

# ANNUAL REPORT 2017



*inspiring self belief*





## UNDERSTANDING THE ANNUAL REPORT

The 2017 Annual Report provides parents, caregivers and members of the school 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 reviewing and reporting processes that the school undertakes. As an Independent Public School, Bunbury SHS develops a Business Plan together with Operational Plans. The Business Plan and the Delivery and Performance Agreement have been endorsed by the School Board and provide the basis for other ongoing accountability and reporting.

The 2017 Annual Report reflects the school's Priorities and Targets, as outlined in the 2017 – 2019 Business Plan: A Framework for the Pursuit of Excellence in Education – Phase 2.





# SCHOOL PROFILE

## Student Profile

Total enrolment	932
Lower-secondary (7 – 10)	660
Senior school (11 – 12)	272

## Staff Profile

Total staff	100
Teaching staff	68
Teachers with Senior Teacher status	20
Level 3 Classroom Teachers	3
Certificate IV Training and Assessment qualifications	16
Teachers with Doctorate	1







## THE SCHOOL CONTEXT

Bunbury Senior High 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. The campus is only metres from the Indian Ocean and enjoys amazing vistas from the buildings and grounds.

The school is over 90 years old and the buildings are well maintained and suited to the purpose of delivering a contemporary education. There has 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.

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 and 4% being Aboriginal. Bunbury Senior High School has a My School Index of Community Socio-Educational Advantage (ICSEA) of 1015.



# Principal's Message

Bunbury Senior High School Board continues to make excellent progress towards the achievement of the targets described in the School Business Plan. The School Board has continued to interrogate the school data and support the school to implement strategies to address any shortfalls. I would like to congratulate and thank the Board for their work, particularly Erin Van Noort as the Chair and Zeke Tinley and Jamie Richards for their role in representing students in the school.

A school can be judged as a 'good' school based on a wide range of factors including the academic data of students exiting the school, NAPLAN and OLNA data and student achievement against the intended outcomes. Taking only this data into consideration, however, does not provide the full picture of a school nor does it reflect the expectations of a community who relies on the school to provide a fully rounded education for their children.

This 2017 Annual Report captures all the aspects of school achievement mentioned above as well as evidence of the school adding value in areas such as social and emotional support, values education, work readiness and wellbeing. The ShedWorks program is an excellent example of student achievement in these areas. Many of the students entering this program at Year 11 have had little or no academic success prior to commencing

in the ShedWorks program. However, students generally exit the course into employment, further education or training. This program is held in very high regard in the community and is a showcase for Bunbury SHS.

The first cohort of students in the Department of Education Gifted and Talented Program (GAT) hosted at Bunbury SHS, completed Year 12 in 2017. The size of the cohort, however, was just one factor that resulted in minimal impact on the Year 12 data. Not all GAT students qualified for an ATAR and some of those students achieved high level recognition outside the traditional academic pathways. This is an area to be monitored in coming years to ensure any anomalies are supported with a clear rationale.

Bunbury SHS continued its success in a range of academic, sporting and cultural competitions. This included a range of achievements in Mathematics competitions, Champion School at Country Week, success for a number of the school debating teams, individual success for students in National Art competitions and success for the School Band in their respective competitions.

Bunbury SHS is a well-rounded school that successfully caters for a very diverse population of students. The schools success brings pride to the community and to me as the Principal in commending this 2017 Annual Report to you.

**Craig Pettit**





# School Board Chair's Message

The 2017 Bunbury Senior High School year commenced with enrolments of 930 students, which was near capacity for our school. BSHS continues to be an Independent Public School of popular choice to students external to intake area, partly due to the attractiveness of the specialist programs offered.

2017 was the first year of the new Business Plan, 2017-2019, which refreshed the vision and values and longer term plans for the school. 2017 saw a new Labor Government elected with an election promise locally to invest in our school building with the development of new facilities. The investment is greatly needed and planning for the improvements are underway.

The Board looks forward to showcasing our school during Centenary celebrations in 2018. This is a significant time in the school's history and one of great meaning to a current school community and a number of previous students and staff who have passed through the school. Planning for a formal event, centenary assembly, public open day and capturing the school's history is taking significant time for the school leadership team and staff. The Board acknowledges the great volume of additional time involved in planning for the celebrations on

top of a busy school year. This is an additional workload that's being undertaken while it's business as usual for the operation of the school.

The Board acknowledges the amount of time and resources invested into the numerous cultural, sporting and musical activities held at the school during 2017. These various activities add to an engaging and positive school of which to be a part.

BSHS is privileged to host the only Department of Education Gifted and Talented Program outside of metropolitan area. 2017 saw the first cohort of this program graduate from Year 12.

The Board participated in training during 2017 hosted by the Department of Education's School Improvement and Support Unit. Serving on the School Board during 2017 has been a privilege; all members participate in good faith to seek improved outcomes for the school and its community.

The challenge for the remainder of the life of our Business Plan is to ensure opportunities within the Plan are identified and progressed. The Board looks forward to a busy and successful 2018.

**Erin van Noort**  
Chair BSHS Board



## SCHOOL BUSINESS PLAN

2017 saw the introduction of the school's third IPS Business Plan. A Framework for The Pursuit of Excellence in Education: Phase 2 is the current iteration of a strategy to ensure that Bunbury Senior High School continues its history of outstanding educational delivery and remains the secondary school of choice in the South West.

A range of qualitative and quantitative data, including feedback from the school's second IPS Review, system initiatives, student achievement data, perceived local needs, and the current Delivery and Performance Agreement, guided formation of the Plan.

The school's new priority areas,

- Success for All Students
- High Quality Teaching
- Strong Leadership and Governance

are directly linked to the Department's Strategic Plan: High Performance – High Care. The school's specific areas of focus within these priorities are articulated more specifically in Focus Statements and Targets within the Business Plan.

The six Targets represent the key outcomes the school seeks from this Plan and they are central to informing teaching, learning and assessment, together with the deployment of resources. The Targets are specific, measurable, achievable and realistic within the period 2017 – 2019. In addition, for some Targets, the school has established an aspirational goal. Essentially, this is an ambitious objective that, while it may be out of reach currently, clearly demonstrates the intended direction in the context of the Target.





## SCHOOL TARGETS

The 2017 – 2019 school Business Plan identifies six 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 Focus Statements – each underpinned with its own comprehensive set of strategies – informs the resourcing and specific 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 on the following pages relates to student achievement in 2017, the first year of the Plan.





# 1

Based on Schools Online data, the percentage of students with 'regular attendance' (90%+), consistently exceeds Like Schools. Aspirational goal – the percentage of students with regular attendance approaches 70%.

There is considerable evidence that links student attendance to positive educational outcomes, including academic, social and emotional development.

A range of strategies was implemented at Bunbury SHS in 2017 to enhance both student engagement and attendance that are outlined later in the Report. There is a clear statistical trend showing improvement in attendance when compared with 2016 data.

The data show continued strong improvement across all aspects of attendance. This includes both the high level of 'regular attendance' and the lower levels of 'At Risk' attendance when compared to Like Schools and WA Public Schools.

**Target 1 was achieved in 2017.**

ATTENDANCE OVERALL SECONDARY – BUNBURY SENIOR HIGH SCHOOL

	Attendance Category			
	Regular	Indicated	At Risk	
			Moderate	Severe
BSHS 2015	66.6%	18.8%	8.5%	5.9%
BSHS 2016	65.9%	19.4%	9.6%	4.9%
BSHS 2017	67.2%	20.8%	7.4%	4.7%
Like Schools 2017	63.8%	21.6%	9.6%	5.0%
WA Public Schools	62.0%	20.0%	11.0%	7.0%

# 2

The number of students qualifying for a Bunbury Senior High School Kingia Award for citizenship maintains an improvement trend each year for the life of the Plan.

The Kingia Award is given to students who achieve high levels of school citizenship each year. The criteria include:

- At least 95% attendance
- A minimum ABE standard on Semester 1 and 2 reports
- No negative behavioural reports from teachers

New criteria for awarding a Kingia were established in preparation for the 2017 Business Plan, therefore, the data for 2017 will form the baseline for ongoing monitoring. Overall, 22% of students qualified for a Kingia Award.

**Baseline data for Target 2 were established in 2017.**

KINGIA DATA 2017

Year Group	7	18%
	8	19%
	9	13%
	10	17%
	11	34%
	12	28%
Overall		22%



# 3

The median ATAR of the top 67% of ATAR students will be equal to or better than 80. Aspirational goal – achieve in the top 50 schools for ATAR achievement each year.

The school target in relation to ATAR achievement focuses on the top 67% of ATAR students. This is considered to be a robust group of genuine ATAR candidates around whom the school can accurately measure progress in this dimension of school performance.

The school's 2017 Year 12 students achieved very pleasing results, exceeding those of recent cohorts. While the median ATAR for all students was fractionally lower than in 2016 (0.05), the median ATAR for the top 67% of students rose above 80 (81.40) – achieving the school target. One student (David Strong) achieved an ATAR above 99, the school's highest since 2013, and 36% of students scored above 80, the largest proportion since 2010.

**Target 3 was achieved in 2017.**

# 4

Year 12 Attainment (ATAR  $\geq$  55, or Certificate II or higher) will maintain an improvement trend each year for the life of the Plan. Aspirational goal – achieve 100% Attainment each year..

