

ANNUAL REPORT 2016



BUNBURY SENIOR HIGH SCHOOL
an independent public school

inspiring self belief

Understanding the Annual Report

The Annual Report provides parents, caregivers and members of the community with an overview of Bunbury Senior High School's performance over the past year. It provides information about student academic

performance, attendance, school programs and staff development.

This report is a small component of the total reporting process that the school undertakes. As an Independent Public School,



The School Context

Bunbury Senior High School, established in 1918, opened at its present location in 1923 in the heart of the City of Bunbury. It enjoys strong support from a large and diverse group of former students, parents and staff. The school is rich in heritage and culture and draws students from a wide area, ranging from the more central parts of Bunbury, and spreading to Burekup, Boyanup, Dardanup, and Donnybrook for senior school. Bunbury Senior High School has a My School Index of Community Socio-Educational Advantage (ICSEA) of 1014.

Although the school is over 90 years old, the buildings are very well maintained and suited to the purpose of delivery of contemporary education. There have been a number of significant upgrades over the years including the provision of a purpose-built library and additional classrooms for the relocation of Year 7 to secondary schools.

Highly effective partnerships have been established with a range of external agencies including the City of Bunbury, South Regional TAFE, the Bunbury Regional Trade Training Centre, the Bunbury Chamber of Commerce, the YMCA and other community groups.

Bunbury SHS develops a Business Plan together with Operational Plans. The Principal has entered into a Performance Agreement with the Director General. The Business Plan and Agreement have been endorsed by the School Board. The

2016 Annual Report reflects the School's Priorities and Targets, as outlined in the 2014 - 2016 Business Plan: *A Framework for the Pursuit of Excellence in Education*.



The School Board is comprised of school staff, community members, parents and senior-school students. It plays a significant part in the ongoing oversight of the school and actively engages with the staff in the review of educational programs aimed at improving academic, social, emotional and physical development of all students.

The school has an enrolment of approximately 930 Year 7 to 12 students with 8% having a language background other than English, 3.2% being Aboriginal, and 5.4% identified as having a disability.

School Profile

Student Profile

Total enrolment	931
Lower-secondary (7 – 10)	660
Senior school (11 – 12)	271

Staff Profile

Total staff	106
Teaching staff	56
Teachers with Senior Teacher status	18
Level 3 Classroom Teachers	2
Certificate IV Training and Assessment qualifications	16
Teachers with Doctorate	1



The purpose of the 2016 Annual Report is to provide the school community with an insight to the school's progress against targets and to highlight the academic, sporting and cultural achievement that makes Bunbury Senior High School (SHS) a great school and a school of choice in the Bunbury area.

Bunbury SHS's *Framework for the Pursuit of Excellence in Education* has been in place for three years and in 2016 the school participated in the Independent Public School Review process. The review focuses on the school's internal self-assessment processes and subsequent response to data. In their report the review team commented that *"The school is held in high regard by staff, students, parents and the wider community. The professional knowledge and enthusiasm of the staff in creating quality learning and teaching programs to maximize the educational opportunities for each student was evident throughout the review. This, along with effective school leadership, has resulted in the school being held in high regard in the local community"*. A copy of the Independent Report can be found on the school website at www.bunburyschools.wa.edu.au

Principal's Message

The Bunbury Senior High School Board is playing an increasingly important role in the school. I would like to congratulate and thank the Board for their work, particularly Heather Percy as the Chair and Jake Thomson and Esther La'Brooy-McIver for their role in representing students in the school.

The student population growth levelled after the first intake of Year 7 into high school in 2015. Although there will be fluctuations in the Senior School numbers, a total population of 930 to 950 can be expected in the foreseeable future. Each of the four Lower School groups accommodates 170 to 180 students, enabling the school to comfortably accommodate all those who are entitled to enrol.

The Specialist Programs BEST and VASP continue to attract students from within the school and from outside the intake area. In 2016 the selection process for these programs was more closely aligned with the mainstream process, enabling a more timely response to all enrolment applications.

Both specialist programs were involved in an interstate tour in 2016. The Australian Institute of Sport tour conducted by BEST and the Melbourne Arts tour by VASP are likely to be annual events for each program.

The Department of Education Gifted and Talented Program hosted at Bunbury SHS continues to grow and gain recognition for the support it offers students and the achievement of those students at the school level and the variety of competitions that are entered. In 2016 a small group were accelerated from Year 10 to Year 11 or Year 11 to Year 12 courses and the subsequent results gained by each of these students supported the decision to extend students in this way.

Teacher development was a key focus area in 2016 for both the Department and the school. At Bunbury SHS the Educator Impact Program was introduced to teaching staff and more than 40 teachers took up this opportunity to observe and be observed with the view of improving teaching practice. Teacher observation and feedback will continue to be included in staff development practices as the school moves into the next phase of the Pursuit of Excellence.

Bunbury SHS continued its success in a range of academic, sporting and cultural competitions. This included Champion School at Country Week, success for a number of the school debating teams; individual success for students in National Art competitions; a medal winner in the World Challenge for Science and success for the School Band in their respective competitions. Bunbury Senior High is a well-rounded school that caters for a very diverse population of students. This makes me very proud to be the Principal of this school and commend this 2016 Annual Report to you.

Craig Pettit
Principal

School Board Chair's Message

The past few years have significantly changed how public education in Western Australia is funded and delivered, requiring Bunbury Senior High School's Board and leadership team to adapt rapidly to new challenges and to lobby for long awaited improvements to our school's buildings and grounds. In 2016 the Board consolidated, reviewed and reflected on these changes and started planning for the future.

The last year of our school's business plan, A Framework for the Pursuit of Excellence in Education 2014-2016, involved an independent review of the school's performance undertaken by the Department of Education Services (DES). The DES review team visited the school in July and assessed our performance across three areas: student learning, quality of the learning environment and sustainability. Their report is available on the school's website.

Reviewing student learning asked the question, how well has the school performed in improving learning for all students? In 2016, our Year 12 students were assessed against a new curriculum and Western Australian Certificate of Education (WACE) standards, including literacy and numeracy minimum standards. The school's first intake of Year 7 students from 2014, sat their Year 9 NAPLAN tests in 2016, providing a new way to measure lower school student learning. The annual report summarises 2016 student learning outcomes.

In reviewing the quality of the learning environment, the team asked the question, how well has the school created an environment of learning and well-being for all students and how this reflects our vision: Going forward together to broader horizons?

