ‘flick it on’, is for one class to complete the film then ‘flick it on’ to the next class that adds the spoken part then ‘flicks it on’ to the third class that adds the music and final sound effects.

This process requires a high level of skills including planning, co-operation, performance and creativity.

The added incentive to use the new school iPads, made the tools of filming and using Garage Band, more accessible and engaging.

The Film by the Sea Festival series was an ideal platform to launch the movies made. Glen Carter, Film by the Sea President, was quoted as saying, ‘The Film by the Sea Festival series not only allows students to showcase their film making and creative talents but is an integral part of their education as it develops visual literacy, collaborative learning and problem solving for 21st century learning. Through film, understanding and appreciation, students make sense of their world and begin to envisage the world they want to live in.’

Working with the theme ‘fish’, groups of students created short films. We were fortunate that our film, ‘Something Smells Fishy’, was selected for screening at the Series Two evening at Bankstown. Sixty students attended the matinee where twenty-two films were viewed. The students came away excited and motivated. We look forward to entering next year’s competition with the theme ‘hats’.

Ros Saddi
Coordinator

Personal Development, Physical Education (including sport) and Health

2015 was another successful year at Bulli Public School for personal development, physical education, sport and health initiatives. By the very nature of our location, this fundamental part of our curriculum reflects the active nature of our community and our commitment to encouraging active adults in the future.

Activities conducted throughout the year include:

- Bulli Burn (champion school) and Envie Kids Fun Runs
- Dental Hygiene
- Vision Screening for Kindergarten
- Life Education
- Surf Sense for Years 2, 4 and 6
- Child Protection
- Drug Education
- Road, sun and water safety
- Cyber safety - students and parents
- Interrelate growth and development programs for Years 3-6 - students and their parent/s
- UPstanders - students and parents
- Seacliff Community of Schools’ Indigenous Games Day.

Class physical education lessons including, dance, aerobics and skills based games and movement were also taught over the course of the year.

Sport

All students, particularly those in K-2, participated in explicit lessons and activities to develop their fundamental movement skills.

Students participated in a six-week gymnastics program in Term 4 with Gynmsports.

In addition, sport for Years 3-6 included:

- Term 1: recreational sport – tennis, bowling, Mr Soccer and boot camp.
- Term 2: skill based sports centred around athletic field events – shot-put, discus, high jump and long jump as a lead up to the athletics carnival.
- Term 3 Primary School Sports Association (PSSA) – boys’ soccer and girls’ netball.
- Term 4: t-ball and cricket skills.

Eligible students actively participated in school and NSW PSSA carnivals for swimming, cross-country and athletics. The district carnivals were attended by 21 students for swimming, 37 students for cross-country and 43 students for athletics.

District sporting trials were attended by two students each for soccer and basketball, and one student each for Rugby League and tennis. Mason was selected for the State soccer team. We are grateful to the P&C who financially support each of our representatives at regional and state level PSSA.
Over a ten-week period in Terms 2 and 3, all students participated in the Premier Sporting Challenge (PSC). Classes were involved in recording and encouraging students to step up their own personal best for the week. In accordance with the rules of the Challenge, all K-2 students received a gold award for their participation. The rules enabling students to achieve different award levels occur from Year 3. There are four levels of achievement based on an average daily amount of exercise: bronze (30 minutes), silver (45 minutes), gold (60 minutes) and diamond (80 minutes). Although the students maintain an individual log of their achievements, they are added to the PSC Tracker and it calculates a class average. This year for the first time we had 12 staff members who completed the PSC Staff Challenge.

Ros Saddi
Sport Coordinator

Live Life Well @ School
The Live Life Well @ School program is a joint initiative between the NSW Health and the NSW Department of Education. The program was developed to combat the growing trend in obesity, amongst adults and students. As part of our school’s support for the Wellbeing Framework, we implemented the Live Life Well @ School program this year as a whole of school approach to the nutrition and physical activity of our students. This focus included:

School Community Partnerships
- The school newsletter promoted healthy eating, physical activity and suggestions on how to limit small screen recreation.
- Parents were invited to participate in healthy food preparation at sporting events.
- The school participated in the Sporting Schools Program.
- Students were encouraged to walk to school.

