

Ulladulla High School

Annual Report



2016



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Introduction

The Annual Report for 2016 is provided to the community of Ulladulla High School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Denise Lofts

Principal

School contact details

Ulladulla High School

South St

Ulladulla, 2539

www.ulladulla-h.schools.nsw.edu.au

ulladulla-h.School@det.nsw.edu.au

4455 1799

Message from the Principal

"Education is our passport to the future, for tomorrow belongs to the people who prepare for it today."

Ulladulla High School has focused on 'Improving of Education Results' by providing an innovative, challenging and comprehensive education to 1234 rural students in a supportive local community. UHS is the only secondary school in Ulladulla and surrounds, which has seen, since 2014 a 10% increase in enrollments, the education of our young people sits firmly with our school. The school is an innovator in educational leadership and teaching practice having led professional learning in Project Based Learning, HSC designed structures (MAP), Mindfulness and Student Leadership structures and innovations across the state. The school provides Learning Communities through community wide Twilight Courses, in addition our teachers lead learning with Connected Communities, Secondary Principal's Conferences, Educational Department Directorates and the facilitation of in-house educational leading learning through hosting a state wide conference at the school for over 40 teachers and 20 visiting schools, displaying 600 projects of student learning for the community called EXPO@UHS "Lifting Learning to Unimaginable Heights". The school is an authentic leading implementer of the 'Bring your own device' program and has strong established collaboration with Microsoft Education demonstrated in the highlight of collaboration to ensure learning is 24/7. Our teachers mentor colleagues across the state to improve their technology teaching processes and BYOD.

The school leadership identified in 2013 that educational success, needs high levels of student engagement through the innovation in pedagogy. Through a partnership with the High Tech High graduate school and professor Yong Zhao, Oregon University, and a focus on "what matters most" the school began the implementation of authentic Project Based Learning professional learning process for all teachers, along with school structural changes, including integration of sport into the timetable, creation of context based courses 'Applied Sports Studies– Surfing Industry' and focused Growth Coaching processes. The upward trend in student data is significant. The students verify and demonstrate, positive attitude to school and the community. Year 10, 2017 are above state average for their perception of their positive behaviour – 11% higher than the previous year 9 and 5% improvement as a cohort. At UHS we are trending up in students planning to go to University a 5% yearly growth. UHS is trending up in positive teacher relationships in year 9 & 10, above state average. The school has an improving Academic Trend in the HSC. In 2016 the school achieved 114 Band 5s (109) and 6s (13).

Through the innovation of projects, real learning has escalated the opportunities and the confidence in our rural students to undertake innovative opportunities. As a result of the school implementation of Authentic Products (Useful for others) and Project Based Learning our rookie Robotics team won the Australian Championships in an alliance and were chosen to represent Australia at the International Robotics Championships, in Illinois US in 2016. To enable the team to attend, the local community, who believe strongly in supporting the schools vision to work toward future focused learning, raised \$50 000 to send the UHS team to the USA, where they were declared the Champion Rookie team of the competition. This is a story of inspiration. Our students are well supported by our community and the survey statistics (Tell them from Me Survey Data) tell us that our students have strong advocacy outside of school, students feel they have someone

at home or in the community who consistently provides encouragement and can be turned to for advice. We are above state average for all three grades 8, 9 and 10 in students feeling supported by their community, in fact the state is trending down but UHS is trending up. Our students are consistently engaged, motivated and reflect effort.

Our Aboriginal Education program is supported by a strong focus on excellence and leadership, deep learning is enveloped in our Aboriginal programs. Our Aboriginal students in Writing for Year 9 sit 14 points above the all schools state average, with all other areas of achievement at Year 9 being above state average when compared to other Aboriginal students. The school focus on multiple drafts, explicit feedback and student leadership is supported by the efforts in Professional Learning for Teachers, Student leadership initiatives and whole school high expectation of staff and students.

The school has established substantial mentoring roles to support the schools of Connected Communities, rural and remote schools and created Project Based Learning local contextual resources to facilitate substantial learning for schools across the NSW state. The school leadership team, continues to mentor and partner school communities to implement innovation within their schools. The school continues its collaboration with High Tech High, and has set professional learning standards around 'Gold Standard Project Based Learning' professional learning innovation which is shared with school communities. UHS teachers have delivered courses across the 4 directorates of the DoE for colleagues. The school is a leading learner and shown significant influence on other schools and colleagues through the delivery of professional learning and colleagues workshops. UHS Summit, EXPO@UHS as an example, along with deep collaboration with Microsoft in the trialing and then implementation of authentic classroom practice which was consequently shared across the DoE.

Within the Framework of Authentic Deep Learning projects, the school has implemented a myriad of structures and strategies that foster commitment to excellence and improvement. Through applying school Allocated Funding the following structures were implemented with high success in support of excellence in teaching and learning. All innovative pedagogy is supported across the school by colleague coaches/mentors in BYOD, MAP HSC Structures, Growth Coaching and Authentic Project Based Learning. The consistent collaboration and reflection by teachers is supported within the school structure. In addition the following embedded strategies support student excellence successfully; Goal setting and Individualised Learning, Growth Coaching for students and Staff, Homework Centre, HSC (MAP) structures to provide learning, mechanisms for students, a school 'Vision' mapped with a School Plan and Milestones, expert teachers and engagement with Project Based Learning, the Tracking and Monitoring of students through the six years of high school, focus on explicit feedback to students and staff, explicit leadership strategies for students and staff. The critical factor of improvement is indicated by the increasing achievements across a wide range of academic subjects and students.

I want to take this opportunity to thank our dedicated, professional and very conscientious teachers, Executive staff, Deputy Principals, Mr Christiansen and Mr Betsis and our retiring DP Ms Lissa, and our very hardworking support staff, ably led by the Senior Office manager Mrs Leanne Colley. I sincerely say a mighty thank you to all the staff at UHS, you go above and beyond. It is work of passion and perseverance, and the wonderful young people of our community are the products of pressure and guidance, from the people that care. Everyday my staff, give 110%, they believe strongly in supporting our students and in providing them with the very best opportunities. I truly appreciate your efforts. Thank you also to the wonderful support given to the school and myself from our dedicated P & C., I am grateful for all that you do for our school.

We look forward to continuing our successful journey in 2017.

Denise Lofts

Principal

Message from the school community

P & C President's Annual Report

AGM: 13th March 2017

I would like to congratulate the P&C Association members who have taken it upon themselves to assist with running the P&C and making this a successful year.

Special thanks goes to Julie Ramsden, our out-going Secretary from 2015/2016 who has been admirably replaced by Karina Gumley. Kylie Creech once again became Treasurer and has worked to support the P&C in many ways this year, including coordinating the raffle prizes for the annual Presentation Night Raffle. Support from our two Vice Presidents, Matt Potter and David Robertson has been much appreciated. Also, I acknowledge the hard work of Lynne Hill, our Publicity Officer.

Many members have stepped up to be involved in Merit Selection Panels this past year, assisting to interview and employ new staff who will, I am sure, be an asset to the school. Thank you to those dedicated members.

The P&C was successful in obtaining a grant of \$10 000 in 2016 to employ a Wellbeing Officer for the second half of the year. Thanks go to Jacky Howarth for driving this initiative. Ice Schaap has been a phenomenal asset to the school as he has worked with staff and students to further improve support of students in the school in a myriad of ways. He has instigated games on the oval with groups of students at lunchtime, supported wellbeing programs as overseen by the Head Teacher Wellbeing, Kim Waters, and has attended the Year 7 Coolendel Camp, the Jamberoo excursion with Year 8 and even taken on the hard task to camp in the black sand at Greenpatch with Year 11 students in December 2016. Funding of \$10 000 for this initiative is on-going for 2017 with Ice working 6 hours per week to again support students.

This year, four members of the P&C were nominated and accepted for Life Membership. These members have worked tirelessly for the P&C over many, many years – combined I estimate at least 110 years of service. They have undertaken varying roles in the P&C, either on the Executive or in the canteen and were totally involved in lobbying governments for the funds to up-date this wonderful school. They are Patricia White, Michelle Fa’oa, Paul Fa’oa and myself. All are to be congratulated on their service to Ulladulla High School.

The main fund-raising for the P&C is through the school canteen. Thanks goes to Lynda Sayers, our Canteen Supervisor, Kim Payne Assistant Supervisor and to those who are so supportive as volunteers in the canteen. New menu items have been added which came about through consultation with the Canteen Committee and SRC students. Kim and canteen committee members worked hard to organise supper for Presentation Night whilst Lynda was on sick leave. On the first school development day in 2017, the Canteen staff catered for the staff to celebrate International Teacher’s Day, an annual event.

Lastly, I should mention where the fundraising goes. The P&C supports the school plan with targeted funding as determined by the Finance Team which has two P&C representatives on it. In 2016 the P&C donated funds once again to support different faculty initiatives, including student wall planners, study skills for success and careers programs to name a few. All who attend meetings on the second Monday of each month during term time, and who pay the princely membership fee of \$1 per year, are able to have a say in where funds are spent in the school. Additionally, support for students representing Ulladulla High has been given, including individuals who play sport and are member of the Robotics Teams.

We do need more volunteers for the Canteen. Volunteers enjoy the positive vibes in the school and discover that it is time well spent. Contacting the Canteen through the school office at any time to help out is possible.

Lastly, I would like to thank the Principal, Denise Loftis and other staff who willingly give their time at meetings to share information which informs the P&C about initiatives in the school.

Janelle Collins

Message from the students

Student Representative Council

During 2016/17 the SRC focused more on student leadership and building the capacity of students to lead change on issues that they had identified as areas for growth. To enable this we held leadership training that focussed on year 11 students modelling leadership via an unconference day. Students organised their own seminar topics and lead the discussion. Following up from that we have ensured that there was more quality time to work together as sub groups within the SRC. Two of the identified areas for growth were: positive relationships (known as stand in my shoes) and positive body image (known as Everyone’s Perfect).

These two projects were lead by year 10 students who worked passionately to imbue UHS with a positive social culture. They have both used social media and traditional communication channels in the school to deliver their messages to teachers, students, parents, carers and the community. We were fortunate enough to have the expertise of our Community Engagement Officer for the Stand In My Shoes project. Her expertise was useful in guiding SRC students to develop effective messages and methods for delivering their messages. Posters appeared around the school with messages such “There are two types of evil, those who are evil and those standby and watch evil”. In addition SRC students have been presenting at year meetings, short messages about the importance of challenging bullying behavior and how teachers can support this. It is difficult to quantify the success of this program. Typically students don’t report bullying incidents, we have noted a decrease in negative incidences generally, especially among year 8 and 9.

Our second project is ‘Everyone’s Perfect’. This was established to address a need that really came to the forefront before one of our end of year excursions in 2016. It became evident on the social media accounts of some students that they felt uncomfortable about spending a lot of the day in their swimming costumes at water based activities eg. Year 10 Wet and Wild excursion. There had also been some discussion among teachers who were present at the year 11 Greenpatch excursion about the reluctance of some girls to swim in front of all of their peers. The SRC took on this

issue, creating a one day forum at which the issue was heartily discussed and solutions were sought. Once again this was a student centred activity. The SRC students worked on targeting a program based on the principles of self compassion, which is a small field of study within the wider positive psychology field. The students acknowledged that this is not simply a gender issue. Both female and male students experience body images issues. Their 'Everyone's Perfect' Campaign uses social media as it's main communication medium. The students have a Facebook and Instagram account via which they deliver daily messages that aim to influence the mindset of students and their internal voices. An example is "My body is my body....These socially constructed ideals affect and oppress so many different people". The Instagram account now has 2770 followers, with this message going well beyond our school community. The SRC students are also in the process of making a short film which they will use to further communicate this message. The success of this message will be difficult to measure. Anecdotally we have a lot of positive feedback from the school community, at the end of the year it will be interesting to observe the behavior of students at water events. We are looking at mandating the use of rash vests for water activities as one way of reducing the feelings of being observed.

The SRC has also continued to maintain its usual projects, such as;

- weekly meeting
- Free toast for breakfast
- Participating in the ANZAC Ceremonies within our community
- Annual View Club presentation
- Flag raising ceremony for Australia Day at the invitation of the Lions Club
- The Christmas Giving Tree
- Attending the Youth Advisory Committee at Shoalhaven Council
- Attending Zone SRC Meetings after school in Nowra
- Assisting with the Year 12 graduation assembly
- Attending the Regional SRC camp
- Attending the Shoalhaven Youth Leadership camp
- UPS assembly presentation on high school life

Student Environment Council

The SEC was very busy running many activities and representing the school in environmental issues both within the school and the local community throughout 2015.

- Plastic Solutions Presentation and workshop
- Replacement of recycling bins in classrooms and staffrooms
- Weekly collection of recycling
- Nov SEC to UPS for Yr5 Environment Camp
- Focus on two projects "Bin it like a Boss" "Nude Food Day"
- Attendance at Canteen Meeting and presentation of Survey for Healthy and food wrapping changes
- Clean Up UHS Day with Yr7 & 8
- Year Assembly Education of LITTERATI app
- Selected SEC and Yr10 Students attended GoMAD Challenge
- Looking into developing a Bees Wax Wrap workshop and distribution of re-useable water bottles

School background

School vision statement

World Class Global Learners

A world class school that builds creative, entrepreneurial and innovative young people with 21st Century skills through collaboration with outstanding teachers who are leaders in learning. Care, kindness and respect are paramount at the UHS "Summit". The school promotes recognition, quality feedback and the celebration of excellence.

We value the commitment of being a world class leading learner, teachers and students through Leadership, Initiative, Self – direction, Independent Learning, Entrepreneurial skills, Creativity, Self-regulation and Resilience.

Future Global 21st Century Skills

- Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
- Ways of working. Communication and collaboration
- Tools for working. Information and communications technology (ICT) and information literacy
- Skills for living in the world. Citizenship, life and career, and personal and social responsibility

Enhance real world connections.

