



# Bulli High School - May 2021

## Principal's Message

### Thank you

Thank you for the warm welcome and support I have received from staff, students, parents and the wider community. It is my absolute honour and privilege to lead Bulli High School and continue to build on the great work of Chris Gregory. After only 15 days, I have already seen a commitment from students and teachers to work together and be the best they can be. Students have approached me in the playground to introduce themselves and many have asked me if I am enjoying my time here. I have in turn, asked students the same question to hear what it is that they value most about Bulli High School. What is already evident, is a deep connection to their physical environment, a connection to their learning, and a connection to each other. "I define connection as the energy that exists between people when they feel seen, heard, and valued; when they can give and receive without judgment; and when they derive sustenance and strength from the relationship." - Brené Brown.

### Strategic Improvement Plan

Our 2021-2024 Strategic Improvement Plan has been finalised and is available for parents and the community to view on our website. The plan outlines our three strategic directions, including six key initiatives, as we work towards improving student outcomes in the areas of reading, numeracy, HSC Bands, student wellbeing and attendance.

A focus for staff is on how they use data to reflect on their teaching and modify their teaching practice to best meet student needs. “Teachers use data to check and understand where their students are in their learning and to plan what to do next. Effective use of data helps teachers understand which students are progressing at an appropriate level in response to the teaching approaches in their classroom and how they could best adjust their practice to drive improvement for all students in their class.” (CESE, 2020)

The graphic below summarises our strategic directions.



## Attendance

Research indicates **a strong link between attendance and student achievement**. ‘Every day counts’ when it comes to attendance. The negative correlation between absence from school and achievement is cumulative and can affect academic outcomes in future years of schooling. There is no ‘safe’ threshold for absences. Hancock et al., 2013 in Spotlight: Attendance matters (AITSL, 2019). If a student misses as little as 8 days in a school term, by the end of primary school they’ll have missed over a year of school.

‘Teacher quality is the single most important in-school factor influencing student achievement (Hattie, 2009). However, **the relationship between teacher quality and student achievement is mediated by the amount of time students spend in the classroom. Irrespective of the reasons for absences, non-attendance affects student outcomes.**’

Families are encouraged to travel during school holidays. If travel during school term is necessary, please discuss this with your child's deputy principal. An Application for Extended Leave may need to be completed. Absences relating to travel will be marked as leave on the roll and therefore contribute to your child's total absences for the year.

At Bulli High School, just over 50% of students are attending school 90% of time or more and we have set a target to increase the amount of students reaching this goal. We will be working closely with families to reach this target.



## Lateness

Lateness to school and class also adversely affects attendance and learning. Arriving at school and class on time:

- Ensures that students do not miss out on important learning activities scheduled early in the day
- Helps students learn the importance of punctuality and routine
- Gives students time to greet their friends before class
- Reduces classroom disruption.

Lateness is recorded as a partial absence and must be explained by parents.

## What Works Best

I have included a document below which is based on research and evidence of "What works best" for student learning. Teachers are very familiar with this document, but there are some great strategies for parents and carers to use with your children in unpacking their learning.

# What works best: 2020 update

## Overview for parents and carers of primary and secondary school students



NSW public schools are committed to ensuring that how we teach your child is based on what we know makes the biggest difference to their learning. In March this year, the NSW Department of Education released an update of some of the most significant research into effective teaching. This report is called 'What works best: 2020 update' and outlines eight evidence-based practices that teachers can use in their classrooms to support improved student learning. It is likely that the 'What works best: 2020 update' will inform the teaching and learning in your child's school.

Below is a summary of the eight 'What works best' practices for effective teaching, including some conversation tips to help you support these practices at home. We suggest that you use just one set of questions at a time with your child.

You can find the 'What works best: 2020 Update' publication, together with other evidence-based resources for schools, at [www.nsw.gov.au/publications/files/what-works-best-2020-update](https://www.nsw.gov.au/publications/files/what-works-best-2020-update)

### 1. High expectations

Students learn best when teachers have high expectations. Having high expectations means that teachers work hard to get students to learn, encourage them to learn new things, provide help when they need it, are clear and consistent about how they want students to behave and learn, and say the way they teach to meet students' needs.

#### Check in with your child

- For primary school students: Did you try something new today? What was it? How did you get on? How do you feel when you're learning something new?
- For secondary school students: When you are asked to do something in class, how do you know what standard of work the teacher expects?

### 2. Explicit teaching

Students learn best when teaching is explicit, especially when learning something new. Explicit teaching involves teachers clearly explaining to students why they are learning something, how it can help, to what they already know, what they expect students to do, how to do it, and what it looks like when they have succeeded.

#### Check in with your child

- For primary and secondary school students: Tell me about something you learnt today. Did you find it easy to learn, or did you need to ask a few questions? How did it go when you got it?

### 3. Effective feedback

Students learn best when teachers provide them with effective feedback. Feedback that is effective is constructive, detailed and specific. It focuses on how students performed on a particular task, and is clear about where mistakes were made and what needs to happen to improve in future.

#### Check in with your child

- For primary and secondary school students: When you're learning something new, how do you know if you're on the right track? How do you know what you can do to improve next time?





#### 4. Use of data to inform practice

Students learn best when teachers use data to confirm where students are up to in their learning and to plan what to teach next. Data is any form of information that helps teachers to do this. Data can come from a range of places, including classroom quizzes, student answers to teacher questions, samples of students' work and formal exams.

#### 5. Assessment

Students learn best when teachers use high quality assessment. Assessment refers to the range of activities that teachers use to evaluate where students are up to in their learning. It includes formal practices such as exams and surveys, as well as more informal activities such as asking students questions and evaluating samples of their work.

##### Check in with your child

- For primary school students: How do you show your teacher what you know and what you can do?
- For secondary school students: Your teacher needs to understand where you are up to in your learning, so that they know what to teach next. How do you show your teacher what you know and what you can do?

#### 6. Classroom management

Students learn best when teachers manage their classrooms well. Classroom management includes the broad range of things that teachers do to develop a safe, positive and engaging learning environment for their students.

##### Check in with your child

- For primary school students: Are there rules or expectations you need to follow in your classroom? Can you tell me a few? What happens when you work hard to follow them? What happens if you don't follow them?
- For secondary school students: Does your school have school or classroom rules or expectations? Can you name a few? What happens when students follow them? What happens if students don't follow them?