Highlights from 2016 were the ongoing success of the Shedworks program and support provided by

the student services team, including Charlie the dog. Featured in the Annual Report, and expanded upon in the 2016 Kingia school magazine, are students' participation and achievements in academic, community and cultural activities, music, visual arts and sporting programs, topped once more by success at Country Week.

Assessing sustainability asked, how well placed is the school to sustain and improve its recent performance into the next planning cycle (2017-2019)? The review team recommended that the school evaluate the breadth of its programs on offer and their extent to ensure they are effective and appropriate.

Board members volunteer their time to govern and provide strategic oversight of Bunbury Senior High School and to support Craige Pettit, our Principal. The board includes six parents: myself and Carl Beyboer (both members for 4 years), Sonia Jones, Erin van Noort, Robyn Wilson and Todd Brown and from

the P&C, Troy Mahony. Staff board members were Ian Lockhart, also at times acting principal in 2016, Tyril Houghton and Toni Jones. The Board was again very fortunate to have two very articulate and engaged student representatives elected from Year 11: Jake Thomson and Esther La'Brooy-McIver.

In the second semester of 2016, staff and lower school students were involved in refreshing and renewing the school's vision and brand. This will be progressively rolled out in 2017, along with the school's next three-year business plan. As I finish four years on the Board, I trust that the foundations that the Board has built will support and prepare the school for the future, even as it celebrates its centenary in 2018.

Heather Percy
Chair BSHS Board



SCHOOL TARGETS

The 2014 – 2016 school Business Plan identifies five academic achievement targets set by the school to improve student performance. Each target reflects an area of student outcomes that can be measured, and that the school has determined should be strengthened or improved over the life of the Plan. A range of operational plans – each with its own comprehensive set of strategies – informs the resourcing and initiatives directed towards each target's achievement. Progress in relation to the targets is reviewed twice each year and presented in the Annual Report. The information here relates to student achievement in 2016.

1

In the period 2014 – 2016, student progress and achievement matches or betters that of Australian Schools in all aspects of NAPLAN.

Scores for Year 7 to Year 9 spelling, grammar and punctuation, and reading were close to, but below, the Australian school's average for progress and/or achievement. However, each component had higher achievement than WA Public schools for the same period. Higher levels of both progress and achievement were demonstrated in numeracy, continuing a very positive trend for this area of the evaluation. Progress and achievement for writing was below that of Australian schools.

In response to identified literacy needs, the school appointed an additional literacy specialist teacher and specialist literacy Education Assistant in 2016. A range of new literacy strategies, together with increased targeted support, will be implemented across the school in 2017.

2

By the end of 2016 the top 67% of ATAR students will have a median ATAR greater than or equal to 80.

In 2016, the median ATAR for the top 67% of students was 79.05. In separate measures, the school graduated its most successful ATAR cohort for the past five years (median ATAR) and significantly increased the number of students achieving an 80+ ATAR score.

Over the past two years, the school has demonstrated a steeper positive trend in ATAR achievement when compared to local, public and WA schools.

CURRICULUM

In 2016 the school offered lower secondary programs in the eight Western Australian Curriculum learning areas with senior secondary pathways in ATAR, Vocational Education and Training, and the Shedworks engagement program.

3

By 2016, 75% of Selective Academic Program students achieve at least 6 A grades across the year in lower school MESS subjects.

This target was adjusted after 2014 to, "By 2016, 65% of Selective Academic Program students achieve at least 6 A grades across the year in lower school MESH subjects."

In 2016, 62% of students achieved 6 A grades in Mathematics, English, Science and Humanities.

Achievement towards this target has shown a clear improvement trend over the life of the Plan, with 51% of students achieving the target in 2014 and 58% in 2015.

4

By the end of 2016 teachers are making judgements consistent with those made in other schools across all areas of the curriculum as evidenced by SAIS data.

Data interrogation sessions involving School Executive, Heads of Learning and teachers show that important progress was made in this area. The 2016 grade allocations for English, Humanities and Science indicate that there is a minor trend above the expected performance range and it is likely that these remain somewhat inflated, even after taking into consideration the Selective Academic student cohort. Mathematics teacher judgements fall within the expected range, however alignment with NAPLAN scores (using triangulation data) indicates some disparity with a significant number of NAPLAN results above grade allocations. Moderation activities to ensure close alignment of teacher judgements to externally validated assessment scores remain a priority area.

5

By 2016, the completion rate for students attempting Certificate II or above approaches 90%, with an aspirational target of 100%.

The completion rate for students rose to 88% of eligible students. This was an increase from 87% in 2015 and 71% in 2014.

Certificate achievement at Bunbury SHS remains very high among eligible students.

Special programs supported academically talented students (Gifted and Talented Program), as well as talented sporting students (Bunbury Elite Sports Training) and talented visual arts students (Visual Arts Specialist Program). Students experiencing educational difficulty were supported through Individual Education Plans (IEP), support programs and differentiated learning activities. Students with specific learning difficulties received additional support through education assistance aide time.

STUDENT ACHIEVEMENT: NAPLAN



Percentages of students in top 20%, middle 60% and bottom 20% of the WA Public Schools and among Like Schools

YEAR 7 READING

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
Top 20%	23%	35%	18%	19%
Middle 60%	63%	56%	68%	66%
Bottom 20%	14%	10%	15%	15%

YEAR 7 NUMERACY

	SCHOOL		LIKE SCHOOLS	
	2015	2016	2015	2016
Top 20%	27%	34%	16%	18%
Middle 60%	58%	55%	68%	68%
Bottom 20%	14%	10%	16%	14%



In 2016, 230 students undertook NAPLAN testing in the dimensions of numeracy, writing, reading, and language conventions (spelling, and grammar and punctuation).

Students at Bunbury Senior High School performed equal to, better than, or significantly better than, Like Schools in all aspects of NAPLAN, with the exception of Year 9 Writing.

