BUNBURY
SENIOR HIGH SCHOOL





2020 Annual Report





















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PRINCIPAL'S MESSAGE

Although 2020 was a tough year, Bunbury Senior High School in its 103rd year, continued to raise the standard of education in the South West of Western Australia. As the Principal, I have the privilege of seeing the next generation of great minds grow and expand. Through knowledge and experience, they develop their intellect, passions and interests. COVID-19 restricted opportunities for students and forced schools to focus on what is really important. The resilience shown by students, staff, and the whole community narrowed our focus to what was really important. I have been absolutely delighted by the achievements academically and in sporting competitions, by the music and art showcases and by the community service activities in 2020, all, despite the conditions. Our excellent results were achieved by commitment, determination and most importantly, by the self-belief that drives students to keep going until their goals were completed.

Self-belief is an attribute that drives the necessary actions to ensure that goals and intention become a reality. This year I have seen students give their all to the demands of the WACE examinations. Spending weekends studying, attending homework class, revision seminars and seeking teacher feedback. In this spirit, Darcy Reid has sought feedback, written drafts and rewritten submissions to win a place in the Premier's ANZAC tour. When COVID hit and the tour was cancelled, Darcy's patience and flexibility has seen him prepare positively for a modified version retracing significant ANZAC sites, Kununurra, Broome, Rottnest, Perth and Albany.

The teachers too, in an effort to make sure no students were disadvantaged, reimaged how they worked. Lessons were moved online, new platforms were investigated and resources for students changed to being more digital. Teachers worked collaboratively and took risks in confronting a new paradigm.

Everywhere I looked this year, I have seen students, staff and parents of Bunbury Senior High School demonstrate commitment, resilience and initiative to achieve their own personal goals.

Nowhere was this more evident than in the achievement of the class of 2020. One of the best years the school has had in the last 10 years. Over 20% of our ATAR cohort scored an ATAR of 90+ by SCSA. They were Monti Chambers, Alyssa Davies, Jamieson Loxton, Nathan Nguyen, Saoirse Torr, Ruth Strong, Hannah Thomas and Emma Tinley. A further 20% were given a 90+ by one or more university after they have added their bonus points.

Twelve students received SCSA awards. Five were awarded a Certificate of Distinction. This is awarded to each eligible student who, in their last three years of secondary WACE enrolment, achieves 190-200 points. These students were Jamieson Loxton, Nathan Nguyen, Hannah Thomas, Emma Tinley and Saoirse Torr. Certificates of Merit were awarded to seven Bunbury Senior High School students: Tristen Bazeley, Monti Chambers, Alyssa Davies, India Lewis, Katherine Mulligan, Ruth Strong, Ebony Wallin.



VET students also performed to a very high level, with 81% of Year 12 students completing a certificate. There where even a number of students (21%) who completed a Certificate III or IV. Three students completed 3+ qualifications. These students were, Kailah Bury, Aaron Merling and Keilani West.

It takes a whole community of support to create these amazing results. Our MCS, Sue Gledhill, focused resources to ensure students had the infrastructure and resources necessary to achieve success. She has delivered a new Home Economics kitchen during the year. The Cafeteria and Courtyard were completed through the summer vacation and Road to Recovery funding mean that her job is far from being complete managing the planning and delivery of resources that will support our students even further. It appears with Government promises and the input of the School Board to the development of our 10-year building plan there is still a lot more building to come.

My sincere thanks to all members of the Bunbury Senior High School community for the resilience they showed through this tough year; we were still able to go forward. In particular, I would like to express my appreciation to the Bunbury Senior High School staff, School Executive, the School Board led by Mr Tim O'Byrne, the P&C led by Mr Geoff Ogden, Head girl Emma Tinley, Head Boy Nathan Nguyen and the school prefects for all their hard work throughout 2020.

On behalf of the Bunbury Senior High School community and the School Board, I am pleased to present the 2020 Bunbury Senior High School Annual Report.

MIKE SINAGRA
Principal

SCHOOL BOARD 2020

BOARD MEETINGS

Throughout 2020, there were seven meetings held (six general meetings and one open meeting). The COVID-19 restrictions impacted the 'in-person' board meeting schedule in the first half of the year, however the Board adapted to carry out the mandatory duties as required by remote meeting platforms, as has become the new normal for many worldwide.



OBJECTIVES ACHIEVED

The role of the Board is to guide the strategy and direction of the school development, in best interests of students, to enhance the quality of the educational experience at the Bunbury SHS. The Board takes part in establishing and reviewing the school priorities and policies, planning and approving financial arrangements, and evaluating school performance. Key objectives carried out in 2020 include:

- Farewelling outgoing Principal Mr Craige Pettit, the School joined the Education Department to select and appoint Mr Michael Sinagra with his vision for an all-encompassing educational and wellbeing experience for every student – no matter what pathway or level. His boldness to want to pursue innovative and modern methods integrating study and real-world projects, positioned Mike to be the ideal springboard to push the school forward after a significant recognition as West Australian Secondary School of the Year for 2019.
- The Bunbury SHS Business Plan for 2020-2022 was published following a very consultative process with a wide cross-section of the school community including staff, students, parents and the Board to set the objectives and strategy for the next three-year horizon. The targets and objectives are outlined, and achievement listed in more details in the subsequent pages of this Annual Report.
- Attention was directed to the Board structure and agenda, to make it a meaningful experience for everyone involved. While the Board has particular fiduciary duties to the school and the department; endorsing fees and contributions, monitoring progress and results data, and setting the business plan, we have added to that more regular reviews of school policy positions and reporting data to our agenda.
- The Board has reviewed metrics this year for attendance, academic performance, OLNA and WACE achievement, adherence to the newly implemented business plan

STAFF REPRESENTATIVES

Mike Sinagra (Principal)
Luke Duffield
Sharna Mason
Nghia Nguyen

COMMUNITY REPRESENTATIVES

Timothy O'Byrne (Board Chair)

PARENT REPRESENTATIVES

Julie Bain
Justine Brett
Glenn Gates
Paul Lever
Rebecca Reid
Renee Reid
Warren Turner
Steve Thomas
Johnathon Adams

STUDENT REPRESENTATIVES

Norah Harkin
Jaxon Browne

NON VOTING MEMBERS

Kelly Anderson (Deputy Principal)
Andrew Healey (Deputy Principal)
Sue Gledhill (Manager Corporate Services)

and progress towards those targets, as well as hearing proposals from staff and students on uniform changes, and working with the P&C, bolstering and providing support to their wing of the school community.

- Looking to further enhance the overarching experience at Bunbury SHS, the introduction of an Alumni society was tabled to bring together past students, past staff and community. This will be a fantastic addition to the schooling community providing pathways for further resourcing to become available to the school, provide networking, connection and mentoring for students or even to maintain connection with many of our successful graduates well into the future.

INFRASTRUCTURE PRIORITIES

- The new cafeteria was constructed after years of planning, though causing some obstacles for the logistics of our people's movements across the school during the last winter.
- Additional building works have been announced to add key access infrastructure such as new elevators to make the top levels of the school accessible for all students, improved access and office spaces and new teaching spaces to come for the gym and physical sciences areas, as well as redevelopment of the gym changerooms and music areas.
- A key achievement in this space is the work the Board, Michael Sinagra, and the administration team have been working at to produce a ten-year future focused growth plan with respect to buildings and additions. The Board has taken the first steps in approving the allocated reserves to a future building fund to tackle key projects in different areas of the school over time with support of the building and maintenance department.

ACKNOWLEDGMENTS

Our Board is comprised of a wonderful team of very capable people, all with a common interest, to see the school and students succeed. I thank all of our members, and the support we receive from the staff, students and administration, to make meetings happen smoothly and coordinate all of our Board activities during the school year.

We are all too familiar with the impacts of COVID-19 on our respective lives and we commend Mike and the school leadership team for the response that was carried out. By providing our teaching staff additional support and ensuring everyone had the best access to resources available, we were able to maintain the focus on putting everyone's safety and our student's education at the forefront of priorities.

We absolutely must recognise what a stressful time it can be, and was, for everyone affected – particularly our upper school students preparing for exams and their tertiary opportunities, however the conduct of staff and students together with the support of parents and carers, has seen broad success in the adaptations the school had to make, and this is reflected in our education outcomes for 2020.

TIMOTHY O'BYRNE, MBA
Bunbury Senior High School Board Chair



P&C PRESIDENT'S REPORT

The objects of our P&C Association are to promote the interests of the school through cooperation between parents, students, teachers and members of the community, assisting in the provision of resources, facilities and amenities for the school, and fostering community interest in educational matters.