Year 12 Attainment (ATAR  $\geq$  55, or Certificate II or higher) is a Department of Education metric designed to reflect student's readiness to move to further education or training.

The 2017 school results in relation Attainment were very pleasing. In the period 2016 - 2017, Bunbury SHS's Year 12 Attainment improved from 93% to 98%. In the same period, Like Schools Attainment declined from 99% to 97%. Bunbury SHS's Attainment was higher than Like Schools and showed a clear improvement trend, therefore meeting this target.

**Target 4 was achieved in 2017.**





# 5

**Year 9 student Progress and Achievement will be equal to or better than Australian Schools in all aspects of NAPLAN.**

The National Assessment Program – Literacy and Numeracy is a system-level program of evaluation of Australian student's achievement in Years 3, 5, 7 and 9. The NAPLAN assessments measure performance in reading, writing, spelling, grammar and punctuation, and numeracy. The school target in relation to NAPLAN considers both outright achievements at Year 9 level and progress from Year 7 to Year 9.

Pleasingly, the school recorded its best results in NAPLAN for a number of cycles.

Achievement was higher than Australian Schools for all aspects of NAPLAN, except writing. Despite that, writing at the school-level showed marked improvement when compared with the 2013-2015 and 2014-2016 cycles. Progress for all aspects of NAPLAN, except writing, was also above that of Australian Schools. Student's numeracy achievement was particularly impressive, showing achievement and progress well above that expected for schools with Bunbury SHS's Index of Socio-Educational Advantage (ICSEA).

**Target 5 was achieved in all areas other than writing in 2017.**

# 6

**The percentage of students qualifying for OLNA by the end of Year 10 exceeds Like Schools. Aspirational goal – 80% of students achieve OLNA requirements by the end of Year 10.**

The Online Literacy and Numeracy Assessment (OLNA) was introduced as a requirement for achievement of the Western Australian Certificate of Education in 2016. Students can pre-qualify for OLNA through their performance in Year 9 NAPLAN, or qualify through a series of OLNA opportunities provided during Year 10, 11 and 12.

OLNA assesses each student's performance in reading, writing and numeracy. Bunbury SHS has developed a range of targeted initiatives to identify student's literacy and numeracy gaps, where they exist, and to ensure that each student has access to individual and collective support to address those and enable successful completion of OLNA. The school's results in relation to OLNA in 2017 were very pleasing. 68% of Year 10 students qualified for OLNA before entering senior school, compared with 65.5% of students in Like Schools.

OLNA is discussed in more detail later in this report.

**Target 6 was achieved in 2017.**

OLNA – BUNBURY SENIOR HIGH SCHOOL CURRENT STUDENT STANDING

	Year 10 Students – Qualified In		
	Year 9	Year 10	Not Qualified
BSHS 2017	33	82	54
	19.5%	48.5%	32.0%
Like Schools	18.3%	47.2%	34.5%



# An outstanding year



## HIGHLIGHTS AND KEY ACHIEVEMENTS



Nominated for Western Australian Secondary School of the Year



The school's Business Plan, The Pursuit of Excellence in Education: Phase 2, was selected as an exemplar for the Institute of Professional Learning's Leading School Improvement program



Head of Mathematics, Tyril Houghton, was a finalist in the Secondary Teacher of the Year Awards



Two courses – Applied Information Technology and Physical Education Studies – placed in the top 10 schools for ATAR achievement



Year 11 student Zeke Tinley completed Year 12 ATAR Physical Education Studies as part of the school acceleration program and achieved a Certificate of Excellence; placing him the top 0.5% of students



36% of Year 12 ATAR students achieved over 80



Eight Year 12 students achieved a Certificate III



Year 12 Attainment rate was 98%



BSHS won Champion A Division School at Country Week – making 5 Champion School victories in the past 6 years



BSHS performed above Australian Schools in Progress and Achievement for 4 out of 5 aspects of NAPLAN in Year 9



Year 11 student, Jamie Richards, won the Education Perfect World Science competition and a trip to Antarctica



Year 8 student, Indy Duffy, won the Young Australian Art Award for her computer art piece, Under The Sea



Year 8 students, Norah Harkin and Caitlyn Miles, were runners-up in the Western Australian British Parliamentary Debating competition



Year 11 student, Georgia Opie, won silver medal in the regional World Skills Competition for Hairdressing



Year 8 students, Cooper Lange and Sam Bateman were named Western Australian Champions in the National History Challenge awards



24 students in the school's Bunbury Elite Sports Training (BEST) specialist program were selected into State or Australian sporting teams







## 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.

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.





## YEAR 12 PERFORMANCE



My high school science teacher Mr Posthumus (Bunbury SHS, WA) told me that science would open up a new world and give me opportunities. He encouraged and nurtured a love of science the entire way through my studies and encouraged me to apply for medicine when I wasn't sure it was an option. Nearly 10 years on from that first introduction to science, I'm a doctor working in ED. Largely due to his encouragement and introduction to a love of science."

*Former BSHS student*



# ATAR Pathway

**Year 12 ATAR achievement maintained its positive trend in 2017. The median ATAR of 76.70 matched the performance of the 2016 cohort, which was the school's highest since 2011.**

In 2017, 36% of students achieved an ATAR above 80, with one student achieving an ATAR above 99. Fourteen students achieved a final scaled course score of 75 or above, including 24% of those students who completed the Chemistry course. A majority of students achieved above their predicted ATAR scores.

Two courses, Physical Education Studies and Applied Information Technology, were named in the schools with the highest performing students lists – an outstanding achievement that is almost an annual occurrence for these two courses in the school.

Zeke Tinley received a Certificate of Excellence for achieving in the top 0.5% of students in the WA for Physical Education Studies, an accomplishment made more noteworthy because Zeke was an accelerated Year 11 student for this course. One student, David Strong, received a Certificate of Distinction for his overall course achievement and three students received Certificates of Merit.

30 out of 41 students who applied for university admission received their first preference. 38/41 received a university place.

In late 2016 a Level 4 Deputy Principal was appointed to support academic achievement in the school. Early evidence of the effectiveness of this role can be seen in the smaller tail of low-achieving ATAR students in 2017 compared with previous years, and the higher rates of both WACE achievement (92.5%) and Attainment (98%). It is anticipated that those aspects and others, including higher median ATAR scores, will become increasingly evident as the position becomes further embedded and evolves.

## Shedworks Pathway

**Bunbury SHS Shedworks is an off-site Senior School Engagement Program that is highly practical and targeted to students who find a traditional academic setting challenging. Shedworks has been operating as an annexe to the school since 2009.**

A highlight of 2017 for the 'The Shed' was the acquisition of a coaster bus, which was generously donated by Axis Hire in Bunbury. This enabled the program to reach out into the local community in many ways that were previously unavailable. Students created, marketed and sold goods at the Bunbury Markets and the Dardanup Bull and Barrel festival, joined Manjimup SHS students in a Big Picture workshop, painted the Bunbury Surf Life Saving Club and assisted the City of Bunbury with a mass-planting landscaping project. Eleven students graduated from the Shed in 2017, with Taylah Macintyre named Dux of the program.



# VET in Schools Pathway

Vocational Education Training programs were delivered to students within the school setting via the school RTO or auspice arrangements, and off-campus via local training providers. In 2017, 79 Year 12 students participated in VET Training Qualifications.

Participation according to mode of delivery is outlined in the table below.

2017 Year 12 Mode of Delivery	School RTO	Auspice	Off site	Total
Year 12 Student Numbers (75 Students)	25	47	33	105 enrolments
% Of Total Delivery	24%	45%	31%	
Number of Qualifications	2	3	18	23 qualifications
AQF Qualification Level				
Certificate II				12 qualifications
Certificate III				8 qualifications
Certificate IV				3 qualifications





Offsite VET Delivery	Enrolments	Number of Completions	% Completed
Certificate II in Building and Construction	8	8	100%
Certificate II in Electrotechnology	4	4	100.00%
Certificate II in Engineering Pathways	6	6	100%
Certificate II in Hospitality	1	1	100.00%
Certificate II in Medical Service 1 <sup>st</sup> Response	1	1	100.00%
Certificate II in Retail Services	1	1	100.00%
Certificate II in Salon Assistant	1	1	100.00%
Certificate III in Community Services	1	1	100%
Certificate III in Education Support	3	2	66.70%
Certificate III in Individual Support	1	1	100.00%
Certificate III in Info, Digital Media and Tech.	2	2	100.00%
Certificate III in Sport & Recreation	1	1	100%
Certificate IV in Allied Health Assistance	1	0	0.00%
Certificate IV in Animal Studies	1	0	0.00%
Certificate IV in Dental Assisting	1	0	0.00%
Completion of all Offsite VET delivery	33	29	88%
School RTO VET Delivery			
Certificate II in Visual Arts	17	16	94.12%
Certificate II in Business	8	6	75.00%
Completion of School RTO VET Delivery	25	22	84.56%
School Auspice Delivery			
Certificate II in Outdoor Recreation	17	16	94.1%
Certificate II in Sport and Recreation	16	12	75.0%
Certificate II in Skills for Work and Vocational	14	10	71.4%
Completion of School Auspice Delivery	47	38	80.2%
Cohort Total	105	89	85%

The Vocational Training Qualification completion rate for Year 12 students was 85%. 21 students completed multiple certificates and four students completed School Based Traineeships. Completion rates for individual qualifications are outlined in the table above.

