



BUNBURY SENIOR HIGH SCHOOL
INDEPENDENT PUBLIC SCHOOL
EST. 1918



Annual Report

2015

Principal's Message

January 2015 was a significant time for Bunbury Senior High School with the arrival of Year 7 students at the school for the first time. This event was complicated by the fact that two new cohorts (Year 7 and Year 8) arrived at the school together. The additional year group in the school combined with the departure of the 'half cohort' saw the school population rise from 730 students in 2014 to approximately 980 in February 2015.

The first lessons with Year 7 students were a culmination of two years of preparation and planning for the teaching and administration staff at the school. Preparation ranged from teacher professional learning to collaboration with primary schools and a focus on the structure of the support services in the school. The new 'Kingia Building', which was officially opened by Peter Collier, Minister for Education, is an additional resource provided to support the increased enrolment.

The school's journey as an Independent Public School continued into the second year of this three-year phase. Heather Percy, has again, accepted the responsibility to chair the School Board and the Board membership grew increasingly aware of modes of enquiry into school performance. During the later half of the year, the Board began the process of preparing for the impending review that is to take place in July 2016.

The school based specialist programs, Bunbury Elite Sports Training (BEST) and Visual Arts Specialist Program (VASP), along with the Department Selective Academic Program became available in each of the four lower school cohorts. Competition into the school-based programs has increased as each program has gained recognition in the community. With over 200 students in the school belonging to one or more of these programs, a strong culture of achievement is now a characteristic of Bunbury Senior High School.

The increase in student enrolment was met with additional staffing resources and approximately 15 new staff joined the school. The new teaching staff, many of who are in their first or second year of teaching, adjusted well and quickly settled into their respective learning areas. Bunbury Senior High School has high quality teaching and support staff who have fully engaged in the 'pursuit of excellence' in many forms within the school. Professional learning for teaching staff has focussed on professional learning communities that have facilitated teachers learning from teachers. The quality of support staff has been enhanced with new opportunities to engage in a range of work tasks previously undertaken by teachers. This realignment of tasks has rejuvenated the working relationship between teaching and support staff.

The progression towards a new Program Coordinator (PC), Academic Achievement role was completed with three PCs located in the Student Services, each with a responsibility for a pair of year groups. This model has enabled a greater focus on student achievement and, over time, it will shape a new range of services that will be offered out of the Student Services building.

This annual report represents 12 months of progress at Bunbury Senior High School. The report covers student achievement in academic, cultural and sporting aspects and it provides an insight to Bunbury Senior High School on the journey towards excellence in education.

En Avant

Craige Pettit
Principal

School Board Chair's Message

2015 was a year of great change in education in WA and at our school. A new student-centred funding model was introduced along with major changes to the curriculum and a new WACE model for Year 11 students.

The biggest change in 2015 was Year 7 students arriving at high school. More than 330 Year 7 and 8 students started high school at our school in February 2015.

At the opening of the new Year 7 building in March 2015, I reflected in my speech that the school has stood as a symbol of public education above the city of Bunbury for more than 90 years.

My speech highlighted the challenges facing such an old school built on an exposed site in terms of maintenance, repair and replacement. While acknowledging that the school had benefited in recent years from a new library building, renovations to administration and student services, a new roof following the storm damage in 2010 and the new building to accommodate Year 7 students, I pointed out that many parts of the school are rundown, dowdy and some areas are out of bounds due to safety concerns.

After the opening of the Year 7 building, the School Board sent a detailed report to the State Government and to local politicians describing the school's many infrastructure and grounds requirements.

The State Government's response to this report was swift. It has seen classrooms painted and carpeted, options for a new canteen drawn up and costed, renovations to student toilets and long overdue maintenance to the structural integrity of the buildings. Other improvements have been made to the grounds, including new paving and the removal of the old transportable building to make room for the new canteen. Long awaited classroom air conditioning was also installed. More work, including a new canteen/cafeteria is needed to bring the school and its grounds into the 21st century and to provide the best facilities for the education of our children.

I would like to acknowledge the support of Craige Pettit, Principal and the School Board which in 2015 included parents; Sonia Jones, Robyn Wilson, Carl Beyboer and Matthew Telder, and Erin van Noort and Marianne Bondarczuk as community representatives and teachers Ian Lockhart, Anne Whitman and Tyril Houghton. India Telder and Jessie Willsher, did a great job representing student views on the Board. For much of 2015, Suzanne Vaughan was acting Principal and also supported the Board in her role as Vice Principal.

Heather Percy
School Board Chair

LOWER SCHOOL

NAPLAN

With the move of Year 7 students into secondary schools in 2015, the National Assessment Program of Literacy and Numeracy (NAPLAN) was conducted for the first time at Bunbury Senior High School with both Year 7 and Year 9 students. In time, the performance data of students as they progress from Year 7 to Year 9 within our secondary context will be a valuable tool to measure the effectiveness of learning programs and interventions across the achievement spectrum.

Bunbury Senior High School achieved above 'State Performance' and 'Like School' performance in all areas of NAPLAN assessment in 2015, in both Year 7 and Year 9.

Fig 1 Average Numeracy Score

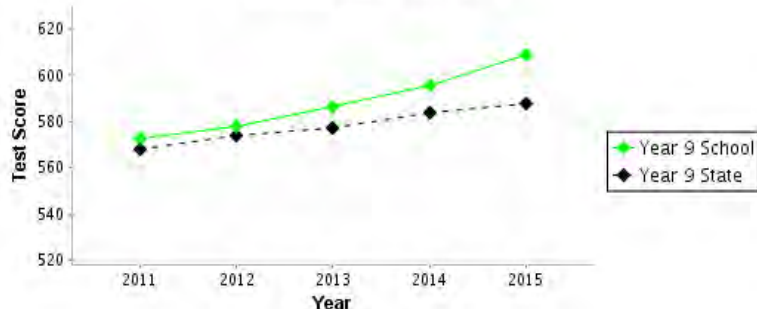


Fig 1 Left

The upward trend in Numeracy in Year 9 is a continuation of recent progress and is an outcome of school-level initiatives in Mathematics curriculum delivery, targeted support for students and a range of instructional strategies developed within our school's Professional Learning Communities.

Fig 2 Right

Achievement in Reading remains above other State schools. The average scores from 2011 to 2015 are inconsistent, however, the median shows an improving trend.

Fig 2 Average Reading Score



Note - The 2014 Annual Report noted that successful lower school achievement within the dimensions of Literacy has not been reflected in Senior School student achievement over recent years. This issue remains a focus for the school.

