

Ulladulla High School

Annual Report



2017



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Introduction

The Annual Report for **2017** 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

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Message from the Principal

I thank all our parents and carers who have taken time to come to our school over 2017 to be part of your child's school life. Your support of our students in the celebration of their recognition has more power than you know.

I am extremely proud of our school and our students, it's hard to simply summarise, such outstanding achievements both personally and more broadly by each of our students. I will try to condense into a number of key ideas I would like you to consider in reflection of 2017 and our aspirations for 2018.

Work that matters

Work in schools matters. Ensuring our students are engaged about their learning is an ongoing aspect of my educational research. It highlights the need for us to understand educational practice development and continue to look for concepts and ideas that can be reinterpreted and re-imagined within the context of our school so that we can deliver quality learning experiences for our students. And then what experiences enhance that. It is with much pride I talk about our classrooms, our learning and our teachers. As a school we are continually pushing the envelope and the depth of understanding that provides the optimum learning environment for each and every student. Schools and a school like ours, at 1235 students and 2 and half thousand parents and carers, we certainly are a city within a city. With a further 130 staff. It is essential we have an understanding of each person and how we can foster the connections, the learning and work experiences for each of the 200 days each year, is very important to us as school community.

Looking to the future, in Year 8 (2018) we are innovating our learning spaces to align with the way in which individuals learn. We are calling these HUBs, NESTS, PODS, INCUBATORS and HUDDLES to shift thinking to the spaces where deep and authentic learning happens. The combinations of explicit teaching, one on one, revision, peer to peer, presentations, instructional and individualised student directed activities, from enquiry learning through to incubators of creativity will all be utilised to align our teaching to 'the way the brain and heart learns'. This organisational structure will be 2 teachers 'team teaching' 2 classes in ways that support the existing successful project work we have achieved through 'Authentic Entrepreneurial Real World Projects of Learning'. It is a 'moonshot' moment to build our future thinkers and innovators in preparation for our saturated information age. An individual student's ability to generate ideas, innovate, be emotionally and academically literate and be able to create is what will be needed for future careers.

We have the highest expectations for our students. When a young person creates a work of excellence, it is transformational and life changing. This year our school has expanded deep learning to envelop projects of significance. When we talk 'projects' we mean such things as self-publishing novels. UHS has published 2 books in 2017, in both year 7 and year 10. They are outstanding works of significance, literacy at its finest. We have established websites for the broader community to interact and learn from, interviewing and hearing the stories of the residents of Sarah Claydon through "My Story Matters" projects and presenting to emergency services with ways to engage on a deeper level with emergency response processes.

The projects represent the learning journey, the collaboration with others, the digging deep to understanding content through real world contexts. Goal 2 of the "Melbourne Declaration on the Educational Goals for Young Australians" states: All young Australians become successful learners, confident and creative individuals and active and informed citizens". Projects at UHS enliven the syllabus content so that it is challenging and encourages self-regulation and the development of self-directed learners through evidence-based practices. How do we know this is working? The state-wide data from "Tell Them From Me" Survey data reports for UHS that we have an upward trend, Year 10 is above state average for their perception of their positive behaviour – 11% higher than the previous year 9 and a 5 % improvement for the cohort. UHS is also trending up in positive teacher/student relationships in years 9 & 10, we are above state average. We are above state average for all grades 8, 9 and 10 students for the way they feel and are supported by their community. In fact the state is trending down and UHS is trending up. Our students are consistently engaged, motivated and reflect effort. We were awarded Department of Education Secretary's Award of "Excellence for an Innovative School Initiative 2017".

As part of the Department of Education's accountability processes 5 year cycle evaluating School Excellence, our school was deemed "Growing, Sustaining to Excelling across all 14 areas of school excellence", and we were Finalists in the 2017 Premiers Awards for Public Service – For Improving Educational Results. Our students have received National Awards across all arenas of school life. National Public Speaking Award, State finalists in debating, International representation in sport, the creative arts, science, community service and leadership. Through such awards as the John Lincoln OAM award for Community Service, the Prestigious Marie Bashir NSW State Award for Peace, NSW Schools Constitutional Convention and further representation at the National Convention. Our Aboriginal students perform well above state average and we continue to set ourselves goals that will enhance the future of our students through rigorous strategic planning processes.

The measure of a school is how it delivers each and every day for our students to move forward and achieve their dreams. We may not always get it perfect, yet we are determined as a school to be responsive, continue to refine, reinvent and build programs that enhance the opportunities for our students. It is our job to enliven that passion, and we endeavour to unlock what drives young people. They often are driven to make someone very proud or prove someone

wrong. Our student well-being programs can be viewed through a lens of positive education. At UHS it is reflected in our substantial growth coaching programs at all levels both teacher and students, outdoor education with a focus on the 7 habits of highly effective teenagers, Skills for Success, peer tutoring, peer support, extensive tutoring programs, a world class sport program, a focus on mindfulness, cyber safety, student led programs that focus on the 'upstander' to combat bullying and well-being proactive programs of resilience, student leadership that support the development of the whole student. We are very proud of our world class Student Representative Council and the School Environment Council who have continued to innovate in all areas for our students, leading positive programs that support students well-being #UHSstandinmyshoes, online ordering for the Canteen, water bottles to reduce plastic landfill, student wellness proactive programs like 'promoting riding bikes to school'. A huge thank you to the dedicated student leaders from year 7–12, you make a difference.

Our community, our graduates, our growing alumni; the class of 2017, year 12 excelled across all areas, including HSC excellence, being recommended and exhibiting in Encore and Art Express. For the class of 2017, this is just the tip of the iceberg. We had exceptional results in Earth and Environment, English Standard, Mathematics, Vet Entertainment, Aboriginal Studies, History and the list goes on. 2017: 32 band 6 results in 15 of 35 subjects, 158 students, 24% increase in bands 6. 2017: 148 Band 5 results in 30 of 35 subjects. 86% 158 Students 12% increase in Band 5. The excellent results align with this year group as being the first year of Project Based Learning. A challenging time as teachers and students endeavoured to challenge the status quo of what learning looked like. The incredibly curious way in which students allowed learning to be enlivened is a credit to them as ubiquitous learners is evident in their results. This leads me to my belief in our outstanding and wonderful community. I appreciate your ongoing support of our school. Your belief, support and engagement in our school is highly valued.