#### 7. Wellbeing

Students learn best when they have a high level of wellbeing. Student wellbeing is a broad term that includes good mental, physical and emotional health, feeling supported in learning, building healthy relationships and having a strong sense of meaning and purpose. Teachers can support students' wellbeing by:

- creating a safe environment
- helping students to feel that they belong
- valuing their opinions and perspectives
- encouraging them to be interested in learning
- helping them to manage their emotions
- helping them to develop positive relationships with teachers and other students

##### Check in with your child

- For primary and secondary school students: How do you feel about school at the moment? Are there things that you find hard or stressful? Do you know what to do or who you can speak to if you're having a bad day or have a problem? Does anyone look out for you at school?



## Vapes

The use of e-cigarettes is on the rise, particularly among high school students. Students may be suspended if they possess, smoke, consume, use, or deal in tobacco, e-cigarettes, prohibited drugs, alcohol or assist another person to obtain, consume, use, or deal in such substances.

Electronic cigarettes are battery-operated devices that heat a liquid to produce a vapour that is inhaled. The fluid usually contains propylene glycol, glycerol, nicotine and added flavouring(s). The devices are designed to deliver the aerosol directly to the lungs. Some resemble conventional cigarettes, while more recently developed devices look like everyday items such as pens or USB memory sticks. The appeal of these flavoured e-cigarettes to adolescents has led to their rapid uptake around the world.

The Australian National Health and Medical Research Council (NHMRC) is concerned that e-cigarettes have 'renormalised' smoking. A worryingly recent study has also found that e-cigarette users were three times more likely than non-e-cigarette users to subsequently become tobacco smokers.

While the damaging impact of smoking tobacco is well known, the short and long-term health effects of e-cigarettes are still being researched.

## SAFETY OF E-CIGARETTES

Although the compositions of the e-cigarette liquids vary, they all contain a range of different solvents and flavouring agents which have the potential to increase the risk of developing cardiovascular, cancer and respiratory diseases.



When overheated, the solvents propylene glycol and glycerine can produce dangerous levels of the carcinogens formaldehyde and acetaldehyde.

The vapour can also contain:

- Heavy metals such as aluminium, arsenic, chromium, copper, lead, nickel and tin, all of which cause adverse health effects.
- Particulates at levels that have the potential to cause adverse health effects for both the user and for bystanders. The World Health Organisation has warned that exposure to any level of particulate matter may be harmful and that levels of exposure should be minimised.
- Flavourings normally approved for use in food production e.g. cherry, cinnamon, vanilla and popcorn flavours which, when inhaled directly into the lungs, can be toxic and have been demonstrated to have a range of different deleterious effects.

The NHMRC has found that users of e-cigarettes typically experience a low rate of adverse effects in the short-term, with mouth and throat irritation the most commonly reported symptoms. The most common symptoms reported by those passively exposed to e-cigarettes included respiratory difficulties, eye irritation, headache, nausea and sore throat or throat irritation.

More serious adverse events have also been reported, with over 200 incidents in the US and UK alone of e-cigarettes overheating, catching fire or exploding, leading to disfigurement and life-threatening injury. The rising popularity of e-cigarette use internationally has also corresponded with an increasing number of reported nicotine poisonings due to skin exposure to or ingestion of e-liquids.

The newest and most popular vaping product is the JUUL, which resembles a USB memory stick. This device now accounts for three quarters of the market share in the United States and every JUUL product contains a large dose of nicotine. Many lawmakers and public health officials in the US have criticised the company's marketing practices, believing them to have targeted teens through social media influencers and their promotion of fruity pod flavours, which are now only sold online.

## VAPING AND THE LAW IN NEW SOUTH WALES

- E-cigarettes **that do not contain nicotine** are legal for use by adults. The sale and use of e-liquid nicotine is against the [NSW Poisons and Therapeutic Goods Regulation 2008](#).
- The **sale of e-cigarettes or e-cigarette accessories to a person under the age of 18 is illegal**. [NSW Public Health \(Tobacco\) Act 2008](#). It is also illegal to use an e-cigarette in a car with a child under the age of 16.
- *Note: E-cigarettes have also often been found to be labelled incorrectly. Despite claims to the contrary, many do contain nicotine. Tests conducted by NSW Health in 2013 showed that 70 percent of the samples contained high levels of nicotine, even though the label did not state nicotine as an ingredient.*

Nicotine is known to be very addictive and **can impact on brain development in teenagers**, affecting memory, concentration, learning, self-control, attention and mood.

## Toilets

We have started a new process for students needing to access the toilets during class time.

- We encourage students to use the toilets during break time.
- If students need to use the toilet during class time, they should ask their teacher and report to the office to use the available student toilet.

This process allows us to better look after student wellbeing as the toilet is located in a supervised area of the school.

## Parent/Teacher Interviews

Parent/Teacher Interviews for Years 10, 11 and 12 will take place on Tuesday May 11th in the School Hall and Maths Block. This is the last formal opportunity for parents of Year 12 students to meet with their teachers before the HSC Exams and the first for Year 11 to see how they have transitioned into the senior years. For Year 10 parents, this is a valuable chance to meet with teachers and hear about the strengths of your child prior to senior subject selection. Ms Lang and Mr Harding will also be running a HSC Information session in the Common Room. Bookings for teacher interviews can be made via the Parent Portal. Please contact the school if we can help you with this process.

## P&C Meeting

The first P&C Meeting of the term will be held in the School Common Room on Wednesday May 12th at 7pm. Some of the topics for discussion will include our Strategic Improvement Plan, student wellbeing and uniform. I look forward to meeting many of you then.

Denise James

Principal

## Deputy Principal's News

### EVEN YEARS DP

**Welcomes and Thank Yous:** I'd like to take this opportunity to welcome Ms Denise James to Bulli High School as our new Principal and to announce my return from extended leave. I was lucky enough to spend some time relaxing and travelling in my break and I return relaxed and energised. Special thanks Ms Heather Gardiner for filling in as Deputy Principal in my absence. I'd also like to thank Mrs Gregory for her hard work and dedication to our wonderful school and the wider community. Ms Gregory leaves behind a positive legacy.