Fig 3 Average Writing Score



Fig 3 Right

The average Writing score remains above State and a decline in 2014 and 2015 was in line with a similar result for other State schools.

Fig 4

Learning Area Grade Distribution
Year 9 Mathematics (AC)
Semester 2, 2015

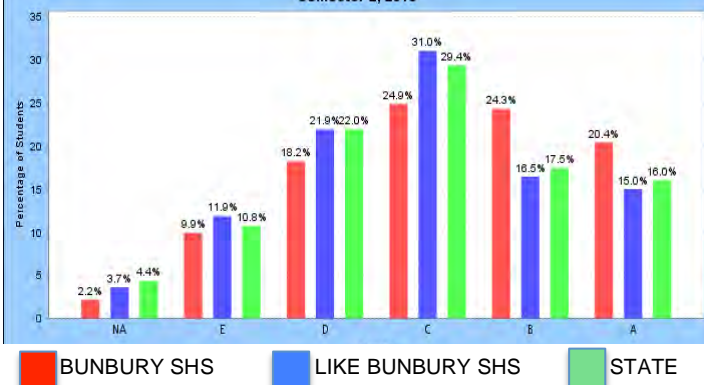


Fig 4 Left

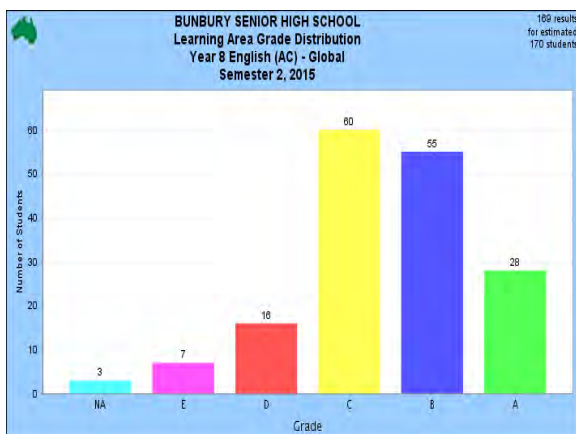
Teacher judgements in Mathematics is consistent with the NAPLAN data in Fig 1, above which shows Bunbury Senior High School Year 9 students have, in general, performed better than Year 9 students in other public schools.

Note:

The English Learning Area reports in a 'global' context therefore it is difficult to draw similar comparisons as in Mathematics. A global context does not provide individual component grades. ie a grade for Reading, a separate grade for Writing and so on.

LOWER SCHOOL...

GRADE DISTRIBUTION YEARS 8 & 10

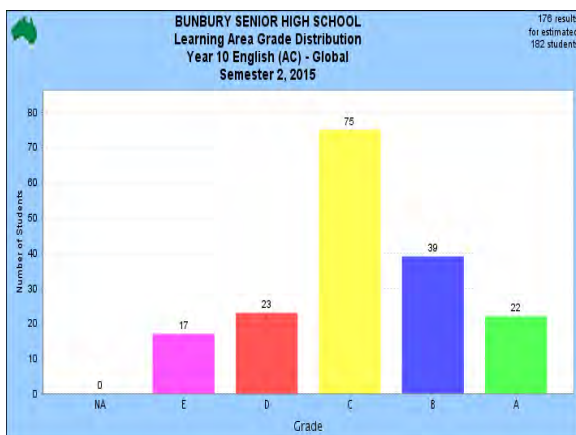
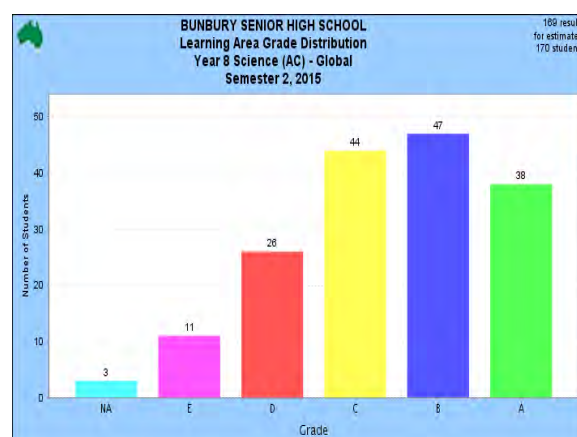
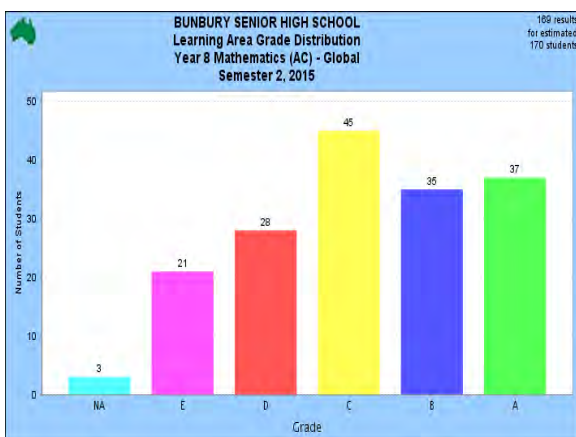
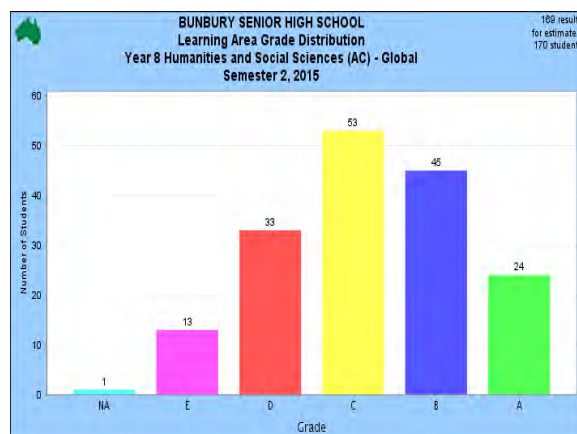


Year 8
English Top Left
Humanities Top Right
Mathematics Bottom Left
Science Bottom Right

When compared to other State schools, BSHS has a greater percentage of students with 'A' grades in each of the four learning areas.

Mathematics has 23.8% 'A' grades compared to State of 16.6%.

A small Selective Academic group has minimal impact on the data.