Completion rates for off-site VET delivery have improved from 77% in 2016 to 88% in 2017. Student support has been a focus in this area, both from the school and the RTO.



## STUDENT ACHIEVEMENT: NAPLAN

In 2017, 318 students undertook NAPLAN testing in the components of reading, writing, language conventions (spelling, grammar and punctuation), and numeracy.

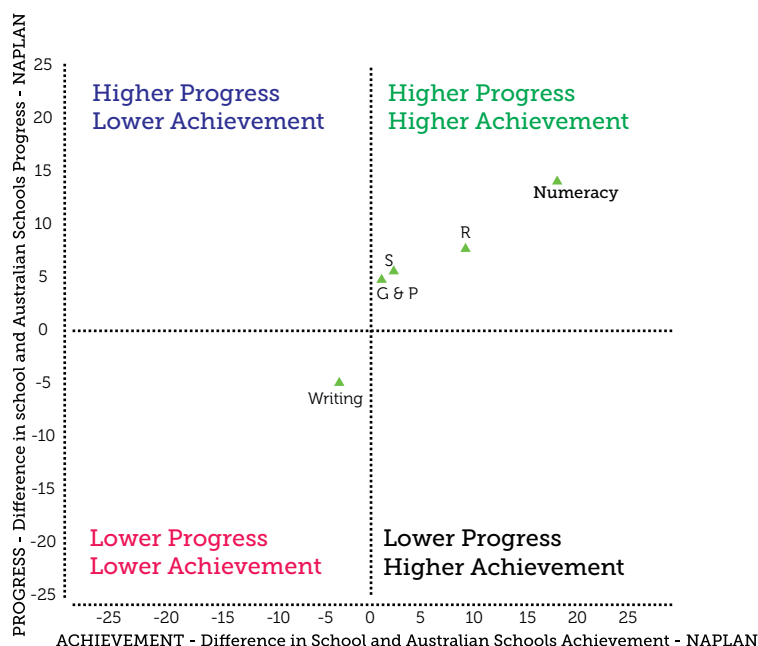
Year 7 students achieved as expected in all components of NAPLAN when ICSEA and prior performance are considered (see right). Year 7 students are only in the high school setting for approximately 3 months prior to NAPLAN testing; therefore the school's capacity to impact on these students' achievement is limited.

Year 9 students at Bunbury SHS performed above the Australian Schools mean for both Achievement and Progress in all components other than writing. In the writing component, the school moved close to the mean in Achievement and Progress, continuing the improvement trend that commenced in 2016.

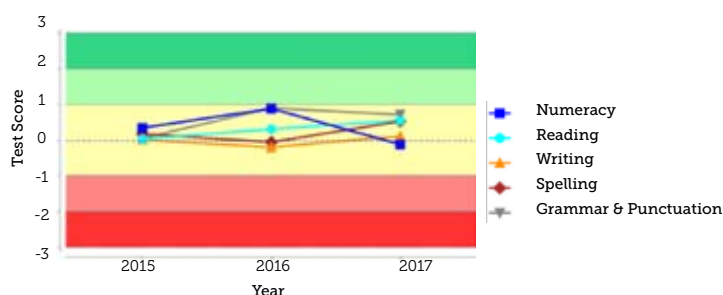
These positive results highlight the significant progress students have made at Bunbury SHS and are indicative of the support provided by school staff in classes, and in a range of other targeted interventions – such as one-to-one Direct Instruction, specialised Connect communities, Homework Club, and Maths Club. Particularly noteworthy is the continued excellent results within Year 9 numeracy, and the significant gains in all aspects of literacy in 2017.

### Year 7 to 9 Performance

Student Progress and Achievement Compared with Australian Schools: NAPLAN Year 7 2015 to Year 9 2017



### Year 7 Performance







## STUDENT ACHIEVEMENT: OLNA

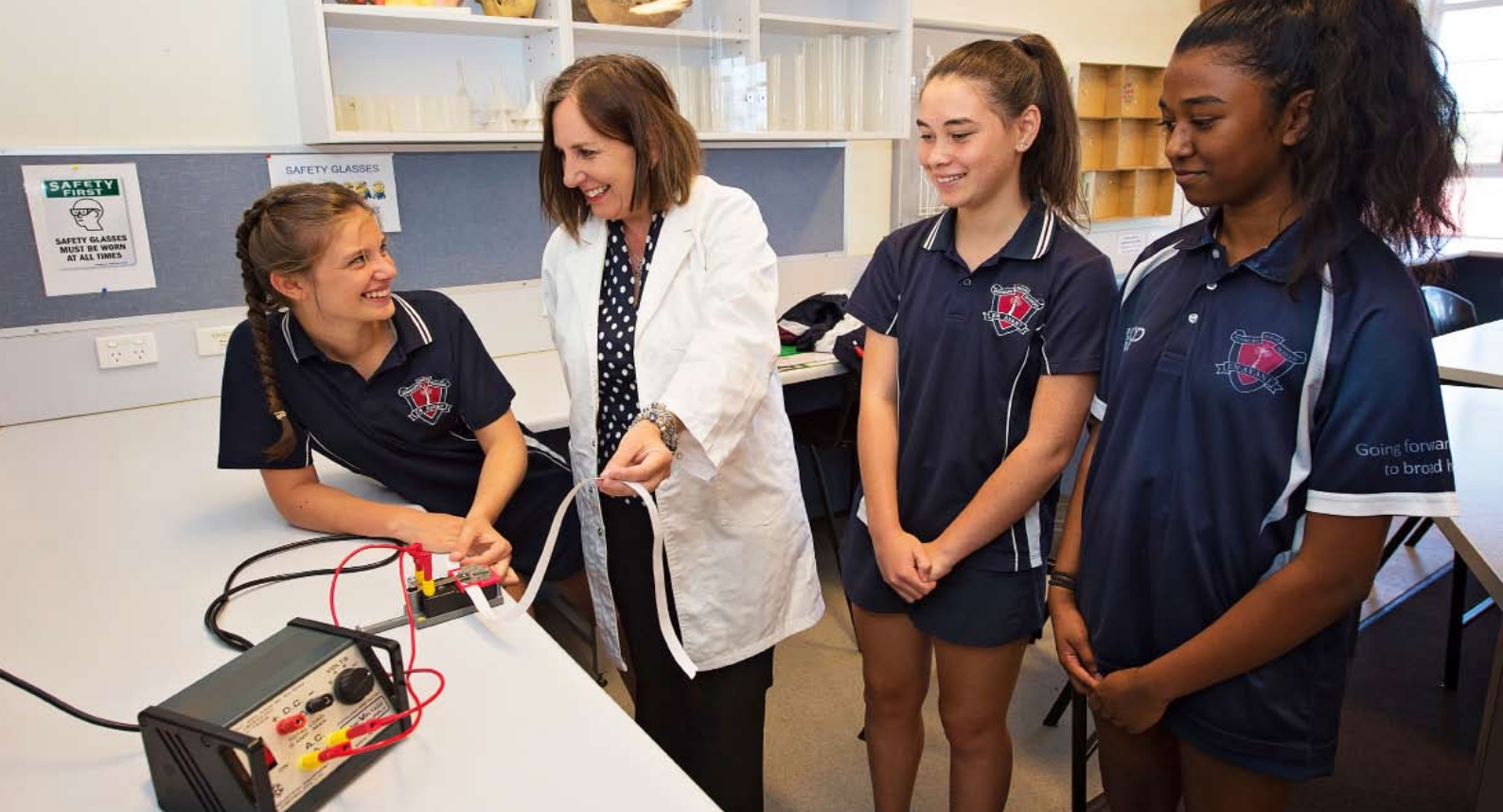
The OLN is an online literacy and numeracy assessment. It is designed to enable students to successfully meet the Western Australian Certificate of Education (WACE) requirement of demonstrating the minimum standard of literacy and numeracy by the end of Year 12.

Students who have achieved Band 8 or higher in any of the three components of reading, writing and numeracy in their Year 9 NAPLAN are acknowledged as having demonstrated proficiency in using a range of ACSF Level 3 skills in that component and are not required to sit the corresponding OLN test.

In 2017, the second year of the OLN WACE requirement, Year 12 students at Bunbury SHS again performed commendably, with nearly 90% achieving the standard in all components. This compared favourably with an 85% achievement rate in Like Schools.

Students in Year 10 and Year 11 at Bunbury SHS demonstrated similarly favourably achievement when compared with Like Schools.