I give my sincere thanks to our schools P & C, a new look team who bring a deep and sincere approach to their role and the support that they can provide our school. Their innovations have already been immense. A huge thank you to Matt and his team. I extend my sincerest thank you and distinguished recognition of my Teachers, Head Teachers (Executive), Deputy Principals and outstanding support staff who, without a doubt, are the most hardworking and dedicated staff you will ever see. We are a privileged community to have such dedicated professionals to ensure the very best for our students; a community is strong when it has great schools. We all benefit. Finally, I cannot finish without thanking my Senior Office Manager Leanne Colley who is truly sensational, Leanne ensures her team and the management of our school is first class.

Finally, I would like to sincerely thank Mr Barry Christiansen, Deputy Principal, as Barry will retire some time in 2018, I thank you Barry. Throughout his career, it has never been about him, it has always been about the difference he can make. An outstanding Teacher of Science, with a particular focus on physics, he set high standards. At both Head Teacher and Deputy level he has led his team with care, kindness and support. I thank you sincerely for your dedication to our school for 37 years, you are part of the foundations that make our school the school it is today. Your energy, enthusiasm, expertise and great sense of humour has been so much appreciated. I have thoroughly enjoyed working alongside Barry. He is undoubtedly one of a kind. I and the school thank you for an outstanding 2017 and a long and meritorious career in public education. Thanks Baz. Huge thank you to Ange Edwards for her professionalism and expertise in coordinating and compiling this Annual Report for our school community. I am sincerely humbled as always, to be the Principal of this fabulous school, and I very much look forward to working alongside you all in 2018.

Thank you

Denise Lofts

Ulladulla High School's P&C President's Report – 2017

I would like to congratulate the P&C Association members who have helped run the P&C and making this a successful year. Special thanks goes to Karina Gumley, our Secretary from 2017, Treasurer Kylie Creech – for organising our paperwork and financials. Also Vice Presidents Ruth Meyers and Matt Potter have 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.

During 2017, 1 member was nominated and accepted for life membership. Aunty Nel Moonie has provided vital support to the P&C for decades and is to be congratulated for faithful dedication to our community and our kids.

A core component of the P&C's function and fund-raising has been through the school canteen. Thanks goes to Lynda Sayers, our Canteen Supervisor, Kim Payne Assistant Supervisor and to the amazing staff and volunteers in the canteen (especially our committee representative Paulette). New menu items are always being added in consultation with the Canteen Committee and SRC students and we look forward to the continued menu updates in line with healthy schools initiative. I want to say a special thanks to Kim and canteen committee members who worked hard to organise supper for Presentation Night at the end of 2017 and also on the first school development day in 2018, supported catering for the staff to celebrate International Teacher's Day. Our key technological update to the canteen was approved last year being moving to online ordering and (eventually) away from cash transactions onto a platform called FlexiSchools. The onboarding work has been underway in term 1 and we hope to see it being tested.

My personal highlight last year was hearing the positive reports from the wellbeing program. Thanks go to Jacky Howarth for driving the initial application to gain federal chaplaincy funding of \$10,000 per year for this purpose which were ongoing for 17/18. Our Chaplain/Wellbeing officer 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 provided crisis support to some of our most vulnerable students, instigated games on the oval with students at lunchtime, and supported indoor and outdoor wellbeing activities as overseen by the Head Teacher Wellbeing, Kim Waters. Ice has attended camps, and excursions provided valuable advice and mentoring to students. So good were the reports in fact that the Snow Foundation approved a 3 year grant to increase Ice's hours, and the scope of this program from 6 hours per week up to around 26 hours per week. Thanks to Kim Waters and John Garrett for support with the application. The P&C now has a wonderful opportunity and responsibility to ensure we deliver wisely on the wellbeing initiatives into 2018 and beyond.

Regarding other financial disbursements, I am happy to say the P&C provided financial support to a number of our elite academic and athlete students and others who traveled for specialist activities. On behalf of the P&C I congratulate all those students excelling in their fields. The P&C also funded numerous other initiatives in line with school requests and the finance team. They are too many to mention but suffice to say I am thankful to be a part of an organisation that is helping the young people of our town go further and aim higher.

I would like to thank Denise for her passionate leadership, the teaching faculty, fellow office bearers and the wider school community for being so passionate about our kids and their education.

Matthew Knight

President

Ulladulla High School P & C

Message from the students

Student Representative Council

During the 2017/18 year the SRC has achieved many of its designated goals. These were: to acquire suitable bike storage and encourage students to ride to school, continue to provide and expand the breakfast program, work with students to further develop our school culture of 'upstander' behaviour, continue to educate the student population about the need for self compassion and work with the P&C to improve canteen services.

A group of year 9 SRC and SEC students sought to provide more suitable and safe bike storage in the school. They undertook a number of fundraising activities and submission writing activities to achieve this goal. We are grateful for the financial assistance provided by the Bendigo Bank and Shoalhaven Council towards this project. Working with the students has built their capacity to build partnerships with community groups and be effective leaders. The new bike racks will be installed at the bottom car park on school grounds. The group will put their attention towards educating students about safe cycling behaviour.

The UHS breakfast program has continued to run successfully and has recently expanded its service. Our year 11 and 12 students have been exemplary models of leadership. They ensure that toast is made available to over 100 students at UHS, for three mornings per week. In 2018 that service has been expanded to four mornings per week and students have taken greater ownership by also collecting the bread.

Another group of students have been working hard to challenge bullying behaviour through their student designed 'Stand in My Shoes' Program. They have a website and ten week program which they have been delivering in the year 7 & 8 Wellbeing periods each fortnight. Their most recent incarnation is a specific cyber bullying program which encourages students to 'block' online bullies. This group also invited our primary school SRC representatives in the high school to work on programs that could be delivered back at primary school. The aim was to have consistent approaches across all three public schools in our community.

The Everyone's Perfect group members have continued to spread their message of self compassion via social media and in class presentations. Their Instagram page has 9807 followers and defines its work as "self love is the beginning of happiness within you and the people around you. We are changing our internal voice into one of positivity." They ran activities on ruOK day and Harmony Day.

Students identified some processes in the canteen as areas for improvement. They presented their concerns at a P&C meeting and offered several solutions. They continued to work with the President of the P&C and are now very close to having online ordering available at the canteen. It is hoped that this will reduce canteen lines at lunch time and encourage healthier eating.

We have a group of year 9 students who attend the Youth Advisory Meeting at Shoalhaven Council each term, providing an opportunity for a youth voice to be heard at Council Meetings.