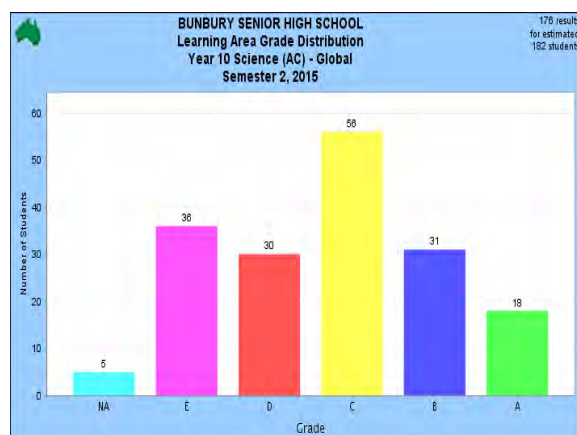
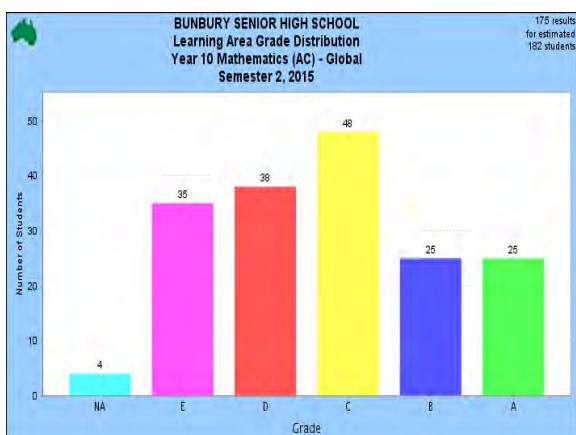
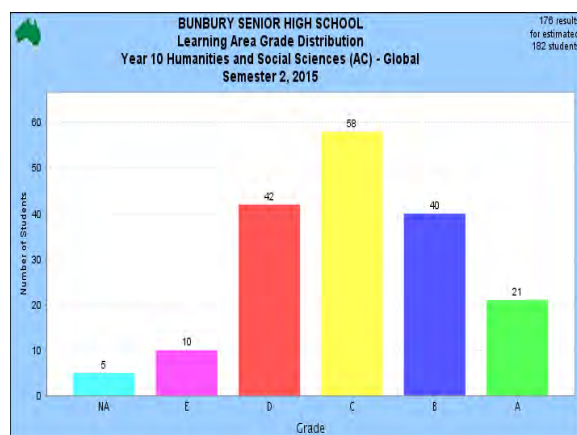


Year 10
English Top Left
Humanities Top Right
Mathematics Bottom Left
Science Bottom Right

English and Mathematics have a higher percentage of 'A' grades than other State schools.

The percentage of 'B' and 'C' grades in all areas is very similar to other State schools.

Humanities have 27.2% 'D' grades compared to 17.1% in other State schools. This is likely to be an area for further enquiry.



SENIOR SCHOOL

YEAR 12 PERFORMANCE

SUMMARY

Year 12 students	ATAR students	VET students	WACE Achievement ('Graduation')	Attainment Rate (ATAR>55 or Cert II+)	Completing a Certificate II	Completing a Certificate III	Median ATAR
88	38	50	98%	89%	53	3	71.55

All measures of Year 12 cohort performance showed improvement in 2015 based on the 2014 data. Of particular note were the improvement in the median ATAR, up 7.3% from 2014; a significant increase in the number of students achieving a VET Certificate II; and the continued high levels of Attainment – which measures student achievement of a 55+ ATAR or a Certificate 2 (or higher).

Certificate of Commendation

Four Year 12 students were awarded a School Curriculum and Standards Authority Certificate of Commendation for achieving at least 20 'A' grades in Years 11 and 12. Those students were;

Georgia Murtha

Aimee-Lee Wood

Emma Franklin-Temme

Jessica Frazer

90+ ATAR

Eight students achieved an ATAR score above 90, which was a 25% increase compared with 2014.

Anais Chen

Chloe Thomson

Jai Howitt

Renee Risetto

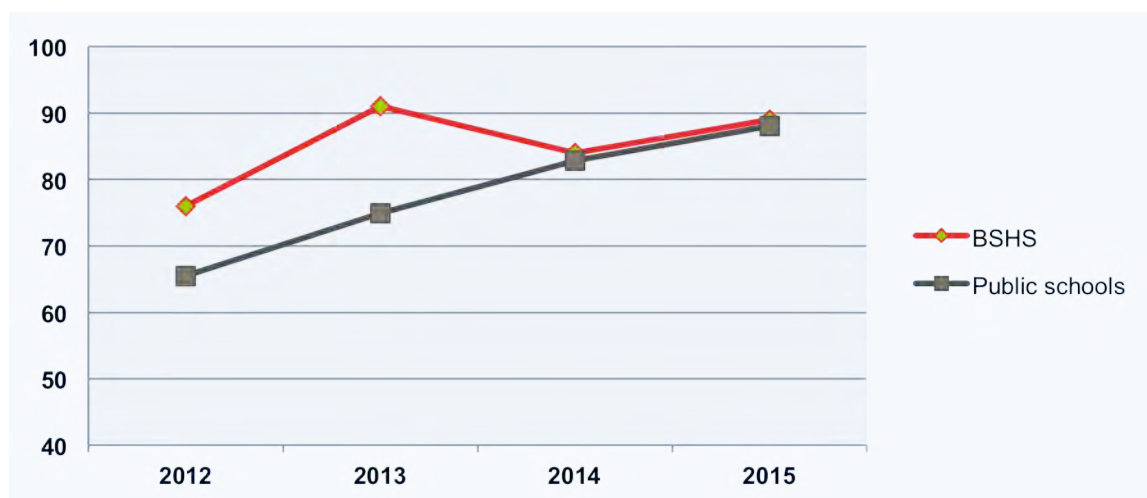
Mira Kokir

Tayla Oliver

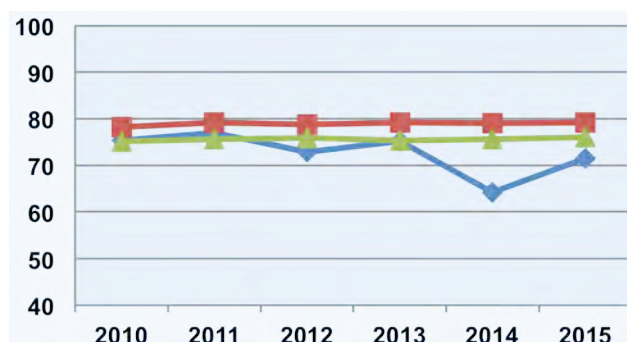
Sneha Mishra

Kathryn Robertson

Percentage of Students with Attainment 2012-2015



Median ATAR 2010-2015



Note: Although there was a significant improvement on the 2015 median ATAR compared to 2014, the Bunbury SHS median ATAR remains below State and Like schools and this continues to be a focus for improvement.