The Bunbury SHS P&C Association achieves these objects by running the Cafeteria and Uniform Shop businesses within the school as well as running community school events and inviting feedback from parents at our General Meetings held during the year. We also donate profits from our business operations to the school for the benefit of students.

Although the year started uneventfully with the usual Uniform Shop sales and Movie Night, the construction of the new five million dollar Cafeteria and COVID-19 measures dominated the planning and activities for 2020.

As the COVID-19 pandemic unfolded and less students attended school we had to stand down staff and close the canteen before the end of Term 1, something which has never occurred in the past. With the introduction of Jobkeeper and the stimulus payments, we were able to reopen and maintain salary payments to our staff during the year and provide an uninterrupted canteen service.

We would like to thank our Canteen Manager Debbie McGinley for her tireless work and assistants Sharon Smigrodzki, Louise Bruce-McGinn, Lynette Taylor. We also pay great respects to our 2020 Canteen volunteers.

As the year progressed and the construction of the new cafeteria took shape the canteen was relocated to the school oval from September for the remainder of the year so the old canteen building could be demolished and the courtyard be redeveloped. Our focus for the new cafeteria was to provide a food service available during the whole day with more food produced onsite. We therefore sent canteen staff to Melville SHS to observe their canteen operations as they are considered a model operation within WA Public Schools. Much was gained from the visit and we thank the canteen Manger at Melville SHS Jess Tercier for allowing our staff to see her operations providing us with valuable information.

Our school based Uniform Shop ticked over very well in 2020. The pandemic did cause some uniform supply delays and we were not able to sell Country Week uniforms due to the cancellation of the event. We thank our experienced and knowledgeable Uniform Shop Manager Marianne Bondarczuk for running the shop.

The year ended with us preparing for the Cafeteria handover in January and the approval of a new Business Plan for 2021. I would like to thank my fellow Executive for their support and work during the year - Vice President-Karen Steel, Secretary-Penny Rackham, Treasurer-Athena Sofilas, Executive Members - Belinda Green, Jeanie Lewis & Leah Bazeley.

There is much to learn with being a volunteer in a non-profit incorporated association running businesses with employees. The greatest value is learning to give cheerfully to others so I thank everyone involved for giving their time, intellect and energy during the year,

I also thank everyone for the support I have received in 2020.

GEOFF OGDEN
President
Bunbury SHS P&C Association



FOCUS 1: HIGH QUALITY TEACHING

WESTERN AUSTRALIAN CERTIFICATE OF EDUCATION (WACE) RESULTS 2020

Senior School Student Performance

	2018	2019	2020
Total WACE Eligible Students	114	100	107
ATAR Students	56	39	40
VET Students	96	100	111
WACE Achieved	88%	96%	96%
Students offered first preference			14

Median ATAR

Out of the 40 ATAR students, 12 were Gifted and Talented (GAT) students. Their median ATAR was 87.3, an improvement on 2019.

	2018	2019	2020
Bunbury SHS	83.95%	75.83%	77.3%
Like Schools	76.2%	73.15%	75.72%
DOE	79.5%	78.25%	79.25%
Gifted and Talented	88.5%	84.9%	87.4%

Highest performing students in Year 12 ATAR Courses

Recognises the number of students at each school who had Year 12 ATAR course combined scores in the top 15 per cent of all students in that course.

The highest performing students were in: Chemistry, Physical Education Studies and Psychology

90+ Club (TISC)

The following students achieved an ATAR of 90+

Nathan Nguyen
Emma Tinley
Alyssa Davies
Saoirse Torr
Jamieson Loxton
Hannah Thomas
Ruth Strong
Monti Chambers



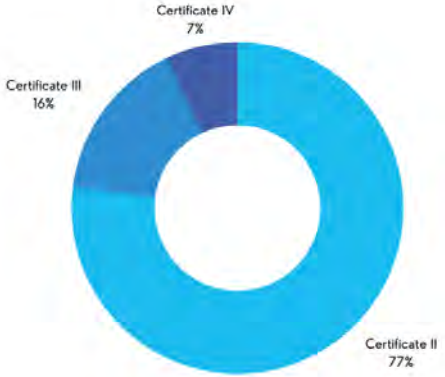
SCHOLARSHIP WINNERS

The University of Western Australia
Jamieson Loxton & Nathan Nyugen- Engineering
Emma Tinley- Fogarty Foundation
Monti Chambers - Ted Maslen Scholarship (Bachelor of Science)

Curtin Excellence Scholarship
Hannah Thomas

VET CERTIFICATIONS

100 certificates were achieved by the Year 12 cohort; 77 Certificate II, 16 Certificate III and seven Certificate IV. Three students: Kailah Bury, Aaron Merlino and Keilani West achieved three certificates over their two years at school.



OLNA

OLNA results have again been strong particularly in writing. 47 students had met the minimum Writing level from the Year 9 NAPLAN. At the end of Year 12 all 107 students achieved their literacy level in the Writing component.

	2018	2019	2020
Writing	110 (96%)	99 (99%)	107 (100%)
Reading	112 (98%)	100 (100%)	106 (99%)
Numeracy	110 (96%)	98 (98%)	105 (98%)

	Pre-Qual						Increase						Final					
	2018		2019		2020		2018		2019		2020		2018		2019		2020	
Writing	56	48.3	42	41.6	47	43.9	47	40.5	58	57.4	60	56.07	114	98.3	100	99	107	100
Reading	67	57.8	54	53.5	75	70.1	56	48.3	47	46.5	31	28.98	112	96.6	101	100	106	99.07
Numeracy	80	69.0	63	62.4	74	69.2	32	27.6	36	35.6	31	28.97	112	96.6	99	98	105	98.13

NAPLAN

NAPLAN was not conducted in any school for 2020 due to COVID-19.

ATTAINMENT

Year 12 attainment (ATAR >= 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. 2020 is the last year that attainment is shown.

	2016	2017	2018	2019	2020
School (WACE Eligible)	96 (93%)	106 (99%)	108 (95%)	98 (98%)	106 (99%)
Like Schools	99%	97%	97%	96%	97%
Public Schools	98%	96%	96%	96%	96%

CERTIFICATE OF DISTINCTION

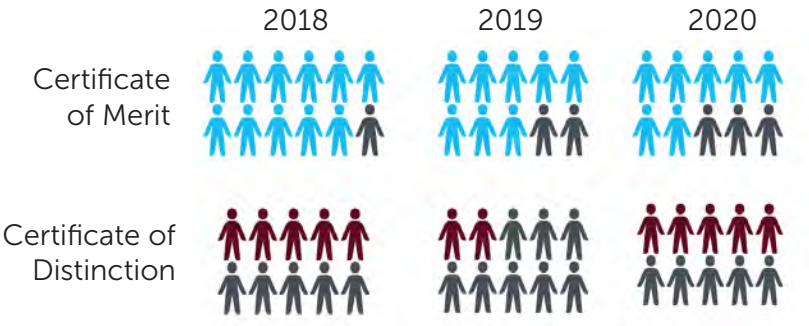
The following students achieved a Certificate of Distinction

Jamieson Loxton
Hannah Thomas
Saoirse Torr
Nathan Nguyen
Emma Tinley

CERTIFICATE OF MERIT

The following students achieved a Certificate of Merit

Tristen Bazeley
Alyssa Davies
Ruth Strong
Monti Chambers
Katharine Mulligan
Ebony Wallin



LEARNING AREA HIGHLIGHTS

THE ARTS

Visual Arts

- Year 10 VASP students created products for sale as part of their entrepreneur studies.

Music

- Bunbury SHS Music students participated in a workshop and performed with senior band and jazz members. It was a fabulous afternoon networking and supporting country music programs.
- Arts Evening - showcasing the best of lower school Dance, Drama, Music and Art students.
- Showcase our talented musical students at our lunchtime concerts
- Music students providing entertainment at our Twilight Picnic event
- Year 12 Final Assembly and year assemblies
- Primary School Tour – Senior Concert Band
- WAAPA Workshop
- Senior Band Camp; worked with Carine SHS, the West Australian Symphony Orchestra plus a workshop at the School of Audio Engineering. All bands performed at Yagan Square to the public
- Presentation Night
- Music Showcase

















ENGLISH

Western Australian Debating Competition, held at ECU South West in Term 4.