YEAR 9 READING

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
Top 20%	18%	26%	22%	18%	18%	17%
Middle 60%	65%	62%	65%	66%	64%	68%
Bottom 20%	17%	12%	13%	16%	18%	15%

YEAR 9 NUMERACY

	SCHOOL			LIKE SCHOOLS		
	2014	2015	2016	2014	2015	2016
Top 20%	23%	30%	20%	16%	16%	18%
Middle 60%	65%	59%	67%	68%	68%	68%
Bottom 20%	12%	11%	13%	15%	16%	13%

YEAR 12 PERFORMANCE



ATAR Achievement

Year 12 ATAR achievement continued a positive trend in 2016. The median ATAR of 76.75 was the school's highest since 2011. A large number of students exceeded their predicted ATAR and 12 students (38%) achieved a final ATAR over 80. As a consequence, 52% of students achieved 'front door entry' to every tertiary institution in Western Australia.

WACE Achievement

WACE achievement was lower than in previous years, primarily due to a change in the way WACE achievement was determined by the School Curriculum and Standards Authority in 2016. The WACE achievement rate still remained above both Like Schools and Public Schools.

"I hope that others see how genuinely passionate and caring you are. I believe that you were the reason I tried so hard and kept so motivated. Thanks for everything." Year 12 student



Awards

Two students were awarded Certificates of Distinction:

Kayla Halden

Cynthia Van der Wielen (School ATAR Dux)

Seven students were awarded Certificates of Merit:

Jay Collett

Georgia Dodds

Lucinda Fransen

Lauren Guy

Mekalla Klarich (School VET Dux)

Hannah Kurek

Jessie Willsher

Year 12 students	ATAR students	Median ATAR	VET students	WACE Achievement	Attainment (ATAR>55 or Cert II+)	Completed Certificate II	Completed Certificate III
105	38	76.75	67	91.3%	93%	59	2

VOCATIONAL EDUCATION AND TRAINING



Vocational Education and Training (VET) programs have been delivered to Year 11 and 12 students both at school via the school RTO or auspice arrangements and off-campus delivery at local training providers. 247 senior school students participated in VET programs in 2016. Participation according to mode of delivery is outlined in the table below.

Student Numbers	School RTO	Auspice	Off site	Total
Year 11	37	47	55	139
Year 12	47	28	40	115
% Of Total Delivery	34%	29%	37%	254



The completion rate for Year 12 students was 86%, all at Certificate II level or higher. Seven students completed multiple certificates and four students completed School Based Traineeships. Completion rates for individual qualifications are outlined in the table at right.

Qualification Name	Enrollment	Completion
Certificate IV in Music	1	0
Certificate III in Community Services	2	0
Certificate III in Education Support	1	1
Certificate III in Floristry	1	1
Certificate II in Community Services	11	11
Certificate II in Medical Service First Response	6	6
Certificate II in Retail Services	5	5
Certificate II in Engineering	5	3
Certificate II in Building and Construction	2	1
Certificate II in Electrotechnology	1	1
Certificate II in Maritime Operations	1	1
Certificate II in Plumbing	1	1
Certificate II in Applied Fashion Design	1	0
Certificate II in Automotive Servicing	1	0
Certificate II in Skills for Work	1	0
	40	31
Completion of all offsite delivery		77%
Certificate II in Business	30	28
Certificate II in Visual Arts	17	17
	47	45
Completion of all School RTO delivery		96%
Certificate II in Outdoor Recreation	18	13
Certificate II in Sport and Recreation	10	10
	28	23
Completion of all School auspice delivery		82%

LEARNING AREA HIGHLIGHTS



The Arts

Amber Amulet drama incursion

Performing Arts Perspectives (Perth) excursion

Drama solo production performance night

Lunchtime concert series

WA Schools Band Festival

Queens Cup

Bunbury Eisteddfod

Music Showcase events in Semester 1 and 2

Band Camp

Humanities and Social Sciences

Australian History Competition – 7 High Distinctions, 25 Distinctions

Year 7 and 8 students participated in the NAB-supported \$20 Boss Project, which culminated in large whole-school Market Days.

Year 7 – 10 visited the Duyfken replica as part of the Dirk Hartog 400th Anniversary

Politics and Law students visited the Bunbury Law Courts, the Perth Law Courts and Western Australian Parliament

First-time participation in the Mock Trials competition

Year 12 Geography field trip to Perth CBD and inner-mixed zone

Year 8 – 10 students participated in the ASX Share-market Game

Year 7 Water in the World incursion

Year 7 participation in the National History Competition

UWA Black Death incursion and Medieval fair

Year 10 Salvation Army homelessness presentation

English

Western Australian Debating league (SW) – Winning school in Novice and Senior sections

Year 7 students Karak Gregory and Norah Harkin won the Best Male and Female Speaker awards at the WA Debating League regional final

Multiple entrants in the Talented Young Writers Competition

Youth Literature Day program

Seven Rooms Seven Stories – Western Australian authors excursion

Bell Shakespeare artist in residence program

UN Voice competition

Year 10 student Ashley McCann competed for the Roy Grace English Scholarship

The Great Book Swap event



Health and Physical Education

Country Week – Champion School

SWSSA Winter Carnival – Champion School

SWSSA Interschool Athletics – first place in the senior school division and second place in the lower school division.

SWSSA Interschool Swimming – second place overall and Meritorious Shield winners

SWSSA Interschool Cross Country – Champion School

Surfing WA Interschool Surfing – Champion School

Interschool Cricket

COBSLSC Surf to Surf Fun Run – 53 students involved

Technologies

Rhys Mader and Euan Workman achieved High Distinctions in the ICAS Digital Technologies Competition.

Mathematics

Australian Mathematics Competition – 1 High Distinction and 27 Distinctions.

Have Sum Fun Senior Competition- 7th and 24th positions from 37 teams.