RESOURCES

The Kingia Building

The opening of the Kingia Building in February 2015 was a significant milestone for the school, which coincided with Year 7 students entering high school for the first time. The new building has four classrooms, an activity area, staff office, large corridor and large storage areas.

The School Board gave approval for the school to contribute \$23,000 to provide soundproofing for two of the classrooms to facilitate the movement of the music room from the Visual Arts area to the new building. Although there were some 'teething' problems, the movement has had a positive impact on the music program. Some improvements include an increased flexibility of the teaching environment with two classrooms rather than one and a heightened sense of 'ownership' of the area by the students and the teacher.

Pictured Right – Peter Collier, Minister for Education, addresses the school at the opening of the Kingia Building.



Other Building/Maintenance Programs

- Air Cooling/Conditioning Program – This program commenced at the school in October and was due to be completed in February 2016.
- Toilet Upgrade – The upgrade to three toilet blocks commenced in December and is due to be completed in March 2016.
- Classrooms – Seven classrooms were repainted and received new carpets.
- Structural Repair – Structural steelwork exposed by many years of weathering was repaired in November 2015.
- Removal of Transportable Classrooms – A transportable building located in the school quadrangle and consisting of two classrooms and storeroom was removed in August 2015.

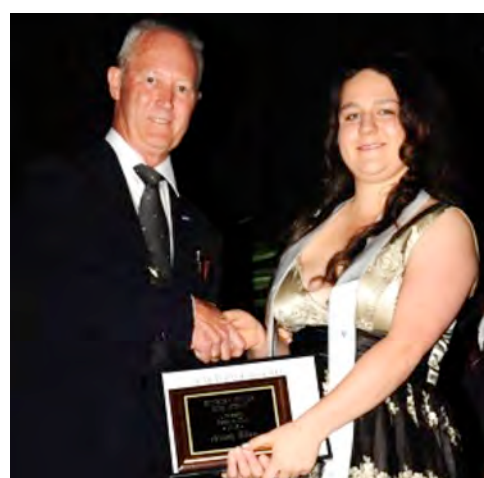


Pictured Right – Mira Kokir, Head Girl and Lance McGuire, Head Boy at the opening of the Kingia Building.



Drama Production, *Into the Woods* – In August, 35 cast and crew gave an outstanding performance of the musical, "Into the Woods". Anne Whitman, Drama teacher coordinated the event with support from a number of teaching and support staff.

Pictured Left – Thomas Burford and Kayla Halden during a performance



The Year 12 Presentation Ceremony recognises the achievement of students in their final year at school. Pictured above ATAR Dux Anais Chen receives her prize from Craig Pettit, Principal.

STUDENT PARTICIPATION, ACHIEVEMENT & OPPORTUNITIES

WA Youth Parliament – Cyril Harkin nominated and selected to represent Bunbury

Youth Civics Leadership Day – presented by the Law Society. Clare Beyboer and Alex Graham participated

100 Year Centenary of ANZAC Day – all Year 9 students undertook research of a World War I Anzac, producing a poster for the Parent Night

ANZAC Day Schools Award – Certificate of Commendation presented at Year 9 Assembly by Nola Marino MP, Member for Forrest

Voices from the Memorial – data from student research was collated and a presentation of the experiences of the WA Battalions at the Gallipoli Landing was included in the Bunbury SHS Anzac Day Service

Year 7 HUMANITIES

- Cuminform Tablet Activity and Archaeological Back Beach Dig – organised by Amelia Carpenter
- Constitution Centre Incursion – all Year 7 classes

Year 8 HUMANITIES

- Medieval Fair – organised by Liz Bezuidenhout with Amelia Carpenter and Luke Duffield's classes.
- Constitution Centre Incursion – Selective Academic Program students

Years 7-10 HUMANITIES

- World Vision Visit – contributing to awareness raising for 40 Hour Famine

Year 10 HUMANITIES

- Australian Defence Forces visit

Year 11 GEOGRAPHY

- Fieldwork Bunbury Town Centre – Survey

Year 12 GEOGRAPHY

- Fieldwork trip to Perth for Urban Studies
- Guest Lecturer, Graham Houghton, former Town Planner spoke on 'Directions 2031' and 'Tokyo, the Megacity'

Year 9-11 LANGUAGE

- Indonesian Movie Festival
- La Reunion Trip – four French students participated in 2016
- Language Perfect Competition - all students in Years 7-10

SELECTIVE ACADEMIC PROGRAM

- Fremantle Prison and Fremantle Maritime Museum – Selective Academic Program excursion Year 7 to 9
- Simpson Prize – five Year 9 Selective Academic Program students entered
- ANZAC Premier's Tour – five Year 9 Selective Academic Program students entered
- Australian Geography Competition – Years 7 to 10 and invited students
- Australian History Competition – Year 8 and Year 10 and invited students
- Evatt United Nations Competition – two teams attended, one Year 9 and one Year 10

Year 10 CAREER DEVELOPMENT

- Guest speakers program

Year 10-11 ATAR STUDENTS

- Students travelled to Murdoch University for Indonesian Language Cultural Expo

Lower School MATHEMATICS

- Have Sum Fun – Junior teams in top three places
- WA Junior Mathematics Olympiad - Year 8 team gained second position
- Australian Mathematics Competition - all Selective Academic Program students participate

Year 11 and 12 MATHEMATICS

- Have Sum Fun - two Senior School teams participated in the competition
- Australian Mathematics Competition - Senior School students in Stage 3 courses participate

Lower School SCIENCE

- World Education Games (Science) - Jamie Richards won a Gold Medal in the Year 9 and above section
- David Strong was awarded a Silver Medal in the Physics Olympiad
- Australian National Chemistry Quiz - at least one student in each of the year groups from 7 to 11 achieved a High Distinction

Senior School SCIENCE

- Biology 11 - Excursion to the Perth Zoo
- Biology 12 - Excursion to Harry Perkins Institute

THE ARTS

- Senior and Junior Bands were prize winners in the Bunbury Eisteddfod
- Bunbury SHS Music Showcase
- ATAR excursion to the WA Art Gallery
- Visual Arts Specialist Program excursion to Bunbury Regional Art Gallery
- Band Camp