**SAVE THE DATE: May 11th is Senior Parent Teacher Night.** In addition to the interviews, parents can join an information session about post school pathways and early entry which will be hosted by Mr Harding and myself. Two identical sessions will run at 5:00PM and 6:00 Pm in the Staff Common Room. You will be able to book appointment times through the Sentral Parent Portal so make sure you are signed up. The appointments run from 4:00PM till 7:00 PM.

**Junior Parent Teacher Night:** will be held May 25th from 4 – 7 PM. Once again, you will be able to book appointment times through the Sentral Parent Portal.

**Sentral Parent Portal:** If you have not registered for the Student and Parent Portal please log on to : <https://bullihs.sentral.com.au/portal/register>

Please note that you require an access key to link you to your student. If you do not have an access key, please contact Administration on Telephone 4284 8266 or Email: [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au).

The following link will show you the steps to register: <https://www.sentral.com.au/solutions/im-a-parent/>

Robyn Lang

Deputy Principal

NAPLAN



**NAPLAN on paper – information for parents and carers**

**2021**

**Your child will do the NAPLAN tests on paper**

Federal, state and territory education ministers agreed that all schools will gradually transition from the current paper-based NAPLAN to NAPLAN Online in order to provide a better and more precise assessment that is more engaging for students.

State and territory education authorities will determine when their schools move online. The current plan is for all schools to transition to NAPLAN Online by 2022.

**Why do students do NAPLAN?**

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life.

Students in Years 5, 6, 7 and 8 participate in the annual NAPLAN tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process – it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are achieving important educational outcomes in literacy and numeracy.

**What does NAPLAN assess?**

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the tests online or on paper. Results for both formats can be reported on the same NAPLAN assessment scale.

**What can I do to support my child?**

On its own, NAPLAN is not a test that can be studied for and students are not expected to do so.

You can support your child by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply do their best.

ACARA does not recommend excessive preparation for NAPLAN or the use of services by coaching providers.

Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance.

See examples of NAPLAN questions at [napi.edu.au/napiplan](http://napi.edu.au/napiplan).

**Participation in NAPLAN**

All students in Years 5, 6, 7 and 8 are expected to participate in the annual NAPLAN assessment. Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You SHOULD discuss the use of any adjustments for your child with your child's teacher.

A student with a disability that severely limits their capacity to participate in the assessment, or a student who has recently arrived in Australia and has a non-English speaking background, may be granted a formal exemption.

Your school principal and your local test administration authority can give you more information on special provisions or the process required to gain a formal exemption.

**NAP** NATIONAL ASSESSMENT PROGRAM  
LITERACY AND NUMERACY

**acara** Australian Curriculum, Assessment and Reporting Authority



**What if my child is absent from school on NAPLAN days?**

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the testing week.

**How is my child's performance reported?**

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

**NAPLAN timetable**

The NAPLAN assessment window starts on Tuesday 11 May and finishes on Thursday 13 May 2021.

The paper test scheduling requirements are detailed in the table below.

**How are NAPLAN results used?**

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenge or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at [my.school.edu.au](https://my.school.edu.au).

**Where can I get more information?**

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at [nap.edu.au/TAA](https://nap.edu.au/TAA)
- visit [nap.edu.au](https://nap.edu.au)

To learn how ACARA handles personal information for NAPLAN, visit [nap.edu.au/naplan/privacy](https://nap.edu.au/naplan/privacy)

Paper test	Tuesday 11 May	Wednesday 12 May	Thursday 13 May
<b>Language conventions</b> This test assesses spelling, grammar and punctuation.	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min		
<b>Writing</b> Students are provided with a writing stimulus (sometimes called a 'prompt') – an idea or topic and asked to write a response in a particular genre (narrative or persuasive writing).	Year 3: 45 min Year 5: 45 min Year 7: 45 min Year 9: 45 min		
<b>Reading</b> Students read a range of informative, imaginative and persuasive texts and answer related questions.		Year 3: 45 min Year 5: 50 min Year 7: 50 min Year 9: 45 min	
<b>Numeracy</b> This test assesses number and algebra, measurement and geometry, and statistics and probability.			Year 3: 45 min Year 5: 50 min Year 7: 50 min Year 9: 45 min

**NAP** NATIONAL ASSESSMENT PROGRAM

**acara** ASSOCIATION OF CURRICULUM AND ASSESSMENT RESEARCHERS

## Student Representative Council

### ANZAC Dawn Service

The Austinmer-Thirroul Sub Branch of the RSL invited two representatives from Bulli High School to attend its Dawn Service at Club Thirroul bright and early (and chilly!) on Sunday April 25th. The Leadership Team decided that our two Vice-Captains, Aleisha Prentice and Sean Ritter, would represent the school at the service. Unfortunately, due to lingering Covid restrictions, participation in the service by conducting readings as in past years was not an option this time (although, following the last two years, it was nice to attend a service at all!). Aleisha and Sean are thanked for their admirable representation and we look forward to a return to normal next year.