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
- Attending the Youth Advisory Committee at Shoalhaven Council
- 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 to year 6 students

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 2016. Some of the Student Environment Council's projects are:

- Weekly collection of recycling
- Attendance to the SRC & SEC Leadership camp in August 2017
- Selected SEC/Yr 10 students contributed to the 'Young Australian's Plan for the Planet' and attended the National

Conference in Canberra that coincided with National Science Week in August 2017

- Purchase of new playground pick-up sticks. Students introduced at staff meeting encouraging staff to use and change culture among student body in September 2017
- Replacement of recycling bins in classrooms and staffrooms in October 2017
- SEC to Ulladulla Public School for Yr 5 Environment camp in November 2017
- Running of Nude Food Month with lunchbox competitions, weekly activities and the establishment of compost bins in November 2017
- Enquiry into waste separation bins for the playground in December 2017
- Clean-Up UHS Day with Yr 7 & 8 in Term 1 2018

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 FEOL 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; University 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

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

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

The school leadership team and the school executive are focused on leading evidence based school improvement and this is supported by ongoing consultative processes with the wider school community. The school leaders focus on building a culture of high expectation by engaging the parent and wider community in understanding current educational improvements to ensure student success. This is illustrated in the cycle of imbedding PBL and BYOD, school planning and connection to the Aboriginal community. The school works closely with the local AECG Wandarma. The school positions itself respectfully within its community and shares in the celebration of excellence achieved by our students. Most recently the school was awarded 2017 Ministers Awards in Outstanding Student Achievement and Teaching Excellence.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Embedded 'ways of thinking' in all learning programs, tasks and assessments across the school.	PBL, MAP Mentors 40,000 PBL Professional Learning Budget	The school is exemplar in the collaborative practice within the local, state and global context. The school has sustained explicit systems of mentoring, coaching, modelling and teaching practice feedback through school identified Mentors in MAP, PBL, BYOD and Growth Coaching. The school also implements a focus on learning communities within the school through the embedded professional learning system of Twilight Seminars to sustain quality teaching practice. Our teachers excel in their leadership of teaching practice beyond the school context to the sharing of successful pedagogy to improve the learning outcomes for students across the state. MAP, PBL and Growth Coaching mentors have lead professional learning collaborative workshops that focus on improving student outcomes by improving the capacity of teaching practice.
PBL (Deep Authentic Learning) is embedded in the curriculum structure of school culture.	PBL and Map Mentors along with leadership learning through growth coaches.	Across the school, deep authentic learning and assessment excellence is used to enliven the curriculum and is illustrated by the planned programs and quality teaching of Project Based Learning, Map and BYOD evidence set. The sustained and responsive focus on promoting learning excellence is evident in the notion of 'Gold Standard' Projects and the 'Presentation/ Curation' of projects of excellence, along with MAP Gold Standard. The school is exemplar in the collaborative practice within the local, state and global context. The school has sustained explicit systems of mentoring, coaching, modelling and teaching practice feedback through school identified Mentors in MAP, PBL, BYOD and Growth Coaching. The school also implements a focus on learning communities within the school through the embedded professional learning system of Twilight Seminars to sustain quality teaching practice. Our teachers excel in their leadership of teaching

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Teachers embed Tools for Working throughout their practice – information, communications technology and information literacy, plus environment support authentic creation of meaningful learning experiences.	Literacy Mentors and Literacy and Numeracy Team. Instructional Rounds to drive implementation of Literacy	Our school is focused on high expectations for all of its learners through explicit programs of educational aspiration, skill development and growth. Our school is highly regarded within its wider school community and grow high expectation within our students. We celebrate our excellence and embed this focus within the ethos of the school. Most recently being awarded Secretary's Award for Outstanding School Initiative. The programs of MAP (Make a plan), Project Based Learning and Bring your Own Device have facilitated and fostered improved performance across all year groups. These programs have embedded students with the skills and motivations to take responsibility for their own learning. The school is a lighthouse of BYOD practice of excellence across our school networks.
Ways of Working, Communication and collaboration throughout.	PBL, MAP Mentors 40,000 PBL Professional Learning Budget PBL and Map Mentors along with leadership learning through growth coaches. BYOD and eMentor Entrepreneur Mentors and Professional Learning	Across the school, deep authentic learning and assessment excellence is used to enliven the curriculum and is illustrated by the planned programs and quality teaching of Project Based Learning, Map and BYOD evidence set. The sustained and responsive focus on promoting learning excellence is evident in the notion of 'Gold Standard' Projects and the 'Presentation/ Curation' of projects of excellence, along with MAP Gold Standard.
Student Leadership is foremost and evident on decision making.	Student Wellbeing Officer, Year Advisor, Out Door Education program and Skills for Success. • Student Wellbeing Grant (\$83000.00)	Our school has been deliberate in the building of our students emotional and social wellbeing. We explicitly have embedded in our school plan a strategic and planned approach to building the social and emotional capacity of our students "Skills for living in the World" through a number of successful programs. Growth Coaching for student reviews, student goal setting and Skills for Living in the World inclusive of Peer Support, Student Wellbeing (Chaplaincy) and Outdoor Education. In particular our deeply embedded Aboriginal Education Program with explicit PLPS focus on Aboriginal Students aspirations inclusive of their academic, cultural and social needs. The Growth Coaching program has facilitated personalised goal setting for both students and teachers, this is supported by rigorous student wellbeing programs of peer support, student leadership, outdoor education and learning programs that facilitate excellent student/teacher relationships. Our school measures through the Tell Them From Me Survey, significantly above state average for student/teacher relationships and an environment that supports students Social and Emotional wellbeing.

Strategic Direction 1–Equip Students with Skills for the Future Century.

Ways of thinking, Ways of Working, Tools for Working and Skills for Living in the World.

Ways of thinking– Embedded ‘ways of thinking’ in all learning programs, tasks and assessments across the school.

Processes: MAP – (Make a Plan) A rigorous scaffold for student directed learning and assessment.