- **Novice team** (won two rounds): Lily Mayne (Year 7); Isaac Rose (Year 7); and Daniella Schoeman (Year 7)
- **Junior team** (won all three rounds): Holly Adams (Year 8); Miles Ackerman (Year 8); and Owen Milford (Year 8)
- **Senior team** (won all three rounds): Monty Ridgway (Year 10); Beth Horton (Year 10); and Efua Koomson (Year 10)

Australian Reading Hour – participation by whole school.

Talented Young Writers' Program

- Fifty Year 7-10 students engaged in a full-day, online workshop with prominent Australian authors in Term 3 and Term 4.

Cinefest Oz Film Festival

- Over three days in August, students attended workshops run by actor Kelton Pell, writer and director Emma Jackson, and 3D animator Mike Dunn. Students also attended film screenings and took part in online workshops.

Author visits

- Craig Silvey read from and spoke about his new novel, Honeybee. Donna Mazza discussed her novel, Fauna, with Year 11 ATAR students, who were studying the text.

Philsothon: The following students represented the school at South West Philosothon 2020, in October.

- Hadar Eyal (Year 8), Dean Hill (Year 8), Tayla Andrew (Year 9), Monty Ridgway (Year 10), Beth Horton (Year 10), Zarah Schulter (Year 10), Sam Bateman (Year 11) & Liam Dovey (Year 11)

Cross-curricular project

- Year 10 GAT English students worked on a cross-curricular project to make short documentaries, screened at the school.

Master Class

- A specialist class was launched in Semester 2 for Year 11 ATAR English students requiring academic support.





HEALTH AND PHYSICAL EDUCATION

State/Australian sporting team representatives including

- Jaxon Brown – WA Hockey
- Emma Tinley – WA Hockey
- Lucy Hope – WA NTC Soccer Program
- Skye Palmer – WA Basketball team
- Devan Craig – WA Basketball team
- Zaya Black – WA Basketball team
- Alice Johnson – WA Water Polo team
- Ruby Williams – WA Athletics team
- Hamish Melvin – WA Triathlon team
- Aiden Wright – WA Cross Country Mountain Biking team
- Connor Wright – WA Cross Country Mountain Biking team

Interschool Sport Achievements

- South West Cross Country - Champion School
- South West Winter Sports Carnival – Champion School



HASS AND LANGUAGES

- Market Days for Year 7 and 8 students (including supporting Year 10 VASP students)
- WA Finalist History Challenge for 2020- Holly Van Herk (Year 10)
- Six High Distinctions, 10 Distinctions for the Australian Geography Competition
- HASS week- slightly bigger than usual. Plans to enhance this further have been put on hold for the year
- Year 10 Homeless presentation by the Salvation Army
- Year 7 Civics and Citizenship presentation by Don Punch
- Updating Common Assessment tasks to better reflect the achievement standards

In HASS, student achievement was not impacted by COVID-19 as our spread was as expected. Across all lower school years more students than like schools and DOE schools achieved satisfactory and high results. Students not engaging in HASS courses was lower in all years than both like schools and DOE. An area that HASS staff are looking at is moving the top high achieving students to achieve at an excellent standard. Year 11 subject results are good and Year 12 Career and Enterprise has some pleasing results as it has in previous years.

Students achievement in Languages (French) is a little concerning as a higher than expected number of students have received unsatisfactory results. Staff are looking at engagement and changing the culture around this subject.



MATHEMATICS

- Have Sum Fun Senior School Competition - Our team placed in a very close second place in the tie breaker round.
- International Mathematical Modelling Challenge (IM2C) - Students were tasked to determine how a 'bricks and mortar' store should arrange its goods during a flash sale to minimise the risk of damage. Students used a variety of strategies across MESH subjects including using online simulations, simulations on Minecraft and analysing data using Excel to assist them in creating a solution. Students learned about working in a team and utilised the Office 365 sharing software to work simultaneously on the same documents.
- Australian Mathematics Competition - 27 Bunbury SHS students competed. Jesse Nunn who achieved in the 97th percentile in Year 7 and Lucy Hope and Lilanie Preedy who achieved in the 96th and 94th percentile respectively in Year 8.
- Education Perfect Mathematics World Championships:
  Bunbury SHS
    Fifth in WA for the 501-1000 students category (out of 50 schools)
    20th overall in WA (out of 190 schools)
    198th overall globally (out of 1,823 schools)
  Individual students:
    Silver Award (top 5% of students): Annabelle Behan, Daniela Crane
    Bronze Award (top 10% of students): Alex Brown, Caity Germon, Ella Oakley, Jesse Nunn, Kirralee Butt, Matilda Kraut



SCIENCE

Curious Minds Camp

Usually, the program enables students to attend The Australian National University in Canberra for two camps in a six month period. In between, they are allocated a mentor scientist and complete a project which they present at the second camp. Due to COVID-19 restrictions, students participated from home via Zoom sessions with a box of science equipment and resources sent to them to use and keep. Running over four days, students participated in 10-12 hour days.

Big Science Competition 2020

In late May, 53 Year 7 – 10 GAT students tested their critical thinking and problem solving skills by participating in the Big Science Competition. Six of our students, whose scores put them into the top 5% of the nation, received high distinction awards and another five, with scores in the top 15%, were awarded distinctions.







TECHNOLOGIES

- Interactive Media club - display for parents and friends.
- Year 8 Digital Technologies class - used skills such as algorithms to program drones to fly to a certain position. They also learned skills such as coding to create a non-traditional board games.
- Year 11 Applied Information Technology Class dove into the Adobe Suite which included using Photoshop, creating business logos in Illustrator, animated logos in Animate and also becoming familiar with HTML and CSS in Dreamweaver. They also explored cloud computing, design principles, and e-commerce.
- Year 10 Media Production - learned skills and theory in creating advertisements and films for a specified scenario.
- Year 10 Woodwork - Students analysed construction materials and tools to build their own small coffee table.
- Year 7 Bottle Rocket Cars - Students applied the concepts of Newton's Law, friction and aerodynamics to create and map their projectile bottle rockets.








FOCUS 2: SKILLS FOR LIFE-LONG LEARNING

Our school has a focus on skills for life-long learning. This means that we actively foster students' critical thinking, creativity and communication skills, so that they can work collaboratively to solve real world problems. This happens across our school in each learning area and in many different ways.

SHEDWORKS

Shedworks is a senior school engagement program designed to smooth and support the transition from school into the workplace for a selected group of Year 11 students.

Each year the program goes from strength to strength as the Coordinator, Paul McKenzie, and the Education Assistant, Dianne Ellwood, work together and with local industry to provide our students with work readiness skills, work place experiences and support to access training and employment opportunities.

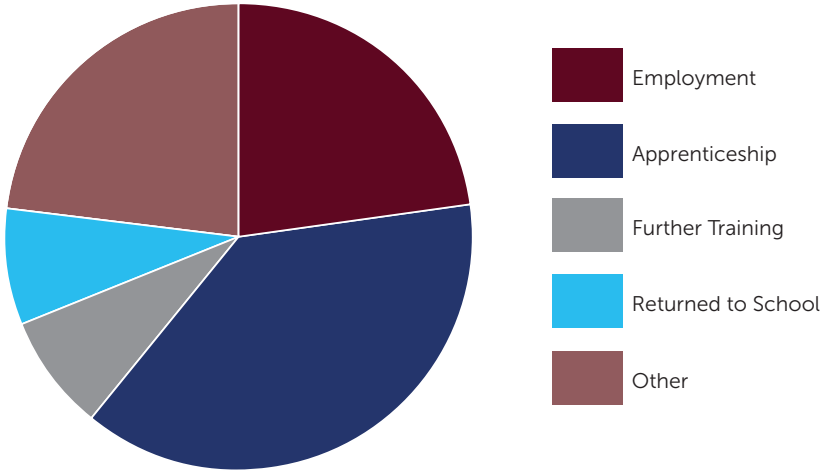
The class of 2020 started with 13 students, three of those students left the program before the end of the year as they had gained employment. The 10 remaining students have participated in training in areas such as building and construction, engineering and community services. They also engaged in work place learning in a range of industries.

The staff helped the students to develop their work readiness skills through a range of projects. They created various products from recycled materials, including terrariums, mosaic mirrors, and an amazing table that was sold via a blind auction!

The support from Axis Hire, in providing the use of the coaster bus, provides the ability for the program to travel and engage with all sorts of industries and organisations in Bunbury. Thanks Axis!

Some of the usual Shedworks activities were a little delayed or unable to run due to COVID-19 restrictions this year, but the students managed to maintain their motivation and should be very proud to graduate from the Shedworks program. We wish them all the best in their future endeavours.