Have Sum Fun Junior Competition – 1st and 5th (Years 7/8); 5th and 6th (Years 9/10)

Computational and Algorithmic Thinking Skills Competition- 4 High Distinctions and 12 Credits

WA Junior Mathematics Olympiad- Year 7 team was runner up in the Year 8 category. Nora Harkin was runner up as Best Year 7 student

Friday morning Maths Club

Science

Robotics Club

National Chemistry Quiz

Gnarloo Turtle Incursion

Harry Perkins Medical Institute excursion

Science and Engineering Challenge

National Science Week ('Robots, Droids and Drones')

Jamie Richards (Year 10) - 5th in the world, 3rd in Australia, 1st in Western Australia in the Education Perfect Science World Championships

Student Services Highlights and Events

Teen Triple P Seminar Series

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 OK Day

Pride Day

Daffodil Day

Bullying "No way" Day

Naidoc Assembly

ECU nursing showcase

P.A.R.T.Y Program

Drug Action week

Stand By Suicide Response

YOGA for Year 11/12 examinations

Year 12 School Ball

Year 12 Graduation Breakfast

Year 12 Presentation Night

Give a Dam Give a Can

Breakfast Club (Tuesday and Thursday mornings)

ASBT SMYLE talk for students

Follow the Dream

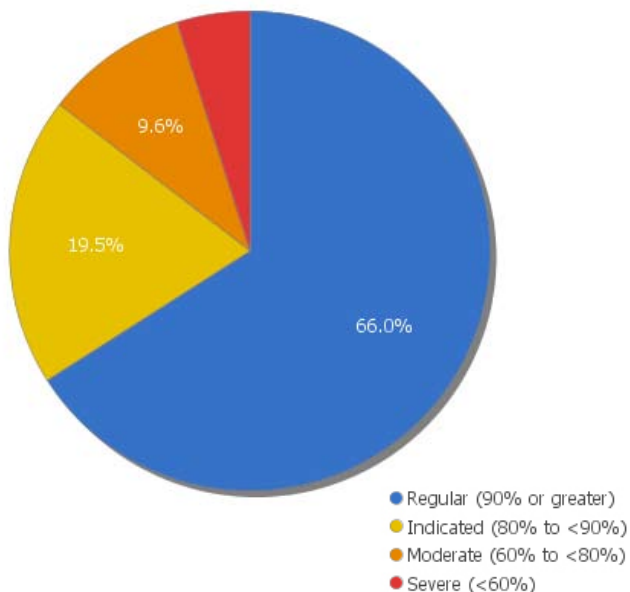
AIME

ATTENDANCE

A range of strategies continue to be implemented which focus on increasing the number of students attending school on a regular basis. These include ongoing review and update of school attendance policy and processes, appointment of three student support officers, implementation of an electronic class attendance marking process (Academy Software), the "badging" of Student Services staff as Attendance Officers, improved monitoring and identification processes of at risk students, regular parent notification of absence (SMS/letters/personal contact), increased number of home visits and targeted monitoring of students within the 75%-89% attendance range.

Student Services staff have also been very successful in developing and maintaining positive relationships with parents and students. Ongoing professional development and support has contributed to the development of a highly skilled Student Services staff.

The development of the Broad Horizons Recognition Program has also been a significant factor in the creation and maintenance of a school learning environment that encourages regular attendance.



ABORIGINAL EDUCATION

From the beginning of 2014 there has been a significantly increased focus on providing targeted support to all enrolled indigenous students. In 2016 there were 36 enrolled indigenous students. The vision is that every indigenous student is provided access to ongoing support to enhance their prospect for academic success. Two key programs operate to support this vision.

The Follow the Dream Program provides ongoing mentoring for academically talented indigenous students. Eight students and five staff were involved in the program during the year.

The Australian Indigenous Mentoring Experience (AIME) was a new initiative designed to improve the educational outcomes for students at school and in their transition to university, training and employment. Students were involved in programs conducted at Edith Cowan University, afterschool Tutor Squads and one-to-one coaching as required. Nineteen students were involved in the program.

Student feedback indicates strong engagement of students in both programs.

A highly successful NAIDOC Whole School Assembly was conducted in Term 4. The celebration of Indigenous culture and achievement of indigenous students was a key focus of this assembly and is now an important annual event.



STUDENT LEADERSHIP

In 2015 the House Competition was re-established as a strategy to promote excellence in four key domains within the School Community: Citizenship, Academic, Sporting and Cultural.

The Year 12 Prefects continue to provide significant leadership at a whole school level.

Opportunity has also now been provided for students in each House (across all year levels) to be recognised as student leaders and contribute to the school community by; organising competitions to promote belonging and connection, completing community services tasks within the school, organising charity and issue based events, being appropriate role models for their peers and demonstrating the school's values through their example. Over eighty students now have the opportunity to contribute to the school community and develop their own leadership abilities.

Four staff are House Coordinators and manage the student leadership program in partnership with Student Services.

HOMEWORK CLASSES

The school continued to offer homework classes, under the banner of Homework Club, on Monday, Tuesday and Wednesday after school, and Maths Club on Friday morning before school. Homework classes are well supported by teachers from a range of learning areas, with expertise available for lower school and senior school students. In 2016 Homework Club recorded approximately 700 individual student visits.

TECHNOLOGY

The availability and use of technology continued to evolve in 2016. Our commitment to being a NAPLAN Online school for 2017 resulted in an upgrade to our bandwidth and an increased number of wireless access points around the school. Collectively, these two developments have significantly increased connectivity and improved teaching and learning applications for technology.

There was increased uptake of the Connect portal by staff. Access to Connect was also officially rolled out to parents following a trial in 2015. Connect has given parents ready access to information about their child's learning and assessment programs and there was a steady uptake of the program throughout the year.



SPECIAL PROGRAMS: GIFTED AND TALENTED



Teachers of 2016 GAT Classes

All GAT teachers have completed the GERRIC professional learning to enhance their specialist delivery in the classroom.

English

Mr Mark Woodland
(Head of Learning)

Mrs Tracey Malone

Ms Kelly Roberts

Humanities and Social Sciences

Ms Kerry Kerr
(Head of Learning)

Mr Robert Lamb
(Year 9/10 GAT Coordinator)

Mr Luke Duffield

Gifted and Talented Notable Achievements

Year 11 student, David Strong, placed in the top 24 students nationally for the Australian Physics Olympiad and in the top 100 students nationally for the Chemistry Olympiad. David was invited to the 2017 Australian Science Olympiad Summer School at the Australian National University in Canberra as a result.

Year 10 student, Bradley Troode was selected to attend the Aboriginal Summer School for Excellence in Technology and Enterprise during January (2017) in Newcastle, NSW.

Year 10 students, David Cullen and Lauren Thomas, achieved Certificates of High Distinction in

the National Chemistry Quiz, with David scoring 30/30 – a perfect score.

Year 10 students, Rhys Mader and Euan Workman, placed at the 99th percentile in the ICAS Digital Technologies Competition, receiving certificates of High Distinction.

Bunbury SHS GAT teams achieved first place in the Senior Division and first and second place in the Novice Division of the WA Debating League SW competition. Year 7 students Karak Gregory and Norah Harkin won the Best Male and Female Speaker awards.