- Connected learners at school and within local, national and global context to enhance a culture of 'collective mindfulness' to Collaborate, Innovate and create ways to enhance their learning.

School context

Ulladulla High School is a large co-educational rural coastal community school on the south coast of NSW, drawing students from a large rural area from Bawley point in the south to Manyana in the north. Our school's FOEI (family occupation and education index) value is 106 compared with the NSW average of 100. Higher FOEI values indicate greater disadvantage. 65% of our students are in the lower 2 Quarters of the FEOI and 54% of our parents are substantially tradespeople, clerks and skilled office, sales and service, business managers, arts/media/sportspersons and associate professionals. There is a significant enrolment of Aboriginal Students (5.4%).

The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The school is truly representative of the Ulladulla Community and surrounds. The senior executive staff and teachers are highly committed to 21st Century learning pedagogy and developing future focused students to ensure students move successfully into their future careers. A school needs to be agile, responsive and the best classroom in the world. We strive to be this.

Our school has immense and sophisticated amenities and is a lighthouse in our community.

Ulladulla High School in any measure, is a huge and complex organisation with highly personalised systems, from timetabling, curriculum development, financial accountability, resources and facility management. We have 3 significant partner Universities; Uni of Wollongong, Australian National University and Canberra University. The local AECG and the school actively collaborate to ensure the educational success of all Aboriginal students in the Ulladulla and Milton Community. We have a highly successful student leadership program including our Student Environment

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

The school evaluates the progress toward each strategic direction with a focus of working toward excellence. The statements of excellence in the School Excellence Framework are central to guiding our school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

Learning – As a school we are cultivating independent thinkers who are willing and able to think creatively and differently about creating learning projects and contributing positively to their learning. We have embedded entrepreneurial product based learning across our entire school, where teachers are engaging in deep learning about their own pedagogy to facilitate critical and creative thinking, through 'Significant learning Experiences'.

Teaching – Through supported professional learning all teachers are committed to identifying, understanding and implementing the most effective teaching methods, with a high priority given to evidence-based teaching strategies. Strategic Direction No2. Our teachers are world class learners outlines milestones which demonstrate the evidence in the strong development of our teachers.

Leading – The school senior leadership is committed to building strong partnerships within and beyond the school and relationships to access resources for the purpose of enriching the school's standing within the local community and improving student outcomes.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Equip Students with Skills for the Future Century.

Purpose

The development and implementation of high quality curriculum and assessment designed to increase each students future global skills and meet their learning trajectory.

Overall summary of progress

1. Positioned school as lighthouse in the community.
2. Achieved recognition as an innovative school, Australian Robotics Champions, rookie of the Year at World Robotics Championships.
3. Teachers embed Tools for Working throughout their practice– Information, communications technology and information literacy, plus environment support authentic creation of meaningful learning experiences.
4. Work samples and projects that indicate competent, effective and creative use of future skills – PBL projects: performances, displays/presentations, real world products are created through Robotics, Coding and iSTEM
5. Authentic Products: personally meaningful or useful to others

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| Embedded 'ways of thinking' in all learning programs, tasks and assessments across the school. | <p>Appointment of Head Teacher T & L, leading Map into 2017.</p> <p>Map Twilights established. Map commitment by Faculty Head Teachers.</p> <p>Students evaluate MAP as being highly useful.</p> <p>Data indicates Faculties and teachers who embed are indicating improved HSC Results. Ancient History, PDHPE, CAFS.</p> <p>Map Mentors, Head Teacher T & LPBL Mentors</p> | <p>Map Mentors, Head Teacher T & LPBL Mentors PBS leadership Term 4 DP focus on PBS 0.2</p> <p>\$15000 MAP Mentor (6 periods for 2016)</p> |
| PBL (Deep Authentic Learning) is embedded in the curriculum structure of school culture. | <p>Session at SDD for development of PBL. Release time for PBL team to evaluate programs and guide staff with focus on Assessment PBL team work assist HTs and KLA's to evaluate and refine projects. Working toward Gold Standard PBL. TTFM Survey of students on Collaboration and engagement.</p> | <p>PBL Budget • Socio-economic background (\$20,000.00)</p> |
| Teachers embed Tools for Working throughout their practice – information, communications technology and information literacy, plus environment support authentic creation of meaningful learning experiences. | <p>Survey analysed and used to plan for 2017 prepared. BYOD implemented successfully with substantial growth in classroom support and innovation. Across all Areas of Skills and tools. SD 1. Survey Monkey for evaluation of staff on growth coaching, PBL, MAP and BYOD.</p> <p>Evaluated all support in place to ensure BYOD program can be implemented. BYOD survey data indicates improvement in use of technology to support Learning.</p> <p>Team achieved all the outcomes. Products in place, BYOD mentor, commitment in classroom. BYOD Survey conducted and evaluated progress on</p> | <p>BYOD Mentor, Head Teacher Teaching and Learning and Established Technology Budget. • Socio-economic background (\$15,000.00)</p> <p>Mentors • Socio-economic background (\$15,000.00)</p> <p>Technology (\$76,000.00)</p> |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| Teachers embed Tools for Working throughout their practice – information, communications technology and information literacy, plus environment support authentic creation of meaningful learning experiences. | BYOD. | |
| Ways of Working, Communication and collaboration throughout. | Evaluated and embedded process of Review meetings of year 10, 11, 12. Ongoing evaluation and implementation needs to take place by DPS and year Advisors. | Student Well being Funds, • Socio-economic background (\$15,000.00) Well being Head Teacher, Peer Support Budget and Peer Support Foundation. • Socio-economic background (\$5,000.00) |
| Student Leadership is foremost and evident on decision making. | Weekly Peer Support for year 7 and 9. Evaluation of 100% of year 12 students eligible for HSC through successful process of student reviews. Senior review meetings embedded across year 12 to 10. Student Wellbeing Evaluation taken place. PBS leadership Term 4 DP focus on PBS 0.2 Evaluated and embedded process of Review meetings of year 10, 11, 12. Ongoing evaluation and implementation needs to take place by DPS and year Advisors. | Employ student mentor and establish evaluation process • Student Well Being Budget (\$20,000.00) |

Next Steps

Pedagogy MAP that shows PBL Links within each Faculty as a focus. Orientation of new staff members in the thinking of PBL Pedagogy. Support established for every staff member to develop a teaching unit and assessment task that involves students doing multiple drafts and reviews. With key milestones and scaffold.

BYOD pedagogy is implemented, survey progress and % use and products and practices. Evaluation of iSTEM Programs and TAS Stage 4.

2017 programs assessments all include Integrated MAP. MAP scaffold implemented in faculty assessment tasks – Links to Excellence in Assessment and Reporting (AEB)

MAP embedded across all extended response assessment tasks 7–12. Evaluate – Implementation of MAP year 10–12 within Term 1 publish results.

Program of independent thinking and Goal Setting (Growth Coaching) is embedded in all stages.

Strategic Direction 2

Our teachers are world class leaders in learning

Purpose

To build a culture of commitment in teaching, where staff actively reflect on learning outcomes and maintain high expectations of excellence in student learning.

Overall summary of progress

Professional Learning community, leadership of NSW programs, staff have presented to NSW SPC Secondary Principals Conference, SPC Technology Professional Learning (Exemplar BYOD Program and Robotics). Presented at Learning Communities in Metropolitan Sydney, Far South Coast and Riverina, (Including Unconference in the Hunter Region, Over 20 Schools have visited to view Pedagogy, BYOD Program and Implementation of MAP (Alarm Program), Professional Leadership of 'Connected Communities Engagement Program'.

Twilight Seminars embedded successfully across the year creating a school based authentic learning community.

Leadership that is focussed and with vision. Leadership Executive Conference, and Faculty Conferences

Learning Community and established professional learning for colleagues and schools.

Established Twilight Seminars to meet PDP Goals, Strategic Direction and National Standards.

Individual teachers, plot achievements against their plan through coaching session. Assessment and reporting review toward authentic assessment is in place.

KLA's work with Laura McBain from High Tech High in the development of assessment of projects PBL and process aligning with ACARA specifications and syllabus requirements.

Established timeline of implementation and formulations of procedures, policy and practice document for (AEB), (Evidence : Policy Document reviewed, collaboration with PL team, exec and staff has taken place around authentic assessment).

All staff have a digital portfolio which contains their evidence for PDPs and HT review meetings complete with preliminary goals set for 2017.

All staff have WWCC. All staff have completed annual review and begun process of 2017 goal setting.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|---|
| A culture of commitment to great teaching inspired learning where staff actively and consistently reflect on learning outcomes for student excellence. | Established Twilight seminars to meet PDP Goals, Strategic direction and National Standards. Individual teachers, Plot achievements against their plan through coaching session. MYPLGoals subscriptionUHS HR One Folder is implemented and procedures are put in place. | Professional Learning Budget, MYPLGOALS and twilight Seminars. • Professional Learning Budget (\$7,000.00) |
| Every subject has high quality differentiated learning programs and assessment where quality teaching is foremost. | SDD focus on Assessment review, best practice and alignment with current research for assessment best practice.Faculty review of data (external results) of 2016 to inform changes to programs. Annual report reflects evaluation and School Self | Authentic assessment budget • RAM Funds (\$10,000.00) |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|---|--|
| Every subject has high quality differentiated learning programs and assessment where quality teaching is foremost. | Assessment | |
| Every teacher has a digital portfolio of their own teaching and professional writing that is reflective and teachers seek and provide feedback in regards to their teaching. | <p>All staff have a digital portfolio which contains their evidence for PDPS through MYPL GOALS and HT review meetings complete with preliminary goals set for 2017. All staff have WWCC. All staff have completed Annual review and begun process of 2017 goal setting. Twilight Seminars have been evaluated.</p> <p>Implementation for 2017 and the investigation of MYPLGOALS</p> | <p>Staff have been supported in their classroom observations process, PDP Policy Supports the implementation.</p> <p>Feedback sought from Staff on process.</p> <p>Professional Learning Budget Head Teacher T & L x 3 • Professional Learning Budget (\$111,000.00)</p> |

Next Steps

1. Assessment for Learning Team formed to review authentic assessment processes aligning to high level achievement. Using multiple reviews and critiques to build student work of excellence, 100% student submission and assessment excellence.
2. Implement mentors for growth coaching, establish protocol for student and teacher coaching, inclusive of support for school leaders to use and embed growth coaching in the PDP process. Establish growth coaching for students, establish 2017 plan and school wide implementation plan for growth coaching for teachers and students.
3. Embed quality teaching rounds collaborative expertise of teaching practice
4. Establish implementation plan to meet objectives of excellence in reporting policy for UHS. The AEB Presentation to exec direction for 2017. Explain roles and give timeline for progress to improve processes.
5. Establish timeline of review of assessment, professional learning for staff and the management plan. Quality assessment tasks, establish protocol and list of excellence for effective assessment. Establish plan for Exec and SDD. Faculty direction for SDD in term 3.
6. Established team and the professional learning for quality teaching Instructional rounds.

Strategic Direction 3

Real World Connections

Purpose

To connect learners through personalised learning at school and within local, national and global context to enhance a culture of 'collective mindfulness' to Collaborate, Innovate and create ways to enhance their learning.

Overall summary of progress

Establish support for implementing PLP's for all students.

Growth Plans, all senior students set up with PLP's and prepare for senior reviews. IEPS developed.

Growth Mindset is explored and communicate with year groups, to prepare for successful school life. Study Skills Website is utilised for appropriate year level.

Expand Head Start Community Group to meet regularly, funding established to develop alternate programs to support disengaged students.

Links to learning liase and establish NGOS to support students in programs with connecting to real world contexts. Promotion of alternate curriculum to Year 10 in preparation for 2017.

Head Start Program development and partnership sought.

Establish VET Team , that are widely represented across the school.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Students can demonstrate world skills and function in multiple of real world contexts. | Evaluation of building capacity of teachers to build collaborations Evaluated process and more specific Milestones need to evident to move forward. Head Teacher TAS is appointed with VET qualifications and leadership experience. PLS for each student that demonstrates growth mindset for educational aspiration. | PBL Budget • Socio-economic background (\$20,000.00) |
| PBL pedagogy embedded in Stage 4 and 5. Faculty outcomes aligned to support PBL. Timetable structures in place. | PBL expo Evaluation 660 students 50 teachers 500 Parents | Preparing for cross faculty projects and collaborations. Preparing the PBL Pedagogy and Gold Standard Pedagogy. PBL Budget • Socio-economic background (\$20,000.00) |
| Professional Engagement where teachers embed authentic 'real world contexts' in their learning which is reflected in all teacher's PLP's. | SDD Sharing and refining of projects. across faculties. Well being team to set up meetings YAs and Assistant year Advisors to work on PLPs with each student. Begin with Year 8 selective 2016, focus on Student Review panels. Learning and Support resources set up Suzy Taplin to facilitate. Growth | Evaluated for 2017. Student involvement in the set up is significant. Evaluation of PLPs purpose and envisaged process, revealed the restraints in transfer exam supervision |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|---|
| Professional Engagement where teachers embed authentic 'real world contexts' in their learning which is reflected in all teacher's PLP's. | Coaching Goals, resilience and Study SKills | which need to be reviewed. Recommended to set up Team for PLP structure |

Next Steps

Establish a strength based Local context. Local strengths to gain a global perspective. Where to with PBL?

Curatorship and authentic collaborative classrooms. Teacher Teams.

PBL whole school celebration of success and learning, establish best practice in assessment. Publish findings and success globally. SDD Gold Standard PBL@UHS

Set up project team to investigate and set up structure for PLP's with each student 7–10 around growth coaching. Establish growth coaching team and HT identified to lead. Establish plan for PLP's for all 7–10 students, the structure which will include Growth Coaching.