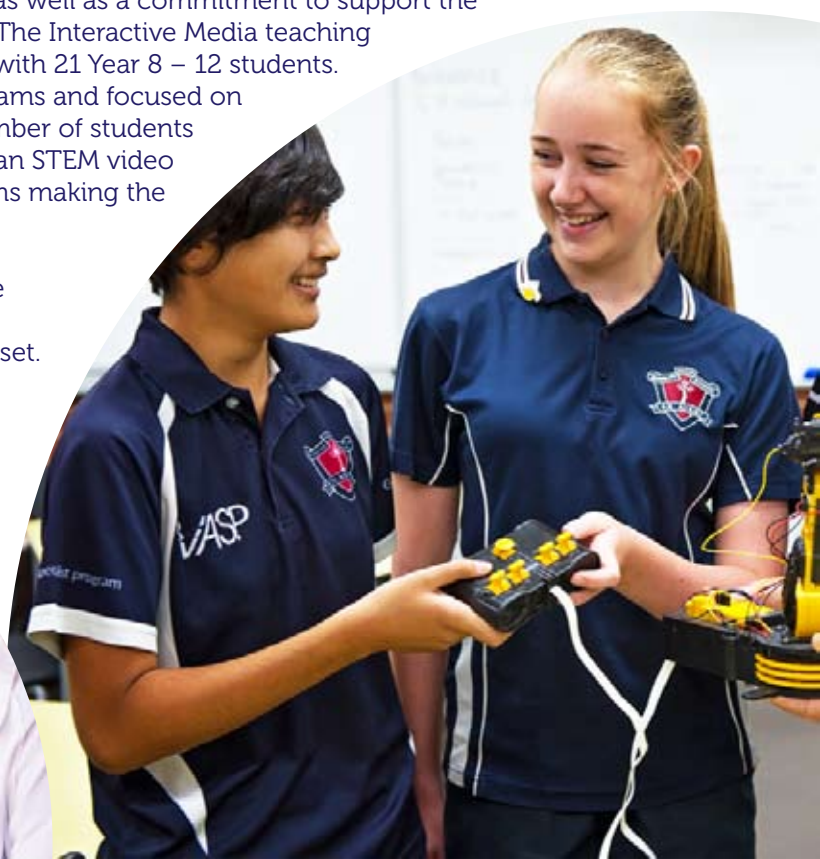


## CURRICULUM INNOVATION AND STEM INITIATIVES

**The availability and use of technologies and STEM-based programs to enrich student learning continued in 2017.**

The year commenced with Science teacher, Phil Gregory, being awarded the inaugural staff Innovation Scholarship. The scholarship was created by the school's Executive team to encourage and support innovative curriculum initiatives. Mr Gregory's proposal to establish a vertically arranged Interactive Media class, using the Self Organised Learning Environment model (Sugarta Mitra) was selected the winner over 5 other very worthy submissions. As part of his scholarship, Mr Gregory was awarded additional planning time, as well as a commitment to support the purchase of innovative class resources. The Interactive Media teaching and learning program began in Term 2 with 21 Year 8 – 12 students. The students worked in collaborative teams and focused on the creation of 2D and 3D games. A number of students entered their programs into the Australian STEM video game competition, with one of the teams making the semi-finals.

In 2018 the students will explore the use of virtual reality to enhance their game development using a HTC Vive VR headset.





## A range of other programs were implemented in 2017 to support existing STEM initiatives in the school:

All Year 7 students studied Year 7 Engineering, with the program focusing on prototyping, testing and making jet-propelled cars.

STEM was introduced as a stand-alone elective class for Year 9 students. A project-based approach was used by students to problem solve issues related to technology.

Year 9 Computer Game Making was introduced as an elective subject with a focus on coding and programming.

Electro-Robotics in Year 10 saw students explore the world of Raspberry Pi and a range of other easily accessible technologies.

Bunbury SHS is a NAPLAN online trial school and involvement in this program has led to a range of improvements to technology, and engagement with technology in the school, including the availability of additional hardware, improvements to the school's wireless network via the Wireless In-fill Project, and increased internet bandwidth. Students have been well prepared for the transition to online NAPLAN assessment in 2018 through involvement in a range of online learning contexts, including PAT Testing and Mathspace.





## LEARNING AREA HIGHLIGHTS

### The Arts

AIndy Duffy – Winner, 2017 Young Australian Art Awards “Above The Sea”.

Adin Smith – Finalist, 2017 Young Australian Art Awards

Mitchell Turner – Finalist, 2017 Young Australian Art Awards

Adin Smith - Year 7 Award, Iluka Visions Award

Saorise Torr - Year 9 Award, Iluka Visions Award

Tameka Armstrong - Year 10 Award, Iluka Visions Award

Annabelle Heyworth, Jez Smal, Indy Duffy, Emma Van Noort, Tyler Silverwood -  
Selected for the Iluka Visions Art Awards

Jonah Golds – Winner, U12, U13, U14 Brass Divisions, Queens Cup Competition

### Humanities and Social Sciences

Cooper Lange, Sam Bateman – WA Champions, Natural History Challenge Awards

David Strong, Alex Graham - WA finalists Evatt Competition

Jaxon Damiani – Top 1%, Australian Geography Competition

Meriki Morgan-Harvey - State winner Australian History Competition

Year 7 and 8 Market Days



# Science

Jamie Richards – 1st place, World Education Perfect Science Competition

Euan Workman – National Robocup Competition (Brisbane)

Sam Shepherd – Selected to a position at the 2018 Questacon Invention Convention (Canberra)

Lauren Thomas and Emma Patterson – High Distinctions in Science Olympiad and invited to summer school in Canberra.

School Team – 2nd place, University of Newcastle Regional Science and Engineering Challenge

Multiple Awards – Murdoch University Game Changer Awards

# Mathematics

Have Sum Fun Senior Division, 4th out of 37 teams

Have Sum Fun Junior Division, 2nd place Year 9/10

Have Sum Fun Junior Division, 2nd place Year 7/8

Karrak Gregory, Norah Harkin, Kaitlyn Myles and Jacob Van Noort – 1st place, WA Junior Mathematics Olympiad, SW Division

Matthew Henderson - Top Year 9 student, WA Junior Mathematics Olympiad, SW Division

Hannah Thomas, Year 9, joined three other older recipients, Kerrilie Haberfield, Emma Lush and Emma Patterson in the Curious Minds STEM program to encourage girls into science/mathematics courses, winning a trip to Canberra to be mentored by professional women in these fields

David Strong completed co-curricular studies in Calculus at Edith Cowan University

# English

Monty Ridgway – 2nd Place, Shorelines Secondary School Competition for his poem, Rubix Cube

Norah Harkin, Kaitlyn Myles – Runners Up, British Parliamentary Debating Competition

Karrak Gregory, Cooper Lange, Sam Bateman, Kaitlyn Myles – Winners, WADL SWETA Debating Competition Novices Team

Karrak Gregory – Best Overall Male Speaker, WADL SWETA Debating Competition

Claire Beybour, Jayden Winter, Norah Harkin – Runners Up Senior Team, WADL SWETA Debating Competition



# Health and Physical Education

Senior High Schools Country Week - Champion School

Interschool Cross Country – Champion School

Interschool Surfing Bunbury Division – Champion School

Jayden Goodwin - WA U15, U17 and U19 cricket teams

Georgina Dowd - Australian Women U16 team, Captain WA U15 Hockey team, Australian FHC Cup Hockey Team

Indee Elphick - WA U15 Hockey team; Australian FHC Cup Hockey Team

Jarrad Fazioli - WA U18 AFL Team

Lachlan Riley - WA U18 AFL Team

Courtney Butlion - WA U18 and U19 Soccer Teams

Kloe Bassett - WA U18 Soccer Team

Zeke Tinley - WA Triathlon Team

Ashleigh Barbetti - WA U18 Hockey Team

Billie Knell - Australian Slalom Kayaking Team

Thomas Harper - WA U18 Basketball Team

Cristin Edwards- Represented Australia in National Roller-Skating Championships, selected to represent Australian in the Oceania Championships

Riley Martin - WA Mountain Bike Orienteering Team

Ky Fisher - WA U16 Hockey Team; Community Achiever of the Year, South West Academy of Sport

Max Coulter - WA Swimming Team, Bronze Medal, Pacific School Games

Indy Goodlad - WA Cheerleading Team

Caitlyn Van Schalkwyk - WA Underwater Hockey Team

Spike O'Neill - WA Mens Bodyboarding Team

Kyle Hussey - WA Athletics Team

Pharrell Keate - WA Basketball Team

Sydney Lewis - WA Basketball Team

Aisling Hall - WA U16 AFLW Team

Scout McCormack - WA U16 AFLW Team

Megan Roberts - Australian Indoor Hockey Festival Team, Australian FHC Cup Hockey Team

Emma Tinley - WA U16 Hockey Team, Australian FHC Cup Hockey Team

Phoenix Green, Raine Fisher, Cobi Fisher, Kye Fisher - Australian FHC Cup Hockey Team

Riley Martin - 1st place in the WA Downhill Mountain Championships

Caelin Stuart – 1st place, WA Downhill Mountain Bike Championships

Blair Stuart- 3rd place in the WA Downhill Mountain Bike Championships





# Career and Vocational Education

Georgia Opie – Silver Medal, World Hairdressing Skills Competition

## Students who completed a Certificate III level VET Training:

Benjamin Burgess – Certificate III in Information, Digital Media and Technology

Lauryn Caffrey – Certificate III in Education Support

Matthew Matig-a - Certificate III in Information, Digital Media and Technology

Makenzie Tylor - Certificate III in Education Support

Shauana McMahon - Certificate III in Individual Support

Dana Piahana - Certificate III in Community Services

Tanika Collard – Certificate III in Sport and Recreation

Rebecca Ketaku – Certificate III on Aged Care



# Student Services

Hawaiian Ride for Youth

Diversity Week- cake stall and activities

Wear it Purple Day for diversity

R U OK day

Naidoc Assembly

P.A.R.T.Y Program

Yoga for Year 11s and 12s

School Ball

Year 12 Presentation Night

Give a Dam Give a Can (House Competition)

Leadership Days (House Leaders)

Follow the Dream

Diversity Group

AIME

Orientation Day

Year 6 Parent Information Nights

Year 7 Activity Afternoon

Prefect games for Year 7 students

Shave for Cancer.