DESTINATION OF SHEDWORKS GRADUATES





WA Premier's Anzac Tour

Darcy Reid (Year 10), a student in our Gifted and Talented program, was successfully selected for the 2020 WA Premier's Anzac Student Tour.

The tour was cancelled in 2020 due to COVID-19 restrictions and the 2020 group was amalgamated with the 2021 students.

In 2021, the students will travel to Kununurra, Broome, Rottnest and Albany from 16-26 April 2021. The historical education program focuses on:

- the Anzac legacy in the context of Western Australia's pastoral heritage;
- nation building between the wars; and
- defence of the home-front during World War II.

Students will visit important historical sites including the flying boat wrecks in Broome, the Oliver Hill battery and tunnels on Rottnest, the Special Air Service Regiment Museum at Campbell Barracks, and the State Library of Western Australia to explore the military collection items.

They will then commemorate Anzac Day by attending the dawn service at the Desert Mounted Corps Memorial on Mount Clarence in Albany.



Interactive Media

Bunbury Senior High School has numerous clubs students can be involved in which develops their skills in different areas.

One of these clubs is our Interactive Media club. In 2020 students worked on different projects through the year focusing on game design, sound engineering and virtual reality. The students showcased their video games to parents and friends in December.



Inspiring ***Self*** Belief

VISUAL ARTS

Iluka Visions 2020

Seven students (six of which are VASP students) selected to showcase their works at the 2020 Iluka Visions which displays works from high schools throughout the southwest at BRAG. There was over 650 entries from 20 schools. The award winners were:

- Samuel Emmet, Brandon Buszan, Molly Mckenna: 'For Lease'
- Jessica Xie Moulton: 'Portfolio during lockdown'
- Kasey Jarvis: 'Quarantine Sketchbook Prompts – drawing/ journal'
- Saoirse Torr: 'A Plague for all Ages'

Ozkids National Student Art Competition

Three art students selected as finalists in the Ozkids National Student Art Competition. There were over 2000 national entries that the judges assessed and it was highlighted to us that it's rare for one school to have taken out three of the finalist categories.

Congratulations to the following finalists

- Winning the Painting Senior category: Saoirse Torr "Social Distancing"
- Winning the Computer Art Middle category: Allie Bourke "Nightingale"
- Winning the Elise Hart Art Award: Jessica Macquarie "Jessasaurus"

The work of ATAR and VASP student Saoirse Torr (Year 12, 2020), in particular appeared as the centre spread in the Ozkids National Magazine.





PROJECT-BASED LEARNING (YEAR 10 CLASS)

This is a specialist project based learning program that allows Year 10 students to focus on developing their academic skills through research and projects. There were 22 students in 2020.

OLNA

	Jan 2020 Pre-qualified	Dec 2020
Numeracy	23%	77%
Writing	27%	68%
Reading	45%	77%

At the beginning and end of the year, students also completed diagnostic tests for Numeracy. Below is a summary of the progress students made by participating in the Numeracy program:



Students were assigned specific projects throughout the year. Some of these included: finance and budgeting, recycled pallet project, Bunbury Tourism Video, Keys for Life – drivers education, completing a barista course and cooking for the homeless.

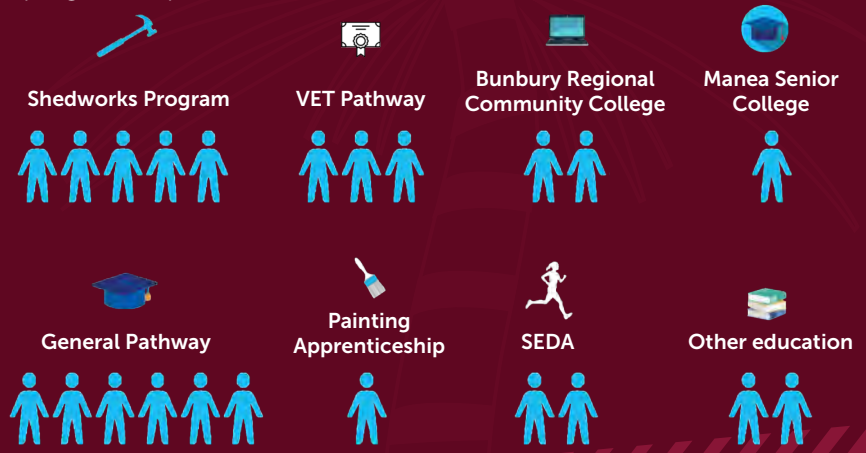
The students' main focus throughout the year were their personal projects.

In Term 2 students volunteered two days of their time in either Home Economics, English, Art or the Science Lab. This helped to prepare them for work experience placements throughout Semester 2. Students undertook placements in a range of local industries including:

- Carpentry
- Painting
- Education – Sport Teaching
- Education – Lower Primary
- Hospitality
- Sport Centre/Gyms
- Retail
- Cinemas
- Radio
- Dairy Farming

OUTCOMES

Students chose and were accepted into the following senior school programs/options for 2021:



"First year ever my child has liked his classes. First year ever he feels like he learned anything. First year ever he has presented such confidence as a young man. Wonderful class wonderful teacher. So much gratitude for you all"

Project Based Learning Parent Feedback

"Having access to the one teacher (rather than many) who truly cares about the individual child's needs has been invaluable. Being able to speak to Renee about things and knowing she will follow up is awesome! The projects have been real life and purposeful which has been a great benefit to my child. The work experience and the keys for life program is just what my child needed. And the focus on OLNA was also so important for my son. I could go on. Renee is an exceptional teacher and we have really appreciated the amount of work she has put in this year."

"The PBL program has been amazing for my child and I cannot recommend it enough. Renee Dowling is a beautiful teacher who cares about each and every one of her students. Having Renee as his teacher for his core subjects has given him balance in his education that then inspires him to do better at school. His attendance has gone up so much this year as he wanted to go to school and enjoyed the program. I cannot thank Renee, Ricki and BSHS for offering the PBL program enough as I think it helped my child greatly, changed his attitude towards education and gave him the confidence he needed."

> "PBL was the answer for my child to her education. She was taught in a gentle manner and catered to her needs. We are so glad that she had the opportunity to join PBL as she would not have survived in mainstream. Her confidence had been knocked so much that she had given up."











DATA SCIENCE

In this project, Year 9 Gifted and Talented (GAT) students were introduced to the relatively new field of data visualisation. They explored the capabilities of data visualisation software (Tableau Public) and then mapped information collected from Maralinga nuclear tests.

The learning objective in this project was to analyse radiation data from the Maralinga nuclear test site and use data visualisation software to illustrate the spread of radiation, so that they could hypothesize why the radiation spread as it did. This project was also designed to encourage students to understand that values and needs of contemporary society can influence the focus of scientific research and that advances in science can affect people's lives, including generating new career opportunities.

This project allowed students to explore authentic data in much greater depth than they would have in a traditional class activity. They were also able to develop their communication skills by using data visualisation to convey information.

An expert guest speaker was able to introduce students to a new field of work. Students were able to develop their scientific communication skills using new software.

Students were able to practice using software with a wide range of data sets so they were able to find one that matched their interests (eg data from the Tour de France for a student passionate about cycling). Students were engaged by the story of Australian history that they hadn't heard about before.

ROBOCUP JUNIOR COMPETITION

Bunbury Senior High School sent two teams of students ranging from Years 7-12 to the RoboCup Junior Competition in November 2020.

The two teams worked tirelessly (even coming to school over the weekend) to design, build and create their robots to compete against other schools.

Bunbury SHS students have participated in RoboCup Junior for a number of years which supports students cooperation and STEM skills.







STAFF DEVELOPMENT AND LEADERSHIP

Professional Learning for whole staff during 2020:

Student Support

- Trauma Informed Practice Awareness
- Simple tips to improve NAPLAN and OLNA results
- How to best utilise Education Assistants to support students and staff
- Simple ways to differentiate an activity or task

Instructional Strategies

- Lemov's strategies to build high expectations
- Instructional Leadership (Graphic Organisers)
- Skills for Lifelong Learning (Enterprise Skills)
- Project-Based Learning - Exploring the curriculum content covered in cross-curricular projects
- Visible Learning
- Feedback Structures for Staff
- The 5 E's of Learning (lesson design)
- Conceptual Questioning Workshop

School Improvement

- Whole school Self-Assessment
- DATA – using data to inform planning

Staff Wellbeing

- Wellbeing Strategies – guest presenter Abby Piggott
- Staff engaged in wellbeing and mindfulness workshops

FUTURE LEADERS' PROGRAM

This program began in 2019 and the first cohort of future leaders completed their development goals in 2020. The focus for this cohort was current Level 2 teachers who aspired to Level 3 Administrator roles.