Established GATS program inclusive of PL for teachers and PLP's for students through the mechanism of growth coaching. Establish a protocol and template.

| Key Initiatives | Impact achieved this year | Resources (annual) |
|--------------------------------------|--|---|
| Aboriginal background loading | <p>This funding was utilised to partially fund a full-time Aboriginal Education Worker (AEW) position within the school. As the AEW, Jessie Cowan collaboratively planned and implemented a range of cultural activities and targeted educational initiatives. Jessie's organisation resulted in our Aboriginal students completing another successful year in the Australian Indigenous Mentor Experience (AIME). AIME supported our students to remain focussed and strive to achieve their goals. The mentors have worked hard with our students and thus we have signed up for another year. In 2017 we will be welcoming mentors into our school to run innovative programs. We have joined the 'gold' membership program which recognises the contribution and support of our Aboriginal student's achievements by all staff and students.</p> <p>In addition to providing cultural and extra-curricular activities, Jessie and the team are invaluable in the delivery and coordination of welfare services for our Aboriginal cohort and the delivery of identified health initiatives. We have continued with our Aboriginal Health checks for many of our students in collaboration with Milton Medical Centre and the school dental clinic. This has been a very positive approach to our student's wellbeing as early detection alleviates and prevents major health issues, assisting us in our objective of 'closing the gap' in Aboriginal health outcomes.</p> <p>Furthermore, giving the team the opportunity to identify and respond to issues such as attendance and early academic intervention, in an endeavour to ensure best case outcomes for Aboriginal students.</p> <p>The application of funding to the AEW role also provides a valuable reference point for out of school services to liaise with the school about Aboriginal issues and Aboriginal students. Both Jessie and the Aboriginal team ensure the adequate provision and employment of external services, and that such services are managed following expected community protocols. Aunty Nellie provides invaluable assistance in this regard, due to her deep understanding of community protocols and her vast interpersonal network within the wider community.</p> <p>Norta Norta Learning Assistance– NAPLAN component \$10.6k– This funding was allocated to partially fund employing Aunty Nellie Mooney, a local Aboriginal Elder, to work with both students and staff and to facilitate collaboration and communication with the wider community. The ability to draw upon Aunty Nellie's deep store of cultural knowledge, coupled with her understanding of appropriate protocols and her vast links to both the local and regional communities, provides an invaluable resource to the school. Aunty Nellie was instrumental in planning for</p> | <ul style="list-style-type: none"> • Aboriginal background loading (\$45 000.00) |

| | | |
|--|--|---|
| Aboriginal background loading | <p>all year 7 students to attend a cultural excursion to Dolphin Point middens and the Burrill Lake Rock Shelter, highlighting the local Aboriginal community's connection to country. Students also participated in a demonstration of traditional fishing practices at Burrill Lion's park. The excursion was developed in consultation with Aboriginal staff and local community members, whereby all staff proudly embedded local Aboriginal perspectives. Aboriginal facilitators Aunty Nellie, Aunty Deidre and Uncle Victor did an exceptional job sharing their knowledge and culture with our students and staff. This resulted in our students having a very memorable, authentic and explicit cross-curriculum learning experience. Additionally, funds were used to partially resource the provision of a Tuesday afternoon learning hub with Aunty Nellie and several qualified teachers from various subject areas. Our Norta Norta Naplan and Individual Sponsorship program supported our Aboriginal students this year with one to one, small group and after hour tuition. It has been a vital program for our students and a special mention to the staff who generously supply afternoon tea and transport each week. Students were supported to complete the HSC, ROSA and class assessment tasks. Both Aunty Nellie and the Aboriginal Education team were instrumental in the organisation of this year's extremely successful NAIDOC week celebration. Aunty Nellie performed the welcome to country, and several of our talented Aboriginal students presented dance, art and music performances. Aunty Nellie was also profiled as part of the celebration. In 2017 we will profile another local elder.</p> | <ul style="list-style-type: none"> • Aboriginal background loading (\$45 000.00) |
| English language proficiency | <p>At UHS we cater for students for whom English is not the first language through our English as an additional language or dialect (EAL/D) program coordinated by a dedicated 0.2 EAL/D teacher. In 2016 we had 11 students assessed as either emerging, developing or consolidating on the EAL/D scales. These students come from a diverse range of countries including Thailand, India, China, The Philippines, Vietnam and Indonesia, reflecting the multicultural nature of our local population. During the year the students attended support classes to improve their academic language skills. They have also been supported by local community volunteers. After school tutoring was also offered to provide additional assistance with specific assessment tasks. In addition, our EAL/D students attended targeted workshops to support and develop their Mathematics and Grammar skills. The workshops were run with the assistance of casual teachers and included practical application tasks allowing them to practice their literacy and numeracy skills in real world settings.</p> | <ul style="list-style-type: none"> • English language proficiency (\$18 000.00) |
| Low level adjustment for disability | <p>The Learning and Support Team comprises a</p> | <ul style="list-style-type: none"> • Low level adjustment for |

| | | |
|---|---|----------------------------------|
| <p>Low level adjustment for disability</p> | <p>dedicated and enthusiastic group of full time permanent teachers, temporary part time and casual/flexible teachers. The team provide learning support for mainstream students within their regular classroom setting. At the executive level, the Head Teacher, Teaching and Learning (7–9) co-ordinates the team with assistance from the Learning and Support Teachers (LAST). Student Learning Support Officers (SLSO's) are employed to develop learning plans and provide intensive assistance to students identified with learning needs. The team support both the students and the classroom teacher through:</p> <ul style="list-style-type: none"> * In-class support for students with additional learning needs * Skill development programs where students are withdrawn from class for intensive literacy and numeracy support * Planning, recording and implementation of individual learning programs * Working closely with our beginning teachers in their programming and preparation of accreditation evidence * Liaising with external agencies to provide professional advice across the school for students with specific circumstances or needs that impact upon their learning * Working cooperatively with families to maximise learning opportunities for students. <p>In 2016 the team continued to work towards the fulfilment of our major objectives</p> <ul style="list-style-type: none"> * Maximising access to in-class support for students with learning and behavioural needs * Ensuring student learning and behaviour needs are co-ordinated for the benefit of both the student and the classroom teacher * Providing skill development and pedagogical support for mainstream teaching staff in the preparation of programs and tasks * Implementation of an intensive literacy & numeracy remediation programs across Years 7 – 9 * Supporting both teachers and students in the implementation of the school BYOD policy and strategic directions. * Building teacher capacity through differentiation and related skills based support materials for staff <p>During 2017, the Learning and Support Team will continue to deliver in the target areas above in line with DEC Great Teaching Inspired Learning Document.</p> | <p>disability (\$126 639.00)</p> |
|---|---|----------------------------------|

| | | |
|---------------------------------------|---|--|
| Support for beginning teachers | <p>In 2016, UHS has:</p> <p>14 beginning teachers are working towards their Board of Studies Teaching and Education Standards (BoSTES) accreditation at the Proficient level. These teachers are actively building their accreditation evidence with the support of the Great Teaching Inspired Learning Team to ensure that they can achieve their goals in attaining accreditation before their due date.</p> <p>19 beginning teachers are maintaining their accreditation at the Proficient level. These teachers are responsible for submitting their professional development hours, 100 hours over five years.</p> <p>There are seven newly appointed teachers who are part of the Beginning Teachers Support Program. This program is designed to support beginning teachers and to improve their teaching capacity, in their first year of permanent appointment. All beginning teachers are offered a four period allocation per cycle, of which two periods are spent with a mentor who helps them to organise their time, resources and classroom management strategies. The Beginning Teachers Support Program ensures that beginning teachers have reduced responsibilities, are provided with ongoing feedback and support, are supported by mentors and have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> | <ul style="list-style-type: none"> • Support for beginning teachers (\$83 000.00) |
| Wellbeing flexible funding | <p>The Wellbeing Team are following the overarching theme of Positive Education. In pursuit of that theme we are using funding to provide the following programs with the school:</p> <ul style="list-style-type: none"> · Additional time for year advisors to work with students: 3 periods per fortnight \$40200 · Social and Emotional Learning using Covey's 7 Habits and Outdoor Education \$30000 · Skills for Success Program \$40800 · Year 7 Boys and Girls separate outdoor programs \$7000 Peer Support Program involving year 7 and 9 | <ul style="list-style-type: none"> • (\$83 000.00) |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 560 | 534 | 601 | 588 |
| Girls | 537 | 551 | 585 | 592 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 92.5 | 92.3 | 93.8 | 92.4 |
| 8 | 89.3 | 89.1 | 90.3 | 90.2 |
| 9 | 89 | 87.1 | 87.9 | 87.2 |
| 10 | 85.8 | 87.2 | 85.5 | 86 |
| 11 | 86.5 | 84.9 | 88.5 | 86.4 |
| 12 | 88.7 | 87.1 | 89.1 | 87.9 |
| All Years | 88.5 | 87.9 | 89.2 | 88.4 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| 7 | 93.2 | 93.3 | 92.7 | 92.8 |
| 8 | 90.9 | 91.1 | 90.6 | 90.5 |
| 9 | 89.4 | 89.7 | 89.3 | 89.1 |
| 10 | 87.7 | 88.1 | 87.7 | 87.6 |
| 11 | 88.3 | 88.8 | 88.2 | 88.2 |
| 12 | 90.1 | 90.3 | 89.9 | 90.1 |
| All Years | 89.9 | 90.2 | 89.7 | 89.7 |

Management of non-attendance

Regular attendance at school is essential to assist students to maximise their potential. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Encouraging regular attendance is a core school responsibility. Ulladulla High School has been working with the same model of attendance monitoring for the last nine years. Year Advisors and the Head Teacher of Wellbeing work with students to identify issues that are contributing to poor attendance and then work on supporting the students and families to improve attendance. In 2017 we plan to review the school policy. The purpose of the review will be to look at processes that will be even more supportive of students and families.

Post-school destinations

| Proportion of students moving into post-school education, training or employment | Year 10% | Year 11% | Year 12% |
|--|----------|----------|----------|
| Seeking Employment | 24 | 18 | 12 |
| Employment | 0 | 23 | 25 |
| TAFE entry | 4 | 17 | 14 |
| University Entry | 0 | 0 | 29 |
| Other | 52 | 20 | 6 |
| Unknown | 20 | 22 | 14 |

*University entrance percentage based on Year 12 student numbers of 174 at the start of the HSC year.

In 2016, there were 50 offers of University places made to Year 12 students for 2017. This represents 40% of the 126 students who completed the HSC.

Eleven Traineeships started in 2016 in the areas of Education Support, Financial Services and Retail Operations. One apprenticeship in plumbing and one in meat processing(butchery) began in 2016.

Year 12 students undertaking vocational or trade training

Seventy VET qualifications were completed by Year 12 students. This was a decrease in number from 2015. Subjects included Automotive, Beauty, Business Services, Early Childhood Education and Care, Construction, Entertainment, Hospitality (Food and Beverage), Primary Industries, Retail Services and Tourism. Two apprenticeships were started. These were in Butchery and Carpentry and are on-going.

A total of fifty three Year 12 students studied at least one VET course. This is equivalent to 42% of the Year 12 cohort. Forty eight students completed a VET course at school in Construction, Entertainment Studies, Hospitality and Business Services. Twenty two students completed VET courses with external providers or at TAFE. Seventeen students completed two or more VET subjects overall. This means they gained nationally recognised Vocational Education accreditation in addition to their HSC.

Year 12 students attaining HSC or equivalent vocational education qualification

98% of students of Ulladulla High School in year 12 received a Higher School Certificate or equivalent in 2016. 129 students completed Year 12, 3 completed pathways and choose to receive a Rosa and 126 received a full HSC.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1.4 |
| Deputy Principal(s) | 2 |
| Assistant Principal(s) | 1 |
| Head Teacher(s) | 13 |
| Classroom Teacher(s) | 61.7 |
| Learning and Support Teacher(s) | 1.8 |
| Teacher Librarian | 1.2 |
| School Counsellor | 2 |
| School Administration & Support Staff | 21.37 |
| Other Positions | 3.8 |

*Full Time Equivalent

Indigenous members of staff at Ulladulla High School play a key role and are part of the teaching and non-teaching staff. We have two permanent Indigenous teachers and one temporary teacher. We also have one permanent Indigenous support staff member. Support of our Aboriginal students is provided by two Indigenous employed support staff on a temporary basis. Casual support staff and teachers of Indigenous background are employed as needed.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 90 |
| Postgraduate degree | 33 |

Professional learning and teacher accreditation

Professional Learning

The professional learning of our teachers is paramount to the success of the school. The budget was \$189 000, with a focus on learning that supported teachers goals, teaching standards and the strategic direction of the school. The biggest initiative for 2016 was the introduction of the Twilight Seminars. The Twilight Seminars are an initiative at UHS which have

been developed to foster a learning community amongst staff to support professional learning and teacher growth.

The Twilights ran from 3.30 – 5.30pm (coffee and tea, and a quick snack) , there were 83 courses that are run after school. The hours are accrued for the 2 days at the end of the year (12 hours). Teachers completed 2 courses each 2 hours or equivalent. The range and scope of the courses was immense and allowed for a diverse range of learning to be facilitated by colleagues for colleagues. Course ranged from Microsoft 365 to One Note, mindfulness, 3D printing, managing work flow, mastering sport teams, google drive, growth coaching and many more. The survey of responses was overwhelmingly positive and the twilights will continue into 2017.

In 2016 there was a strong emphasis on creating mentor/coaches within the structure of the school timetable to ensure ongoing support to all staff to build their capacity.

A focus on teacher accreditation of maintenance was established as the rollover of accredited teachers rises in our school.

Strategic Direction 1 Future Focused Skills; Teachers undertook a range of initiatives. All staff have a digital portfolio which contains their evidence for PDP's and HT review meetings complete with preliminary goals set for 2017. All staff have WWCC. All staff have completed Annual Review and begun process of 2017 goal setting. Orientation of new staff members and in particular the thinking of PBL pedagogy. The school provided ongoing support and PL to establish for every staff member the opportunity to prepare a teaching unit and Assessment task that involves students doing multiple drafts and reviews. With key milestones and scaffold.