The BSHS GAT team received the trophy for Highest Scoring Team at the Bunbury Regional Finals of the Tournament of Minds and received honours at the State Finals.

Norah Harkin (Year 7) advanced to the second round of UN Youth Voice WA competition.

14 students entered the Robocup competition in four teams. One team (Kwergan Gregory, David Strong and Samuel Shephard) placed fourth at State Finals.

Kellie Campbell, Bradley Troode and Euan Workman submitted completed games into the STEM Video Game Competition.



Science

Mr Trevor Walkington
(Head of Learning)

Mr Hayden McKenna
(Level 3 Classroom Teacher,
Year 11 GAT Coordinator)

Mr Phil Gregory
(Year 7/8 GAT Coordinator)

Mathematics

Mrs Tyril Houghton
(Head of Learning)

Mrs Vicki Hughes
Mr Leon Rose

Acceleration

A number of students within the Gifted and Talented Program were accelerated into Senior School classes above their 'normal' year group. The results for those students in 2016 were as follows:

Year 10 students into Year 11 ATAR courses:

Five A grades, two B grades and one C grade from eight accelerated enrolments.

Year 11 students into Year 12 ATAR courses:

Two A grades and one C grade from three accelerated enrolments.

2016 GIFTED AND TALENTED CLASS NUMBERS

Year 7 19

Year 8 14

Year 9 7

Year 10 29

Year 11 10

TOTAL 79

Gifted and Talented Student Achievement 2016

The achievement of students in the Gifted and Talented program was, on balance, significantly higher than cohort achievement in like schools and public schools.

ENGLISH

Year 7	NA	E	D	C	B	A
GAT	0%	0%	0%	5%	65%	30%
Like Schools	6%	4.2%	12.8%	41.7%	24.4%	10.9%
DoE	4.8%	6%	14.4%	39.1%	24%	11.6%
Year 8	NA	E	D	C	B	A
GAT	0%	0%	0%	6.2%	25%	68.8%
Like Schools	6.2%	4.2%	11.9%	40.8%	23.6%	13.3%
DoE	5.7%	7%	13.9%	37.8%	23.2%	12.3%
Year 9	NA	E	D	C	B	A
GAT	0%	0%	0%	16.7%	41.7%	41.7%
Like Schools	4.9%	4.6%	16.2%	41.1%	23.2%	10%
DoE	5.7%	8.8%	14.6%	37.3%	22.2%	11.4%
Year 10	NA	E	D	C	B	A
GAT	0%	0%	0%	20.7%	44.8%	34.5%
Like Schools	4.2%	6.8%	16.4%	42.3%	22%	8.3%
DoE	5.2%	9.1%	15.5%	38.8%	21.9%	9.4%

HUMANITIES AND SOCIAL SCIENCES

Year 7	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	40%	60%
Like Schools	10.1%	3.5%	11.5%	36.1%	25.2%	13.6%
DoE	5.1%	5.6%	13.5%	35.8%	24.3%	15.7%
Year 8	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	25%	75%
Like Schools	10.5%	4.4%	12.8%	34.1%	22.6%	15.7%
DoE	5.1%	7%	14.5%	34.3%	22.2%	16.9%
Year 9	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	25%	75%
Like Schools	10.9%	6.4%	13%	36.3%	21.3%	12%
DoE	5.2%	8.4%	14.9%	34.9%	21.9%	14.7%
Year 10	NA	E	D	C	B	A
GAT	0%	0%	0%	6.9%	27.6%	65.5%
Like Schools	3.5%	7.9%	15.5%	39.1%	22.1%	11.9%
DoE	4.7%	9%	15.8%	34.8%	21.5%	14.4%

MATHEMATICS

Year 7	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	10%	90%
Like Schools	2%	7.3%	20.6%	35.1%	18.3%	16.8%
DoE	2.8%	8.9%	18.4%	31.4%	20.6%	17.9%
Year 8	NA	E	D	C	B	A
GAT	0%	0%	0%	12.5%	12.5%	27%
Like Schools	5.6%	7.5%	20.8%	32.7%	16.6%	16.8%
DoE	4.1%	10%	19.8%	30.6%	18%	17.5%
Year 9	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	25%	75%
Like Schools	2.4%	8.8%	21.8%	34.9%	16.1%	16%
DoE	4.3%	11.6%	20.6%	30.6%	17%	16%
Year 10	NA	E	D	C	B	A
GAT	0%	0%	4%	4%	16%	76%
Like Schools	2.1%	9%	22.4%	36.7%	17.1%	12.6%
DoE	4.7%	11.1%	19.9%	33.1%	16.8%	14.3%

SCIENCE

Year 7	NA	E	D	C	B	A
GAT	0%	0%	0%	5%	5%	90%
Like Schools	1.9%	4.7%	14.2%	35.4%	25.2%	18.7%
DoE	3.2%	6.3%	14.9%	32.5%	23.4%	19.7%
Year 8	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	0%	100%
Like Schools	2.5%	6.2%	15.2%	33.7%	23.5%	18.9%
DoE	4%	8%	16.7%	29.7%	21.1%	20.5%
Year 9	NA	E	D	C	B	A
GAT	0%	0%	0%	0%	25%	75%
Like Schools	2.4%	6.4%	18.3%	35%	21.3%	16.5%
DoE	4.3%	10.2%	18%	30.3%	19.5%	17.7%
Year 10	NA	E	D	C	B	A
GAT	0%	0%	0%	3.7%	25.9%	70.4%
Like Schools	5%	8.3%	19.9%	34%	18.8%	14%
DoE	4.2%	10.4%	18.6%	31%	18.7%	17.1%

SPECIAL PROGRAMS



21 State/Australian sporting team representatives including:

Billie Knell – Australian C1 Canoe slalom (travelled to Poland)

Jarrad Fazioli – All Australian Under 15 AFL Team (travelled to South Africa)

Jarrad Fazioli and Lachlan Riley – WA Under 16 AFL team

Kade Wallrodt - WA Under 16 State Schoolboys AFL team

Kade Szyszka - WA Under 12 State Schoolboys AFL team

Scout McCormack - WA Under 15 State Schoolgirls AFL team

Hannah Kurek - WA Under 18 Basketball Girls team

Brody England and Tom Harper - WA Under 18 Basketball Boys team

Jayden Goodwin – WA Under 15 Cricket team

Ashleigh Barbetti - WA Under 18 Girls Hockey Team

Matthew Barbetti and Zeke Tinley - WA Under 16 Boys Hockey Team

Ky Fisher – Captain of the WA Under 15 Boys Hockey team

Geogina Dowd, Phoenix Green, Hayley McEvoy WA Under 15 Girls Hockey Team

Jaco Grimbeek – WA State Road Cycling Team

Fraser Healey - WA Under 19 State Schoolboys Football Team

Courtney Butlion – WA Under 19 State Schoolgirls Football Team

Zarly Clark – WA Under 19 Swim Team

Riley Martin – WA State Orienteering Team

BUNBURY ELITE SPORTS TRAINING (BEST)



The achievement of students in BEST was, on balance, significantly higher than cohort achievement in like school and public schools.