School Ethos & Environment
- The school promoted nutrition campaigns such as Fruit & Veg Month and Crunch&Sip®.
- A school survey was conducted with results showing 96% of all students were provided with fruit and/or vegetables for Crunch&Sip®. However, only 60% of students brought water bottles to school.
- There is a vegetable garden.
- Sporting equipment was available at recess and lunch.
- Student peer-led physical activity opportunities existed.
- Healthy food was provided at school functions.

Teaching & Learning
- Students learnt about healthy eating and physical activity.
- Fundamental movement skills were taught in all years.

Lisa Cadorin
Live Life Well Coordinator

Environmental Education and Sustainability
This year, the school made significant progress in its environmental and sustainability initiatives.

The formation of Enviro Club enabled many students who are enthusiastic about caring for the environment to engage each fortnight in a range of activities. Most notably, Enviro Club was instrumental in the development of our Reconciliation and Wadi Wadi Gardens by weeding, designing, planting, mulching (using our own bark chips) and maintaining these significant sites in our playground.

Enviro Club also cleared the Peace Grove in readiness for the installation of seating (purchased by Year 6 as their gift to the school) to develop an outdoor classroom.

Members of Enviro Club were very proud to demonstrate their achievements to Mike and Julie from Wollongong City Council as part of the Wollongong City Council’s Rise and Shine Environmental Awards. As a result of the school’s efforts to improve environmental education and sustainable practices, we were awarded the Most Improved School at the awards ceremony in late Term 4.

Our composting program continued with three compost bins now in use to accommodate the increase in the number of students participating in Crunch&Sip®. The compost is used on our three no-
dig vegetable gardens. In Term 3, the canteen used potatoes grown in our vegetable gardens to prepare a potato bake for a meal deal day. Delicious!

The P&C donated funds to enable the installation of air conditioners in classrooms that did not already have this service. The air conditioners replaced the less efficient heaters, the result being a one-third reduction in our electricity costs for the year. This reduction can also be attributed to fewer unused lights being left on when rooms are vacated.

In 2016, a School Environmental Management Plan to reflect our initiatives and to generate new directions will be developed by our school community.

**Library**

Bulli Public School library provides K-6 curriculum support for all classes with the teacher librarian working collaboratively with classroom teachers, focusing on information literacy skills and providing resources to support classroom learning.

The school’s continued focus on literacy resulted in a substantial purchase of current literature during 2015 to provide popular books for student borrowing. Books have been purchased to support the new History and Geography syllabus, to enrich picture books that support L3, and to deepen students’ understanding of disability and discrimination issues. The commitment to motivate our boys with their reading has continued with a number of male interest books being purchased. The success of this is evident in the increased borrowing this year.

The library is open on Tuesdays, Wednesdays and Thursdays during second half of lunch for those students looking for quiet activities. There are games such as chess, checkers, and snakes and ladders as well as card games and memory games that can be played. Students may also choose to draw, sit on a beanbag and read, or catch up on some work or homework on the computers if they don’t have access to computers at home. Library monitors help students in the library at lunchtime.

Technology use in the library has increased with the video conferencing equipment being used to support student learning and also to inform parents about cyber safety. Stage 2 and 3 students produced book trailers on iPads and were able to share them with their class on the interactive whiteboard. The library was renovated this year to create a computer section to facilitate the installation of additional computers for student use.

The P&C successfully raised $5000 towards new furniture for the library. The order has been placed and we should have this new furniture for the commencement of the 2016 school year. The library was carpeted and repainted to give it a fresh look.

A Book Fair was held in June. Well supported by families, some families purchased and donated new books to the library. Due to the generosity of the school community, the library received over $1000 worth of resources as commission.

Book Week was celebrated in Term 3 with classes completing activities related to the shortlisted books and participating in a K-2 colouring competition and a Years 3-6 poster competition. Book Week culminated in a dress-up day celebrating the theme **Books Light up our World**.

In 2015, all students were encouraged to participate in the Premier’s Reading Challenge (PRC) through the school library. Extra PRC books were purchased to provide a greater range of books from which to choose. The library assisted students in finding the PRC books by displaying them in designated areas. Boxes of PRC books were also placed in the K-2 classrooms for teachers to read to students. Posters were displayed in the foyer of the library to show students’ progress throughout the challenge. With teacher and parent support and encouragement, there were 137 students successful in the completion of the Challenge. This was an improvement from 2014 with an especially pleasing increase by our Stage 3 students. Certificates were awarded in November with extra certificates given to students who continued to read extra books up until the end of the challenge period.