Strategic Direction 2 Leaders in Learning; through establishment of Twilight Seminars. Established a focus on leadership development and succession planning. We have a system of relieving and mentoring. A well-established leadership, Executive Conference and Aspiring Leadership Conference. In 2016 the school supported Faculty Conferences and sandpit sessions and ongoing mentoring and coaching for PBL, BYOD and MAP. We have established a strong learning Community within the school and beyond.

The school has hosted 20 schools to learn about PBL, MAP and BYOD from our experts in these areas.

Strategic Direction 3 Real world connections the school has continued to support the Training of Vet Teachers and the maintaining of their industry accreditation. We have now a teacher trained in Sport and Rec (VET) and Business Services (VET). The school continues to be a leader in Vet Education. Teacher professional learning supports this initiative.

In 2016 the school supported SASS staff to train in LMBR and attend the Support Staff Conference.

Teacher Accreditation

In 2016, UHS has:

- 14 beginning teachers are working towards their Board of Studies Teaching and Education Standards (BoSTES) accreditation at the proficient level. These teachers are actively building their accreditation evidence with the support of the Great Teaching Inspired Learning Team to ensure that they can achieve their goals in attaining accreditation before their due date.
- 19 beginning teachers are maintaining their accreditation at the proficient level. These teachers are responsible for submitting their professional development hours, 100 hours over five years.
- There are seven newly appointed teachers who are part of the Beginning Teachers Support Program. This program is designed to support beginning teachers and to improve their teaching capacity, in their first year of permanent appointment. All beginning teachers are offered a four period allocation per cycle, of which two periods are spent with a mentor who helps them to organise their time, resources and classroom management strategies. The Beginning Teachers Support Program ensures that beginning teachers have reduced responsibilities, are provided with ongoing feedback and support, are supported by mentors and have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 1 589 555.78 |
| Revenue | 12 972 145.95 |
| (2a) Appropriation | 12 338 642.07 |
| (2b) Sale of Goods and Services | 42 716.31 |
| (2c) Grants and Contributions | 561 586.87 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 29 200.70 |
| Expenses | -12 961 097.87 |
| Recurrent Expenses | -12 961 097.87 |
| (3a) Employee Related | -11 741 714.87 |
| (3b) Operating Expenses | -1 219 383.00 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | 11 048.08 |
| Balance Carried Forward | 1 600 603.86 |

The School Finance Team includes the Principal, both Deputy Principals, School Administrative Manager, two elected teacher representatives and two members of the P&C Association. Each program in the school is run by a Program Manager with delegated responsibility for that program.

A full copy of the school's 2016 financial statement is tabled at the Parent & Citizen Association. Further details concerning the statement can be obtained by contacting the school.

The 2016 School Annual Financial Statement reflects an increase in income and expenditure for both fund raising and excursions. This relates to our participation in the First Robotics Championship in the United States of America in April. Additional school funds were also allocated to staff professional learning in 2016. An increase in expenditure for Equipment and Furniture items relates to a refurbishment in the school library, purchase of a new ride-on mower, additional tables for the playground, a dishwasher and fridge for the

establishment of our Spotted Gum Café and our ongoing replacement program for both sewing machines and data projectors in the school.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 9 558 332.12 |
| Base Per Capita | 82 332.89 |
| Base Location | 26 889.56 |
| Other Base | 9 449 109.66 |
| Equity Total | 509 485.29 |
| Equity Aboriginal | 94 188.10 |
| Equity Socio economic | 104 007.43 |
| Equity Language | 19 341.07 |
| Equity Disability | 291 948.69 |
| Targeted Total | 1 515 271.70 |
| Other Total | 386 704.52 |
| Grand Total | 11 969 793.62 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 7: from Band 4 (lowest) to Band 9 (highest)

Year 9: from Band 5 (lowest) to Band 10 (highest)

The My School website provides detailed information and data for national literacy and numeracy testing (NAPLAN). Click on the link <http://www.myschool.edu.au> and enter the school name in the Find a school and select GO to access the school data.

NAPLAN– Year 7

In 2016 195 Students sat the NAPLAN test. Data in

numeracy skills of the cohort at the beginning of their high school years. Students assessed as at or below national minimum standards provides guidance for our learning and support team in these core areas.

NAPLAN– Year 9

In 2016 190 Students sat the NAPLAN test. Data in Year 9 provides an indication of the literacy & numeracy skills of the cohort at the mid point of their high school years and guides both the executive and the learning and support team in the allocation of resources.

NAPLAN Literacy – Year 7

In 2016 188 Students sat the NAPLAN tests for reading and 194 for writing, spelling, grammar and punctuation. Results showed that:

Reading: 24.5% of students achieved at proficient level (Band 8 or above). This compares to a state average of 30% at proficient level and 21.5% in 2015.

Writing: 14.5% of students achieved at proficient level (Band 8 or above). This compares to a state average of 17.8% at proficient level and 9.0% in 2015.

Spelling: 17.6% of students achieved at proficient level (Band 8 or above). This compares to a state average of 35.1% at proficient level and 25.1% in 2015.

Grammar: 22.7% of students achieved at proficient level (Band 8 or above). This compares to a state average of 30.8% at proficient level and 18.9% in 2015.

NAPLAN Literacy – Year 9

In 2016 190 Students sat the NAPLAN tests for reading, writing, spelling, grammar and punctuation. Results showed that:

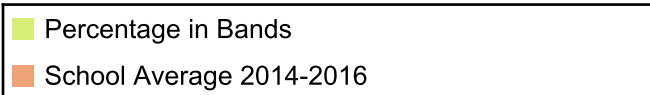
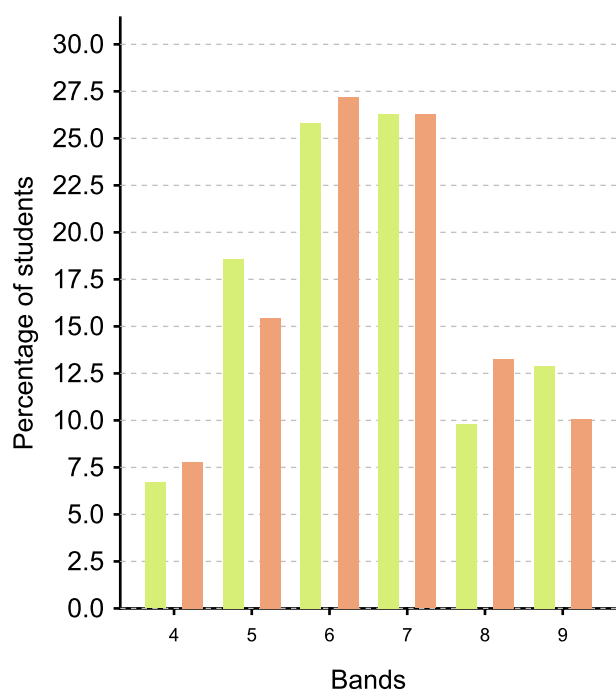
Reading: 42.5% of students achieved at proficient level (Band 8 or above). This compares to a state average of 51% at proficient level and 34.6% in 2015.

Writing: 21.1% of students achieved at proficient level (Band 8 or above). This compares to a state average of 35% at proficient level and 28.4% in 2015.

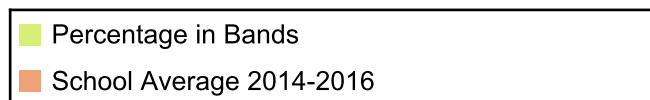
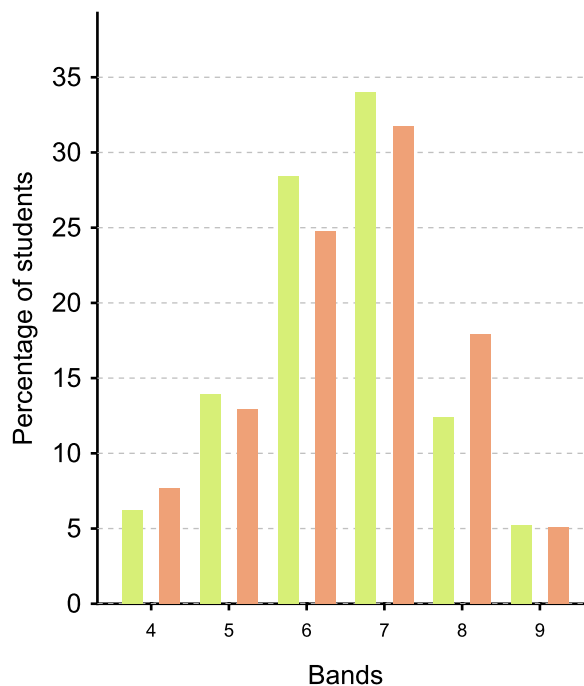
Spelling: 35.8% of students achieved at proficient level (Band 8 or above). This compares to a state average of 55% at proficient level and 44% in 2015.

Grammar: 30% of students achieved at proficient level (Band 8 or above). This compares to a state average of 41.9% at proficient level and 46.1% in 2015.

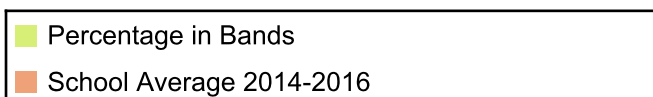
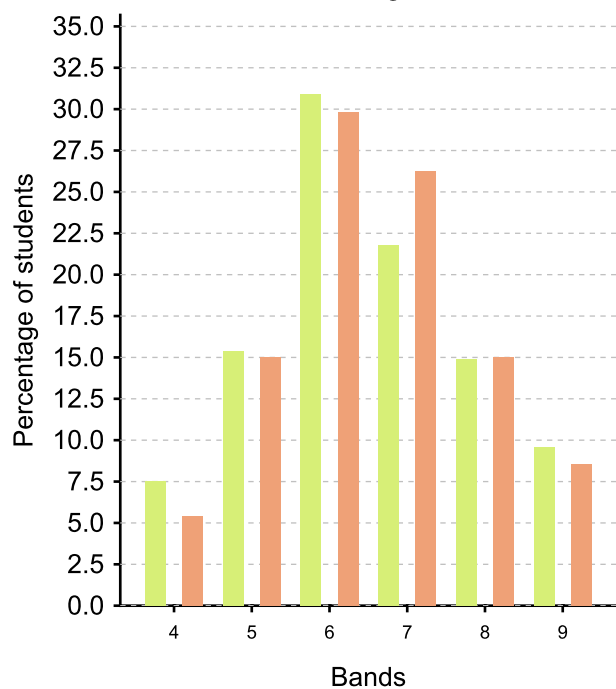
Percentage in bands:
Year 7 Grammar & Punctuation



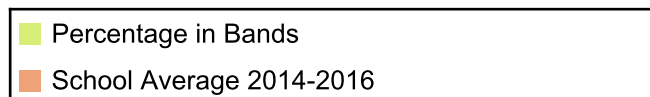
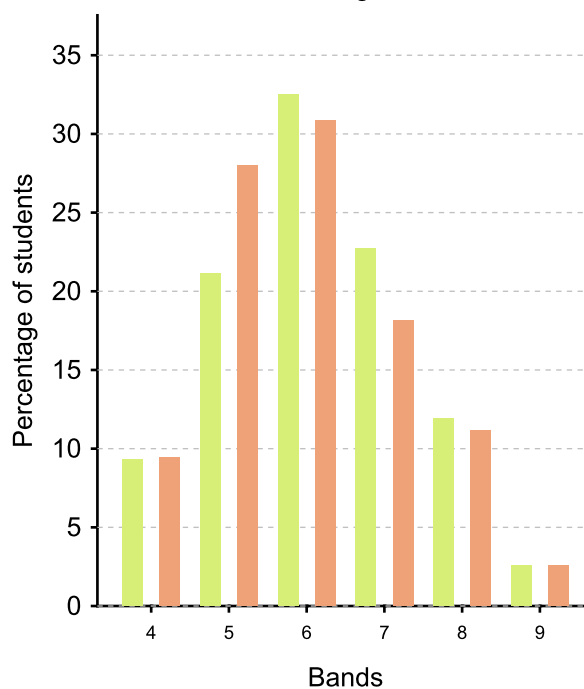
Percentage in bands:
Year 7 Spelling



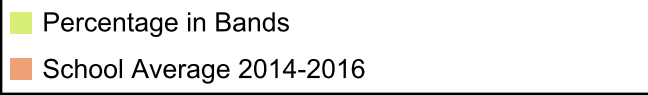
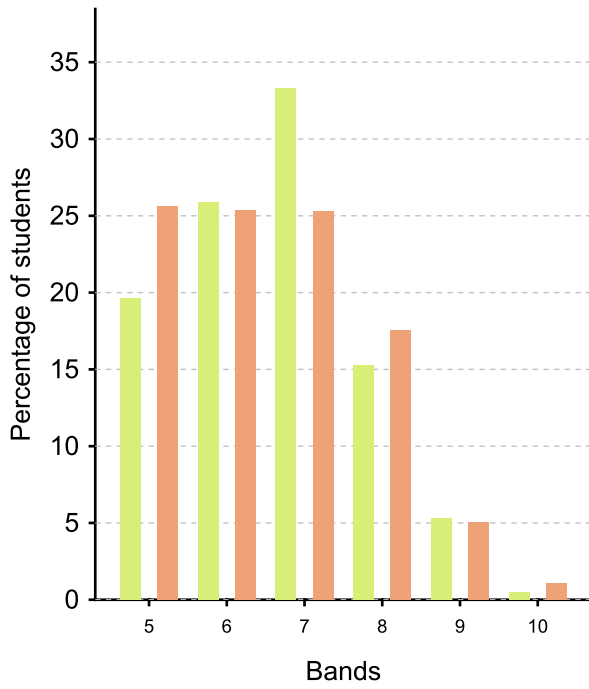
Percentage in bands:
Year 7 Reading