International AIDS Awareness day

RSPCA Day

ANZAC Day march through town

Remembrance Day

National Day of Action Against Bullies

Epilepsy Day

Red Nose Day

Drug Action Week

Blood Bank

Year 12 Dinner

National Bandana Day

GRIP Leadership (Prefects)

Year 10 subject support day





# ATTENDANCE

Strategies outlined in the 2016 Annual Report continue to be implemented and refined. Program Coordinators and Student Support Workers have an extensive understanding of current policy and processes designed to achieve set attendance targets.

There is a clear statistical trend showing improvement in attendance (as compared to 2016 data)

- Regular attendance for Semester 1 2017 improved by 1.2% (67.2%)
- Regular attendance for Semester 2 2017 improved by 1.2% (60.2%)
- Semester 1 percentage of students attending 80%+ improved by 2.5% (88% Sem 1/ 82.5% Sem 2)
- Implementation of the Academy Attendance software has assisted monitoring and management processes

## Observations for 2018

- Continued focus on improving regular attendance in Semester 2 (7% lower in Semester 2)
- Develop strategies to encourage greater parental support in sending students to school on a regular basis (a traditional history of supported absences)
- Continued focus on refining current policy and processes



# ABORIGINAL EDUCATION

While Bunbury SHS has a relatively small group of enrolled Aboriginal students, there is strong acceptance and respect for Indigenous culture and achievement within the school.

The Follow the Dream and AIME programs (The Australian Indigenous Mentoring Experience) continue to be important programs that provide opportunity to improve academic, social and attendance outcomes.

Specific highlights within the area of Aboriginal education include:

- One student elected to the 2018 Year 12 Prefect Group
- One student received Academic Excellence VET award (equal top student across all subjects)
- Seven students involved consistently in Follow the Dream
- Fourteen students involved in AIME
- NAIDOC Whole School Assembly in Term 4
- Seven staff mentors throughout the year







# STUDENT SUPPORT

## LEADERSHIP

The Year 12 Prefect Group continued to provide significant leadership to the whole school and, in 2017, Prefects began working closer with Year 7 students, organising and running games once each week during Term 1. Significant funds were raised by the prefects for selected charities.

The House system has continued to allow for more opportunity for student leadership across the school. These leaders contribute to the school community by organising competitions to promote wellbeing and a sense of belonging, and by supporting various community services. These students are expected to be role models for other students and demonstrate the school's values of learning, collaboration, diversity, courage and wellbeing. In 2017 these students were involved in a number of team building and leadership development days. In 2018 this process will be expanded to include more explicit leadership training

## HOMEWORK CLUB

The school continued to offer after-school tutoring, under the banner of Homework Club, on Mondays, Tuesdays and Wednesdays. Homework Club provides an opportunity for students to work in a quiet environment with assistance from various subject teachers. Homework classes are well supported by teachers from a range of learning areas, with expertise available for lower school and senior school students. In 2017 Homework Club recorded approximately 700 individual student visits.



## MATHS CLUB

Maths Club has become an important aspect of learning support in the school over the past three years. Maths Club runs for one hour each Friday morning before school. Attendance increased in 2017 to approximately 20 – 30 students each week with support provided by the Mathematics staff and Education Assistants. Many students find the program particularly valuable as they prepare for tests and examinations, while others use it primarily to reinforce their understanding of concepts and processes. Such is the popularity of Maths Club, 2018 will likely see the students divided into separate senior school and lower school groups to enable even more effective support to be provided.

## CONNECT

2017 saw an increased use of Connect by staff, students and parents. Teachers loaded more than 5000 items of content and placed more than 3000 items into various virtual libraries. Students viewed Connect 35000 times over the course of 2017 and made 29000 downloads. Parents viewed approximately 2000 separate notices.

Student Reports were made available on Connect for the first time in 2017. In a key initiative, the school is working towards providing live marks books to parents through Connect in 2018.

It is envisaged that Connect will play an increasingly important role in supporting students in the future, as well as providing parents with the knowledge and data to support their child more effectively.

## STUDIOSITY

With generous support from Edith Cowan University, Bunbury SHS students continued to have access to free out-of-hours online tutoring via the Studiosity program. Students accessed more than 6500 minutes of live tutorial help during 2017. Support was predominantly provided to senior school students and most sessions occurred between Friday night and Sunday night.

Together with Homework Club and Maths Club, Studiosity remains a key element in supporting student's learning outside of the normal timetabled lessons.





## SPECIAL PROGRAMS GIFTED AND TALENTED

The Gifted and Talented program commenced in 2013 and has been ongoing for five years. 2017 saw the first Year 12 graduating group, with students undertaking both ATAR and VET courses of study. This year was also the first year that the school offered a camp to the Year 7 class, to assist with building relationships and team skills.

A new Deputy Principal (Academic Performance) position was also established in the school at the start of 2017. Part of the responsibilities of this position is to oversee the Gifted and Talented program. The DP spent 2017 conducting a comprehensive audit and report of the program, which was presented to the Principal, along with a range of recommendations, in Term 4.



## Staffing

	Maths	English	Science	Humanities
Year 7	Nic Andrew	Tracey Malone	Phil Gregory	Amelia Carpenter
Year 8	Sharna Mason	Susan Unwin, Cherie Fielder	Hayden McKenna	Rob Lamb
Year 9	Leon Rose	Will Barker	Catherine Simmonds	Kerry Kerr
Year 10	Tyrl Houghton	Cass Obal	Trevor Walkington	Kerry Kerr

## Student Numbers

Class numbers 2017	
Year 7	19
Year 8	19
Year 9	16
Year 10	10
Year 11	26
Year 12	9

# Accelerated Learning Outcomes

Certificate of Excellence achieved by Zeke Tinley for PE Studies (Top 0.5% in ATAR course)

Student	Year	Course/s studied	Grade
1	10	PE Studies 11	A
2	10	Biology 11	B
3	10	Biology 11	A
4	10	Human Biology 11	A
5	11	Chemistry 12	A
6	11	Maths Methods 12	A
7	11	Maths Methods 12, AIT 12	A , B
8	11	PE Studies 12	A
9	11	Maths Methods 12, Chemistry 12	A
10	11	AIT 12	B



# Significant Achievements

## Across year groups

Murdoch University Game Changer Awards

Years 7 – 9 – Multiple Awards

## Big Science Competition

Year 7 – 10 GAT students competed in this national competition

Year 7 – 1 High Distinction, 5 Distinctions

Year 8 – 1 High Distinction, 7 Distinctions

Year 9 – 1 High Distinction, 1 Distinction

Year 10 – 1 High Distinction, 3 Distinctions

## National Geography Challenge

A Year 8 student won this at the State level.

Five Year 8 students received a High Distinction.

Four Year 8 students received a Distinction.

A Year 7 student received a High Distinction and five a Distinction.

Three Year 9 students received a High Distinction and one a Distinction.

Four Year 10 students received a High Distinction and two a Distinction.

## Year 7

Adin Smith – Winner of Iluka Visions Yr7 Award

Jonah Golds – 1st place in Under 12, U13 and U14 Brass Division of the Queens Cup

## Year 8

Norah Harkin and Katelyn Myles – WA British Parliamentary Debating Runners Up

Karrak Gregory, Cooper Lange, Sam Bateman and Katelyn Myles – winners of novice division of the WADL SWETA Debating competition.

Karrak Gregory – Best Overall Male Speaker in the WADL Debating Competition

Cooper Lange and Sam Bateman – WA Champions in the National History Challenge

Jaxon Damiani – Top 1% in the Australian Geography Competition

Samuel Shepherd – Selected for the 2018 Questacon Invention Convention in Canberra

## Year 9

Hannah Thomas – selected for Curious Minds program

2nd Place for Year 9 GAT class at the Science and Engineering Challenge

AsiaWise Competition

Three Year 9 students achieved a Credit (80+).

## Year 10

Emma Patterson – Science Olympiad (Earth and Environmental Science) and Summer School in Canberra (Top 24 in Australia)

2nd Place for Year 10 GAT class at the Science and Engineering Challenge

AsiaWise Competition

Five Year 10 students achieved a Credit (80+).

## Year 11

Euan Workman – 12th place at the National Robocup Competition

Lauren Thomas – Science Olympiad (Chemistry) and Summer School in Canberra (Top 24 in Australia)

## Year 12

Clare Beyboer and Jayden Winter (and Norah Harkin Yr8) – Senior Runners Up WADL SWETA Debating Competition

Clare Beyboer and David Strong – Semi finalists in the British Parliamentary Debating Competition

Australian National Chemistry Quiz – Year 12 High Distinction

Evatt UN Model Diplomacy Competition

Two Year 12 students were state finalists and the only regional team to make it to this stage.