STUDENT WELL BEING

- Teen Triple P Seminar Series
- Teen Triple P Group program
- Hawaiian Ride for Youth – Year 10 workshop program/Parent Information Night
- Social Inclusion Week – Diversity Festival
- Wear it Purple Day
- Sexual Health Week
- R-U-O-K Day
- Pride Day
- Daffodil Day
- Bullying "No Way" Day
- ATAR '90+' Luncheon
- Academic Achievers luncheon
- NAIDOC Assembly
- Edith Cowan University nursing showcase
- P.A.R.T.Y Program
- Drug Action Week
- Broad Horizons Boys Group – establishment of school garden infrastructure
- Broad Horizons Girls Group
- Stand By Suicide Response
- Benang Indigenous Suicide response
- Year 12 School Ball
- Year 12 Breakfast
- Year 12 Presentation Ceremony
- Breakfast Club
- Year 8 Transition Program
- Follow the Dream
- Year 9 Edith Cowan University Program
- Broad Horizons program
- House Competition
- Student Leaders Program

HEALTH AND PHYSICAL EDUCATION, Including BUNBURY ELITE SPORTS TRAINING (BEST)

- Twenty two BEST students were selected into Western Australian and National sporting teams in 2015. Most notably, Jarrad Fazioli (Year 10), Billie Knell (Year 10) and Zarly Clark (Year 11) were also selected into Australian Teams. Jarrad Fazioli travelled to South Africa in January as part of the All-Australian AFL U/15's team. Coby Green captained the Australian U/18 Hockey team to a gold medal victory at the World Hockey Championships in Germany.
- First place in Champion Schools Shield at the City of Bunbury SLSC Surf to Surf Fun Run,
- First place SSWA Schoolgirls Hockey Buchanan Cup.
- Champion School at the Senior School Surfing WA Regional Surfing competition.
- Runner up in the following Interschool sporting events.
 - SWSSA Interschool Cross Country
 - SWSSA Interschool Swimming
 - SWSSA Interschool Athletics
 - SWSSA lower school Winter Carnival
- Runner up at the SSWA Senior High Schools Country Week competition.
- Camps and excursions were undertaken for a range of programs including;

BEST

- Inaugural Year 7 BEST camp to Busselton
- Year 8 BEST Camp to Perth
- Year 9 BEST Camp to Busselton
- Year 10 BEST – AIS Tour to Canberra
- Year 11 BEST Surfing Excursion

OUTDOOR EDUCATION

- Year 12 three day Hiking Camp
- Year 12 Body boarding Excursion
- Year 12 Orienteering Excursion
- Year 11 Snorkelling Camp
- Year 11 Canoe Excursion
- Year 11 Mountain Biking Camp

BSHS SHED Works – This Engagement program aims to provide opportunity for selected Year 11 students to access training and employment in an off site program.

Under the guidance of Paul McKenzie in 2015, the students have constructed and installed a range of play equipment for a local primary school. They have built a climbing pyramid, a link bridge and a 'eccentric see-saw'. All equipment has been constructed from recycled building pallets that were donated to the program.

Broad Horizons Program

Student leadership opportunities exist in a range of areas within the school. The awards, outlined below, are an initiative of the Student Services team and have developed over two years.

Citizenship Club [Term Award]

The demonstration of exemplary citizenship throughout a term within the school and broader communities is recognised through membership within the Broad Horizons Citizenship Club.

Kingia Citizenship Award [Annual]

A student who achieves Citizenship Club status each term will automatically receive the Kingia Award at the final Year Meeting of the year.

"En Avant" Citizenship Award

One student from each cohort will be identified to win this prestigious annual award. Each winner is presented with their certificate/award at the final Whole School Awards Assembly of the year.



Pictured Above – SHED Works students display the completed link

Student Leadership

In addition to the Broad Horizons Program above, the House system, already in place over a number of years has been revitalised and opportunity exists across the school for students to support their 'House'. A new House Shield was presented in December 2015.

Trends include the following;

- 12% of school population achieved Kingia recognition
- Base line Term by Term Citizenship data completed for 2015
- Over 80 students across year groups appointed as House Leaders – students are wanting leadership opportunity
- Broad Horizons Program policy has been completed and is being implemented
- BH awareness is developing and is becoming a significant whole school recognition program
- Identification process of award winners works effectively
- Implementation of Student Leadership House Program – House Coordinators and Leadership Homerooms
- Introduction of House Competition – improving school culture and environment
- Strong relationships with students by SS staff
- Formalising events planning – range of events and charity events each term
- Programs to support diversity including gender, race and socio economic background.

The Bunbury Senior High School **Framework for the Pursuit of Excellence in Education** entered its second year in 2015. The plan is characterised by three focus areas; Engagement, Teaching and Learning, and Achieving Success. These focus areas are linked to fourteen priority areas, all of which are to be assessed by three broad Key Performance Indicators; Attendance, Literacy and Numeracy and Academic Achievement.

This page summarises the data the school will use to carry out a self assessment in preparation for the 2016 Independent Review. Included in this summary is information on the allocation of resources to the priority areas.

ATTENDANCE

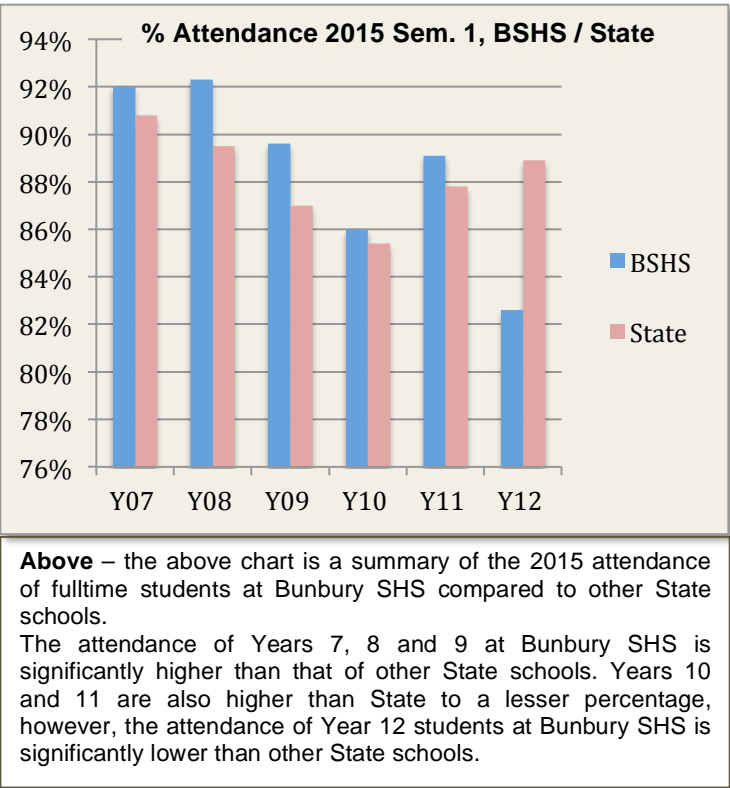
In February 2015 a realignment of resources changed the structure and focus of the student services team. Three Program Coordinators of Academic Achievement, each took 'charge' of a pair of year groups. Three Student Support workers were each aligned with a Program Coordinator.