Brett Pember

SRC Co-ordinator







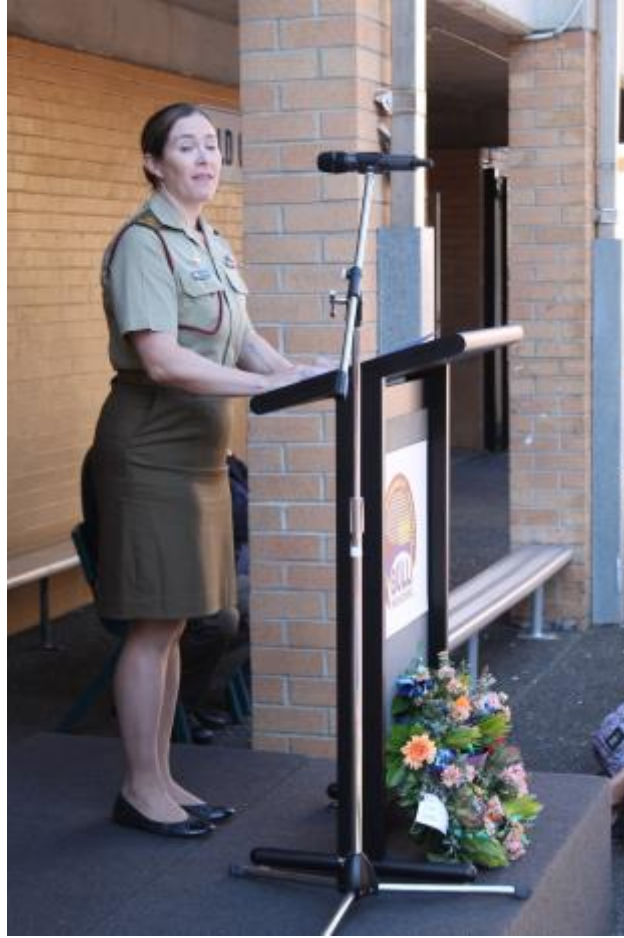
















## Wellbeing

In recent weeks, staff at Bulli High School have been made aware of a number of significant wellbeing incidents that have impacted schools in the Illawarra and some families within our school community. Our Wellbeing team and all staff ensure that every child should be known, valued and cared for and we are continually looking to improve the support offered to our students and parents.

We understand that teenage behaviour can be erratic and constantly changing as they navigate adolescence and as parents, we may sometimes dismiss early signs and symptoms of emerging mental health problems as just irrational teenage behaviour. [SafeMinds](#) is a headspace supported program that aims to enhance early intervention in mental health support for children and young people. In this newsletter, I have included a parent tip sheet to help identify the early signs of emotional distress and would encourage parents to please contact their child's Year Adviser should they have any concerns.

## **BHS Wellbeing Hub**

To further support parents, staff and students of Bulli High School, we are pleased to this week launch our BHS Wellbeing Hub. <https://bulli-h.schools.nsw.gov.au/supporting-our-students/student-health-and-safety/student-wellbeing.html>

As students deal with a number of complex issues it can be overwhelming to navigate the plethora of physical and online supports available. To create a singular point of reference, the BHS Wellbeing Hub has been developed and is accessible for all through our school website.

The BHS Wellbeing Hub helps students from years 7-12 identify in school and external supports to guide them in independently addressing their concerns and also encourages them to seek help in person, or via the online google form.

As a parent, the Wellbeing Hub can also be a source of information to help guide the support that you provide to your child. We will be promoting this support to our student groups over the coming weeks.

Regards,

Paul Hickey

Head Teacher Wellbeing





## Do it for Dolly Day



## SafeMinds

<https://safeminds.org.au/resources/notice-tip-sheet-for-families/>

NOTICE

Changes in a child's behaviour that may indicate mental health issues, including difficulties managing emotions and distress.

INQUIRE

Identify what Dolly's symptoms or signs are and if they are OK.

PLAN

Develop a plan to support Dolly's mental health and well-being, including seeking support from school or other professionals.

NOTICE - TIP SHEET

headspace

THINGS TO NOTICE

- Review how your child is functioning day to day.
- Consider if changes are developmentally appropriate.
- Monitor how long they have appeared distressed.
- Consider individual factors (e.g. temperament, sociability or disability).
- Appreciate cultural, family and personal experiences that may influence how they manage their emotions.
- Be aware of signs and symptoms of emerging mental health problems.
- Identify whether additional support may be needed for their mental health and wellbeing.

TRIGGERS FOR EMOTIONAL DISTRESS IN CHILDREN AND YOUNG PEOPLE

- Real or perceived loss
- Relationship breakdown
- Abuse (physical, sexual, emotional)
- Feeling overwhelmed or hopeless
- Serious illness/disability
- Family conflict
- Peer relationship problems including bullying
- Academic pressure or issue with school work

CHILD AND ADOLESCENT DEVELOPMENTAL TASKS

EARLY CHILDHOOD	MIDDLE AND LATE CHILDHOOD	ADOLESCENCE	
3-5 Years	5-12 Years	12-15 Years	15-18 Years
<ul style="list-style-type: none"> <li>Language skills</li> <li>Social skills</li> <li>Motor skills</li> <li>Self-efficacy</li> <li>Emotional recognition</li> </ul>	<ul style="list-style-type: none"> <li>Transition to school</li> <li>Peer social groups</li> <li>Increased independence</li> <li>Creativity</li> <li>Social conscience</li> </ul>	<ul style="list-style-type: none"> <li>Puberty</li> <li>Identity formation</li> <li>Importance of peers</li> <li>Problem solving/decision making</li> </ul>	<ul style="list-style-type: none"> <li>Romantic/sexual relationships</li> <li>Preparing for university/work</li> <li>Increased responsibility</li> </ul>