**Leanne O’Brien**  
Teacher Librarian

**Technology**

During 2015, the school continued its strong emphasis on providing students and staff with appropriate technology to support their learning and day-to-day roles.

A new desktop computer was purchased for the staffroom in addition to laptop computers for staff to access.

The 2014-5 Technology 4 Learning roll out secured new machines to replace the older ones in the lab as well as fulfilling recent school plans of having more laptops on hand for research purposes in Stages 2 and 3. An additional ten new laptops were purchased from funds within the school’s computer.
budget. These were distributed amongst classes based on need and the ratio of students to computers in each class.

Student access to Mathletics and Reading Eggs was supported by the school with the assistance of the P&C for Mathletics. The use of these programs and their value to the school and community is a matter of ongoing review.

With our current interactive whiteboards increasing in age, a budget to manage the replacement of these machines will be necessary in 2016.

An innovation at Bulli Public School from Term 2 was access to coding through selected on-line websites. Coding has become a catch phrase across education in Australia in the last few months but, through Mrs Wedeman’s diligence, we were onto it before we read about it.

Additional plans for 2016 include the replacement of aging computers in classrooms and the laboratory as well as the library in addition to laptops to assist school executive to perform administrative tasks. A scope and sequence of technology skills that align with current NSW syllabuses, including English, Mathematics, Science, History and Geography, will also be developed.

Ray Cochrane
Computer Coordinator

This year the school’s commitment to technology has seen Bulli Public Schools purchase 40 Mini iPads, 11 Apple TVs and a charging /syncing cart for storage. These machines require secure storage, a dedicated iMac for synchronisation and a high level of in-house work to ensure they work with the school’s recently upgraded wireless and server system.

A teacher has received training in the management of the iPads to ensure they have current software and relevant apps appropriate to the needs of teachers and students.

The iPads are accessible to all classes. To complement the use of iPads, Apple TVs have been installed in all classrooms, the library and the hall to showcase student’s work and to demonstrate lessons on the interactive whiteboards.

Stage 2 and 3 students have been involved in film making of which one of their endeavours was warmly received at the film festival, Film by the Sea.

Stage 1 and 2 students have been experiencing coding through the Scratch JR app, which enhances their computational thinking skills. Early Stage 1 and their buddies have spent time creating music and working collaboratively using the Garage Band app. These are just a few of the activities with iPads that occurred in the classroom.

Michelle Hiscocks
iPad Technology Coordinator

Student Wellbeing

Learning Support Team (LST)

The LST currently monitors approximately 20% of students some of whom have specific needs that have been identified as requiring targeted intervention. This includes students requiring behavioural, social and emotional support as well as those requiring adjustments to academic learning programs.

The LST consists of a coordinator, the principal, a teacher representative, the school counsellor and the Learning and Support Teacher. The team meets on a fortnightly basis to discuss and review students’ learning plans and targets to ensure that individual learning goals are being met.

A LST review was conducted in 2015 to ensure students receive appropriate adjustments to learning and support. The review involved interviewing a cross-section of students, parents/caregivers, teachers and staff. The review found that:

- each student’s progress is reviewed on a semester basis.
- the LST examines available data, analyses the needs of students and provides support to implement appropriate programs.
- teachers evaluate and implement effective teaching strategies for students with additional learning needs.
- teachers make decisions and consult with the LST when a personalised learning plan is required.
- the LST works with outside agencies and community groups to assist students with additional learning and support needs.

The reviews also revealed future directions.

Identifying Student Needs

- The LST will continue to effectively coordinate planning to identify and
accommodate the specific learning and support needs of students.

- Planning processes will continue to be an integral component of the school plan.

**Learning and Support Adjustments**

- All school staff will be committed to the learning and support process and make adjustments to programs for students.
- In every classroom, the specific needs of students will determine the direction of teaching and learning.

**Management of Learning and Support Teams**

- Teachers will consult and collaboratively plan support for identified students with support personnel. Folders containing individual learning plans, behaviour plans and an SLSO communication book will be provided to SLSO staff, teacher librarian and release from face to face teachers.
- The LST coordinator will provide professional learning to all staff about the LST’s revised operational guidelines.

**Community Participation**

- Parents/Caregivers will be involved in review meetings for individual students who access specialist support.
- The school’s Information Booklet, available to all families, will provide an outline of the roles and responsibilities of the LST.
- The LST will establish a written reporting system to inform teachers of a student’s referral progress.
- The LST will establish a written reporting system to inform parents/caregivers of a student’s support plan.
- The school will continue to supports ongoing links with Departmental resources and community agencies based on identified student needs and in accordance with Disability Standards.