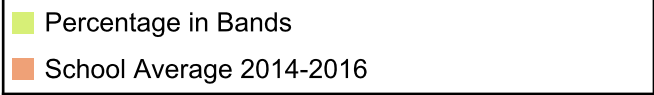
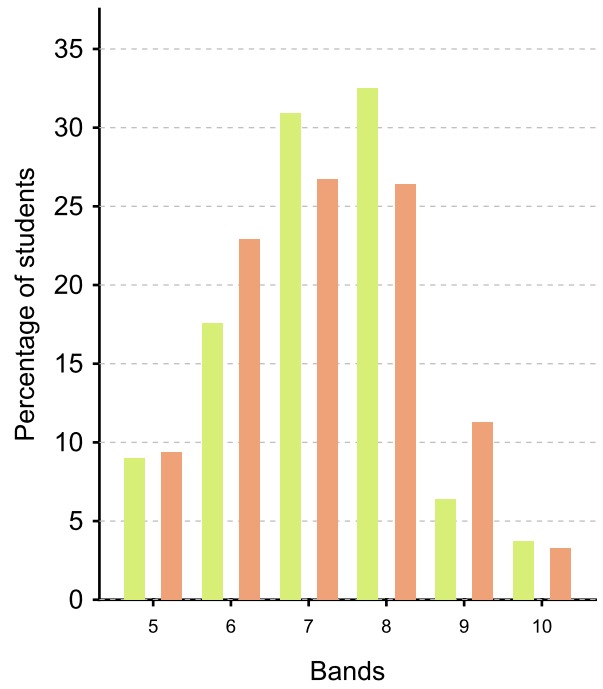
Percentage in bands:
Year 7 Writing



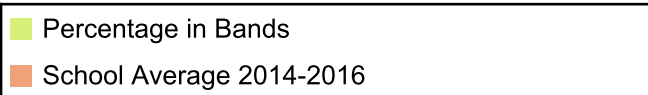
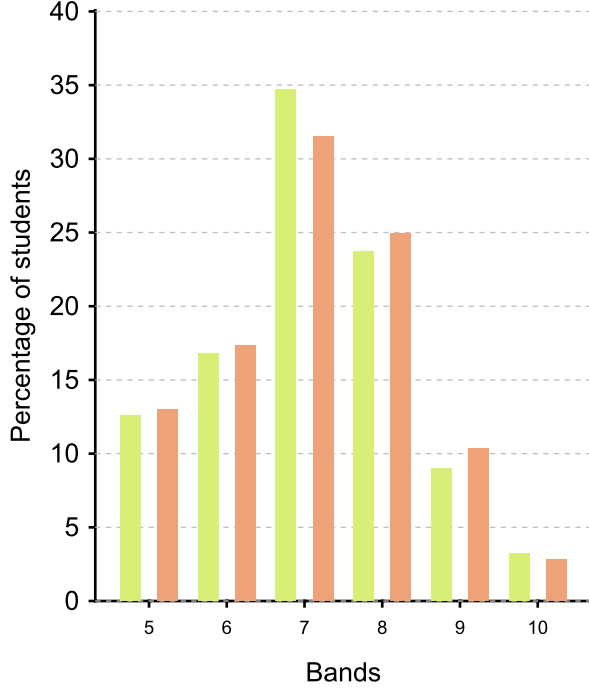
Percentage in bands:
Year 9 Writing



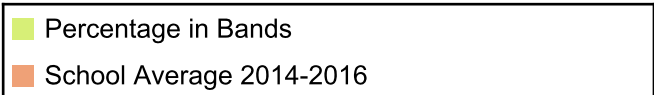
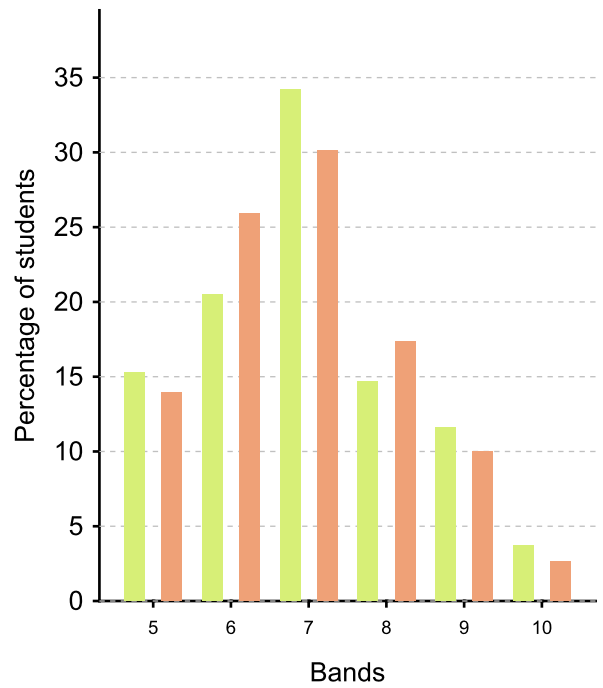
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Grammar & Punctuation



Numeracy Report

Year 7 and Year 9 Numeracy NAPLAN assessments were re-scheduled to the following week due to unforeseen circumstances impacting on students and staff in the school.

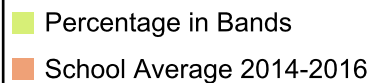
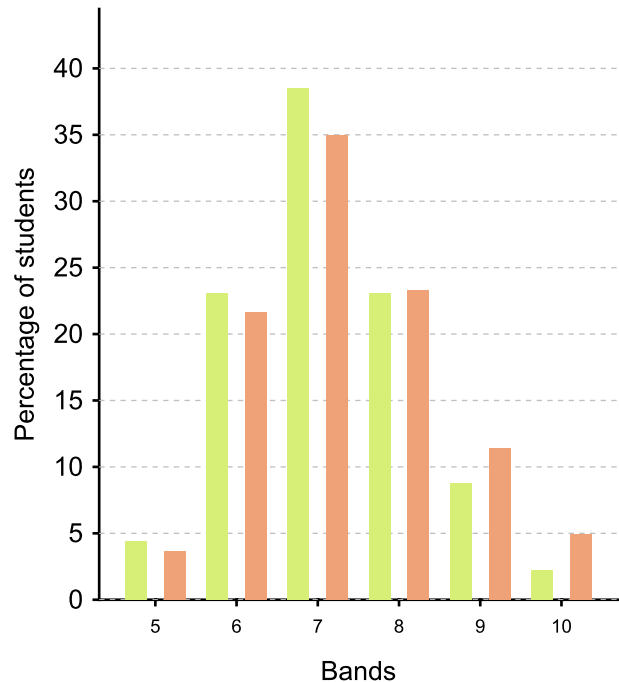
20% of Year 7 students achieved a Band 8 or 9, 58% scored a Band 6 or 7 and 22% of students achieved a Band 4 or 5. Ulladulla High students performed above state average in the middle bands. Improvement was noted in Bands 7, 8 and 9 from the previous year. Overall, 95% of students showed growth from Year 5 to Year 7. Of these, 62% achieved greater than or equal to the expected growth.

10% of Year 9 students achieved Bands 9 or 10, 63% achieved results in Bands 7 or 8 and 27% achieved in Bands 5 or 6. Bands 10, 8 and 7 showed improvement from the previous year's results. A reduction in Bands 5 and 6 indicate improvement in these bands from previous years. This equates to a reduction from 40% in 2015 to 27% in 2016 in these lower bands.

Overall, 83% of Year 9 students showed growth from Year 7 to Year 9 with 49% achieving greater than or equal to the expected growth.

Percentage in bands:

Year 9 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Literacy and Numeracy Premier's Priorities

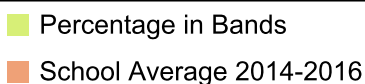
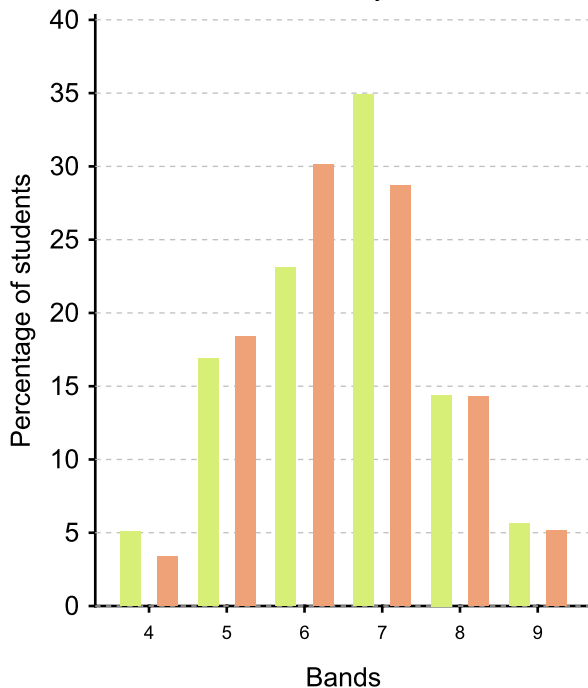
Our Year 9 Literacy and Numeracy results from the 2016 NAPLAN test were very positive. The Writing result places UHS students at 564.9 which is 14.3 above State All, 66.5 above SSG and 86.5 above NSWDoE Aboriginal students.

The Reading result places UHS students at 561.2 which is 27.1 above SSG and 34.8 above NSWDoE Aboriginal students. Our results are slightly below State All.

The Numeracy result places UHS students at 553.6 which is 12.2 above SSG and 19.3 above NSWDoE Aboriginal students. Our results are below State All.

Percentage in bands:

Year 7 Numeracy



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Ulladulla High School achieved some outstanding HSC results in 2016. Band 6 results were obtained in Biology, Drama, English Extension 1, Mathematics General 2, Music 1, Society and Culture and Textiles and Design. An equivalent Band 6 was obtained in English Studies 1. There were significant above state average results obtained in Bands 4 and 5 in Ancient History, Engineering Studies, English Advanced, Mathematics General 2, Modern History, PDHPE, Society and Culture and Music 1.

Standard English

Overall our HSC results from 2016 were of a good standard. Standard English had a large cohort of 87 students. 30% of our students achieved a result of Band 4 and above, with a pleasing increase in Band 5s in this course – congratulations Tenayah Hatch, Caitlin Jones, Samantha Sawyer and Jesse Smith for their marks in the 80s.

Advanced English

Advanced English course had a cohort of 23 students in 2016. This single class achieved very positive results with 82% of our students achieving Band 4 and above in this rigorous course. Congratulations to Lily Morton, Jess Nelson, Grace Richardson and Abbie Wilesmith for their impressive results of 85 and above.

Extension English

Extension English had a cohort of 5 students. Each student achieved a Band E3, with marks ranging from 37 to 39/45 – well above State Average in this course. Congratulations to these students on these fine results.

Mathematics General 1

Eleven students completed the Mathematics General 1 course. This is a non-HSC examinable course so students complete in-school assessments only. Taelyn Puglisi was first in this course, being one of two students who achieved an equivalent HSC Band 5. Eight students from this group completed an alternative program called Headstart and the other three students had chosen to change from Mathematics General 2 to General 1 at the end of the Preliminary Course.

Mathematics General 2

Seventy-three students completed the Mathematics General 2 course. Marcello Pennisi achieved a Band 6 in this subject. 21% of our students scored a Band 5 or 6, which was below state average by 5%. This is an improvement on our 2015 results in these bands of 14.9%. Students in Band 3 or 4 comprised 55% of the students in this cohort. This group achieved 5.5% above

state average. 24.6% of students achieved Bands 1 or 2 which was 0.6% above state average. This means that in Bands 1 to 4, our students achieved above state average overall.

Mathematics

Fifteen students completed the Mathematics course. Abbie Wilesmith was ranked first in this course, achieving a high Band 5. 13% of our students scored a Band 5. Students in Bands 3 or 4 comprised 60% of the cohort which was 20% above state average. There were three Band 2 students and only one student in Band 1.

Mathematics Extension 1

Five students completed Mathematics Extension 1. James Greer achieved the highest results in this subject being awarded a Band E3. Exactly 40% of our students scored a Band E3 which was 6% below state average. Three students scored a Band E2, which was 40% above state average.

In conclusion, individual results were quite pleasing, especially in the number of students who achieved Band 5 in Mathematics courses. Matching student abilities with Mathematics courses continues to be a priority of the Mathematics Faculty. Staff continue to volunteer their time to assist students with before and after-school tuition to meet individual student needs either weekly or as required before assessment tasks. Mathematics medals for excellence in Mathematics were awarded across all year groups with James Greer and Abbie Wilesmith being recognised in Year 12 for their achievements in Extension 1 Mathematics. For the first time, the Rob Rowland medal for General Mathematics 2 was awarded. This was in recognition of the work ethic and achievements of Marcello Pennisi in this course in Year 12.

Science

Agriculture

Results showed improvements in band 5 results with 17.6% of students. We are overrepresented in bands 2 and 3 with the trend data showing ongoing steady improvement in our average results since 2014 bringing us much closer to state averages.

Biology

Students gained one band 6 result with Abbie W, a fantastic result for a fantastic student! Band 5 results showed a significant improvement on 2015 results from 15.2% to 23.9% of students, this was also above the public schools average for band 5. Band 4 results are improving with a reduction from 32.6% to 23.9% bringing us closer to state average. Band 1 and 2 results are improving by decreasing from 2015 with 15.2% to 6.5% band 1 and 10.9% to 8.7% band 2 results. Trend data shows we have made improvements in state average comparisons from 2015 to 2016.

Chemistry

Results were largely overrepresented in bands 3 and 4. Band 2 results in 2015 were eliminated from 6.7% of students in 2015. Trend data shows 2015 results were equivalent to state average with 2016 representing a decline. We are currently undertaking an analysis of the 2016 HSC exam with student response data to determine the areas which require more focus in our teaching and learning programs.