This new structure facilitated a focussed approach to student wellbeing issues but also enabled the Program Coordinators to focus on student academic achievement while the support workers managed other issues such as attendance.

All Student Services staff are now 'badged' Attendance Officers, providing them with the capacity to question parents on attendance issues and follow up students with a severe attendance record, with a home visit.

There has been an improvement in the overall attendance data and the attendance rate of Bunbury Senior High School students is above that of other state schools in all year groups except Year 12.

Other resources such as the use of iPads for teachers to immediately record attendance and a kiosk system for students have all contributed to this improvement.



ACADEMIC ACHIEVEMENT

In 2015 a variety of resourcing strategies were implemented to support academic achievement. These strategies included the development of the Study Works Program, the continued funding of the Edge Program (after school tutoring for Year 12 ATAR), the launch of the '90s' Club, the Homework Club, Lower School Academic Lunch and the Lower School Academic Achievement Program.

The specific resources required to ensure that the above strategies are given every chance of success include the following;

- Weekly meetings of the school Leadership Team,
- Funding of two reward lunches for approximately 70 students at each function,
- Allocation of Senior Teacher time to supervise the Home Work Club three days per week, and
- Allocation of TOIL for teachers to deliver the EDGE Program during Term 2.



Pictured Above – Craig Pettit, Principal with Caitlyn Edwards, Mira Kokir and Chloe Thompson at the launch of the '90s Club'.

LITERACY AND NUMERACY

Bunbury Senior High School performed favourably when compared with Like Schools and State Schools in the NAPLAN Proficiency Bands of Numeracy, Reading and Writing. A higher percentage of students are achieving in Bands 8 – 10 than is evident in State and Like schools, with fewer students achieving in Bands 4 – 6. The percentage of students achieving below the National Minimum Standard is, nevertheless, a concern and improving the achievement of those students (through building student capacity in literacy and numeracy) remains a key school priority.

Although the Selective Academic Program has had a positive impact on NAPLAN data, there are still students achieving at below the expected standard. In Year 7 NAPLAN Reading 30, students achieved at Band 5 or below; there were 63 in NAPLAN Writing and 30 in NAPLAN Numeracy.

In response to this data, additional teaching support was placed in the English learning area and in 2016 the school will employ a specialist Literacy/Numeracy teacher whose task will be to support teachers to implement plans to improve the literacy levels of those students achieving below the National benchmark.

Alumni

In 2015 work began to create a data-base of school alumni. With support from the South West Institute of Technology, a small staff of researchers worked to generate contact details for past students and staff. In 2016 their work will continue – supported by a presence on our school's website and Facebook page – ahead of planning for the 100th anniversary of Bunbury SHS in 2018.

Homework Classes

The school continues to offer homework classes, under the banner of *Homework Club*, for all students on Monday, Tuesday and Wednesday after school, and on Friday morning before school. Homework Club is well supported by teachers from a range of learning areas, with expertise available for lower school and senior school students. In 2015 Homework Club recorded approximately 720 individual student visits.

Technology

The availability and use of technology continued to improve in 2015. Our take home MacBook Program was extended into the Senior School and continued to be available to Year 10 students. An allocation from NAPLAN Online funding allowed us to purchase and configure a number of mobile laptop trolleys that were distributed between learning areas allowing easier access by lower school students to laptops for class use. The Connect program provided by the Department of Education promises great benefits for staff and students in the sharing and accessing of ideas and information. Parent Connect was also trialled to allow parents to have better access to what their child is studying and to allow improved lines of communication.

Professional Learning Communities

The use of *Professional Learning Communities* (PLC) continued to be a key mechanism for staff professional learning in 2015. Professional Learning Communities are essentially small teams of teachers who develop strategies to improve student achievement data and/or staff capacity in an aspect of perceived need.

In Semester 1, fourteen PLCs considered a range of teaching and learning issues, including differentiation, gifted and talented student characteristics, student motivation, autism spectrum disorder, and higher order questioning. In Semester 2, ten PLCs examined issues including peer observation in the classroom, Connect for parents, IT literacy in Art, and Kagan's Cooperative Learning Strategies.

Studyworks

In 2015 a group of teachers and school leaders conceptualised and implemented a program named *Studyworks*. The aim of Studyworks is to support students studying Year 11 and 12 ATAR pathway courses. The group's work with students involved a range of innovative strategies including parent evenings, homework support classes, student goal setting activities, and one-to-one course counselling sessions.



PROFESSIONAL LEARNING

Some of the professional learning opportunities undertaken by teaching staff are listed below.

- Politics and Law teacher's workshop
- Humanities Teachers Association WA - Conference
- GAWA Geography Conference
- Law Society – Freedoms in Society
- International Principals Confederation, Helsinki
- Mathematics Association WA Convention
- STORM Training – Student Services Team
- School-based Professional Learning Communities
- South West Mathematics Association Aust Curriculum
- VET Teaching Delivery
- Geography Association Secondary Conference
- Year 12 History – HTAWA
- Human Rights In Australia
- Intro Lego Ev2 Handson
- AIT Teachers Skills PD
- Developing Mentor Relationships
- Australian Curriculum Geography
- HTAWA History Conference
- Union Representative Training
- Leading School Improvement
- Graduate Teacher Modules (1 & 2)
- History/Geo Classroom Ready
- Mini COGE Course
- Professional Collaboration Music
- "Responding to Deliberate Self-Harm" Student Services team
- UNSWQ Mini Cert Gifted Education
- Attendance Advisory Panel
- Getting More Out Of Connect
- Proficiency Standards
- Aspirant Leaders Workshops
- Teachers Registration Board workshop

The total cost of Professional Learning at Bunbury Senior High School in 2015 was as follows;

Teaching Staff - \$10,040. These costs include travel, accommodation, registration and relief.