We had six nominees from the staff. There were four successful nominees who became the Future Leaders' group. These future leaders were supported by mentors, and had access to professional learning opportunities relevant to their aspirations.

Development

NOTE: Professional Learning opportunities were severely hindered in 2020 due to the cancellation of many sessions with the COVID-19 crisis.

The future leaders were supported by mentors and were offered professional learning to do with leadership.

Outcome

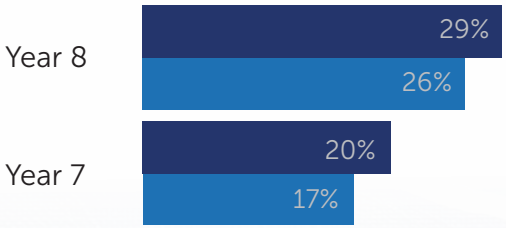
The participants of the program benefited from engaging with it and their mentor/s. Three out of the four future leaders gained leadership roles within the school during their time engaging with the program.



WELLBEING AND ENGAGEMENT RESULTS FOR BUNBURY SENIOR HIGH SCHOOL

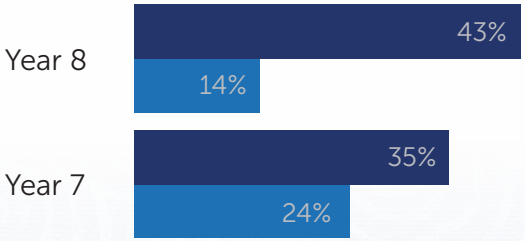
Bunbury Senior High School Emotional Wellbeing for boys and girls

Students with Low Optimism

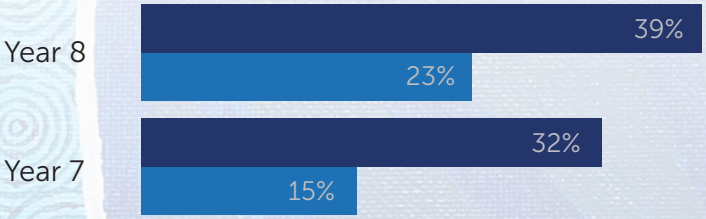


Number of students reporting low emotional wellbeing by gender and year level.

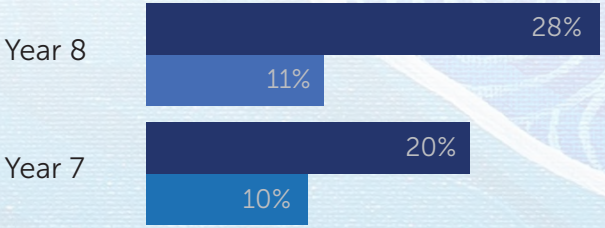
Students with Low Absence of worries



Students with Low Satisfaction with life



Students with Low Absence of sadness



The figure below shows the 2020 wellbeing and engagement results for Bunbury Senior High School. It shows the number and proportion of students in Bunbury SHS who reported high, medium and low levels of wellbeing across a range of indicators.

High wellbeing	medium wellbeing	Low wellbeing	Yes	No	Missing information

Emotional wellbeing						
Happiness	136	123	52	44%	40%	17%	2020
Optimism	106	137	72	34%	43%	23%	2020
Satisfaction with Life	104	123	88	33%	39%	28%	2020
Emotion regulation	79	140	96	25%	44%	30%	2020
Absence of sadness	142	116	56	45%	37%	18%	2020
Absence of Worries	96	125	93	31%	40%	30%	2020

Engagement with School							
Important adult at school	124	182	13	39%	57%	4%	2020
Connectedness to adults at school	154	121	36	50%	39%	12%	2020
Emotional engagement with teachers	184	124	6	59%	39%	2%	2020
School Climate	63	155	99	20%	49%	31%	2020
School Belonging	92	128	96	29%	41%	30%	2020
Peer Belonging	128	127	61	41%	40%	19%	2020
Friendship intimacy	207	73	35	66%	23%	11%	2020
Engagement (flow)	61	124	131	19%	39%	41%	2020
Absence of physical bullying^	190	106	19	60%	34%	6%	2020
Absence of verbal bullying^	124	134	56	39%	43%	18%	2020
Absence of social bullying^	148	130	37	47%	41%	12%	2020
Absence of cyberbullying^	217	84	14	69%	27%	4%	2020



Learning readiness					
Perseverance	100	146	64	32% 47% 21%	2020
Cognitive Engagement	111	132	73	35% 42% 23%	2020
Academic self concept	154	116	47	49% 37% 15%	2020

Health and wellbeing out of school					
Overall health	86	135	92	27% 43% 29%	2020
Body image	186	101	25	60% 32% 8%	2020
Nutrition - breakfast	198	43	73	63% 14% 23%	2020
Sleep	170	66	76	54% 21% 24%	2020
Music and arts	142	58	115	45% 18% 37%	2020
Sports	198	34	82	63% 11% 26%	2020
Organised activities	260	28	27	83% 9% 9%	2020

Year/Term	Year level	Number of Valid Survey Responses	Number of Enrolments	Participation %
2020	Year 7	161	177	91%
	Year 8	158	184	86%
	Total	**319**	**361**	**88%**

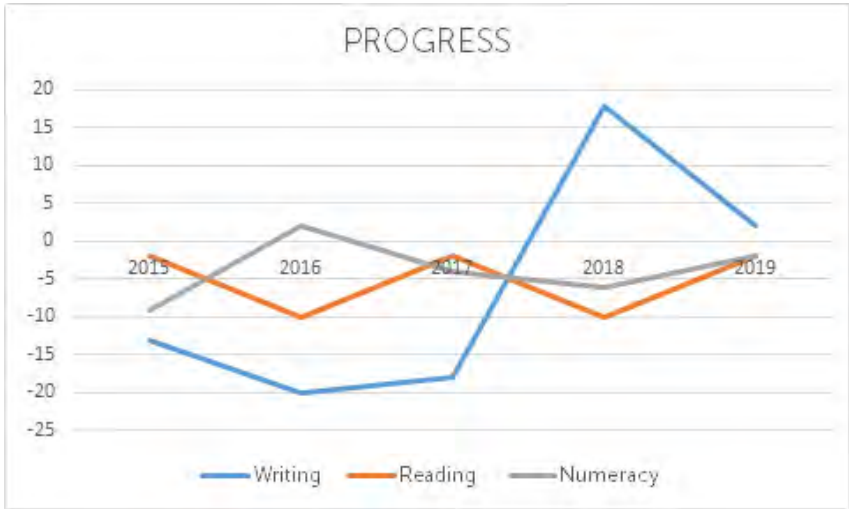


FOCUS 3: NUMERACY

Although there was no NAPLAN testing in 2020, by looking at longitudinal data we are able to use a trend line (dotted) to predict where the data should be and hence get a picture of how the school is going.

Bunbury Senior High School consistently achieves NAPLAN results above the average when compared with all WA schools.





The progress from Year 7 to Year 9 has been slower when compared to all WA Schools. The trend in this has been for our progress to be improving in writing by being reasonable flat in Reading and Numeracy.

FOCUS 4: WELLBEING

Bunbury SHS has spent the past several years focused on supporting students with high care as we believe that this leads to high performance. We continued to have this focus in 2020, but we also added in a more deliberate focus on staff wellbeing. Teachers have the biggest impact on student achievement, so if they are well and operating at their best, then students reap the benefits.

ATTENDANCE

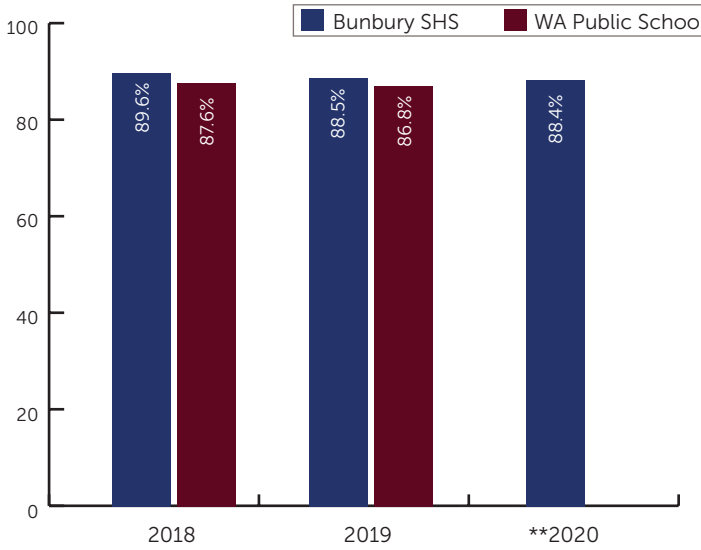
The Student Services team conducts regular checks on student attendance and implements strategies to improve attendance. The aspirational goal for the team is to have at least 70% of the school achieving regular attendance (90%). The target is to exceed Like Schools.