NOTICE – TIP SHEET <small>FAMILY BEHAVIOUR</small>		SAFEMinds
<b>A</b> <b>ANXIETY:</b> The following table lists examples of changes in mood and behaviour that might indicate your child is experiencing anxiety.		
FORMS IT MAY TAKE	EXAMPLES	
Worry	Exaggerated thinking or worry, expressed fear of future events or new people	
Avoidance	Avoiding social situations, avoiding self-expressive activities such as drama and PE	
Attention to threat	May frequently scan their environment for danger, easily startled when there are loud noises	
Physiological	Irritable or agitated, has difficulty concentrating, paying attention or is easily distracted	
Physical complaints caused by worry and stress	Going to the toilet frequently, sweating, fidgety behaviour, shaking knees	
Difficulty eating and sleeping	Physical complaints, frequent trips to the doctors, sick day	
Disruptive daytime	Travelling excessively, heavy sleep	
Social withdrawal	Avoids eye contact, shuffling movements	
Perfectionism	Social isolation or being withdrawn	
Appetite changes	Excessive use of eaters or vitamins on their work	
	May be overly critical of school work, handing in work late due to never being satisfied with school assignments	
	Sudden and unexplained weight change, playing with food, taking a lot longer to eat food, avoiding meal times with family	
<b>D</b> <b>DEPRESSION:</b> The following table lists examples of changes in mood and behaviour that might indicate your child is experiencing depression.		
FORMS IT MAY TAKE	EXAMPLES	
Loss of pleasure/happy	Claims to be bored	
	Losing interest and pleasure in activities that were once enjoyed	
	Lack of energy and motivation	
Emotional changes	Unhappy, seems 'down' most of the time, feelings of worthlessness or hopelessness	
	Blames him or herself excessively	
	Talks about death or hurting him/herself	
Slowed movements	Tearfulness or frequent crying, feeling worried or tense	
	Stumbling, dragging self around	
Restlessness/Risk taking	Seems restless and fidgety	
	Self harm	
	Not protecting themselves from alcohol and frequent sexual behaviour, drug and alcohol misuse	
Irritability/Agitation	Fidgeting, can't settle, nervous, jumpy	
Sleep problems/Fatigue	Problems going to sleep or staying asleep, waking early or sleeping a lot	
	Trivial at the time	
Social withdrawal	Seems to avoid other people	
	Decreased participation with peers	
Negative self image	Negative body image and low self-esteem – particularly relevant for adolescents	
Physical signs	Changes to appetite and weight	
	May be accident prone	
Negative thinking	Paying poor attention to personal hygiene and appearance	
Poor school attendance	Doesn't listen, can't focus on tasks, forgets details	
	Drives among conductors, expects the worst, can't make up mind	
	Missing classes, school refusal	
<b>SH</b> <b>SELF HARM:</b> Self harm is a term used to describe a range of behaviours associated with people deliberately harming themselves regardless of their intention. Self harm is a behaviour not an illness. The following table lists a number of considerations for understanding and managing self harm as a parent or carer.		
UNDERSTANDING SELF HARM	CONSIDERATIONS	
Forms it may take	Cutting, burning or scratching skin	
	Head banging or pulling out hair	
Indicators of self harm	Visual marks or scars to communicate distress OR	
	Covering arms and legs, avoiding the removal of clothing due to fear of disclosure	
Some self harm is an emergency	Call an ambulance (000) if person has:	
	<ul style="list-style-type: none"> <li>Taken an overdose or consumed poison</li> <li>Become confused, disoriented or unconscious</li> <li>Bleeding that is rapid or putting</li> </ul>	
Remains calm – remember the self harm behaviour is a sign of emotional distress		
<small>Adapted from the Self-Harm Prevention Strategy Framework for NSW Health – Mental Health and Wellbeing Development Unit and Child Health Unit</small>		

## English

A big congratulations to the Bulli High School Debating Team who defeated Northern Illawarra U3A in their annual debate on 23 April. Our students debated the topic: 'That history is fake news.'

Our stellar team comprising Lani Taylor, Isabella Straub, Liam Halloran and Ike Stroud chose the more difficult affirmative position against seasoned opposition to argue that in a nuanced modern age of historiography, psychoanalysis and the burdens of scientific falsification - 'history' is a misnomer lost amidst a series of personal aims and clouded objectives. History is fake.

Up against our team at Woonona Bulli RSL were highly experienced debaters, including a former Australian ambassador to Israel; a team of men and women whose polished oratory and academic backgrounds presented a strong challenge to BHS students with ages ranging from 13-16 years old.

Full credit to Liam Hallaron (first speaker), Isabella Straub (second speaker) and Lani Taylor (third speaker) who calmly and logically presented their brief in the presence of the adjudicator and Lord Mayor Gordon Bradbury, and our new principal, Mrs Denise James, to narrowly win the prestigious annual debate.

Thank you to U3A's Ainslie Lamb and Therese Jordan for their gracious hospitality of our team on the day, to Principal James for her presence and support of our students, to the Lord Mayor Gordon Bradbury for his witty adjudication, to long-term BHS debating coach Lisa Crawford and Head of English

Heather Gardiner for their championing of the event, and finally to the larger BHS Debating Team for their attendance and support of their fellow students. A great time was had by all.

David Strange

English Teacher

Debating Coach



## Science

This term in Science students from Years 7-10 will have their Semester 1 examinations and should use time before these examinations to read through their notes and ensure that they have the necessary knowledge and understanding of the coursework. Students will be issued with details of the topics to revise for these examinations by their class teacher. Science examination dates are shown below:

- **Year 10** : Thursday 20th May
- **Year 9**: Thursday 20th May
- **Year 8**: Thursday 27th May
- **Year 7**: Thursday 27th May

We encourage students to check their pencil cases and restock with the necessary pens, pencils and rulers so that they are fully prepared for Term 2.

Years 11 & 12 may also have various assessment items scheduled for Term 2. They must organise their time effectively in order to ensure that all tasks are completed to the highest standard.

Year 7 are studying electrostatics and displayed are some photographs of the experiments conducted this week.

Ms Jo Canvin

Head Teacher Science















## Creative and Performing Arts (CAPA)

### Congratulations

Bulli High School would like to congratulate Charlotte Park (Yr12) for the selection in the Talent Development Program (TDP). This is a NSW government initiative that is used to grow and develop young musicians who are wanting to excel within the Music industry.

Charlotte went through an extensive audition process that comprised of three phrases, with each phrase finally narrowing the selection down to 10 musicians, this is a remarkable achievement considering over 850 musicians auditioned. Many TDP graduates have gone on to have amazing careers in the highly competitive Music industry with several taking out National and International Music awards.

## Music Teacher



Our design students have just completed their first unit of work and it's great to see such a range of fantastic and creative projects produced.



### Year 9 Design & STEM

Year 9 Design & STEM students were posed with the brief to 'design a game' using their chosen materials and techniques. Here's a few of the action shots of the projects nearing completion.



### Year 8 Technology

One of the units of work our students undertake is to design a Storage Solution. The pictures below show a creative adaptation of this brief with Cooper designing and producing a storage system for throwing his dirty clothes in the laundry via a scaled down basketball ring – quite a clever and quality solution!







In our Vehicles & Velocity unit of work we also have some pretty creative & clever projects produced, like this model floating aircraft carrier by Riley. Looks great, floats and functions too!



## Aboriginal Education

It is hard to believe that we are about to begin Week 4 of Term 2 already. As always, there have been a number of achievements and events to be celebrated at our great school. I would like to begin by welcoming our new principal Mrs Denise James to Bulli High School. I can wholeheartedly say that we are all looking forward to working with you and sharing many accomplishments in the future.

During Term 1, the Personalised Learning Pathways (PLP's) for all Aboriginal and Torres Strait Islander students in Year 7 were completed. Throughout Term 2, the PLP's for student in Years 8-12 will be updated. The writing of the pathways is important as it allows the students input into their learning, identifies their strengths and helps set goals holistically.