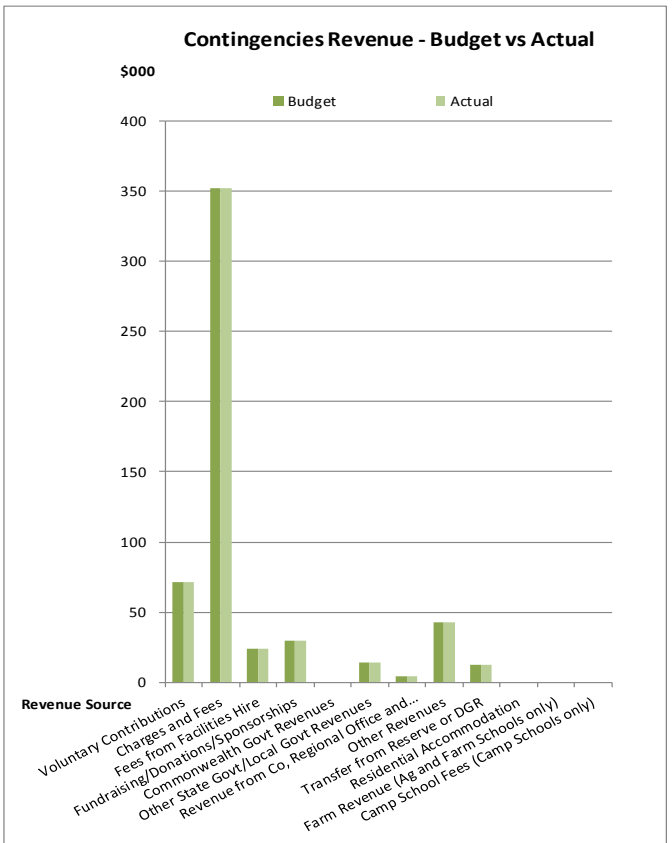
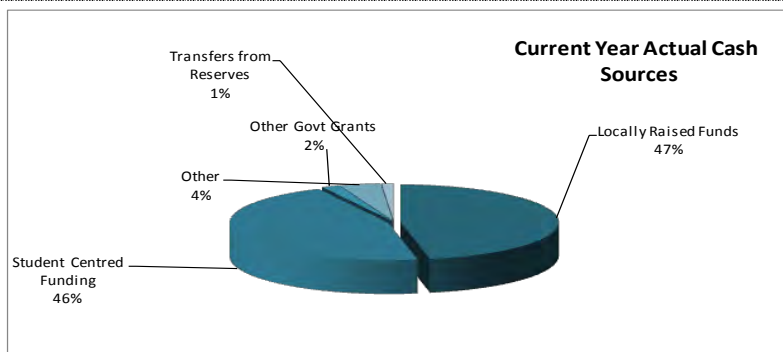
There were 93 Professional Learning opportunities in which teaching staff participated. Nine graduate teachers participated in one or more of the Graduate teacher Modules.

Support Staff - \$1385. The majority of professional learning for support staff was free of charge and relief is usually not required, hence the low cost. In addition to the professional learning attended by education assistants, clerical staff, lab technicians, gardener and cleaners, all education assistants participate in the required induction program at the school.

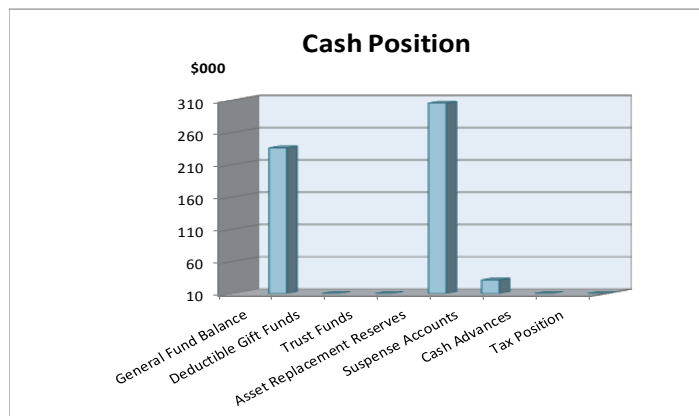
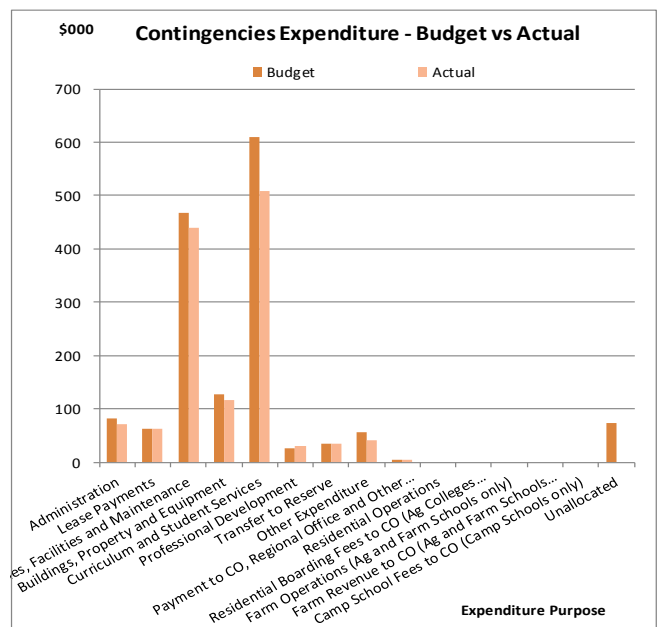


BUNBURY SENIOR HIGH SCHOOL FINANCIAL SUMMARY AS AT 3 FEBRUARY 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 71,223.00	\$ 71,223.00
2	Charges and Fees	\$ 351,901.00	\$ 351,899.93
3	Fees from Facilities Hire	\$ 24,191.00	\$ 24,190.90
4	Fundraising/Donations/Sponsorships	\$ 29,356.00	\$ 29,356.50
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 14,315.00	\$ 14,314.80
7	Revenue from Co, Regional Office and Other Schools	\$ 3,942.00	\$ 3,941.82
8	Other Revenues	\$ 42,510.00	\$ 42,510.67
9	Transfer from Reserve or DGR	\$ 12,592.00	\$ 12,592.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 550,030.00	\$ 550,029.62
	Opening Balance	\$ 531,496.00	\$ 531,495.61
	Student Centred Funding	\$ 463,768.00	\$ 463,768.33
	Total Cash Funds Available	\$ 1,545,294.00	\$ 1,545,293.56
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,545,294.00	\$ 1,545,293.56