	E Grades	D Grades	C Grades	B Grades	A Grades
Year 7 BEST	0%	0%	8.33%	47.24%	22.7%
Like School	0.32%	3.65%	32.25%	39.15%	23.23%
Public Schools	1.73%	4.95%	36.39%	35.45%	19.26%
Year 8 BEST	0%	0%	0%	37.5%	62.5%
Like School	0.71%	3.79%	34.48%	35.82%	22.47%
Public Schools	2.6%	6.29%	36.66%	33%	18.06%
Year 9 BEST	0%	0%	3.33%	16.67%	80%
Like School	1.49%	5.38%	31.9%	37.28%	20.72%
Public Schools	3.62%	6.35%	35.19%	32.82%	18.78%
Year 10 BEST	0%	0%	6.45%	35.48%	58.06%
Like School	2.37%	6.65%	30.33%	35.37%	21.81%
Public Schools	3.94%	6.35%	31.74%	33.11%	20.01%

CLASS NUMBERS 2016

Year 7 24
(51 applications)

Year 8 24

Year 9 27

Year 10 27

Year 11 12

Year 12 14

SPECIAL PROGRAMS



Students within the VASP program, together with other talented visual arts students in the school, continued to achieve outstanding results in community art awards

The Visual Arts Specialist Program continued to grow in 2016, providing extension and enrichment opportunities for talented visual arts students, including an inaugural Melbourne VASP Camp.

Arts Awards:

Kaysanna Elap's art work, 'Peace and Freedom', was selected as the winner in the Young Australian Indigenous Art Awards, earning her a trip to Melbourne to accept her award.

Lauren Dye's art work, 'Life Under the Water', was selected as a winner in the 2016 Young Australian Art Awards Regional awards.

Saorise Torr, Cliona Houden, Leon Abraham, Jonalyn Janaban, Madison King and Rachel Bikim were selected as runners-up in the 2016 Young Australian Art Awards.

Tia Warrilow art work, 'Cruelty Free', (acrylic on board) was selected for the 2016 ILUKA Visions

Hannah Yamauchi's art work, 'Are you on Your...', (acrylic on MDF), was selected for the 2016 ILUKA Visions

Rachel Bikim's art work, 'Human Nature', won the Framer's Choice Award, 2016 ILUKA Visions

The 2016 ILUKA Visions Year 9 Award was won by the VASP Class.

VISUAL ARTS SPECIALIST PROGRAM (VASP)



The achievement of students in VASP was, on balance, significantly higher than cohort achievement in like school and public schools:

	E Grades	D Grades	C Grades	B Grades	A Grades
Year 7 VASP	0%	0%	16%	56%	28%
Like School	0.9%	5%	39.9%	31.7%	16.7%
Public Schools	1.7%	4.3%	37.5%	32.5%	18.4%
Year 8 VASP	0%	0%	44.4%	44.4%	11.1%
Like School	3.7%	1.6%	7.9%	39.9%	30.1%
Public Schools	7.1%	3.5%	7.3%	37.2%	28.3%
Year 9 VASP	0%	0%	15.8%	36.8%	47.4%
Like School	1.7%	6%	38.3%	27.9%	18.9%
Public Schools	4.3%	7.8%	33.6%	27.2%	19.2%
Year 10 VASP	0%	0%	25%	18.8%	50%
Like School	3.6%	9%	32.9%	28.3%	20.2%
Public Schools	6.1%	9.6%	32.9%	26.5%	18.9%

CLASS NUMBERS 2016

Year 7 25

Year 8 19

Year 9 17

Year 10 14

PROFESSIONAL LEARNING



*2016 Finalist
for Beginning
Teacher of the
Year, Sharna
Dallywater and
2016 Women of
Achievement
in Education
Award winner,
Tyril Houghton.*

Professional learning at Bunbury Senior High School has been strongly informed by the evidence-based approaches of John Hattie and Robert Marzano. Where possible, teachers are encouraged to use collaboratively developed local solutions to improving student achievement, based on data and action research. Typically, these are implemented through peer-developed Professional Learning Communities at the whole-school or learning area level. Peer observation, feedback, reflection and goal setting featured in 85% of teacher's professional learning activities in 2016.

The range of further professional learning undertaken by staff during 2016 included:

The Distinguished Principal's Forum - China

Visible Learning

Leadership Coaching

Educator Impact

Technology in Music Education

Keys for Life

Big Picture

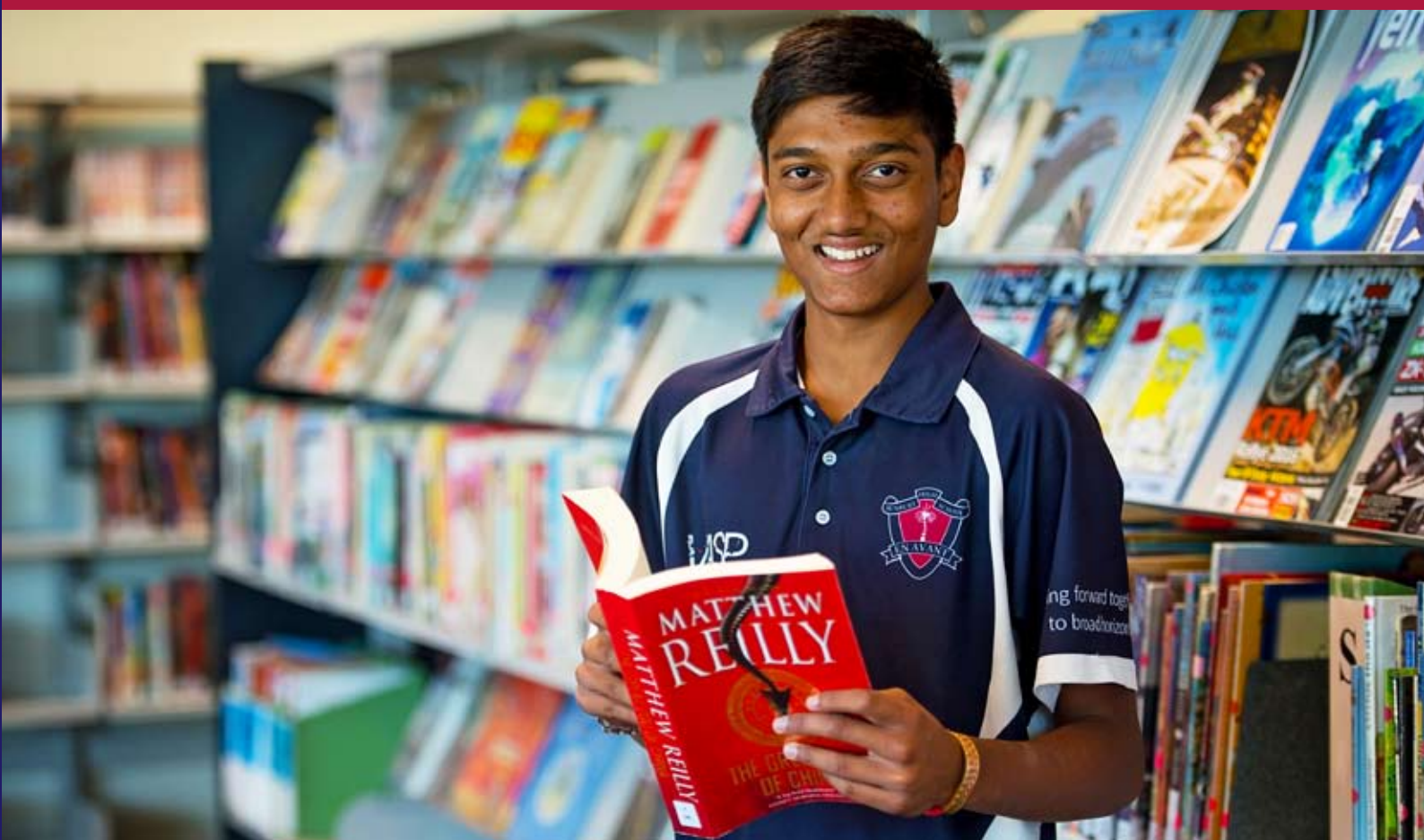
Functional Behaviour Problem Solving

NAPLAN Online

Seafood and Bush Food Workshop

Science, Technology, Engineering, Mathematics (STEM) in the curriculum

NATIONAL SCHOOLS OPINION SURVEY



The online National Opinion Survey has been administered across Australia to determine the level of satisfaction of school communities with the performance of their school. Findings from the survey provide valuable input into our school's ongoing review process and commitment to improvement.

Collectively, the data suggest that the school is meeting most needs of most students and parents. The students feel supported and motivated to learn, and the parents rate the school highly on key performance indicators. An area of ongoing frustration for students is the difficulty of making purchases at the school canteen, an issue that has been exacerbated by the movement of Year 7s into the school. A highlight of the school for students and parents is the availability of unique special programs, such as GAT, BEST and VASP.

Parent Survey

The National Schools Online Survey tool was made available to parents during Term 4, 2016 and was held open into early 2017. The survey was promoted in the school newsletter, via SMS messaging and on the school website. At the conclusion of the survey period, 54 parents had completed the survey.

94% of parents agreed or strongly agreed that their child feels safe at school.

87% of parents agreed or strongly agreed that the school expects their child to do their best.

87% of parents agreed or strongly agreed that their child enjoys being at Bunbury SHS.

89% of parents agreed or strongly agreed that they would recommend the school to others.

Student Survey

The National Schools Online Survey tool was conducted with 170 students in Term 4, 2016. The survey sought responses from students on aspects the school and school operations, such as teacher quality and motivation, technology, the school canteen, dress code and extra-curricular activity.

94% of students agreed or strongly agreed that their teachers expect them to do their best.

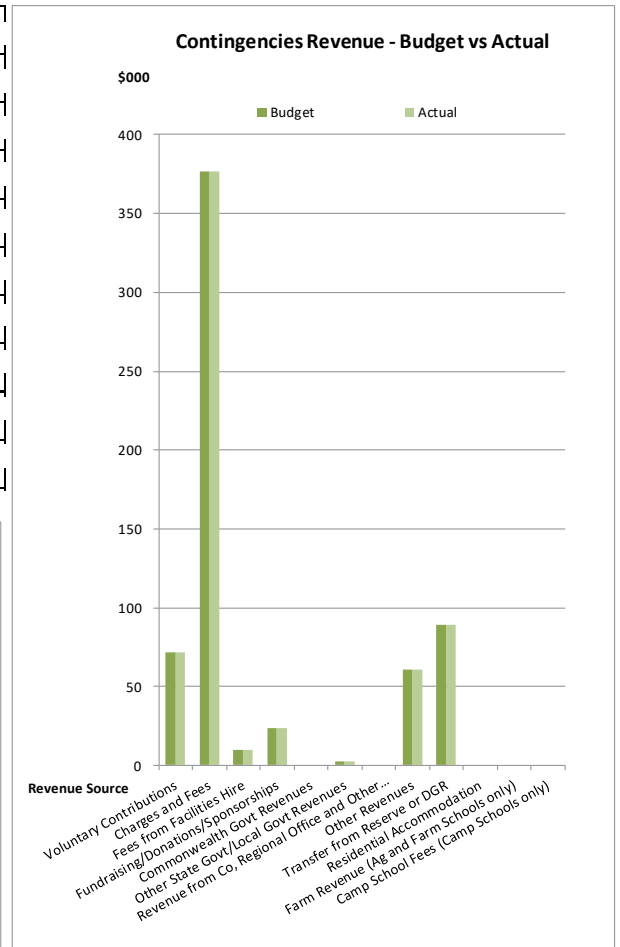
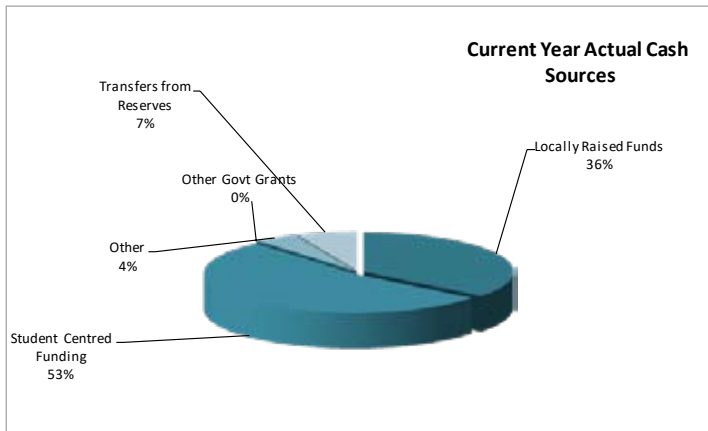
72% of students agreed or strongly agreed that their teachers motivate them to learn.