A HUGE congratulations to Annabelle McDonald of Year 12 on her selection into the NSW Rugby League Tarsha Gale Cup Squad for the Illawarra Steelers. This is an amazing accomplishment and one that comes from hard work and dedication. Well done Annabelle!!!

At the end of Term 1, Bulli High School held a community morning tea that included special guests Ms Debbie Lowe (Director of Educational Leadership), Julie Street-Smith (NIAECG President) and Mr Gavin Hoy (Waniora Public School Principal). I would like to thank each of you for your time on that day. Additional thanks to Ms Diane Pyers from Waniora Public School for attending the morning tea with your wonderful students. Lastly, thank you Ms Gardiner for stepping in for Ms Lang while she was on leave.

The morning tea was a celebration and sharing between the Indigenous students and non-Indigenous students of Bulli along with our valued guests. During this event we officially unveiled the "Acknowledgement of Country" sign located in the Wadi Wadi Garden and also acknowledged the new 10-year Partnership Agreement between the NSW Aboriginal Education Consultative Group and the NSW Department of Education. The theme for this agreement is *"Walking Together, Working Together"*. Here at Bulli High School, I believe we have begun to build a community that demonstrates respect and understanding that Aboriginal people are the traditional owners of the land we stand upon.

The morning tea was also an opportunity to farewell Ms Chris Gregory and thank her for her support and commitment to Aboriginal Education.

I look forward to sharing important events, celebrations and cultural opportunities with you as the year continues.

Regards

Mrs Hicks

Aboriginal Education Co-ordinator and HSIE Teacher

## Acknowledgement to Country

***Today, I would like to acknowledge country and the traditional custodians of this land who are the Wodi Wodi people of the Five Islands Dreaming, Dharawal Country and the Yuin nation.***



***I would like to acknowledge the country on which we meet and gather, near Sandon Point, the declared Aboriginal land rich in Aboriginal history and culture.***

***We thank the ancestors and Elders for passing down their knowledge of country and traditions which is the reason that Aboriginal culture thrives today.***

***At Bulli High School, it is our responsibility to preserve and respect the integrity of this significant site for future generations.***



## Black Diamond Learning Centre

Here are some photos of our Black Diamond students working together to construct a portable basketball ring as a part of our "Work education - Year 9" and "Work in the community - Year 10-12" programs.

Some great examples of teamwork, communication, problem solving and persistent effort on display, and a great end product for our students to use during break times.

Some quotes written by our students about what they learned from the project:

"The first thing we did was to organise all of the equipment in the right order." (Dylan)

"One of the things I learned during this project was how to work together as a team." (Makai)

"It was very important to participate so that there are more pairs of hands to help." (Brock)

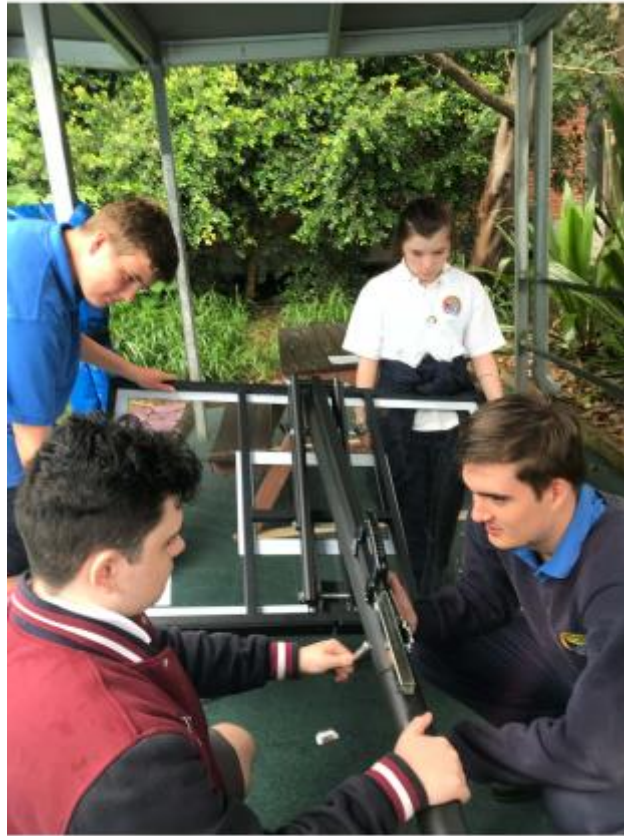
"I worked closely with the other students when we were putting all the pieces and nuts and bolts together, which involved a lot of cooperation and clear communication." (Gabriel)

"The best thing about building the basketball hoop was when we finished and now we have our own basketball hoop to use." (Nicholas)

Mr Jules Farmery

Teacher, Special Education







## Careers

UOW UPDATE:  
Parents

[Information for Students &](#)

### Year 12

#### University Of Wollongong's HSC Subject Support Series

Following the success of this program in 2020, the University Of Wollongong will once again be offering the free, online HSC subject seminars in Term 2. Registrations will open for these early next term, and the sessions kick off on Monday 26 April, running through to Wednesday 26 May.

The schedule of subjects and their dates are up on the [HSC Subject Support Series page](#) now. Registrations open next term and can be completed online.

#### Save the date: UOW Year 12 Information Evenings

Dates have been finalised for a schedule of Year 12 information evenings, so please save the dates below relevant to you and your students. Registrations will open next term and I will send the links around at that time:

**Wollongong:** Tuesday 8 June, 6pm – UOW Wollongong campus

### **Year 10 Subject Selection webinar – Monday 3 May, 6pm**

The Year 10 Subject Selection webinar is for students thinking about studying at university who would like to know more about our degrees and choosing subjects that provide a good foundation for each study area.

Staff from the Universities Admissions Centre (UAC) will go through the ATAR, how it is calculated, and touch on scaling.

Staff from UOW will be on hand to answer all your questions throughout the webinar. Students and parents can [register here](#).

### **Early Admission**

- Application dates: Opens 9am **Monday 19 July**, and closes 5pm **Friday 13 August**.
- Same application portal, via UOW website.