1. Continue embedding MAP in junior school for both assessment and as a learning tool across faculty areas.
2. Support Special Ed staff further to utilise MAP subsequent to workshop on SDD Term 3. MAP Mentors working across faculty subjects with expertise in Humanities and Mathematics/Science.
3. Develop Toolbox – utilise staff expertise to collect, collate and distribute toolbox. Mentor and collaborate to increase teachers access to and use of MAP and work further with SLSOs to understand how to assist students using MAP.
4. Continue to develop expertise in MAP with new staff and those new to using it in faculties. Build team capacity to expand into all faculty areas.
5. Continue to work with Networks of Schools and individual teachers and/or schools to assist implementation of MAP.
6. Continue to develop expertise in new–scheme teachers and encourage them to become experts and mentors for the future. Connect with community to inform about use of MAP. Connections such as P&C presentations and workshops. Refinement of MAP for Mathematics template to make it easier to use for all staff and all students.
7. Further development on MAP Light – a differentiated version of MAP. Connections with our partner Primary Schools to introduce Stage 3 students to MAP

Processes: Ways of Working– PBL (Deep Authentic Learning) is embedded in the curriculum structure of school culture. Project Based Learning Focus moving into 2018 will see Gold Standard PBL@UHS further embedded across faculties:

1. PBL mentors will support Head Teachers to lead PBL in their faculties through reflection and auditing of 2017 projects. PBL mentors will build the capacity of all staff to integrate PBL into appropriate units of work.
2. Alignment of units across faculties for stages 4 + 5 through the cross–curricular PBL wall in conjunction with Head Teacher consultations. Targeted refinement and redrafting of Projects with a focus on building a culture of excellence.
3. Continue practice of PBL Twilight Seminars with a focus on teaching the tools to facilitate PBL in the classroom rather than the PBL Journey/essential elements (ie. teamwork, questioning, collaboration, feedback/critique). Following on from the success of UHS Summit 2017, establish an annual UHS Summit to lead learning and model Gold Standard PBL among our peers.
4. Curation will feature prominently in 2018 as a part of project development with the focus on ‘where will your project live’ upon completion – working with staff at project inception to come up with spaces to exhibit student excellence around the school. This will continue the strong start to curated works of excellence from 2017. Additionally, the creation of Project Cards has begun and a dedicated PBL@UHS website created to share practices and projects, chart the UHS journey and lead learning in PBL. This space also has a dedicated blog site for teacher reflection and sharing of best practice. It will be launched at the end of Term 3, 2017.
5. Evaluation of the PBL spaces and curriculum structures. The collaborative learning space have not been re–evaluated since its creation in 2013. For the past two years the space has largely been used as a year 8 homeroom and as such has seen limited use as a ‘bookable’ collaborative learning space to facilitate PBL. In Term 3, 2017 a trial space was established in a single classroom with the addition of some flexible learning furniture and removal of small individual desks which has facilitated collaborative, team–based PBL. A number of staff who use the room have already approached the PBL mentor to discuss the possibility of setting up similar spaces in other rooms. A full review by staff who utilise the room will be conducted at the end of Term 3 with the intention of creating a proposal to set up similar ‘satellite’ classrooms pocketed around the school in 2018 to move to a more futures focused flexible learning environment. Research has begun on the potential of realigning class timetables to pair up cross–faculty teachers to co–teach in a large flexible learning space that accommodates up to 60 students and possibly a LAST. The impetus for this is to fully align cross–curricular PBL@UHS with the expertise of more than one faculty teacher. Ideally a prototype class will run in 2018 in the collaborative learning space, again to move UHS and student learning to a more futures focussed flexible environment that draws on the expertise of multiple teachers and disciplines providing authentic, rigorous learning opportunities for our students.

Tools for working: Teachers embed Tools for Working throughout their practice – information, communications technology and information literacy, plus environment support authentic creation of meaningful learning experiences.

Processes: BYOD program. The primary focus for 2018 and beyond, is to continue to build the capacity of teachers to authentically embed pedagogy to support projects through tools of technology to improve student learning which will constantly be supported by ensuring that all students have access to a device and that staff are effectively integrating digital learning in their classrooms.

1. The next phase of development will be to continue to assist, mentor and up skill teachers in how to use technology with more purpose, authenticity and influence for all students, using a variety of on-line platforms. This phase will target one of the strategic directions at Ulladulla High School, to equip students with global skills by blending the ways of learning (project based learning) with the tools for working (BYOD). It will prepare students with high levels of (industry standard, tertiary standard) transferrable enterprise competencies so that they have the embedded ability to critically think, problem solve, collaboratively make decisions and present on on-line platforms in real world contexts.
2. Self-publishing student created online courses for other students to enrol in is a vision for the school. Whereby students deliver content for other students.
3. Authentic creation of content, facilitated by teachers within a networked global community.
4. Innovate cross curricula projects that are supported by tools of technology.

Skills for Living in The World – Focussed Social and Emotional Learning, including Student Leadership is foremost and evident on decision making.

1. Throughout the 2018–2021 period, the Wellbeing program will focus on building the capacity of teachers to promote student wellbeing needs within a school culture that is aspirational. This collective responsibility will engage teachers, students and community members in a broad and overarching framework that explicitly delivers social and emotional learning to address cognitive, emotional, social, physical and spiritual wellbeing of all students.
2. We will continue to foster and promote the active contribution of students through both formal and informal channels within the school community. Student Voice and Student Choice.
3. UHS Student Wellbeing Framework will have identified strategic milestones in the School Plan and the management of resources, time and staff will be allocated and included in the school budget.
4. A fortnightly 'Social and Emotional Learning' period will explicitly address the cognitive, emotional, social, physical and spiritual wellbeing of all students. Faculty groups and a year advisor will take responsibility over year groups ensuring a comprehensive framework of high level teacher engagement in student wellbeing. Peer Support, outdoor education and chaplaincy will continue as part of this broader framework, with our modified direction drawing more teachers and community members into wellbeing.
5. Programs will be informed by positive psychology, Spirals of Enquiry model and current research into successful leadership stories in schools on 'Social and Emotional Learning' to ensure student wellbeing for academic success.