71 % of students agreed or strongly agreed that the school gives them opportunities to do interesting things.

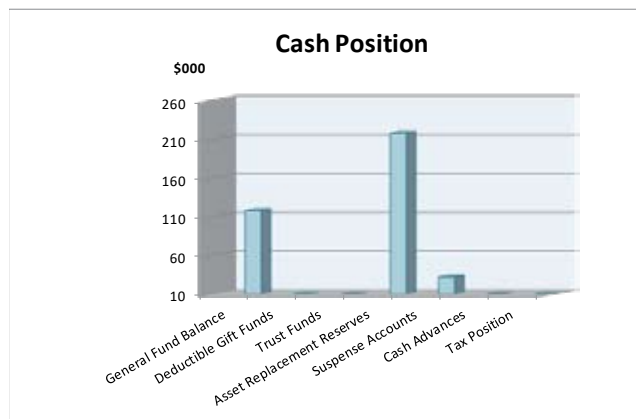
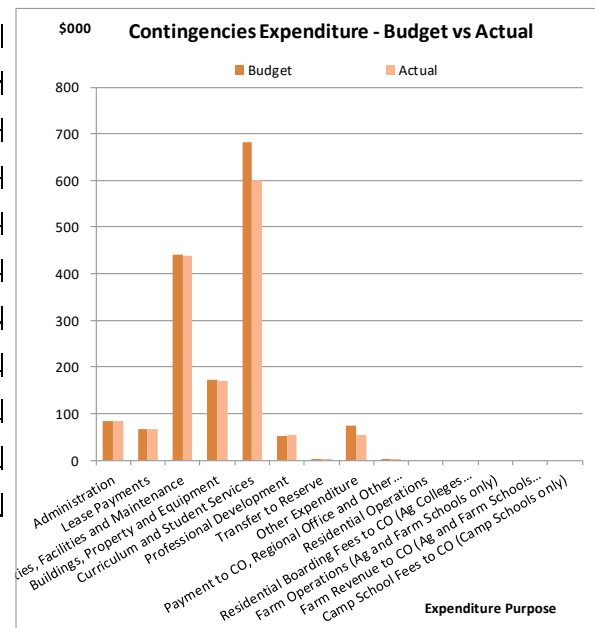
FINANCIAL INFORMATION

Financial summary as at 31st December 2016

	Revenue - Cash	Budget	Actual
1	Voluntary Contributions	\$ 71,520.00	\$ 71,519.95
2	Charges and Fees	\$ 376,828.00	\$ 376,828.41
3	Fees from Facilities Hire	\$ 9,643.00	\$ 9,642.73
4	Fundraising/Donations/Sponsorships	\$ 23,566.00	\$ 23,566.08
5	Commonwealth Govt Revenues	\$ -	\$ -
6	Other State Govt/Local Govt Revenues	\$ 2,400.00	\$ 2,400.00
7	Revenue from Co, Regional Office and Other Schoc	\$ -	\$ -
8	Other Revenues	\$ 61,020.00	\$ 61,019.63
9	Transfer from Reserve or DGR	\$ 89,186.00	\$ 89,186.00
10	Residential Accommodation	\$ -	\$ -
11	Farm Revenue (Ag and Farm Schools only)	\$ -	\$ -
12	Camp School Fees (Camp Schools only)	\$ -	\$ -
	Total Locally Raised Funds	\$ 634,163.00	\$ 634,162.80
	Opening Balance	\$ 235,851.00	\$ 235,850.94
	Student Centred Funding	\$ 716,001.00	\$ 716,000.90
	Total Cash Funds Available	\$ 1,586,015.00	\$ 1,586,014.64
	Total Salary Allocation	\$ -	\$ -
	Total Funds Available	\$ 1,586,015.00	\$ 1,586,014.64



Expenditure	Budget	Actual
1 Administration	\$ 82,790.00	\$ 83,212.15
2 Lease Payments	\$ 65,332.00	\$ 65,331.82
3 Utilities, Facilities and Maintenance	\$ 440,962.00	\$ 437,617.46
4 Buildings, Property and Equipment	\$ 172,249.00	\$ 169,150.74
5 Curriculum and Student Services	\$ 681,884.00	\$ 600,142.63
6 Professional Development	\$ 51,000.00	\$ 53,833.87
7 Transfer to Reserve	\$ 1,951.00	\$ 1,951.00
8 Other Expenditure	\$ 73,902.00	\$ 54,589.09
9 Payment to CO, Regional Office and Other Schools	\$ 2,309.00	\$ 2,309.50
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)	\$ -	\$ -
Total Goods and Services Expenditure	\$ 1,572,379.00	\$ 1,468,138.26
Total Forecast Salary Expenditure	\$ -	\$ -
Total Expenditure	\$ 1,572,379.00	\$ 1,468,138.26
Cash Budget Variance	\$ 13,636.00	



Cash Position as at:	
Bank Balance	\$ 352,275.81
Made up of:	
1 General Fund Balance	\$ 117,876.38
2 Deductible Gift Funds	\$ -
3 Trust Funds	\$ -
4 Asset Replacement Reserves	\$ 217,970.48
5 Suspense Accounts	\$ 32,228.95
6 Cash Advances	\$ 100.00
7 Tax Position	\$ 15,700.00
Total Bank Balance	\$ 352,275.81



inspiring self belief

Haig Crescent Bunbury WA 6230 | 9781 2500 | bunbury.shs@education.wa.edu.au | www.bunburyshs.wa.edu.au