Over the past few years, Bunbury SHS has maintained an attendance rate higher than WA Public Schools and our regular attendance has been consistently higher than our Like Schools.

The school hasn't yet achieved the aspirational goal of 70% of the school achieving regular attendance. The school has responded to this by conducting a review of the attendance processes and refining procedures such as the use of Responsible Parenting Agreements and Attendance Advisory Panels. The Deputy Principal will take more of a role in monitoring attendance and providing support to the Heads of Year with regards to severe attendance cases.



Attendance Rate compared to WA Public Schools (%)



Attendance rate by Year levels (%)

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2018	94%	90%	89%	86%	90%	88%
2019	90%	90%	85%	88%	89%	90%
2020**	89.5%	88.6%	88.2%	85.4%	90.5%	89%

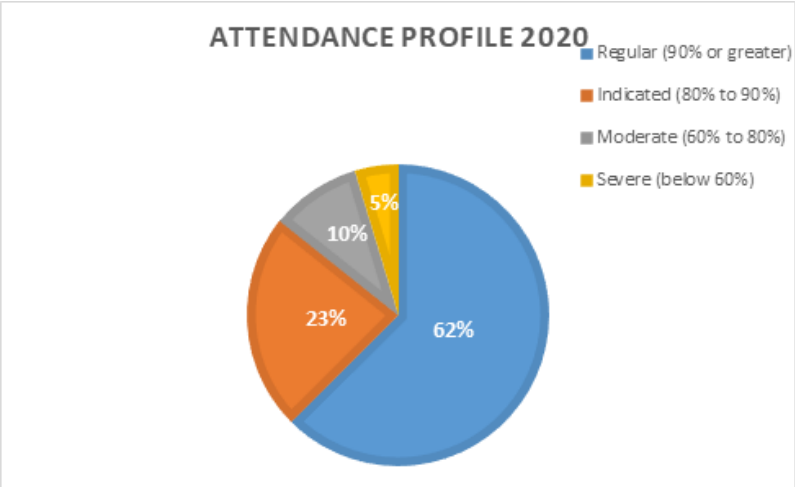
Regular Attendance

Collection Period	2018 Semester 2	2019 Semester 2	2020 Semester 2
Bunbury SHS	67%	61%	62.9%**
Like Schools	56.2%	52.3%	*

**No WA Public School Data available for 2020.*

*** School data excludes Term 1, week 7-10.*

ATTENDANCE PROFILE 2020



COVID-19 not only interrupted student attendance but the lasting effects lingered past the critical periods. Some students remained at home and continued studies using online modes, others took precautions due to the risks associated with other health issues and some through disengagement.

Although Term 1 Week 7 -10 data was removed from the school data and we were able to make longitudinal comparisons WA public school and like school data was not available at the time of writing this report. This made it difficult to compare the extent of the prolonged impact that other factors had on regular attendance of the school.

NATIONAL SCHOOL OPINION SURVEY

Nationally the school surveys the students, parents and staff to report their level of satisfaction of the school under the National Education Agreement. The response data is used to provide feedback to assist us to take future action to improve.

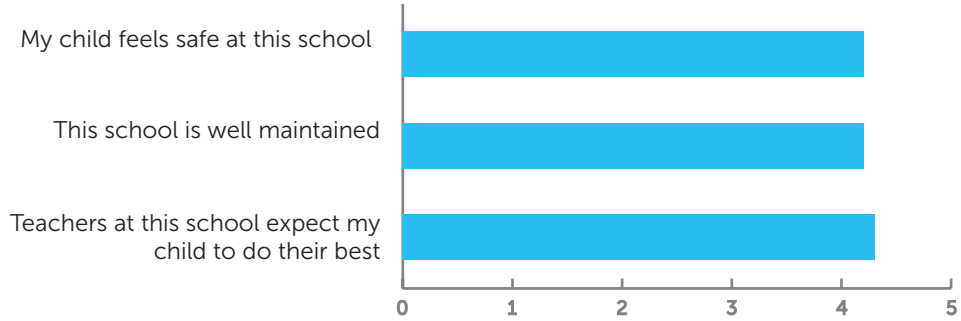
In 2020 the survey was held on March 20. Just at the beginning of the developing COVID-19 situation.

Parent Results

Profile of parent responses

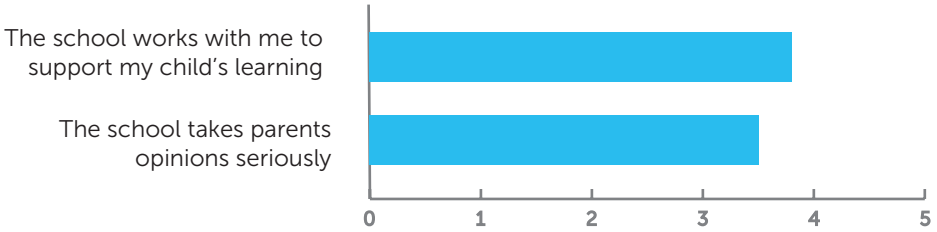
	Male		Female	
	Num	%	Num	%
Number	18	23%	61	77%

Parent Feedback Highlights

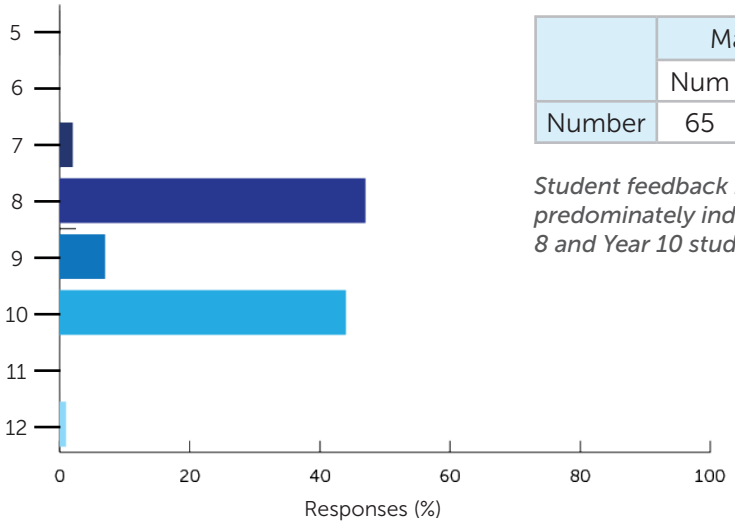


Although none of the survey results indicated areas of dissatisfaction, the lower area of satisfaction indicated by parents provide us with the opportunity to improve.

Opportunities for Improvement



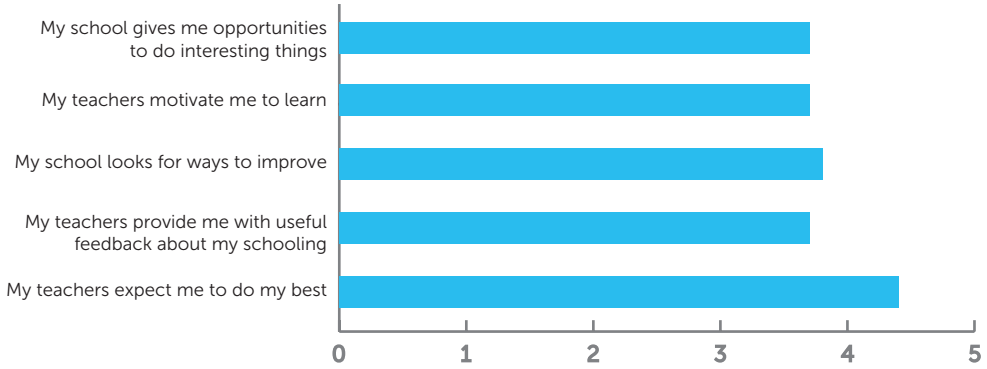
Student Results



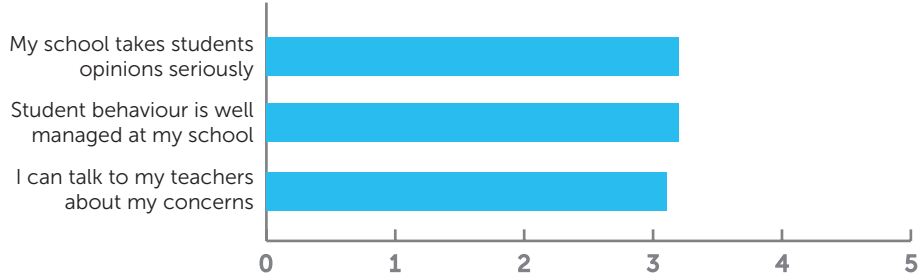
	Male		Female	
	Num	%	Num	%
Number	65	44%	84	567%

Student feedback results are predominately indicative of Year 8 and Year 10 students only.