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

The school is recognised as a leader in professional learning to improve the teaching and learning outcomes for students based on explicit processes embedded within the school plan as illustrated in MAP, PBL and BYOD. The growth model permeates protocols throughout the professional learning cycle, all teachers have digital portfolios through the online MyPLgoals platform, a rigorous implementation of Growth Coaching process for PDP conversations where teachers continually evaluate their teaching. The focus embedded in the school plan Strategic Direction Two 'Teachers are World Class Leaders in learning' reinforces the focus on teacher self-efficacy and reflective practice. The numbers indicated in this text are from the 2017 External Validation reference points of the evidence sets. These can be found on our website and a hard copy in our library.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A culture of commitment to great teaching inspired learning where staff actively and consistently reflect on learning outcomes for student excellence.	<ul style="list-style-type: none">• Professional Learning (\$153000.00)Growth Coaches, Twilight Seminars and community of Practice established.Assessment and Reporting Excellence Board• GTIL resource and mentors	The School leaders lead the evaluation of data for ongoing improvement and identify student achievements and improvements to inform school practice and future directions. This is evidenced by the leadership of the English Far South Coast Network by our School. UHS led the analysis of all the FSC school based data and identified improvements across the entire network. The analysis and the subsequent strategies have led to collaborations of improvement by all English faculties on the FSC (Far South Coast). The school is also rigorous in the analysis of our Aboriginal Students results and data to inform teaching practice and inform our future directions/ strategies to support our Aboriginal Students.
Every subject has high quality differentiated learning programs and assessment where quality teaching is foremost.	<ul style="list-style-type: none">• Professional Learning (\$153000.00)Growth Coaches, Twilight Seminars and community of Practice established.Assessment and Reporting Excellence Board	The school has implemented an innovative school-wide approach to Assessment and Reporting in particular through the rigorous creation of projects within Project Based Learning. Through collaboration across the curriculum as demonstrated in KLA learning tasks. The 'Scope and sequence' programs demonstrate rigorous formative assessment to improve student learning. Assessment and reporting is used to monitor student learning across the curriculum as illustrated in the MAP Pedagogy, Far South Coast Networks and Aboriginal Education.
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.	MYPLGoals Subscription \$6500 Professional Learning Budget \$153000	The collaboration of professional practice is enlivened by the Digital Platforms of MYPLGOALS. The school will continue to evaluate the effective use of MYPLGOALS as the platform for digital portfolios to drive goal setting through a process of growth coaching and to identify areas for professional learning which will continue to improve teaching standards and result in improved outcomes for students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.		The professional learning team will continue to support teachers to start the recording of their accreditation process for the next five years.

Next Steps

Strategic Direction 2: – Our teachers are world class leaders in learning

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

Processes: Professional Learning.

1. Leaders establish tools for transforming the culture of schools and enriching professional interactions. The use of champions, teacher mentoring and partnering has begun to be embedded in school structure. These structures are supported by protocols of inquiry orientated professional learning tools within a high performance workplace to enable UHS to successfully teach all students to high standards.
2. Teachers collaborate in teams on a daily basis. Teachers collaborate in teams that serve the same cohort of students. Together each day they meet to plan, program and discuss students in teaching teams, academic departments, study groups and the faculty as a whole.
3. Rigorous Curriculum. The challenge academically should be high. Tasks are made difficult and challenging to ensure students collaborate. They need to help each other to solve the problem thus developing a culture of collaboration not competition. This philosophy could permeate the entire learning process and particularly professional learning structures. We should continue to work on the concept inch wide, mile deep philosophy of building deep intellectual substantive and meaningful learning in every classroom, this can only be achieved through rigorous, engaging professional learning.
4. Partner and team teaching established as norm. Grouping and naming of collegial groups established as ways of learning.

Processes: Great Teachers, Inspired Learning

1. Establish an orientation program for Mentors which builds on the capabilities and skills of Growth Coaching.
2. Establish leadership roles for improving mentoring skills and capabilities for career progression that encourages other teachers to undertake mentoring roles. The benefit for both mentee and mentor is immense.
3. Establish a framework of reflection/resilience/ for beginning teachers that provides for ongoing growth and development.

Processes: PDPs MY PL Goals and Digital Portfolios

1. To continue to use MYPLGOALS as the platform for digital portfolios to drive goal setting through a process of growth coaching and to identify areas for professional learning which will continue to improve teaching standards and result in improved outcomes for students.
2. As of 2108, all teachers will start the recording of their accreditation process for the next five years this will be supported through MYPLGOALS online platform.
3. Ongoing focus on leadership development and succession preparation.

Processes: Far South Coast Networks

1. 2018 Term 1. FSC English common mandatory unit from Studies to Advanced English.
2. Collegial, corporate marking via VC. Common assessment tasks in FSC region in at least 1 other module for English
3. Robust KLA networks supported by FSC infrastructure.
4. Enriched combined School Development Day. Day 1 Term 2.
5. Collaborative HSC Marking across all KLA's.
6. Establish Hubs of KLA expertise which communicate through VC to combat distance barriers.

Processes: Twilight Seminars

1. Continue to deliver quality professional learning at a local level to foster collaborative expertise about the business of teaching and student learning.
2. Develop courses that are accredited and are online for colleagues across the state and Learning Community in 2018 focusing on school priorities and strategic directions.

3. Build the Community of schools through a hub of expertise whereby the Milton Ulladulla community of schools access “Twilights” so that meaningful collaboration between teachers occurs and common interest networks among teachers is fostered.

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

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 trialling and then implementation of authentic classroom practice which was consequently shared across the DoE. See Collaboration in NSW schools <https://www.youtube.com/watch?v=LYdYTIRbzC0>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students can demonstrate world skills and function in multiple of real world contexts.	PBL Mentors, Professional Projects and Professional learning Summit Conference • Professional Learning (\$40000.00)	<p>The implementation of effective projects relies on student feedback/student passions to refine student programs, milestones of projects and final products. The implementation of the syllabus is embedded into the content of the project, moving students understanding from what they know, to what they need to know. Projects focus on the deep understanding of content that informs student learning. The MAP grid, provides ongoing feedback for students by teachers to measure their own progress and reflect on how they improve their responses and in turn encourages teachers to evaluate their teaching. In addition a focus has been on the ability to build the capacity of students to train other SRC students in the model, to equip students with the skills to be able to coach each other.</p> <p>Establish clear focussed learning goals which are measured and celebrated. A targeted focus on Literacy/Numeracy in response to SMART data. Coaching of students to encourage goal setting in order to improve personal results.</p>
PBL pedagogy embedded in Stage 4 and 5. Faculty outcomes aligned to support PBL. Timetable structures in place.		<p>The school leadership team focusses on "work that matters", leading student focussed pedagogy through Project Based Learning based on international research success and collaboration with universities and graduate schools.</p> <p>The implementation of effective projects relies on student feedback/student passions to refine student programs, milestones of projects and final products. The implementation of the syllabus is embedded in the content of the project, moving students understanding from what they know, to what they</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PBL pedagogy embedded in Stage 4 and 5. Faculty outcomes aligned to support PBL. Timetable structures in place.		<p>need to know. Projects focus on the deep understanding of content that informs student learning.</p> <p>The MAP grid provides ongoing feedback for students by teachers to measure their own progress and reflect on how they improve their responses and in turn teachers to evaluate their teaching. The UHS MAP Scaffold has developed the unique Mathematics MAP version which is implemented across all Maths Classrooms. School leaders have continued to support the evolution of the MAP grid over a sustained period of time with the most current approach includes a Science based scaffold.</p>
Professional Engagement where teachers embed authentic 'real world contexts' in their learning which is reflected in all teacher's PLP's.	<ul style="list-style-type: none"> • Aboriginal Mentors (\$53000.00) • Professional Learning (\$40000.00) 	<p>Based on evaluation process the following recommendations; further embedding of support for teachers, in particular the coaching of staff alongside their PDP and goal setting when returning from Professional Learning. This process will be evaluated to ensure alignment with National teaching standards, DoE priorities and School strategic directions. This will be through the use of a process/protocol of a triangular framework (i.e. HT, Teacher and Coach)</p> <p>Establish protocols and "communities of practice" to build the expertise of staff by offering Peer to Peer Coaching training. Developing a broader scope for the Twilight Sessions to include the school community, UPS, MPS and BSSP.</p>