Earth and Environmental Science

Results showed no students in the lowest two bands despite state averages rising over the past three years. We are overrepresented in bands 3 and 4, however 20% of our students attained band 5 results. Trend data shows a reduction in average results with state averages also in decline.

Physics

Results showed an improvement in band 4 results in 2016 with a large overrepresentation of students in bands 2 and 3 compared to state averages. Trend data shows state average comparable results in 2015 with 2016 showing a decline. We are currently undertaking an analysis of the 2016 HSC exam with student response data to determine the areas which require more focus in our teaching and learning programs.

HSIE Human Society and its Environment

99 students sat seven different HSIE subjects at the HSC level in 2016. The percentage of students gaining Band 4 or higher in HSIE courses is 62%.

Ancient History

12 students sat the HSC examination in Ancient History with 66.66% gaining a Band 4 or greater.

Business Studies

25 students sat the HSC examination in Business Studies with 20% gaining Band 4 or above.

Business Services

2 students sat the HSC examination in Business Services with 100% gaining Band 4 or above. One student scored a Band 6.

Legal Studies

14 students sat the HSC examination in Legal Studies with 50% gaining a Band 4 or greater.

Modern History

9 students sat the HSC examination in Modern History with 77.77% gaining a Band 4 or greater.

Society and Culture

24 students sat the HSC examination in Society and Culture with 75% gaining a Band 4 or above. Liana Valandro scored a Band 6.

Geography

9 students sat the HSC examination in Geography 44.44% of students gaining a

CAPA–Drama

Year 12 Drama stepped up to the added demands of the HSC bringing the product of their labours to the annual Showcase, where parents, friends and the public were privileged enough to view their HSC major works (Individual and Group Performances). Students performed to their ability in the HSC and were rewarded for their hard work with Grace Richardson attaining a band 6. There was only one Band 5 with the bulk of the class managing strong band 4 results.

CAPA–Music

There was a total of 11 students who sat for the HSC music exam in the 2016 cohort. Music results were extremely good in 2016 with Grace Richardson achieving a band 6 and 6 other student obtaining very strong band 5 results. All the students showed very good progress from year 11 with Matthew McCormick only just missing out on band 6 with a mark of 87.

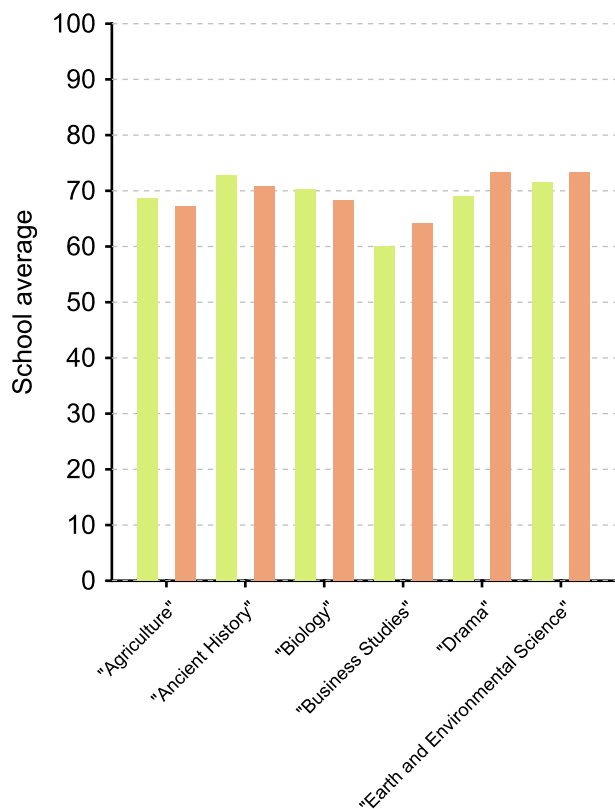
CAPA–Visual Arts

There were 23 students who sat for the Visual Arts HSC in 2016. Although no band sixes were awarded the cohort had 4 band 5's and a large number of band 4's resulting in a solid performance.

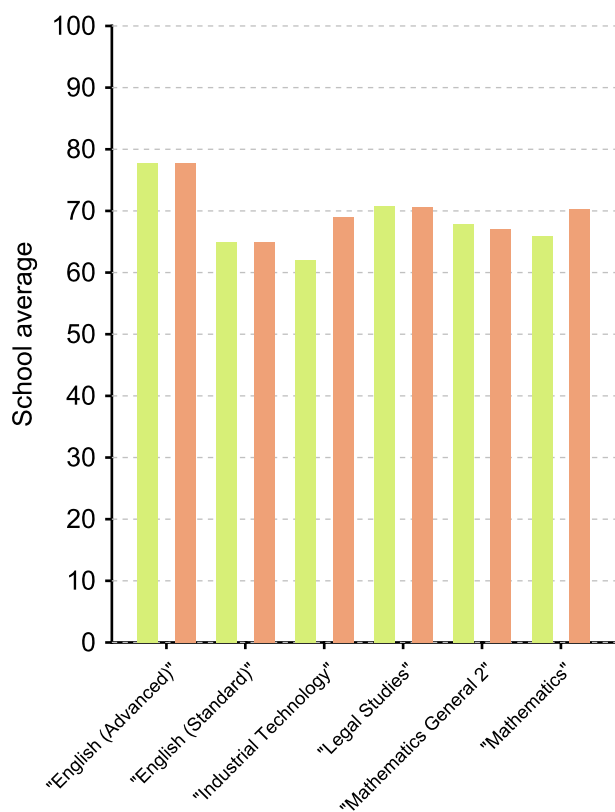
Personal Development, Health and Physical Education

Twenty eight students achieved a Higher School Certificate in Personal Development, Health and Physical Education. Consistently solid results saw eleven students achieve Band 5 with Michael Du Rietz 89, Lily Morton 89, Tahlia Singleton 89, Courtney Date 85, Sam Guerit 85, Oriane Villiers 85, Darcy Reed 84, Samantha Sawyer 84, Molly Du Rietz 83, Caitlin Jones 82 and Jesse Smith 81.

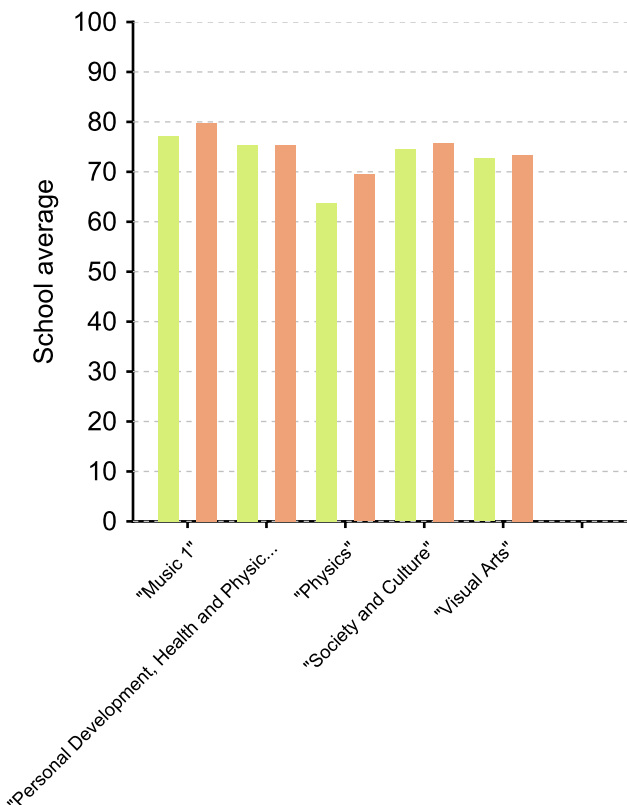
Congratulations to Ms Julia Brooks, Ms Karyn Ingold and Ms Toni Williams who through their dedicated teaching managed to get 36% of their students to achieve a minimum standard of Band 5, above the State average of 34%.



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016



■ School 2016 ■ School Average 2014-2016

Academic Achievement

The dux for 2016 was Abbie Wilesmith with an ATAR of 92.8. Abbie obtained band 6 results in two subjects and multiple band 5 results. The school has an improving academic trend in the HSC. In 2016 the school achieved 109 band 5 and 13 band 6.

Parent/caregiver, student, teacher satisfaction

Learning: A Planning Tool for School Communities

'Focus on Learning' Teacher Survey Report

Ulladulla High School, NSW CESE Project we had 72 respondents between 23 Aug. 2016 and 16 Oct. 2016. The Focus on Learning Survey is a self-evaluation tool for teachers and schools which is based on two complementary research paradigms. The school also surveyed students and parents at the end of 2016.

About Tell Them From Me, Tell Them From Me is an evaluation system that includes a dynamic web-based student survey, and optional teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.

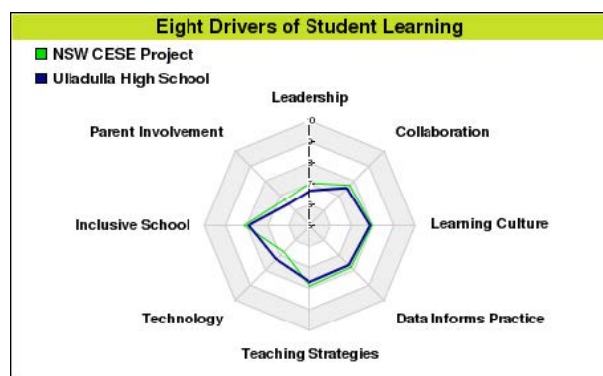
"Partners in Learning" Parent Survey Report (91 respondents between 21 Aug. 2016 and 18 Oct. 2016) Please see www.thelearningbar.com for further information. The 'effective schools' research which has identified the most important correlation of student

outcomes. The questions in the survey are grouped to assess eight of the most important Drivers of Student Learning. The research on classroom and school effectiveness has consistently shown these factors to be strong correlation of student achievement. The second paradigm, related to dimensions of classroom and school practices, is based on the learning model followed by the Outward Bound program. This is hailed as an effective model of teaching as participants are presented with tangible, challenging goals; the training entails a series of activities that lead participants to achieving those goals in incremental steps; there is constant feedback from trainers and peers; and the staff help participants overcome personal obstacles such as fear or a lack of perseverance. The Outward Bound model is described in John Hattie's book, 'Visible Learning' (Routledge, 2008), which builds upon Carl Bereiter's model of learning and the taxonomy for learning, teaching and assessment set out by Lorin Anderson, David Krathwohl and Benjamin Bloom. In Ulladulla High School, 579 students completed the Tell Them From Me survey which included ten measures of student engagement alongside the five drivers of student outcomes. This report summarises the results.

Eight Drivers of Student Learning

The results for the Eight Drivers of Student Learning are shown in the first set of charts. The scores for the Likert format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged

and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The radar chart below provides a summary of the results for Ulladulla High School.



Policy requirements

Aboriginal education

Leadership, Quality and Workforce Development

In 2016 Ulladulla High School employed three Aboriginal teachers, one Aboriginal SLSO, one Aboriginal Elder and an Aboriginal education worker.

Sharon Bunyan an Aboriginal HSIE teacher was awarded the prestigious Dr Charles Perkins Memorial Award from The University of Sydney based on her academic results (first in course). Sharon was instrumental in establishing our first Aboriginal Studies

class (Stage 6) this year. We are looking forward to the continual growth of this course.

In 2017 all the staff will undergo the Connecting to Country professional development. This training will be delivered in a Twilight Seminar manner along with the opportunity for staff to attend additional cultural awareness, protocols, working with Aboriginal communities and students all delivered by members of our Aboriginal advisory team.

Culture and Identity

Aboriginal education initiatives at Ulladulla High School continue to enrich student's connection to their culture, improve academic success and develop relationships with the local community. The platform for the success of these programs is due to the invaluable role played by our Aboriginal Education team and Community members who work within the school and wider community to facilitate culturally appropriate programs and services.

Our NAIDOC celebration this year was one of our best. We invited graduated students, Elders and community members to celebrate the theme 'Songlines –The living narrative of our nation'. This year, our assembly was very special as it aligned many faculties across the curriculum with a focus on Aboriginal perspectives, this included dance, music, special education, history, Aboriginal studies and drama. Our Aboriginal students worked with Uncle Ron in the lead up to the assembly to learn some traditional dance, we thank Uncle Ron for his time. This year we profiled Auntie Nellie Mooney's incredible life and we will profile a new local Elder each year giving students and staff the opportunity to know their Aboriginal leaders. Marlee Silva Co-CEO of AIME was our special guest and we are very thankful for her time. It was wonderful to see our young Aboriginal leaders presenting and paving the way for a bright and positive future for Aboriginal students.

Thank you very much to Uncle Fred for conducting the smoking ceremony and opening another section of our Bush dreaming grounds 'Manda Garuwanga Bagan'. The garden exhibits several South Coast native bush and medicinal plants and is maintained by our Aboriginal Roll Call groups. A luncheon followed our assembly adjacent to our garden and it was wonderful to see so many community members and school representatives there. The day finished on a high with past Aboriginal students holding a Q&A mentoring session with current Aboriginal students in our library.

This year, to engage all students at UHS during NAIDOC Week, we collaborated with community organisations and local artists to create, design and exhibit unique skateboards around the theme 'Identity'. Local artists Shane Snelson and Emily Reid worked closely with students throughout this process. They helped students to express their identity through different mediums such as wood-burning, painting and writing. 50 students participated and all the boards looked amazing and were displayed at a local gallery, Blanc Space on 14th September. The exhibition was so successful and attracted so much interest that they extended the exhibition for another week. This year's

NAIDOC awards were again generously provided by the Ulladulla Local Aboriginal Lands Council, with Riley Nolan awarded the 'Commitment to Culture and Community' award; Shennyn Cullen receiving the 'Commitment to Education and Leadership' award and community member and homework centre volunteer Mr Vince Leyden received the 'Excellence in Aboriginal Education for 'Inspirational Staff or Community' award.