Student Feedback Highlights



Opportunities for Improvement



STUDENT WELLBEING

The Student Services Team has developed and implemented a range of initiatives that supports the school's values of: Learning, Collaboration, Diversity, Courage and Wellbeing.

Key Programs:
Student Leadership (Prefect and House Leadership Program)

- Inspiring Self Belief Recognition Program (recognition of exemplary school and community citizenship)
- House Competition
- Extensive Counselling Support (from school and outside agencies)
- Academy Attendance and Wellbeing Module

Additionally, students receive ongoing education and support regarding a range of issues affecting their lives through involvement in Key Programs (see above) and a range of secondary support programs.

Areas of focus include:

- Mental Health
- Resiliency
- Drug Education
- Healthy Living
- Conflict Resolution
- Bullying
- Social Media
- Body Image
- Cyber Bullying

Section 1: Inspiring Self Belief Program

- Key criteria is 95% minimum attendance and exemplary behaviour (no class or school withdrawals, suspensions, multiple noteable/serious welfare events, uniform letter, lates letter).
- It is important that there is a significant degree of difficulty in achieving this award and that the aspirational goal of Kingia Certificates to be awarded each year should be in the range of 20-30% of the school population.

Section 2: Student Support Data - Wellbeing

Students are categorised according to their level of wellbeing risk and ability to self-manage with minimal support. Ratings can and do vary on a weekly basis.

The following data identifies the percentage of student within in each cohort who are engaged in ongoing Student Services (SS) support or who have accessed support and are self-managing with minimal SS support.

COHORT	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	School
%	34%	28%	30%	44%	43%	21%	34%

The response to this data is that in 2021 the team will develop a scope and sequence of wellbeing programs that will be implemented in 2022. These programs will provide a targeted response to specific issues within each year group, as identified by the wellbeing survey and the school's data. The school is currently investigating ways to make it easier for the SST to use school data to identify the specific areas needing support, by classifying the student data into categories, rather than all under one heading of wellbeing.

BEHAVIOUR MANAGEMENT

Suspension Data

The Student Services team uses a restorative practice approach to deal with conflicts which can often resolve issues and reduce the need for suspension. This is done through a carefully managed mediation process with aggrieved parties, both teacher with student, and student with student. This process is also used when students return from suspension.

The school uses suspension to send a clear warning to students who are involved in serious behaviour breaches. On the whole, this results in a reduction in the likelihood of repeat offenders.

	Year 7		Year 8		Year 9		Year 10		Year 11		Year 12		Total Female	Total Male	Total
Students Suspended (1 or more suspensions)	15		19		30		15		2		0		19	62	81 Students
	M	F	M	F	M	F	M	F	M	F	M	F			
	13	2	13	6	23	7	12	3	1	1	0	0			
Number of Suspensions	19		30		51		29		2		0		29	104	131 Suspensions
2020 Total Days	26		67.5		80		69.5		3.5		0		59	187	246 Days

Students Suspended [min 1]	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Total
1 Suspension only	11	13	23	10	2	0	59
2 Suspensions	4	2	3	1	0	0	10
3 Suspensions	0	3	1	1	0	0	5
4+Suspensions	0	1	3	3	0	0	7
							81

- 104 Male & 29 Female suspensions [131 in total]
- 73% of students who are suspended are only suspended once [data indicates that a suspension has impacted positively in reducing further incidents requiring suspension for those students
- 12 students are responsible for 51 of the 131 suspensions [42%]
- Category 3: Physical aggression toward other students – 33%
- Category 6: Code of Conduct [engagement and compliance] – 29%
- Category 4: Abuses, threats, harassment, intimidation of other students – 15%

This data reveals a disturbing trend regarding male suspensions. Male students are much more likely to be suspended, compared to female students. The Student Services team will investigate the reasons for this and use the findings to inform their planning for support programs for 2022.

NATIONAL YOUTH FORUM

Quinn Armstrong (Year 11, 2020) was nominated by the school to attend a National Youth Forum as part of the nationwide review of senior secondary schooling. Quinn was awarded a place and sent to NSW. Here is what Quinn said about the experience:



"On the 9th of March, an early Monday morning, I set out to travel over to New South Wales to attend a conference concerning youth and the many pathways when transitioning out of high school.
We arrived at Wagga Wagga international hotel where I met some of the other young people attending the venue. It turned out I was one of the youngest there, many were in university and either in or finishing with their bachelor or masters degrees.

The conference itself started by having people pair up and interview each other on what were the positives and negatives when going through the transition, or what they would be nervous about going through.
We were then given 4 prototypes the education system wanted to implement into the senior school system, to not characterise students by a single ATAR number and a certificate, but a compiled list of their strengths and skills and experiences.

The first prototype was an assesment that resembled NAPLAN, continuing from Year 9 – 12 which would be monitored by teachers. This would show capabilities of a student's literacy, cognitive thinking, problem solving, creativity and so on.

The second was a journal based log of work experiences, volunteering and any other skill building experiences.

The third was to help students get work experience and history in order to almost guarantee a job after completing school. It would take into account skills built through work experience, extracurricular activities and even hobbies and interests to better diversify a student's economic profile.

The fourth was a type of 'student profile' in which you would mark how literate you believed you were in different subjects, skills you had, which would also be backed up by the student's teacher.
The young people attending were able to make comments on what we thought were benefits, what is missing, what doesn't work and if it worked for everyone.

I was able to give my own opinion on how the first prototype would put extra stress on students and staff, which would not accurately display the student's best behaviour.

The experience in its whole was invigorating and gave me the opportunity to slowly dip my toes into the deep end which was adulthood. I hope to hear what will come of it, and how it will better senior schooling in the future."

STUDENT SERVICES

The Student Services Team provides a diversity of programs and initiatives that impact strongly on the development and maintenance of a school culture that promotes belonging & celebrates diversity.

- Hawaiian Ride for Youth
- Diversity Week- cake stall and activities
- Wear it Purple Day (for diversity)
- R U OK day
- NAIDOC Week Assembly
- P.A.R.T.Y Program
- 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 Days
- Year 6 Parent Information Nights
- Year 7 Activity Day
- Prefect games for Year 7 students
- International AIDS Awareness day
- Anzac Day march through town
- Remembrance Day
- National Day of Action Against Bullying and Violence
- Drug Action Week
- Year 12 Breakfast
- National Bandanna Day
- Footy Colours Day
- Love Your Body Program
- Domestic Violence Awareness Event
- Try a Trade Program
- Jump Rope for Heart
- Clean Up Australia Day
- Children's Cancer Appeal
- Salvation Army's Christmas Appeal
- 40 Hour Famine