Next Steps

Establish strong mechanisms and support structures to support innovative learning use of spaces and teaching.

Continue to foster connections of Vocational opportunities for students through TVET and Traineeships.

Continue to establish Science, Maths, Coding and Robotics structures within the school.

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.

Processes: Aboriginal Educational Leadership Personalised Learning and mentoring

- Increased involvement of UHS staff in Aboriginal Education team.
- Build local cultural curriculum throughout UHS with close involvement with AECG and the Mandatory Aboriginal Education policy for appropriate content across learning stages.
- Aboriginal Education is embedded throughout all programs with respect to Healthy Culture Healthy Country.
- Authenticity of cultural knowledge is clearly articulated in all programs and practice to achieve the aspirations and potential of all Aboriginal Students and Aboriginal

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$69,979	<p>This funding was allocated to 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.</p> <p>This funding was further utilised to partially fund a full-time Aboriginal Education Worker (AEW) position within the school. As the AEW, Ashleigh O'Reilly collaboratively planned and implemented a range of cultural activities and targeted educational initiatives. Ashleigh's organisation resulted in our Aboriginal students completing another successful year in the Australian Indigenous Mentor Experience (AIME). AIME supported our students to remain focused and strive to achieve their goals.</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. 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>In addition to providing cultural and extra-curricular activities, the team coordinated 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. 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>Aunty Nellie was instrumental in planning for 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</p>

Aboriginal background loading	\$69,979	<p>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.</p> <p>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 Aboriginal Equity Funding 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.</p>
English language proficiency	\$15,366	<p>At Ulladulla High School we cater for students for whom English is not their first language through English as an additional language or dialect (EAL/D) program coordinated by a dedicated 0.3 EAL/D teacher. In 2017 we had 10 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, Denmark, Indonesia and Vietnam reflecting the multicultural nature of our local population. We are working with a refugee student for the first time in 2017.</p> <p>The students arrive at Ulladulla High School with diverse abilities. During the year the students attended support classes or the teacher attended the EAL/D students class to improve their oral skills, listening skills and academic language skills. The students are also being supported by local community volunteers in EAL/D class so they can receive individual attention. After school tutoring was also offered to provide additional assistance with specific assessment tasks. In addition, when funding allows our EAL/D students attended targeted workshops to support and develop their mathematics and essay writing skills and creative writing skills. The workshops were run with the assistance of casual teachers and volunteers and include practical application tasks allowing them to practice their writing skills in real world settings. Work placement was organised to further develop an EAL/D student's CAD skills for the HSC. Other students created resumes and prepared for job interviews to further their chances of gaining traineeships in 2018. Parent meetings and contact with parents occurs regularly to suit the multicultural parents needs.</p>

<p>Low level adjustment for disability</p>	<p>\$306,673</p>	<p>The Learning and Support Team comprises a dedicated and enthusiastic group of full time permanent teachers, temporary part time school learning support officers 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. Students are included in the learning support program based upon a range of criteria, including:</p> <ul style="list-style-type: none"> • School based assessments • Teacher referrals • Counsellor recommendations • Parent recommendations • State–wide standardised test results (eg NAPLAN) • Transition information from primary school • Identified Special Needs (eg exam provisions) • Student requests <p>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 2017 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 at point of learning • Ensuring student learning and behaviour needs are co–ordinated for the benefit of both the student and the classroom teacher • Providing assistance in core academic subjects (English, Maths and Science) as a priority and other subjects where possible • Providing skill development and pedagogical support for mainstream teaching staff in the preparation of programs and tasks • 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 2018, the Learning and Support Team will continue to deliver in the target areas above in line with DEC School Excellence Framework.</p>
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Low level adjustment for disability	\$306,673	<p>We also conducted an extensive survey of over 400 students to evaluate our work from a student perspective. Significantly, 92% reported that an aide was present in class for at least 1 period per week, with 34% reporting that an aide was present for over 4 periods per week. When an aide was present, 65% reported that they were 'helpful or very helpful' for their learning.</p>
Support for beginning teachers	\$98,353	<p>In 2017, UHS has:</p> <ul style="list-style-type: none"> • 22 permanent and temporary beginning teachers are working towards their NSW Education Standards Authority (NESA) 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. • There are 3 newly appointed teachers who are receiving their first year of funding 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. • There are 8 beginning teachers who are receiving their second year of funding of the Beginning Teachers Program. In the second year, this program is designed to support beginning teachers and to improve their teaching capacity by offering a two period allocation per cycle, ensuring beginning teachers have reduced responsibilities and are provided with ongoing feedback and support. They are supported by the UHS Great Teachers, Inspired Learning Team at fortnightly meetings and they 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.
Wellbeing flexible funding	\$82,667	<p>The Wellbeing team are following the overarching theme of Positive Education pursuit of that theme we are using funding to provide the following programs with the school:</p>

Wellbeing flexible funding	\$82,667	<ul style="list-style-type: none"> • Additional time for year advisors to work with students – 3 periods per fortnight \$40,200 • Social and Emotional Learning using Covey's 7 Habits and Outdoor Education \$15,000 • Skills for Success Program \$40,800 • Community Wellbeing Book Club • Peer Support Program • Skills for Success Program catering \$800
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	534	601	587	598
Girls	550	584	592	608

Student Enrolment Analysis

The nearly 1230 students enrolled at Ulladulla High School in 2017 included the following:

- Year 7 – 87 male and 109 female students
- Year 8 – 127 male and 105 female students
- Year 9 – 107 male and 108 female students
- Year 10 – 121 male and 111 female students
- Year 11 – 84 male and 116 female students
- Year 12 – 66 male and 76 female students
- 84 students identifying as either Aboriginal or Torres Strait Islander
- 48 students from 18 different countries

Student attendance profile

School				
Year	2014	2015	2016	2017
7	92.3	93.8	92.4	93.5
8	89.1	90.3	90.2	91.9
9	87.1	87.9	87.2	89.9
10	87.2	85.5	86	87.7
11	84.9	88.5	86.4	88.1
12	87.1	89.1	87.9	91
All Years	87.9	89.2	88.4	90.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance at Ulladulla High School continues to improve. At Ulladulla High School all staff take responsibility for student attendance. Classroom teachers are the frontline of our attendance strategy. Using electronic roll marking teachers can quickly identify when student attendance is not satisfactory. Teachers follow up with students and if needed a phone call home is made. Once this diagnostic action has been taken the Wellbeing Team, Faculty Head Teachers, the Learning and Support Meeting or Deputies become involved with interventions that have been identified as supportive of the student and their family.

Retention Year 10 to Year 12

Retention of student enrollments from Year 10 to Year 12 has remained consistent over the past 3 years of between 70–71%.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	4	15
Employment	3	21	25
TAFE entry	4	6	10
University Entry	0	0	35
Other	7	13	3
Unknown		3	12

In 2017, 55 students received offers (some more than one) at University for 2018. This represents 35% of the 158 students who completed the HSC. 37 offers were “Early Entry”, with a majority (84%) being from the University of Wollongong.

Thirteen School Based Traineeships/ Apprenticeships commenced in 2017 in the areas of Education Support, Retail, Child Care, Plumbing, Carpentry, Tourism and Maritime Services. These continue to increase in numbers as students realise the benefits of studying SBAT's as part of their senior study pattern.

Year 12 students undertaking vocational or trade training

Year 12 students completed sixty-four VET qualifications, in 2017. This was a similar number to the previous year. Subjects included Entertainment, Electro technology, Aviation, Automotive, Beauty, Early Childhood, Construction, Hospitality, Tourism and Retail.

Fifty five Year 12 students studied at least 1 VET course as part of their HSC study pattern. This is equivalent to 35% of the Year 12 cohort. VET courses at school proved the most popular with students in Entertainment (16), Construction (13) and Hospitality (17).

Year 12 students attaining HSC or equivalent vocational education qualification

97% (150 out of 158) of Year 12 students completed requirements for the Higher School Certificate in 2017.

Six students elected to receive a Certificate of Attainment. Two students were pathways students intending to complete their HSC in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	13
Classroom Teacher(s)	66.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.8
Teacher Librarian	1.2
Teacher of ESL	0
School Counsellor	2
School Administration & Support Staff	23.37
Other Positions	1

*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. In 2017, Ulladulla High School employed six Aboriginal teachers, one Aboriginal SLSO, one Aboriginal Elder and two Aboriginal education workers.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

The school evaluated the staff in regards to PL and the focus was on developing our teachers as world class learners in learning, this was articulated in the School Plan 2014–2017 school plan. The senior executive had been pivotal in collaborating and consulting on the new school planning process and the focus upon PL, School overall performance and teacher professional development, revealed in the Professional Learning Plan.

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain on-going, school-wide improvement in teaching practice and student outcomes, as demonstrated in the PDP Process, Digital portfolios in the form of MyPL Goals and sustained and supported through Twilights, Great Teachers Inspired Learning and Far South Coast Networks.

The school plan outlined the practices to embed into school culture. The aim was to attain:

- Professionally connected staff who deliver quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative, learning activities that enlivens content.
- A culture of commitment to “Great Teaching Inspired Learning” where staff actively and consistently reflect on learning outcomes for student excellence.

Every subject has high quality differentiated learning programs and assessment where quality teaching is foremost. Through the processes articulated in the school plan.

- 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
- Teachers professional learning is documented and supported in networked learning environment through their teacher PDP Process and policy
- Policies and procedures for professional learning are transparent and communicated

Through a strategic and focussed professional learning program the school leaders, allocated, managed and

implemented systems to support the products and practices essential to achieving the goals set in the school plan. The processes set in place are:

- Great Teachers Inspired Learning
- Digital Portfolios which evolved into the online digital platform where PDPs, goal setting and evidence was stored. Along with the UHS HR School Staff Management System
- PDPs Process through Growth Coaching
- Far South Coast Network
- Twilight Seminars Structure of professional Learning
- Growth Coaching and leadership development

Across all arenas of professional learning at UHS, PDPs inform teachers individual decision making processes. All PDPs are aligned to the National Standards and the schools strategic directions.

Identification of teacher focused pedagogy around assessment and reporting—Formative Assessment, increased collaboration and leadership through mentoring structures, including Growth Coaching, PBL and MAP mentorship.

Teacher Accreditaion

In 2017, UHS has:

- 22 beginning teachers who are working towards their NSW Education Standards Authority (NESA) accreditation at the Proficient level. These teachers are actively building their accreditation evidence with the support of the Great Teacher Inspired Learning Team at UHS to ensure that they can achieve their goals in attaining accreditation before their due date. In total, 4 staff members successfully submitted their proficiency application.
- In 2017, there were four newly appointed permanent teachers and eight temporary teachers who were 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 support, are supported by mentors and have access to professional strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.
- In 2017, there were eight permanently appointed teachers who were part of the 2nd year phase of the Beginning Teachers Support Program. All beginning teachers were offered a two period a cycle allocation to ensure that the beginning teacher had reduced responsibilities.
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Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	1,600,604
Revenue	13,827,135
Appropriation	13,220,425
Sale of Goods and Services	36,478
Grants and Contributions	545,664
Gain and Loss	0
Other Revenue	0
Investment Income	24,567
Expenses	-13,926,283
Recurrent Expenses	-13,926,283
Employee Related	-12,801,390
Operating Expenses	-1,124,892
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-99,148
Balance Carried Forward	1,501,456

The School Finance Team includes the Principal, two 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.

The school's 2017 Annual Financial Statement reflects an increase in expenditure in the area of Travelling and Sustenance due to several staff participating in the Leadership Development Initiative and also an increase in bus costs during the year. As there were no international excursions during 2017 the expenditure in Other Operating Expenses was substantially reduced from 2016.