Another successful NAIDOC Touch Football Competition was well attended with over 60 students involved in the competition with most the teams being led by our Koori students. Representatives from the community and the NRL helped our Aboriginal Education team members led by Ms Alice Goozee in facilitating the day. Highlights of this event were displayed at our NAIDOC assembly and will be published on our M Goals site. This year, the highly anticipated Teachers V Students game was won by the Teacher Team 5 tries – 2 tries.

D'arcy Maguire and Josh Standingford have been selected to represent UHS in the 2016 Schools Spectacular. Both dancers have also been selected for the NSW Public Schools Aboriginal Dance Company B. The talent of both dancers was discovered earlier this year when Bangarra Dance Academy attended UHS for a workshop.

Matilda Langford of year 10 has been working as a freelance writer for the University of Sydney 'We Are A-Star' – online magazine with a focus upon youth issues, education and popular culture. Matilda is working as an Indigenous contributor, writing articles about Indigenous issues and Identity.

Five of our students and one community member were the recipients of the 2016 Regional 'Inspire, Succeed, and Excel' Aboriginal Achievement Awards. The well-deserved recipients were Matilda Langford, Alex Knight, Lucinda Knight, Tyson Davies and Shane Snelson. All recipients were recognised for their commitment to their education, culture and community.

During week 1 Term 4 2016, we introduced our first Women's Business Camp (Biinda Balaans – Rising Girls in local Dhurga language). This camp was developed in collaboration by Aboriginal Teachers and staff, community and Auntie Nellie. Binda Balaans is an initiative supporting Aboriginal girls to understand culture and provide them with the skills and confidence to undertake leadership roles within the school and community. The camp addresses women's issues and helps students to build resilience and provides them the opportunity to be mentored by Aboriginal woman and to have open dialog with women leaders within our community.

Community Partnerships

Ulladulla High School has worked hard to build capacity and support by collaborating with many external agencies and service providers. This results in authentic cultural experiences for our students and staff. UHS is proud of our relationship with our local Wandarma Aboriginal Education Consultative Group (AECG) and we have six full and three affiliated

members of the AECG. The NSW Aboriginal Education Consultative Group Inc. advocates cultural affirmation, integrity and the pursuit of equality to ensure that the unique and diverse identity of Aboriginal students is recognised and valued. Ulladulla Local Aboriginal Lands Council is integral in our delivery of culturally appropriate programs and initiatives; they clarify information and protocols ensuring we are respectful of culture and sensitivities when dealing with our Aboriginal community. They have been instrumental in supporting cross curricular programs by giving up their time, visiting classes and have provided our Aboriginal studies class with an insight into our local Aboriginal community. Our Aboriginal education team works tirelessly within the wider community to build relationships with Aboriginal Services such as Waminda's women's health and welfare programs, the AMS, Juvenile justice, NRL, Booderee national park, NSW P&W and Fisheries.

Our very talented students have also been sharing their culture throughout our local community. Students participated in NAIDOC celebrations at Ulladulla Public School, Milton Public School and Budawang School whilst also performing at various pre-schools in the area. Students performed the didgeridoo, dance, Traditional indigenous games, singing in local language and face painting. Additionally, we successfully entered the NAIDOC debating challenge and made it through to the regional finals where students were defeated in a judge's split decision.

Lastly we must thank our friends Angeline Devine and family for their generous support and sponsorship of our yearly scholarships. These scholarships are awarded at presentation night to assist five students with their learning; we have also supported students to attend leadership camps, sporting competitions and cultural events

Attendance

Our student attendance rate is well above the state Aboriginal NSWDEC cohort (84.64% vs 79.4% State Aboriginal NSWDEC) These results are attributed to our programs and support systems within the school. UHS currently have two roll call classes supporting Aboriginal and Torres Strait Islander students. Our staff are closely monitoring attendance and wellbeing issues taking a proactive approach and using early interventions to ensure positive learning outcomes. In 2016 42.9% of all enrolled Aboriginal students have achieved an attendance rate of over 90%.

Transition and Pathways to Post-School Options

We had seven year 12 students graduate in 2016 two of these students were members of the SRC (Gene Johns– Vice captain), with many students moving onto further education and university courses. All our students have been supported to transition into a variety of work and vocational opportunities. Two students have been accepted to study Law and teaching at Macquarie University, two students are joining ADFA and three students are locally employed and completing training courses.

We have had 36 Aboriginal students graduate from Year 12 since 2010. Of those students; 50% are attending/attended University; 30.6% completed a trade, defence force or further education and 19.4% completed TAFE, further employment training and employment in various fields. The student's university degrees cover sports physiology, law, marketing and commerce, primary and secondary teaching, nursing, engineering and arts degrees.

The Djinggy school based traineeship program has had 2 students successfully complete the year 11 components of the course in 2016 at Budawang PS and UPS, we were successful in obtaining another two new traineeships to commence in 2017.



Multicultural and anti-racism education

The NSW Department of Education and Communities rejects all forms of racism and is committed to the elimination of racial discrimination. Racism is the belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

At UHS and in our community as a whole, there is a zero tolerance for racism. In the school context, racism can influence:

- educational outcomes
- individual's happiness and self-confidence
- school climate
- cultural identity
- school and community relationships
- student behaviour

As part of the department's commitment to anti-racism, UHS has an Anti-Racism Contact Officer (ARCO). The ARCO's role (Anita Barry) is to:

1. receive the suggestion, complaint or allegation regarding racism
2. assist the complainant to write the complaint, if required
3. advise the complainant of their rights and the process to be followed in lodging a complaint
4. refer the complaint to a member of the school executive who will be responsible for resolving the complaint

Creative and Performing Arts

In keeping with the performing arts bi-annual tradition the music, drama and dance departments once again staged the ever-popular Exposure concert series in 2016. The concert series ran over three very successful nights in the MPC with two different year groups being featured each night. It was then sent on tour to Milton Theatre for a school matinee, which was very well received by the Milton Primary School audience. This is a huge undertaking by our staff and students and was supported by the SRC who helped run the front of house and supply refreshments at intermission.

The variety concerts showcase the singing, dancing, acting, circus and presentation talents of our students and is alternated with a musical production every second year.

Exposure also forms one of the main vehicles for our Vet Entertainment students to gain real workplace experience and forms a large part of their mandatory hours. They handled the set-up, sound and lighting in a very professional manner and demonstrated the excellent instruction that they have received during Year 11.

Visual Arts

The annual Visual Arts exhibition featuring works by our gifted year 12 students plus works from all other years was once again, successfully staged in the MPC. The opening of the exhibition was brilliantly conceived and presented by our Visual Arts, Dance and Drama teachers. The performances were exceptional and the night was a real testament to the creative ability of both our staff and students. Those attending were extremely impressed.

Choir

Our award-winning choir was extremely active in 2016. They once again represented the school at the Shoalhaven Eisteddfod and managed to take out first place again this year with only the loss of two marks over the two songs. They went on to perform at a number of local functions including a Christmas luncheon performance for the local Meals on Wheels organisation held at the Ex Servicemen's Club.

Other selected members of the choir also performed at memorial services and ANZAC ceremonies in Ulladulla and Milton throughout the year.

Illawarra South East Regional Ensemble

The school was fortunate to have a number of students represented in this prestigious touring ensemble this year. A huge commitment by Rachel Tidbury, Zeke Cameron, Leon Holstegge and Brea Holland. Congratulations to these very talented students who made us very proud.

The school was also ably represented in southern stars by these students as well as Maya Holstegge.

Languages

Long established programs at Ulladulla have fostered a multicultural perspective in our school. The sister school relationship between Mikawa Junior High School and UHS supports both the study of languages and Asian cultural awareness. This relationship provided the opportunity for 17 students from Mikawa Junior High to attend Ulladulla High School for a study tour. This partnership allowed students to develop a greater understanding of Japanese culture and language in an authentic manner.

During the September holidays, students from Years 9 and 10 and 3 teachers travelled to New Caledonia to experience authentic French language and culture. This overseas excursion was organised to complement the French course studied at school. Students attended an intensive French language school for 3 days and used French capably and enthusiastically throughout the trip. They extended their knowledge of French vocabulary and grammatical structures and developed a deeper understanding and appreciation of French culture. This trip was definitely a highlight for the highly motivated French students of Ulladulla High School.

Debating

In 2016 Ulladulla High School once again entered teams in the Premiers Debating Challenge for Years 7/8 and for years 9/10. Ulladulla has a proud history in debating and both teams competed strongly in their respective competitions against schools throughout the region.

Several students attended the annual Illawarra South East Region Debating Camp held in August. The camp is an opportunity to mix with students from schools throughout the region and learn from outstanding debaters and state level coaches.

Sport

2016 was an extremely successful year for the students of UHS. It provided many wonderful opportunities for our strong sporting community to continue to achieve at a school level, Shoalhaven Zone, the Illawarra and South East Region, NSW Combined High Schools and All Schools, right through to National Representation.

Congratulations are extended to all students who participated with enthusiasm at school carnivals, through to those elite athletes who excel at CHS and weekend sport, ensuring Ulladulla High School's continued success in the sporting arena.

This was the first year that UHS won all three Zone carnival trophies, finishing first in Swimming, Cross Country and Athletics.

Students represented the Illawarra South East Region at NSW Combined High School Championships. Sports included Athletics, Basketball, Cricket, Cross Country, Football (Soccer), Golf, Gymnastics, Lawn Bowls, Rugby League, Snow Sports, Swimming, Surfing, Tennis, Triathlon, Touch and Volleyball.

Year 7 students who were selected to represent the South Coast area at the New South Wales Combined High Schools competitions:

Year 7

Taylah Afflick 15 Years Touch and Swimming, Jordyn Afflick 15 Years Touch, Michael Attard Swimming, Ruby Frank All Schools Triathlon and Cross Country, Lara Garin Gymnastics, Amelie Gautier Swimming, Talina Grady Swimming, Ebony Henry Swimming, Jake Magi Swimming, Zac McArthur–Creighton Swimming, Ella Naidoo–Golledge Swimming, Lauren Percival Athletics and All Schools Championships, Xanthe Pheeney All Schools Triathlon, Swimming, Cross Country and Athletics, Chelsea Pheeney All Schools Triathlon, Swimming, Athletics and Cross Country, Logan Salafia Swimming, Amie Smith Gymnastics, Blake Thistleton Swimming, Brodie Whalan Interschool Snowsports.

Year 8

Patrick Armstrong Swimming and All Schools Triathlon–Junior Boys Relay, Claire Bierke Swimming, Jordyn Brown Cross Country and Interschool Snowsports, Mackenzie Creech Swimming, Marney Dalgarno Cross Country, Harrison D'Ombra All Schools Triathlon–Junior Boys Relay, Danielle Holt All Schools Triathlon, Swimming and Cross Country, Karla McPherson Swimming, Luke Millard 15 Years Touch, Natasha Phillips–Edgarr Tennis – South Coast Champions and Floris Conway Cup State Finals, Harm Schaap All Schools Triathlon,

Swimming, Cross Country, Jack Skinner Swimming All Schools Triathlon– Junior Boys Relay, Anton Willett Tennis, Riley Wooden 15 Years Touch.

Year 9

Max Boland Interschool Snow sports, Jordan Brown Interschool Snow sports, Meg Buchanan 15 Years Touch, Dan Fisher Swimming, Oscar Fitzpatrick Greater Southern Rugby League, Thalia Fowler Cross Country, Takesa Frank All Schools Triathlon, Eliza Green Interschool Snow sports, Alivia Heath 15 Years Touch, Jess Henderson Swimming, Melissa Holt All Schools Triathlon, Piper Hoyer Swimming and All Schools Triathlon, Shannon Meredith Interschool Snow sports, Lily Murdoch Open Touch, All Schools Triathlon and 15 Years Touch, Rosie Riddick Cross Country, Chloe Scott Gymnastics, Swimming and All Schools Triathlon, Morgan Smith Tennis, Tennis – South Coast Champions and Floris Conway Cup State Finals, Kyla Wall Swimming and All Schools Triathlon, Hannah Webb Swimming

Year 10

Charlie Brophy Surfing, Olivia Chopping, Interschool Snow sports, Eleanor Drury Swimming, Drew Matthews Interschool Snow sports, Abbey Montgomery Touch, Tim Muir Interschool Snow sports, Chantelle Newman Athletics, Lachlan Page Swimming, Jonathan Schaap

Swimming and Cross Country, Joshua Thistleton
Swimming, Tarje Whitford Touch, Jed Wilesmith
Swimming, Corey Williams Athletics, Jesse Wood
Interscholar Snow sports, Travis Wooden Touch

Year 11

Brittany Anderson Tennis, Tennis – South Coast
Champions, Floris Conway Cup, Basketball, Touch,
Casey Anderson Tennis – South Coast Champions,
Floris Conway Cup, Felicia Auer Interscholar Snow
sports, Lily Boland Cross Country, Shoalhaven Zone
Sports Blue Award–Cross Country, Jacob Fox
Swimming, Matthew Gilkes Cricket, 1st XI Cricket
Team, Shoalhaven Zone Sports Blue Award–Cricket
and South Coast Helen Fuller Mal Mow Award, Maya
Lovelock–Dodos Cross Country, Jayden Millard Touch,
Daniel Webb Swimming and Shoalhaven Zone Sports
Blue Award–Swimming

Year 12

Chad Elkins Surfing, Jed Frank Touch, Rubie Reents
Surfing, Shaylee Sydenham Tennis, Tennis – South
Coast Champions and Floris Conway Cup, Oriane
Villiers Swimming, All Schools, School Sport Australia
National Championships

Sportsman and Sportswoman

Our sportsman of the year was awarded to Harm
Schaap. Harm has represented in numerous sports and
done so with a high level of sportsmanship. His
representative endeavors included NSWCHS
Swimming Championships, NSWCHS Cross Country
Championships, Represented UHS in Athletics,
Swimming, Cross Country, AFL and Triathlon,
Represented the South Coast in NSWCHS Athletics,
Swimming and Cross Country–14th place and NSW All
Schools Triathlon – 6th place, Awarded the MVP
numerous times in school sport. Harm was also
involved in the Premiers Sporting “Learning to Lead”
sport leadership program.