# Special Programs Gifted and Talented Learning Outcomes

	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English												
BUNBURY SHS Year 7	0	0	8	5	31	19.38	75	46.88	38	23.75	8	5
2017 Year 7 GAT	0	0	0	0	1	5.88	3	17.65	10	58.82	3	17.65
Like BUNBURY SHS Year 7	83	2.87	132	4.57	377	13.06	1195	41.39	772	26.74	328	11.36
DoE Year 7	638	3.69	1002	5.79	2639	15.25	6907	39.91	4118	23.8	2002	11.57
Mathematics												
BUNBURY SHS Year 7	1	0.62	8	5	24	15	32	20	38	23.75	57	35.62
2017 Year 7 GAT	0	0	0	0	0	0	1	5.88	0	0	16	94.12
Like BUNBURY SHS Year 7	74	2.56	195	6.75	523	18.12	982	34.01	621	21.51	492	17.04
DoE Year 7	544	3.11	1434	8.21	3084	17.66	5664	32.43	3545	20.3	3194	18.29
Science												
BUNBURY SHS Year 7	0	0	4	2.5	16	10	60	37.5	44	27.5	36	22.5
2017 Year 7 GAT	0	0	0	0	0	0	0	0	4	23.53	13	76.47
Like BUNBURY SHS Year 7	69	2.41	128	4.47	402	14.05	1056	36.91	757	26.46	449	15.69
DoE Year 7	514	2.95	1219	7.01	2746	15.78	5682	32.65	4011	23.05	3229	18.56
HASS												
BUNBURY SHS Year 7	0	0	3	1.88	11	6.88	70	43.75	44	27.5	32	20
2017 Year 7 GAT	0	0	0	0	0	0	1	5.88	2	11.76	14	82.35
Like BUNBURY SHS Year 7	78	2.7	111	3.85	405	14.03	1123	38.91	737	25.54	432	14.97
DoE Year 7	500	2.89	993	5.73	2735	15.79	6498	37.52	3975	22.95	2617	15.11

	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English												
BUNBURY SHS Year 8	4	2.42	5	3.03	19	11.52	64	38.79	59	35.76	14	8.48
2017 Year 8 GAT	0	0	0	0	0	0	0	0	7	38.89	11	61.11
Like BUNBURY SHS Year 8	74	2.69	115	4.18	366	13.3	1142	41.51	765	27.81	289	10.51
DoE Year 8	586	3.54	1121	6.78	2291	13.85	6565	39.7	4012	24.26	1962	11.86
Mathematics												
BUNBURY SHS Year 8	1	0.61	9	5.45	22	13.33	40	24.24	36	21.82	57	34.55
2017 Year 8 GAT	0	0	0	0	0	0	0	0	1	5.56	17	94.44
Like BUNBURY SHS Year 8	66	2.4	188	6.83	551	20.02	900	32.7	588	21.37	459	16.68
DoE Year 8	558	3.35	1511	9.07	3070	18.44	5204	31.25	3343	20.07	2967	17.82
Science												
BUNBURY SHS Year 8	1	0.61	5	3.03	20	12.12	62	37.58	44	26.67	33	20
2017 Year 8 GAT	0	0	0	0	0	0	0	0	4	22.22	14	77.78
Like BUNBURY SHS Year 8	103	3.75	110	4.01	379	13.81	919	33.48	703	25.61	531	19.34
DoE Year 8	578	3.46	1276	7.64	2646	15.84	5193	31.1	3722	22.29	3285	19.67
HASS												
BUNBURY SHS Year 8	1	0.61	6	3.64	19	11.52	57	34.55	51	30.91	31	18.79
2017 Year 8 GAT	0	0	0	0	0	0	0	0	3	16.67	15	83.33
Like BUNBURY SHS Year 8	55	2	139	5.07	413	15.05	1023	37.28	685	24.96	429	15.63
DoE Year 8	493	2.96	1173	7.05	2512	15.1	5958	35.82	3776	22.7	2722	16.36

	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English												
BUNBURY SHS Year 9	2	1.15	12	6.9	30	17.24	79	45.4	41	23.56	10	5.75
2017 Year 9 GAT	0	0	0	0	0	0	0	0	9	60	6	40
Like BUNBURY SHS Year 9	49	1.79	185	6.76	472	17.25	1114	40.7	638	23.31	279	10.19
DoE Year 9	508	3.15	1486	9.2	2476	15.33	6125	37.93	3750	23.22	1803	11.17
Mathematics												
BUNBURY SHS Year 9	3	1.72	25	14.37	31	17.82	40	22.99	39	22.41	36	20.69
2017 Year 9 GAT	0	0	0	0	0	0	1	6.67	1	6.67	13	86.67
Like BUNBURY SHS Year 9	51	1.86	314	11.46	563	20.55	759	27.7	572	20.88	481	17.55
DoE Year 9	566	3.45	2024	12.34	3188	19.44	4835	29.49	2953	18.01	2832	17.27
Science												
BUNBURY SHS Year 9	2	1.15	17	9.77	23	13.22	60	34.48	34	19.54	38	21.84
2017 Year 9 GAT	0	0	0	0	0	0	0	0	2	13.33	13	86.67
Like BUNBURY SHS Year 9	85	3.07	190	6.86	444	16.03	906	32.71	641	23.14	504	18.19
DoE Year 9	575	3.51	1706	10.41	2924	17.84	4887	29.81	3307	20.17	2995	18.27
HASS												
BUNBURY SHS Year 9	2	1.15	1	0.57	17	9.77	82	47.13	43	24.71	29	16.67
2017 Year 9 GAT	0	0	0	0	0	0	0	0	2	13.33	13	86.67
Like BUNBURY SHS Year 9	39	1.43	190	6.96	462	16.93	1045	38.29	610	22.35	383	14.03
DoE Year 9	524	3.22	1354	8.32	2530	15.55	5561	34.18	3659	22.49	2641	16.23

	GRADE											
	NA		E		D		C		B		A	
	Count	%	Count	%	Count	%	Count	%	Count	%	Count	%
English												
BUNBURY SHS Year 10	1	0.62	27	16.77	21	13.04	66	40.99	43	26.71	3	1.86
2017 Year 10 GAT	0	0	0	0	0	0	1	12.5	5	62.5	2	25
Like BUNBURY SHS Year 10	74	2.76	197	7.35	382	14.25	1173	43.77	632	23.58	222	8.28
DoE Year 10	533	3.44	1490	9.61	2419	15.61	6303	40.67	3330	21.49	1424	9.19
Mathematics												
BUNBURY SHS Year 10	8	4.97	11	6.83	26	16.15	65	40.37	24	14.91	27	16.77
2017 Year 10 GAT	0	0	0	0	0	0	0	0	0	0	8	100
Like BUNBURY SHS Year 10	58	2.17	230	8.59	592	22.12	934	34.9	521	19.47	341	12.74
DoE Year 10	637	4.03	1849	11.69	3378	21.35	5277	33.36	2612	16.51	2067	13.07
Science												
BUNBURY SHS Year 10	1	0.62	20	12.5	28	17.5	37	23.12	33	20.62	41	25.62
2017 Year 10 GAT	0	0	0	0	0	0	0	0	1	12.5	7	87.5
Like BUNBURY SHS Year 10	91	3.44	252	9.53	565	21.38	960	36.32	442	16.72	333	12.6
DoE Year 10	653	4.14	1812	11.49	3210	20.36	4895	31.05	2778	17.62	2419	15.34
HASS												
BUNBURY SHS Year 10	0	0	4	9.52	6	14.29	10	23.81	14	33.33	8	19.05
2017 Year 10 GAT	0	0	0	0	0	0	0	0	0	0	2	100
Like BUNBURY SHS Year 10	24	4.41	44	8.09	76	13.97	197	36.21	126	23.16	77	14.15
DoE Year 10	210	9.7	148	6.84	216	9.98	534	24.67	492	22.73	565	26.1



# Senior School Learning Outcomes

- One student achieved an ATAR above 99
- ATAR median for graduating Year 12 GAT cohort was 83
- 6/9 GAT Year 12 students achieved an 80+ ATAR

## Year 12 GAT students' results in a variety of courses

Subject Name		
Applied Information Technology ATAR Year 12	B	3
Applied Information Technology ATAR Year 12	C	2
Biology ATAR Year 12	B	1
Chemistry ATAR Year 12	A	2
Chemistry ATAR Year 12	B	3
Chemistry ATAR Year 12	C	2
English ATAR Year 12	A	1
English ATAR Year 12	C	6
French: Second Language ATAR Year 12	C	1
French: Second Language ATAR Year 12	D	1
Modern History ATAR Year 12	B	1
Literature ATAR Year 12	A	1
Literature ATAR Year 12	B	1
Mathematics Specialist ATAR Year 12	A	1
Mathematics Applications ATAR Year 12	A	1
Mathematics Applications ATAR Year 12	B	3
Mathematics Methods ATAR Year 12	C	4
Media Production and Analysis ATAR Year 12	A	1
Media Production and Analysis ATAR Year 12	B	1
Physics ATAR Year 12	B	1
Physics ATAR Year 12	C	2
Physics ATAR Year 12	D	1
Politics and Law ATAR Year 12	C	1
Psychology ATAR Year 12	B	1