	Expenditure	Budget	Actual
1	Administration	\$ 81,616.00	\$ 72,091.08
2	Lease Payments	\$ 63,024.00	\$ 62,942.16
3	Utilities, Facilities and Maintenance	\$ 468,190.00	\$ 439,051.14
4	Buildings, Property and Equipment	\$ 127,401.00	\$ 117,249.00
5	Curriculum and Student Services	\$ 609,418.00	\$ 508,348.81
6	Professional Development	\$ 25,524.00	\$ 29,692.80
7	Transfer to Reserve	\$ 35,206.00	\$ 35,206.00
8	Other Expenditure	\$ 55,642.00	\$ 40,230.72
9	Payment to CO, Regional Office and Other Schools	\$ 5,000.00	\$ 4,630.91
10	Residential Operations	\$ -	\$ -
11	Residential Boarding Fees to CO (Ag Colleges only)	\$ -	\$ -
12	Farm Operations (Ag and Farm Schools only)	\$ -	\$ -
13	Farm Revenue to CO (Ag and Farm Schools only)	\$ -	\$ -
14	Camp School Fees to CO (Camp Schools only)	\$ -	\$ -
15	Unallocated	\$ 74,273.00	\$ -
	Total Goods and Services Expenditure	\$ 1,545,294.00	\$ 1,309,442.62
	Total Forecast Salary Expenditure	\$ -	\$ -
	Total Expenditure	\$ 1,545,294.00	\$ 1,309,442.62



Cash Position as at:	
Bank Balance	\$ 560,449.92
Made up of:	-
1 General Fund Balance	\$ 235,850.94
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 305,205.48
5 Suspense Accounts	\$ 30,989.50
6 Cash Advances	-\$ 500.00
7 Tax Position	-\$ 11,096.00
Total Bank Balance	\$ 560,449.92

PARENT SURVEY

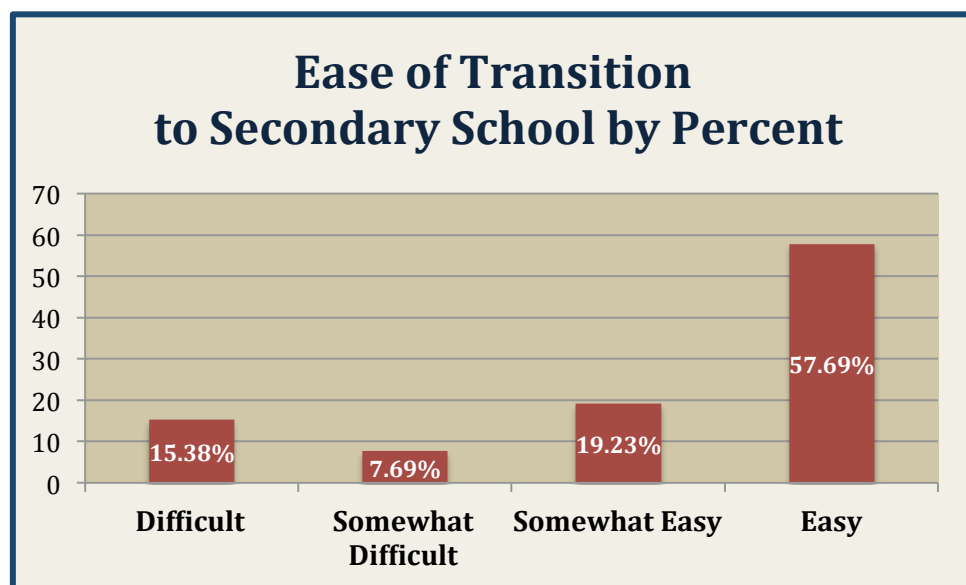
A survey of parents using the National Schools Online Survey tool was accessible to parents during Term 4 of 2015. The survey was promoted in the School Newsletter, SMS messaging and the school website. At closure, 22 parents had completed the survey and a further 13 had commenced but not completed or submitted the survey. The low response is not considered representative of the parent population and the survey will be opened again during the first term of the 2016 school year.

A second survey of parents used the Department Survey tool to seek feedback from parents of Year 8 students entering high school for the first time. A total of 26 respondents completed and submitted the survey.

A sense of belonging to the school and feeling able to participate in the school received the most positive responses with an average of 2.92 and 2.72 (from a maximum score of 5) respectively. Parent's feeling that their child is safe at school scored an average of 1.65, however, the average score for parents of boys was 2.08 and 0.8 higher than the response for parents of girls.

Fig 1.

In the survey of parents of students entering Year 8, 57.69 percent of parents found that the transition to secondary school was easy. This compared to only 15.38 percent who found the transition difficult. 92.31 percent of parents with girls, found the transition easy. 30.77 percent of parents with boys, found the transition difficult.



Student Opinion Survey

In December 2015, 176 students in Lower School participated in the National Schools Online Student Opinion Survey.

The survey sought responses from students on aspects of school such as opinion of teacher quality, motivation, technology, school canteen, dress code and extra curricula activity.

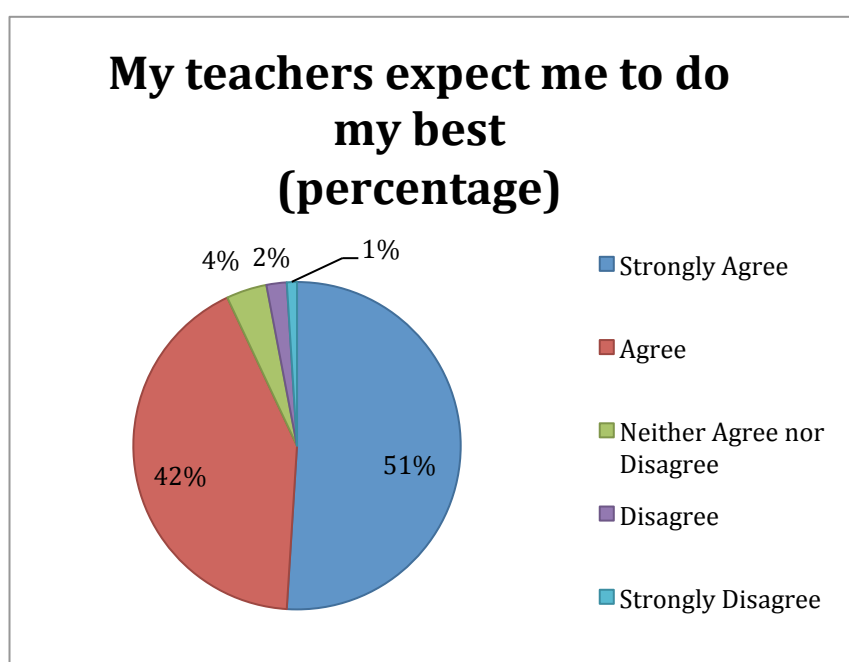


Fig 2.

When asked to respond to the statement "My teachers expect me to do my best", 93% of students either agree or strongly agree and 3% disagree or strongly disagree.

Other survey items responses include the following;

In response to the statement "My teachers motivate me to learn" 72% either agree or strongly agree and 9% disagree or strongly disagree.

The survey shows that students are generally 'happy' with the school dress code; 84% of students believe there are student leadership opportunities and 65% of students surveyed do not purchase food from the school canteen.