Our sportswoman of the year was awarded to Year 11
student, Brittany Anderson. Sport plays a big part in
Brittany’s schooling life where she is extremely
successful. She has competed in NSWCHS Tennis,
UHS Tennis Team – South Coast Champions, Floris
Conway Cup –5th Place, NSWCHS Basketball,
NSWCHS Open Touch. Brittany also represented UHS
in Soccer, Volleyball, Cricket and Athletics.

Pierre de Coubertin Award

Oriane Villiers was awarded the Pierre de Coubertin
Award in recognition of her sporting achievements and
demonstration of those endeavours which are
consistent with the aims of the Olympic Movement. As
Baron Pierre de Coubertin, founder of the Modern
Olympic, said “The most important thing in the Olympic
Games is not to win but to take part just as the most
important thing in life is not the triumph but the
struggle.” Congratulations Oriane!

South Coast Sporting Blue Award

Oriane Villiers

This award is in recognition of outstanding
representation and outstanding sportsmanship, which
embraces the ideas of the South Coast School Sports
Association. It is awarded for Oriane’s achievements
representing South Coast at NSWCHS Swimming,
where she won a gold medal and four bronze medals,
to be named the 17+ Years NSWCHS Age Champion.
Her success at the NSW All Schools saw her contest
the National School Sport Australia Championships in
Darwin, where she achieved a 4th in 50m Backstroke,
and a 5th place in both the 50m Fly and 100m
Freestyle. Congratulations, a most deserved recipient
of a South Coast Sporting Blue Award.

PDHPE / Exercise and Sport Studies

PDHPE is a core subject for students, year 7–10.
Students are exposed to a variety of topics including
sense of self, resilience, healthy body healthy mind,
nutrition, safe partying, choices I make, diseases and
protection methods, the human body and its
movement. Students are also exposed to a practical
aspect of the course and develop skills in a variety of
sport and activity movement situations. These
opportunities include beach games and surf
awareness, invasion games and striking skills, just to
identify a few.

In year 10 students are assessed using a variety of
methods including assignments, class tests and
practical components. The biathlon is conducted with
the support of qualified community members who assist
with safety at the beach. Our test is diversified to cater
for students who are non–swimmers so that all students
can achieve minimum standards.

Those students with an interest in sport can elect to
study Exercise and Sport Studies in Years 9 and 10.
This course explores some of the content mentioned
above in greater detail and relates it to the mechanics
of movement and sport. Our most outstanding students
recognized at presentation night in Year 9 were Casey
Dorrell, Piper Hoyer and Kayla Jenkins. Year 10 were
Eleanor Drury, Tarje Whitford and Liam Conlon.

Technical & Applied Sciences (TAS)

TAS (Technology and Applied Studies) is designed to
develop student confidence, competence and
responsibility in designing, producing and evaluating
systems, product and environments to meet both needs
and opportunities, as well as to understand the factors
that contribute to successful design and production.
Students are provided with the opportunity to explore
and develop technologies and demonstrate insight into
the future uses of technology.

Throughout 2016, TAS enjoyed celebrating many
successes as well as enduring some challenges and as
another year passes, TAS also farewelled two staff
members. We wish Ros Unger and Carolyn Mulvey all
the best in their transition into retirement and thank

them for the outstanding commitment to our students at UHS. We also thank Matthew Graham for his last two years as the Head Teacher of the TAS Faculty, Matthew Graham has now moved to the Maths Faculty as the Head Teacher. In 2017, we welcome Christopher Grasso who is our newly appointed Head Teacher TAS and VET Coordinator and Liam Hackett who is a newly appointed Head Teacher Administration.

2016 has seen many new projects being introduced into the curriculum which have deliberately been designed, selected or modified to ensure student progression of skills, abilities, techniques and processes. We have seen some amazing student projects and products come to fruition from all grades which have highlighted the exceptional skills and high level of intelligence many of the TAS students are utilising when designing, producing and evaluating their products.

The Robotics Team have again, amazed the school and wider community with their outstanding performance at the World Skills Robotics Competition. The teachers and students involved in this team have (as always) shown a huge commitment to designing, building and coding their robot to a strict criterion in order to meet certain objectives at the world skills competition. The lead up time to the competition is limited which resulted in staff and students working together late into most evenings and weekends as they were committed to not only achieving a place at the competition but to also build on the interest and skills of students within the robotics world. An outstanding result and we are all very proud of the people involved.

iSTEM (Integrated Science, Technology, Engineering and Mathematics) was successful in 2016, with now two classes running in Stage 5. ISTEM is a project based curriculum that focuses on students being able to utilise their knowledge and skills from multiple curriculum areas and integrate it into a shared project. ISTEM has been developed and implemented into over 125 schools throughout Australia as a means of preparing and equipping students with necessary skills for future industries and further education. Just some of the projects include; AVC velocity challenge Rockets / Planes and F1 in schools.

Thanks to the Sewing Machine resourcing and renewal program, we have been able to improve the learning environment within the textiles area. We now have the capacity and equipment to deliver textiles out of two well outfitted rooms which has been received gratefully by staff and students.

TAS is preparing for another productive year with a lot on their scope for improving the learning environments and improving student learning outcomes for all context areas. TAS now consists of all Home Economics, Industrial Technology and Computing Technology subjects and now has 22 subjects within the curriculum in 2017.

We encourage all students to continually strive for their personal best and work with their teachers to maximise

their potential. We have had some great pieces of work over the years in all context areas and we look forward to seeing even more student projects completed to a high quality.

A sincere thank you to those parents who have paid the subject contribution fees for this year. This allows the purchase of necessary materials required for student learning activities.

Vocational Education in School (VET)

VET (Vocational Education and Training) courses are available for study by students as part of Stage 6 Higher School Certificate at Ulladulla High School. VET courses are delivered to students by Registered Training Organisations (RTOs). These can be their Schools with the Authority to Deliver, Colleges, TAFE NSW or other private RTOs.

All VET courses lead to nationally recognised Australian Qualifications Framework (AQF) qualifications, either certificates or statements of attainment. These VET courses also include work placement over the two years they are studied. These courses can provide a head start towards a career and pathways to further study and trade qualifications.

Alternatively, student also have the option of engaging in an SBAT (School Based Apprenticeship / Traineeship) while studying for their HSC. This form of study usually sees the student go to work one day a week (paid work) in the chosen industry while learning the theory via correspondence through TAFE and a private RTO. This arrangement includes a contract between the employer, the student, the school and the Department of Industries as it is a registered apprenticeship.

Ulladulla High School has seen a number of success throughout 2016 within the VET curriculum, ranging from outstanding student achievement in school and students winning SBAT student of the year awards and much more.

Hospitality

In 2016 the Hospitality VET trialled operating a school café 2 days a week. It proved very successful in providing opportunities for Hospitality students to gain their full Certificate II qualification; 14 students in 2016, compared with only 1 student in 2015. However, there were operating issues; including the sharing of facilities with the rest of the school, the facilities not being up to industry standards and legality of supervising students without the presence of a teacher. The school has invested money into installing an espresso coffee machine and commercial dishwasher in the school food technology kitchen. It is envisaged that the café will operate in 2017, in a different format, for terms two and three.

Construction

Vet Construction students shared some successes with a number of students gaining fulltime employment

within the construction trade after demonstrating outstanding skills and knowledge while out on work placement. Furthermore, the purpose built 'Cubby Houses' continue to be a favourite within the school community with ongoing orders from individual members of the community. UHS has received positive feedback from building trades within the community regarding the attitudes and abilities demonstrated by the students studying VET Construction.

Business Services

Students in Business Service took part in work placement in the Ulladulla community thanks to the generosity of the local businesses. Students learnt how to file, write letters, greet customers, communicate electronically and many other employability skills. This was a small cohort of students. Three students undertook Certificate II in Business Services and two students completed Certificate II in Business Services and their HSC qualifications. Students attended two in-school conferences to increase their skills and encourage teamwork.

Entertainment

In 2016 VET Entertainment students were involved in many exciting work placement opportunities from the ANZAC ceremony and exposure of school performances to working at Milton Theatre on Follies productions like 'The Jungle Book' and 'Kiss Me Kate'. Students love the opportunity to use the technical equipment and they rise to the challenge of putting on a professional show and creating a performance they can be proud of.

Tyson Davies and Danielle Bush were finalists in the 2016 Community and Business Awards for TAFE NSW Illawarra Trainee/Apprentice of the Year. Both students were nominated by their employers and deserve the recognition this nomination displays. Tyson was the winner of the 2016 Trainee of the Year Award and made a fabulous speech on the night. Congratulations to both Tyson and Danielle. A wonderful achievement and community recognition of all their hard work in their School Based Traineeship.

Ulladulla High School continues to wish all VET students all the best in their studies and extended learning pathways. We also encourage anyone who is interested in becoming involved within the VET curriculum as part of their pattern of study to seek a head start into a trade after school to talk to either the VET Coordinator (Chris Grasso) or one of the Deputy Principals to discuss the possibilities.

Special Education

2016 was a year where the students of the Special Education Faculty really launched into Project Based Learning with the support and leadership of our fantastic staff. Some of the authentic experiences we engaged in included sewing reusable shopping bags, becoming a Sphero Expert and catering for the Year 9 Expo with ingredients out of our market garden.

In 2016 we were really pleased with the successful transition of our students into the workforce and /or further education. One example was for one of our Year 11 students who gained an apprenticeship as a chef with a local club. Additionally, a number of our students were able to gain part time employment as a direct result from our work experience and job coaching programs.

Another program we experienced great success was the Multi Lit Reading Program. The confidence gained by our participating students reflected across all areas of the curriculum.

In 2017 our faculty's growth will continue as we prepare for our ninth support class which will cater for up to another ten students. We will also welcome two more permanent staff, Mrs Jacki Morgan and Mr Stuart McDonell.

Another direction in 2017 is to continue to find ways and methods to improve communication between our ever growing Special Education Faculty and our mainstream peers. The first strategy will be to conduct a twilight seminar to de-mystify the assessment, placement and education of our students with special needs.

Library

The Head Teacher T&L and the Librarian managed the organisation of Distance Education courses for students. This included contact with Distance Education providers at Karabar and Open High Schools and management of receiving and sending student work and assessment tasks.

The Librarian managed modifications to the learning space in the library with new furniture and removal of fixed computer bays. Professional Learning was undertaken by the Librarian and Library Assistant to implement the new OLIVER library management system.

The Librarian managed and sourced resources for the Library to support programs and student learning as well as facilitating access of staff and students to information as requested. She provided recess and lunch supervision for students to access Library facilities and games, including chess and other board games.

Tutoring

After school tutoring for Years 7–10 students in Mathematics was available every Wednesday afternoon from 3.00 to 4.00pm. Students brought their own work with them and sought assistance as needed. Student numbers varied between eight and nineteen.

Senior students were able to access tutoring in most subjects offered at school. Staff volunteered in most cases to assist students, either on a weekly basis or intensively for a few weeks before major assessment tasks. Mathematics, Extension 1 Mathematics, General Mathematics, PDHPE, Physics and Chemistry tutoring

was available on Tuesday or Thursday mornings or afternoons each week for the whole year. Students were able to negotiate with their teachers to go to tutoring in other subjects or seek assistance from the Head Teacher T&L 10–12 to access specific help as needed.

Careers

Year 10 students participated in work experience with support from the local community. Forty–Nine Year 10 students attended the Careers Expo in Nowra which was hosted by the University of Wollongong, Shoalhaven Campus.

Over sixty Y11/Y12 students attended Discovery Days at the University of Wollongong (UOW), Aspire UC at the University of Canberra and had the opportunity to visit the Australian National University (ANU) campus. Students were able to choose specific faculties to visit where activities and information were available.

Fifteen Year 11 students participated in the Teamworks program run by HMAS Creswell.

BYOD

Ulladulla High School is a Bring Your Own Device (BYOD) school. A student survey which was completed at the end of 2015 indicated that approximately 70% of the student population had access to their own device, however approximately 20% of students were not bringing them to school each day. As a result, in 2016, the focus on BYOD was to:

- Support students in bringing their own devices to school every day and for every lesson
- Build the capacity of teachers to increase the use of technology and on–line collaborative skills in their classrooms.

These targets are being addressed by:

1. Supporting all students to have access to a BYOD device – Student Assistance has been offered to all students who need to borrow a school device on a short term and long term basis. This process ensures that all students have access to a device which they can use both at school and at home. A recommended list of devices is frequently updated on the school's website to support those students who are purchasing a new device. This list ensures that students are purchasing devices that are compatible with the schools wifi.
2. Building the capacity of staff – This year, UHS funded two BYOD mentors to work with staff and faculty groups to build their capacity in using on–line collaborative tools including Microsoft 365, OneNote and OneNote NoteBooks. The mentor program allows all teachers to have one–on–one time with mentors; have mentors assist in classrooms to build confidence and capacity of all teachers, across all faculties. In addition to this, multiple twilight professional development sessions have been offered to all staff. During twilight seminars, 71 staff are explicitly shown the benefits of online tools, with

Microsoft 365 and OneNote in building teacher resources and strengthening our students as 21st Century learners.

Retention and Attainment

Ulladulla High School continues to work with our community based, TAFE and University partners to develop and implement an incredible array of opportunities that support our students to be engaged, stay on and complete their schooling or successfully transition into the work force and/ or further education. Some of these opportunities included alternative education options

- Head Start Alternative Curriculum Program in Year 12
- TAFE Tasters in Years 9 and 10
- School Based Traineeships in Years 11 and 12
- Dunn Lewis Distance Education Outreach Centre for students in Year 10, 11 and 12