## Year 11 GAT students' results in a variety of courses

Subject Name	Grade	Number
Applied Information Technology ATAR Year 11	A	1
Applied Information Technology ATAR Year 11	C	1
Chemistry ATAR Year 11	A	5
Chemistry ATAR Year 11	B	6
Chemistry ATAR Year 11	C	4
Economics ATAR Year 11	A	3
Economics ATAR Year 11	B	4
Economics ATAR Year 11	C	2
English ATAR Year 11	A	2
English ATAR Year 11	B	10
English ATAR Year 11	C	3
English ATAR Year 11	D	1
Modern History ATAR Year 11	A	4
Modern History ATAR Year 11	B	2
Human Biology ATAR Year 11	A	5
Human Biology ATAR Year 11	B	1
Human Biology ATAR Year 11	C	1
Indonesian: Second Language ATAR Year 11	A	1
Literature ATAR Year 11	A	1
Literature ATAR Year 11	B	5
Literature ATAR Year 11	C	1
Mathematics Specialist ATAR Year 11	A	2
Mathematics Specialist ATAR Year 11	B	2
Mathematics Specialist ATAR Year 11	C	2
Mathematics Specialist ATAR Year 11	D	1
Mathematics Specialist ATAR Year 11	E	1
Mathematics Applications ATAR Year 11	B	1
Mathematics Methods ATAR Year 11	A	6
Mathematics Methods ATAR Year 11	B	2
Mathematics Methods ATAR Year 11	C	11
Physical Education Studies ATAR Year 11	A	3
Physical Education Studies ATAR Year 11	B	1
Physics ATAR Year 11	A	7
Physics ATAR Year 11	B	4
Physics ATAR Year 11	C	5
Physics ATAR Year 11	D	1
Politics and Law ATAR Year 11	A	1
Politics and Law ATAR Year 11	B	1
Politics and Law ATAR Year 11	C	1
Psychology ATAR Year 11	A	4
Psychology ATAR Year 11	B	1





## SPECIAL PROGRAMS BUNBURY ELITE SPORTS TRAINING (BEST)

The BEST program has had another outstanding year of athletic achievement. 2017 saw an unprecedented number of sporting accomplishments by students in this program.

The program also initiated the inclusion of a new Certificate course from 2018 onwards. This will increase the opportunity for student success in WACE and also strengthen their qualifications. The Year 10 group enjoyed challenging themselves with a more intense athletic experience at the Australian Institute of Sport.

### Staffing

Year 7	Mrs Karen Edwards
Year 8	Mr Cameron Allan
Year 9	Mr Kyle Smith
Year 10	Mrs Michelle Gardiner
Year 11	Mr Adam McGill (HOLA)
Year 12	Mr Rick Charles

## Student Numbers

Class numbers 2017	
Year 7	21
Year 8	24
Year 9	30
Year 10	25
Year 11	21
Year 12	10

Applications for BEST 2018	
Year 7	121
Year 8	16
Year 9	10
Year 10	9
Year 11	5
Year 12	0

In 2017 a re-application process was implemented at the conclusion of Year 9. This resulted in 4 students being deemed as no longer suitable to the BEST Program and removed from the program. The re-application process will continue to be part of the Year 9 program each year.

## Learning Outcomes

	E Grades	D Grades	C Grades	B Grades	A Grades
Year 7 BEST	0%	0%	0%	23.8%	76.2%
Like Schools	1.1%	4.6%	36.1%	35.2%	18.7%
Public Schools	2.2%	6.1%	38.1%	33.1%	17.4%
Year 8 BEST	0%	0%	0%	33.3%	66.7%
Like Schools	1.8%	5.2%	37.9%	33.7%	18.5%
Public Schools	2.9%	6.8%	37.8%	31.5%	17%
Year 9 BEST	0%	0%	0%	30%	70%
Like Schools	2.5%	7.1%	35.8%	34.2%	18.5%
Public Schools	4.1%	7.9%	34.4%	31.5%	18.2%
Year 10 BEST	0%	0%	0%	28%	72%
Like Schools	2.7%	6.7%	35.3%	32.4%	18.6%
Public Schools	4.1%	7.2%	33.8%	31.5%	19.1%



# Significant Achievements

28 State/Australian sporting team representatives including:

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

Jarrad Fazioli – WA Under 18 AFL team

Lachlan Riley – WA Under 17 AFL team

Jayden Goodwin – WACA Under 15, Under 17 & Under 19 Cricket team

Tom Harper - WA Under 18 Basketball Boys team

Sydney Lewis – WA Under 16 Girls Basketball team

Courtney Butlion – WA Under 18 Girls Soccer team

Kloe Bassett – WA Under 18 Girls Soccer team

Ashleigh Barbetti - WA Under 18 Girls Hockey team

Georgina Dowd – WA Under 16 Girls Hockey team & Australian Team Selection for 2018, WA Under 15 Girls Hockey team captain

Ky Fisher – WA Under 16 Boys Hockey team & SWAS Community Achievement Award

Indee Elphick - WA Under 15 Boys Hockey team

Emma Tinley – WA Under 15 Girls Hockey team

Megan Roberts – WA Under 15 Girls Hockey team & WA Under 18 Indoor Hockey team

Riley Martin – WA State Orienteering team

Blair Stuart – WA Under 17 Mountain Bike team

Riley Westra – WA Under 17 Mountain Bike team

Scout McCormack - WA Under 16 State Schoolgirls AFL team

Aisling Hall - WA Under 16 State Schoolgirls AFL team

Max Coulter – WA Schoolboys Swimming team

Caitlyn Van Schalkwyk – WA Underwater Hockey team

Kyle Hussey – WA Under 13 Athletics team

Pharrell Keates – WA Under 12 Boys Basketball team





## SPECIAL PROGRAMS VISUAL ARTS SPECIALIST PROGRAM (VASP)

**The VASP program had a great year in 2017, with several students winning Art prizes in both local and national competitions.**

The HOLA Arts focused on bringing the art works out into the public domain, through exhibitions and displays across the school. The VASP program also began exploring elements of enterprise and how art works can be marketed and turned into successful business opportunities. The HOLA Arts continues to make links with local industry and tertiary institutions to enhance the program's value to our aspiring artists. The VASP group in Year 10 enjoyed the annual trip to Melbourne, where they participated in workshops with professional artists and visited galleries, exposing them to a much broader range of artistic works and ideas.

### Student Numbers

Class numbers 2017	
Year 7	19
Year 8	24
Year 9	16
Year 10	20
Year 11	21
Year 12	10



# Learning Outcomes

	E Grades	D Grades	C Grades	B Grades	A Grades
Year 7 VASP	0%	0%	18.2%	45.5%	36.4%
Like Schools	2.2%	7.3%	39.1%	31.4%	16.9%
Public Schools	2.6%	7.8%	33.6%	30.2%	19.2%
Year 8 VASP	0%	0%	8.3%	66.7%	25%
Like Schools	0.6%	4.8%	39%	37.1%	16.8%
Public Schools	3.6%	6.5%	37.5%	28.8%	16.7%
Year 9 VASP	0%	0%	41.2%	23.5%	35.3%
Like Schools	2.1%	6%	36.6%	36.3%	17.4%
Public Schools	6.3%	8.3%	34%	26.3%	16.4%
Year 10 VASP	0%	0%	20%	45%	35%
Like Schools	2.8%	7.3%	39.4%	31.5%	15.2%
Public Schools	7.8%	8.9%	34.2%	28.2%	14.7%





## PROFESSIONAL LEARNING

Professional learning at Bunbury SHS has been strongly informed by the School Business Plan. In 2017, the school targeted the areas of classroom observation, staff wellness, STEM initiatives and project-based learning as the key drivers for professional learning initiatives.

**The range of external professional learning undertaken by staff in 2017 included:**

British Educational Training and Technology Show (London)

International Confederation Of Principals Conference (South Africa)

Barrie Bennett – Instructional Strategies

Leading School Improvement

Restorative Practice

Teacher Hackathon

Visible Thinking

Co-Design Management

Gifted and Talented Education

Leading a Change Initiative for Aspirant Leaders

Level 1 Strength and Conditioning Training

Digital Technologies

Circus skills



# NATIONAL SCHOOLS OPINION SURVEY

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

Collectively, the 2017 data suggest that school is performing to a very high level of satisfaction among students, parents and staff. Importantly, there is a continued positive trend in results from key areas such as teacher expectations, quality of the learning environment and preparedness to recommend this school to others.