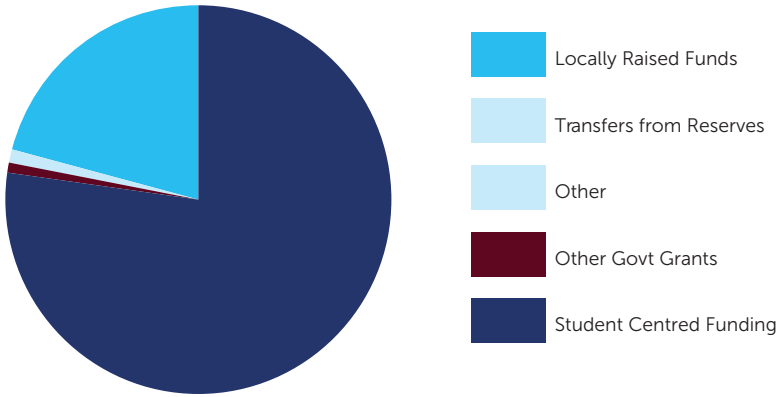




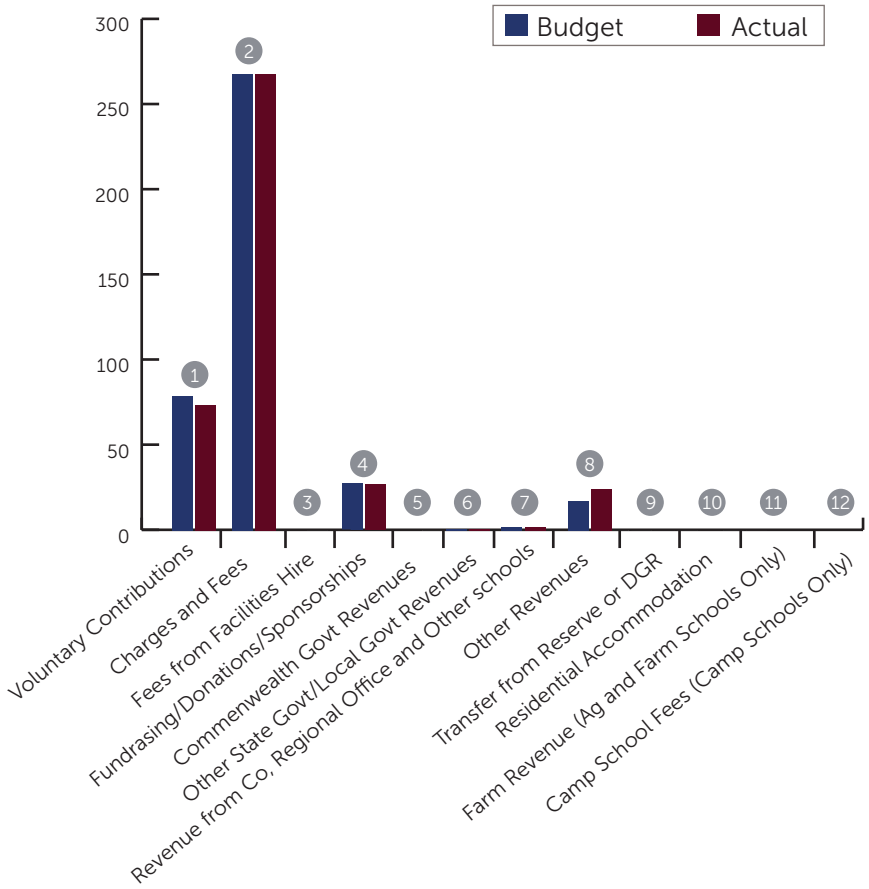
FINANCE

REVENUE (As at December 2020)

Revenue - Cash & Salary Allocation	Budget	Actual
1 Voluntary Contributions	$78,818.00	$73,730.95
2 Charges and Fees	$267,579.47	$267,329.47
3 Fees from Facilities Hire	-	-
4 Fundrasing/Donations/Sponsorships	$27,075.45	$26,932.75
5 Commenwealth Govt Revenues	-	-
6 Other State Govt/Local Govt Revenues	$620	$620
7 Revenue from Co, Regional Office and Other schools	$1,767.27	$1,767.27
8 Other Revenues	$17,290.81	$24,522.05
9 Transfer from Reserve or DGR	-	-
10 Residential Accommodation	-	-
11 Farm Revenue (Ag and Farm Schools Only)	-	-
12 Camp School Fees (Camp Schools Only)	-	-
Total Locally Raised Funds	$393,151.00	$394,902.49
Opening Balance	$467,682.00	$467,681.92
Student Centred Funding	$1,359,1420.99	$1,358,907.99
Total Cash Funds Available	**$2,219,975.99**	**$2,221,492.40**
Total Salary Allocation	$10,196,218.00	$10,196,218.00
Total Funds Available	**$12,416,193.99**	**$12,417,710.40**



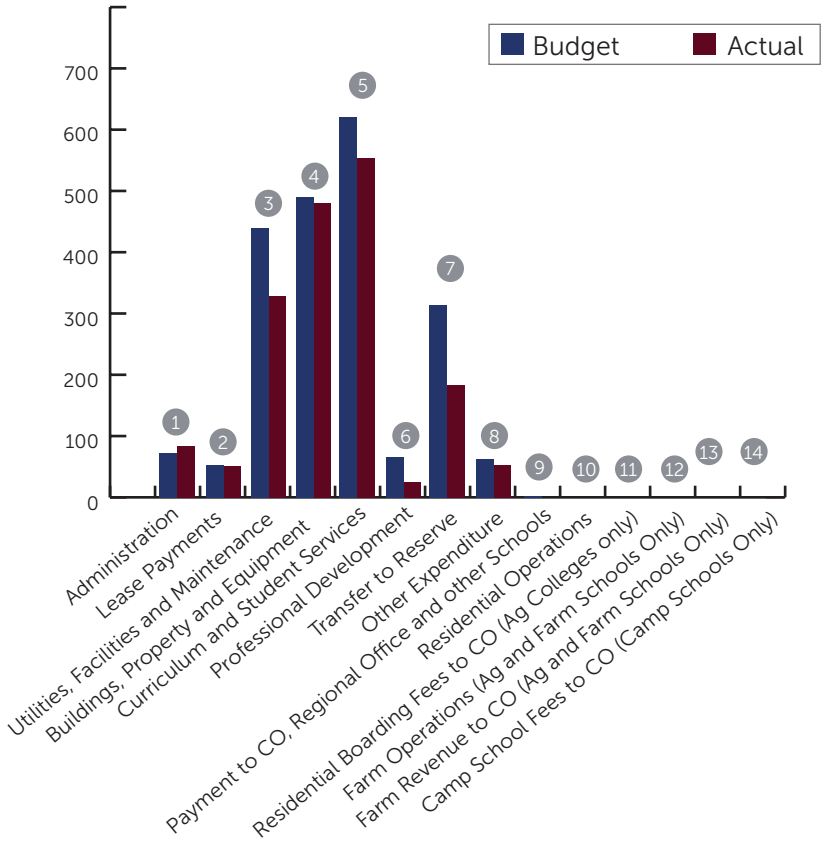
Locally Generate Revenue - Budget vs Actual



EXPENDITURE (As at December 2020)

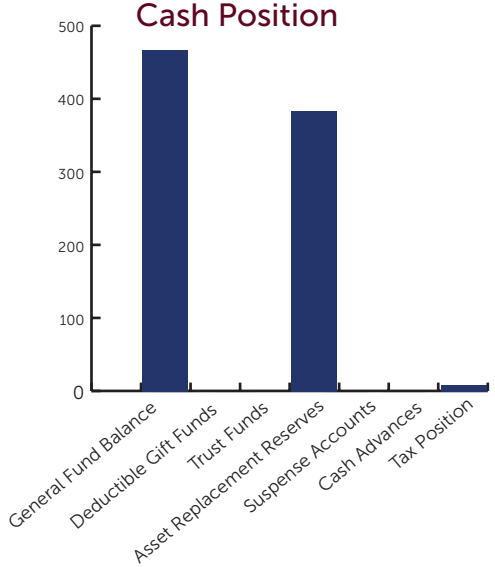
Expenditure - Cash & Salary Allocation	Budget	Actual
1 Administration	$72,420.00	$84,410.63
2 Lease Payments	$53,500.00	$51,402.43
3 Utilities, Facilities and Maintenance	$437,951.98	$327,335.90
4 Buildings, Property and Equipment	$489,252.61	$478,932.80
5 Curriculum and Student Services	$618,739.07	$551,833.42
6 Professional Development	$66,400.00	$25,712.84
7 Transfer to Reserve	$312,758.00	$182,758.84
8 Other Expenditure	$62,541.41	$53,705.41
9 Payment to CO, Regional Office and other Schools	$2,500.00	$358.41
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	**$2,116,063.07**	**$1,756,449.84**
Total Forecast Salary Expenditure	$9,863,737.00	$9,863,737.00
Total Expenditure	**$11,979,800.07**	**$11,620,186.84**
Cash Budget Variance	**$103,912.92**	

Locally Generated Revenue - Budget vs Actual



Cash Position	
Bank Balance Made up of:	**$837,889.92**
1 General Fund Balance	$465,042.56
2 Deductible Gift Funds	-
3 Trust Funds	-
4 Asset Replacement Reserves	$382,364.72
5 Suspense Accounts	$1.64
6 Cash Advances	($100.00)
7 Tax Position	($9,419.00)
Total Bank Balance	**$837,889.92**

Cash Position



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