Mr Richard Harding

Careers Adviser

### **Coenraad Cup**

On the first of April our school, along with schools from all over the South Coast participated in the Coenraad Cup, a junior basketball tournament for our public schools. All our students had a great day and were outstanding examples of the calibre of students we have here at Bulli High with great sportsmanship, teamwork and effort always on display. We entered 2 even teams in Division 1 (to spread out our talent fairly for the opposing teams) and took out that title, as well as the bronze, whilst we were also runners up in Division 2 and bronze medalists in Division 3. Though perhaps what was most impressive was the contributions of our injured stars who took to the coaching reigns throughout the day, so thank you Isaac & JT for your efforts and Maso for fulfilling the score table duties on the day.





## Library



## NSW PREMIER'S READING CHALLENGE

### Renaissance Reading Program

As part of BHS' English and Library program every student in year 7 has taken part of the Renaissance reading program. As part of the program students receive reading awards based on the number of books they have read and the number of reading quizzes they have successfully completed.

Congratulations to the following Year 7 students who have had a wonderful start to the reading program.



Savy Sevastos	Rising Reader Award
Kaelan Hindmarsh	Rising Reader Award and Super Reader Award
Harry Simpson	Super Reader Award
Samuel Gergos	Rising Reader Award
Lachlan Crothers	Rising Reader Award and Super Reader Award
Harry Simpson	Rising Reader Award
Benjamin Shannon	Rising Reader Award
Samuel Patterson	Rising Reader Award
Samantha Egan	Rising Reader Award and Super Reader Award
Eleanor Beckinsale	Rising Reader Award and Super Reader Award

### **Premier's Reading Challenge**

Don't forget the PRC has already started this year and closes Friday the 20th August. If you are interested or need to log your reading records, please go to the following site.

Kylie Martin

Teacher Librarian



## Canteen

### **CANTEEN VOLUNTEERS**

#### *Bulli High Canteen*

Bulli High School canteen is the biggest fundraiser for our school  
But we can't do it without volunteers.

#### **URGENT Helpers NEEDED!!**

We have 4 people everyday,  
2 volunteers, 2 staff.  
It's 1 day per month, 9:30am -2:30pm approximately  
No experience needed.

PLEASE GIVE IT A TRY

Call Lyn Falkiner on 4284 8266 ext 119  
BULLI HIGH SCHOOL CANTEEN

## Support Services



### Eating Behaviour Support Service



Do you, or does someone close to you, answer yes to any of these questions?

- Are you worried about your body image?
- Do you find yourself making comparisons to others on social media
- Are you worried about what foods to eat?
- Do you feel guilty after eating some foods?

**The EBSS group sessions are here to help!**

**What:** 1.5 hour weekly group sessions run by our Psychologist and Dietitian

**Who:** Everyone is welcome, 14-18 years

**When:** 3:30-5pm every Monday in Term 3 from July 19 - September 6, 2021

**Where:** Grand Pacific Health , 336 Kiera Street, Wollongong

**Cost:** \$160 for the program (equal to \$20/week)

Contact Grand Pacific Health on **4220 7600** to secure your spot in the next available program (places are limited).

# Black Box Parenting



This program supports parents expand their existing knowledge of a range of parenting challenges after disruption in family life due to loss, family violence or trauma

Topics include:

- how past experiences affect parenting
- building on your parenting skills with increased confidence
- managing child's behaviour and understanding emotions
- developing a positive relationship with your child
- self care for parents

## When

Thursdays (fortnightly)

April 29

May 13, 27

June 10, 24

10:00am - 12:30pm

## Where

St Mark's Anglican Church

429 Crown Street,

Wollongong 2500

Bookings and information

Jessica 0439 474 154

Kerry 4254 1600

This is a free course.

Child care is not available.

\*This program is a joint initiative between Anglicare and Sutherland Shire Local Health District



## Wollongong Youth Services



# SOMETHING TO DO

MAY-JULY 2021

FREE for 12-24 year olds (unless otherwise specified)

<b>RAINBOW LEAGUE</b> A social group for same sex attracted, gender diverse or questioning young people aged 16-25. Mondays 5pm-7pm @ Wollongong Youth Centre	<b>Q-MUNITY</b> A social group for same sex attracted, gender diverse or questioning young people aged 12-15. Mondays 3pm-5pm @ Wollongong Youth Centre	<b>ON AIR PLAY-OUT</b> Tune into 105.7FM to listen to radio hosted by young people. Mondays 6pm-8pm @ Wollongong Youth Centre	<b>LEGAL WALL</b> The back wall at the Youth Centre is a legal advice art wall. Bring your own paint + practice your artwork skills. Anytime @ Wollongong Youth Centre
<b>HANG OUT</b> Comedy, games, WOP, pool, table tennis, gaming + more. Tuesdays 3-6pm Thursdays + Fridays 1.30-7.30pm @ Wollongong Youth Centre	<b>2518 CONNECT</b> A range of activities including art, craft, games, table + more for young people aged 12-18 years. Wednesdays 2-5pm @ Belconnen Neighbourhood Centre	<b>BUNDALEER CONNECT</b> An array of sports + games, fun activities, catch up with friends. Tuesdays 5.15-6.30pm @ Bundamba FC	<b>CREATE</b> A space to get creative, try new art forms + experiment with new ideas. Thursdays 4-6.30pm @ Wollongong Youth Centre
<b>ACTING UP</b> Get involved in theatre, sports, drama activities + performances. Training, skills + confidence in fun, interactive activities. Wednesdays 1.30-3.30pm @ Wollongong Youth Centre	<b>TEENZ CONNECT</b> Learn new stuff + meet new people + creative writing, self care ideas, your rights at work + more. Tuesdays 1-3pm @ State Library Thursdays 1.30-3pm @ Warrumbidgee Library	<b>LATE NIGHT</b> Music, food, stuff to do, a place to hang out with friends + WOP, pool, gaming + more. Thursdays 1.30-7.30pm Fridays 1.30-7.30pm @ Wollongong Youth Centre	<b>BOOK A ROOM</b> Are you a young person who needs a space for your group to meet? Book a space at the Youth Centre for FREE! Contact us for more availability
<b>TEAM IGNITE</b> Allow Team Ignite to boost the mood + performance skills for young people in Wollongong. Led by a coach in AFL, basketball, soccer management + promotion. Thursdays 4.30-6.30pm @ Wollongong Youth Centre	<b>ON STAGE ON-LINE</b> A chance to perform live, record & win your performance + learn stagecraft, AFL skills + more. Regional program. Thursdays 4pm @ Wollongong Youth Centre	<b>BIG SCREEN GAMING</b> Games & play video games on the BIG screen in the hall + more. Tuesdays 5.25-6.30pm @ Wollongong Youth Centre	