	PARENTS	STUDENTS	TEACHERS
The school is well led	80%	-	86%
Teachers at this school care about students	82%	-	90%
My child's teachers are good teachers	84%	-	88%
I would recommend this school to others	86%	-	90%
Teachers at this school expect children to do their best	90%	88%	94%
Children like being at this school	88%	70%	88%
Students feel safe at this school	82%	74%	88%
The school looks for ways to improve	80%	74%	94%
Teachers at this school motivate students to learn	78%	72%	88%





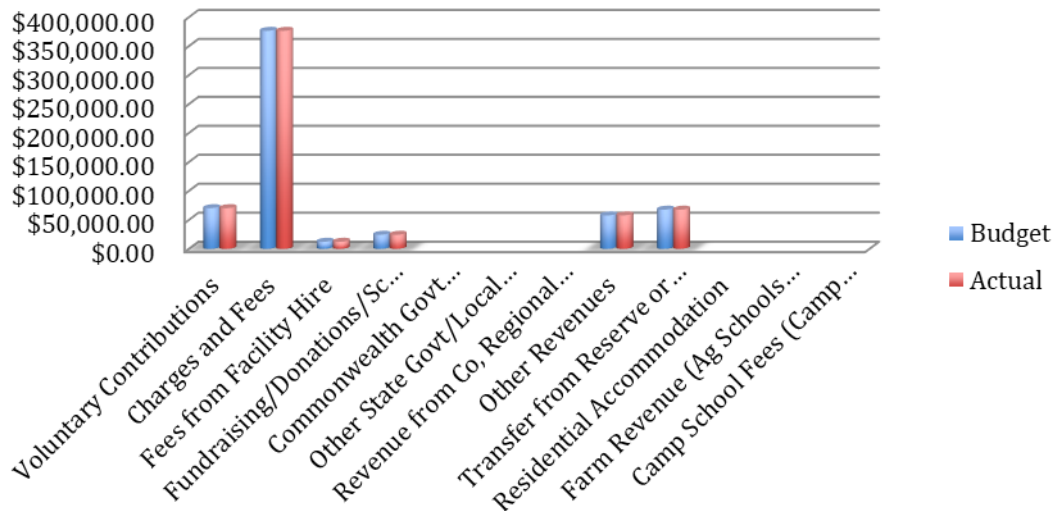
## SCHOOL FINANCES

### Financial Summary as at 30 January 2018

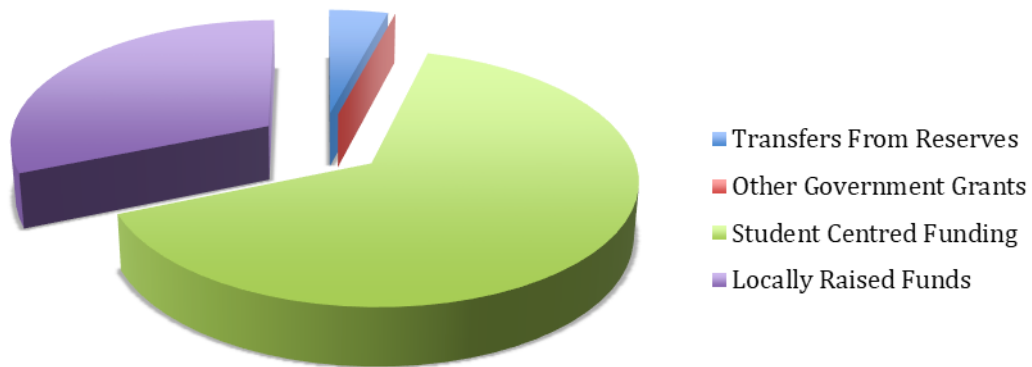
		Budget	Actual
1	Voluntary Contributions	\$70,348.00	\$70,347.50
2	Charges and Fees	\$376,444.00	\$376,443.43
3	Fees from Facility Hire	\$12,327.00	\$12,327.27
4	Fundraising/Donations/Scholarships	\$24,415.00	\$24,415.00
5	Commonwealth Govt Revenues		
6	Other State Govt/Local Govt Revnues		
7	Revenue from Co, Regional Office and Other Schools		
8	Other Revenues	\$57,818.00	\$57,818.69
9	Transfer from Reserve or DGR	\$67,721.00	\$67,721.00
10	Residential Accommodation		
11	Farm Revenue (Ag Schools Only)		
12	Camp School Fees (Camp Schools Only)		
	Total Locally Raised Funds	\$609,073.00	\$609,072.89
	Opening Balance	\$117,876.00	\$117,876.38
	Student Centred Funding	\$986,103.00	\$986,103.73
	Total Cash Funds Available	\$1,713,052.00	\$1,713,053.00
	Total Salary Allocation		
	Total Funds Available	\$1,713,052.00	\$1,713,053.00



## Locally Generated Revenue

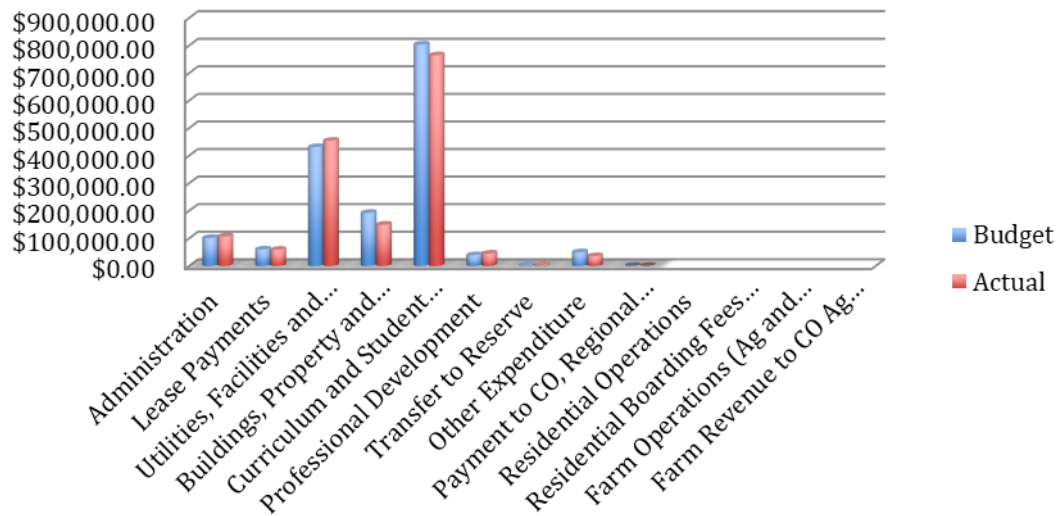


## 2017 Actual Cash Sources

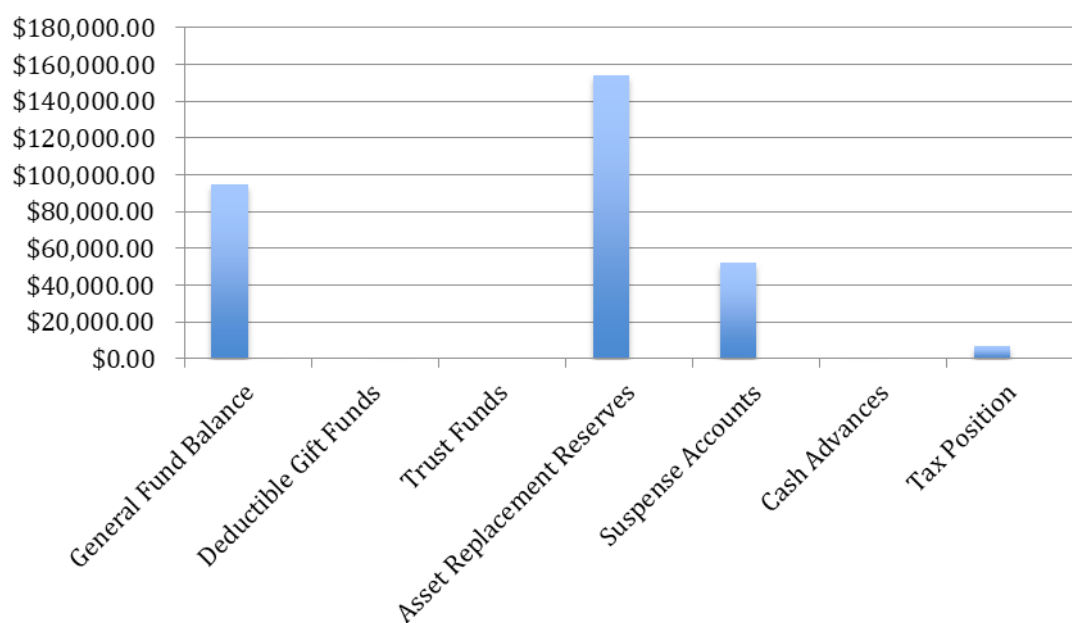


	Expenditure – Cash and Salary	Budget	Actual
1	Administration	\$101,554.00	\$106,922.96
2	Lease Payments	\$59,558.00	\$58,575.96
3	Utilities, Facilities and Maintenance	\$431,268.00	\$454,025.72
4	Buildings, Property and Equipment	\$192,557.00	\$149,830.79
5	Curriculum and Student Services	\$803,437.50	\$764,438.31
6	Professional Development	\$39,000.00	\$45,010.10
7	Transfer to Reserve	\$3,588.00	\$3588.00
8	Other Expenditure	\$49,595.00	\$35,632.27
9	Payment to CO, Regional Office and Other Schools	\$353.00	\$353.00
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 (Camp Schools Only)		
	Total Goods and Services Expenditure	\$1,680,910.50	\$1,618,377.11
	Total Forecast Salary Expenditure		
	Total Expenditure	\$1,680,910.50	\$1,618,377.11
	Cash Budget Variance	\$32,141.50	

## Goods and Services Expenditure



	Cash Position at:	
	Bank Balance	\$293,592.41
	Made up of:	
1	General Fund Balance	\$94,675.89
2	Deductible Gift Funds	
3	Trust Funds	
4	Asset Replacement Reserves	\$153,837.48
5	Suspense Accounts	\$52,483.04
6	Cash Advances	\$500.00
7	Tax Position	\$6,904.00
	Total Bank Balance	\$293,592.41







*inspiring self belief*