**Buddy Program**

The Buddy Program between Year 5 and Kindergarten students helps settle the younger students into school and gives the older students the opportunity to learn and show leadership skills.

This year, 4/5S students were ‘buddied’ with Kindergarten students in KC and K/1HT. The skills covered over the first term program included: communicating, decision making, interacting, problem solving and developing interpersonal relationships. Activities appropriate to Kindergarten level varied from walks around the school to reading stories together, drawing buddy bodies and a buddy fitness circuit. After our Wednesday activities the buddies enjoyed lunch together.

The initial phase of the program was such a success that it continued throughout the whole year with peer support groups designed to accommodate each Kindergarten student and their buddy.

The older students showed Kindergarten how to use Garage Band on the iPads and investigated making movies together. They assisted in computer lesson time by helping Kindergarten students log into the computer and start their programs. To finish the year, 4/SS wrote stories about dragons for their buddies; a story to share with a copy for their buddies to keep.

**Ros Saddi**
*Senior Buddy Coordinator*

**Public Speaking**

An important part of literacy is being able to express your ideas and communicate with others. At Bulli Public School, students regularly practise public speaking in their classes and have opportunities to further develop their skills through leadership positions such as the SRC and leading assemblies. Students develop confidence and their self-esteem is enhanced through these activities.

To extend our students further, we participated in the Seacliff Community of School’s Public Speaking Competition that was hosted this year by Waniora Public School. To prepare for this event, all Stage 1, 2 and 3 students were required to prepare a speech to present to their class. They were also required to present an impromptu speech. Three students were then selected from each class to compete in a Bulli Public School stage ‘Speak-off’. The best three students per stage then progressed to the school ‘Speak-off’.

From this event Angus (Stage 1), William (Stage 2) and Andrew (Stage 3) were selected to represent our school at the finals. They spoke very well and positive feedback was received about their speech delivery.

**Leanne O’Brien**
*Public Speaking Co-coordinator*
Premier’s Spelling Bee

At Bulli Public School, students are given many opportunities to consolidate and extend their literacy skills.

As an extension to the classroom spelling program in Years 3-6, students prepared for the Premier’s Spelling Bee by participating in a class spelling bee. Finalists were then selected from each class to participate in a school stage spelling bee.

From this competition Maurice and William were selected to be our Stage 2 representatives and Harriet and Andrew were selected to represent our school at the Stage 3 level of the competition. The regional final was held at Austinmer Public School and we were very proud of the performance of these students.

Leanne O’Brien
Premier’s Spelling Bee Coordinator

Debating

NSW Premier’s Debating Challenge

In 2015, Bulli Public School entered a team of 8 students from Stage 3 into the NSW Premier’s Debating Team. Our team, The Debatinators, commenced the year with a series of advanced debating workshops conducted by a member of the University of Wollongong Debating Team. These workshops prepared our team for participation in the Northern Illawarra rounds of the competition.

The Debatinators successfully won all four rounds of the competition and progressed to the Northern Illawarrra Finals where they were defeated.

Two of our team members were selected to trial for the NSW Premier’s Regional Debating Team, with one student successfully gaining the role of third speaker. This student attended a training camp and competed in the State finals. Unfortunately, our region was unsuccessful in reaching the final round.

The skills, experience and techniques the students have acquired through participating in this competition over the past two years have proved to be invaluable. I would like to thank the team’s coach and mentor Mrs Craswell for all her work with these students.

Debbie Wedeman
Co-Director

Seacliff Community of Schools’ Debating

In 2015 Bulli Public School entered a team of students into the Seacliff Community of Schools’ Debating Competition.

As the style and rules for this competition differ from the Premier’s Competition, it was decided that The Debatinators would be a separate team. This decision enabled a greater number of students to participate with rotational teams established rather than one permanent team.

All Stage 3 students were introduced to the techniques of debating by Mr Cochrane and Mrs Saddi with the requirement to debate in the competition optional.

While we not successful in the competition, this process enabled The Debatinators to mentor the Seacliff team and a greater number of students to participate.

Thank you for taking the time to read the Bulli Public School Annual Report and share in the celebration of our achievements in 2015.

Rhonda Morton
Principal