To make a booking or to find out more information:  
**CONTACT THE YOUTH SERVICES TEAM**  
**DM:** Our socials P: 4227 8222  
**E:** [youthservices@wollongong.nsw.gov.au](mailto:youthservices@wollongong.nsw.gov.au)



# Razzamatazz



**Fairy Meadow  
Rotary  
Club**

IT'S TIME FOR



**Razzamatazz**  
VARIETY SHOW

**Rotary Club of Fairy Meadow Inc**  
Tel: 1800 930 937      ABN 85 370 440 315  
A member of Rotary International - District 9672  
**PO Box 124 Fairy Meadow NSW 2513 Australia**      Email: [rotaryclubfairy@rotary.com.au](mailto:rotaryclubfairy@rotary.com.au)

As the founding hosts of the Children's Festival, Razzamatazz, we sincerely thank you for your interest in this fantastic local event for our community's special needs and disadvantaged children.

**HOST: ROTARY CLUB OF FAIRY MEADOW INCORPORATED SHOW FUND**

---

This exciting, international variety show delights the kids with magic, clowning, juggling, balancing, puppetry, acrobatics and exceptional comedy routines. The ability to escape their daily suffering from a range of illnesses, physical disabilities, emotional trauma and or severe financial difficulties by attending our event, profoundly lifts their spirits providing them with well needed joy and laughter.

Just as importantly, the festival has raised invaluable funds for local worthwhile causes such as:



**LIFE EDUCATION  
ILLAWARRA**

LIFE Education is the largest non-government provider of drug and health education to children and young people Australia wide.  
LIFE Education Illawarra's mission is to empower young people in the Illawarra to make the best choices for a safe and healthy life. This is achieved through our leading drug education programs, which are shown by the popular LIFE Education mascot Healthy Harold the Gnat.



**SAHSSI**  
SUPPORT AND HELP FOR WOMEN'S ISSUES

SAHSSI is a not-for-profit Specialist Homelessness Service supporting vulnerable women and families in the Illawarra and Shellharbour regions. In October 2014, Wyllongong and Warilla Women's Refuges merged to create Supported Accommodation and Homelessness Services Illawarra (SAHSSI).  
SAHSSI has over 36 years of continuous experience, primarily working with women, with or without children, affected by homelessness or domestic and family violence.



**Rotary**  
International Service



**100**  
YEARS



**Rotary Foundation**

It's a special time. Rotary in Australia and NZ celebrates the First 100 years of service in 2021. <http://www.rotary100.com.au>  
Australia is the world's last developed country where this infectious eye disease persists. It exists in communities where there is overcrowding, poor hygiene and sanitation.

We are asking for your help in supporting a group of special needs and disadvantaged children from your local community to be a part of our annual Children's Festival - RAZZAMATAZZ.

Ticket prices are still \$60 each per child.  
Please speak to the representative calling you or please call 1800 930 937 to find which package suits your business best:

<b>5 tickets \$300.00</b>	<b>10 tickets \$600.00</b>	<b>15 tickets \$900.00</b>	<b>20 tickets \$1,200.00(etc)</b>
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**STREAMED SHOW MAY 2021**  
**LIVE SHOW SCHEDULED FOR JULY 2021 - WOONONA BULLI RSL (TBC)**





### Rotary Club of Fairy Meadow Inc

A member of Rotary International's District 9670

Tel: 1800 530 837

ABN 85 370 440 315

PO Box 124 Fairy Meadow NSW 2519 Australia

Email: [rotaryclubfairy@rotary.com.au](mailto:rotaryclubfairy@rotary.com.au)

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5 tickets \$300.00 10 tickets \$600.00 15 tickets \$900.00 20 tickets \$1,200.00(etc)

STREAMED SHOW MAY 2021

LIVE SHOW SCHEDULED FOR JULY 2021 - WOONONA BULL RING (TBC)

## Proud Supporters of the Bulli High School Year 11 2021 Scholarship Program

	
 <p><b>Belinda Pisana</b> Clinical &amp; Health Psychologist, MAPS (CClin, CHP) B.A. Grad Dip Couns. Psych, M. Psych</p> <p>Phone (02) 42 258 584 Fax: (02) 42 252 188 Web: www.belvista.com.au</p> <p>Level 1, 17 Flinders St, Wollongong 2500</p>	 <p>Lawyers &amp; Notary Public</p>
 <p><b>Anita's Theatre</b> Shop 10, King Street Thirroul Call for an appointment or Ph: 4268 3933</p>  <p><b>Eye Examinations 6 Days a Week</b> Latest technology in eye examination equipment Diabetic, Glaucoma &amp; Macular Degeneration Screenings Vision Screening &amp; Digital Refractive Photography Orthokeratology, Low Myopia Control</p> <p><b>\$129 SV \$189 BIFOCAL \$289 MULTIFOCAL</b> MOST HEALTH FUNDS NO GAP</p>	 <p>Exercise Physiology &amp; Allied Health Clinic</p> <p>GYM REHAB NUTRITION</p> <p>bodydynamics.com.au <b>4283 6659</b></p>
 <p>evidence based medical skin treatments to help your skin thrive</p> <p>0404 123 750 Shop 2/264-270 Lawrence Hargrave Drive, Thirroul info@thriveskincare.com.au www.thriveskincare.com.au</p>	<p>MICHAEL FAULKNER CPA</p>  <p><b>Michael Faulkner &amp; Associates</b></p> <p>T 02 824 9386 F 02 824 9380 E MICHAEL@MICHAELFAULKNER.COM.AU A UNIT 25/520 KEMBLA RD WARRAGONG P 190 K2000 WARRAGONG NSW 2208</p>

### Contact Details:

**Address: Ursula Road, Bulli NSW 2516**

**Phone: 4284 8266**

**Email:** [bulli-h.school@det.nsw.edu.au](mailto:bulli-h.school@det.nsw.edu.au)

**Website:** [www.bulli-h.schools.nsw.edu.au](http://www.bulli-h.schools.nsw.edu.au)