The intended use of available school & community funds will be the redesigning and construction of learning spaces to meet future focused pedagogy for successful student learning. In particular classroom renovations and purpose built furniture. In additional large outdoor covered area is planned.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	9,903,413
Base Per Capita	189,443
Base Location	26,221
Other Base	9,687,749
Equity Total	742,425
Equity Aboriginal	69,979
Equity Socio economic	350,408
Equity Language	15,366
Equity Disability	306,673
Targeted Total	1,813,363
Other Total	477,182
Grand Total	12,936,384

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 Bank 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

NAPLAN Year 7

In 2017 212 students sat the NAPLAN tests. Data in Year 7 provides an indication of the literacy and numeracy skills of the cohort at the commencement of their high school years. This data guides the executive and learning support teams in the allocation of resources.

NAPLAN Year 9

In 2017 206 students sat the NAPLAN tests in Year 9. Data in Year 9 provides an indication of the literacy and numeracy skills of the cohort at the commencement of their high school years. This data guides the executive and learning support teams in the allocation of resources.

NAPLAN Year 7

In 2017 students sat tests in Reading, Writing, Spelling and Grammar and Punctuation. Results showed that:

- Reading: 23% of students achieved at proficiency (24% 2016)
- Writing: 17% of students achieved at proficiency (14% 2016)
- Spelling: 30% of students achieved at proficiency (18% 2016)
- Grammar & Punctuation: 19% of students achieved at proficiency (23% 2016)
- Numeracy: 20% of students achieved at proficiency (20% 2016)

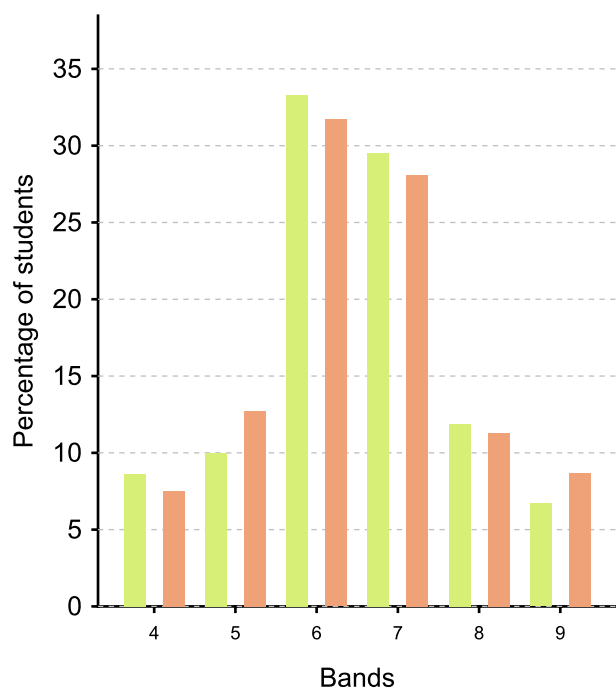
NAPLAN Year 9

In 2017 students sat tests in Reading, Writing, Spelling and Grammar and Punctuation. Results showed that:

- Reading: 10% of students achieved at proficiency (10% 2016)
- Writing: 10% of students achieved at proficiency (6% 2016)Spelling: 14% of students achieved at proficiency (12% 2016)
- Grammar & Punctuation: 13% of students achieved at proficiency (11% 2016)
- Numeracy: 12% of students achieved at proficiency (11% 2016)

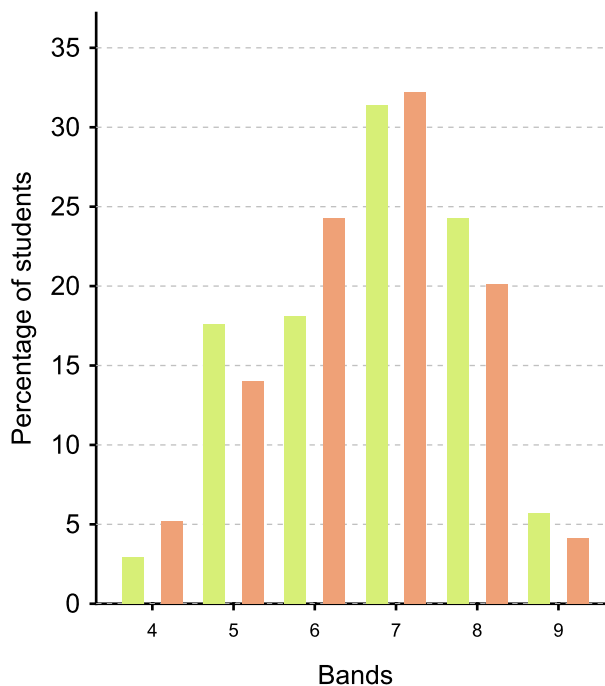
Following analysis of the data, a significant area of focus is writing particularly in Year 9. 49% of Year 9 students were at or below national minimum standards (46% 2016), a result which is consistent with statewide trends where over 30% of students are at or below national minimum standards. Year 9 students experienced noticeable growth in reading with over 40% achieving a Band 8 result (one band below proficiency). This was compared to 32% in 2016. Similarly, in numeracy, growth was evident at this level with 32% achieving a band 8 result (22% 2016)

Percentage in bands:
Year 7 Grammar & Punctuation



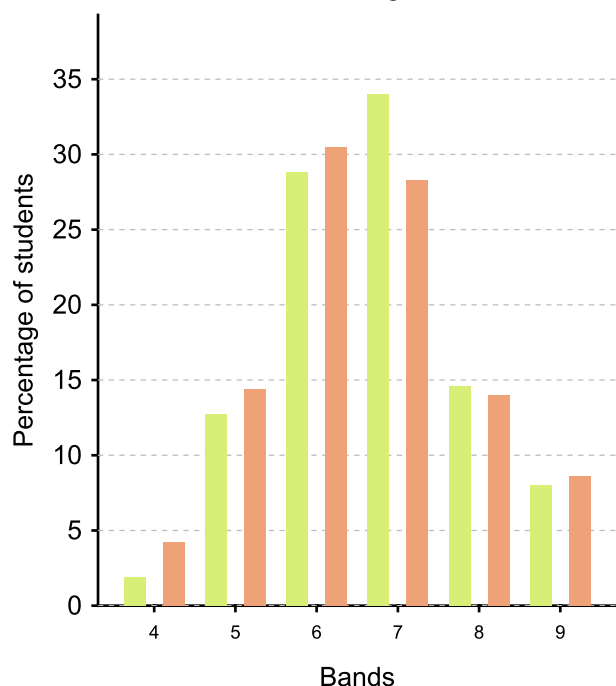
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Spelling



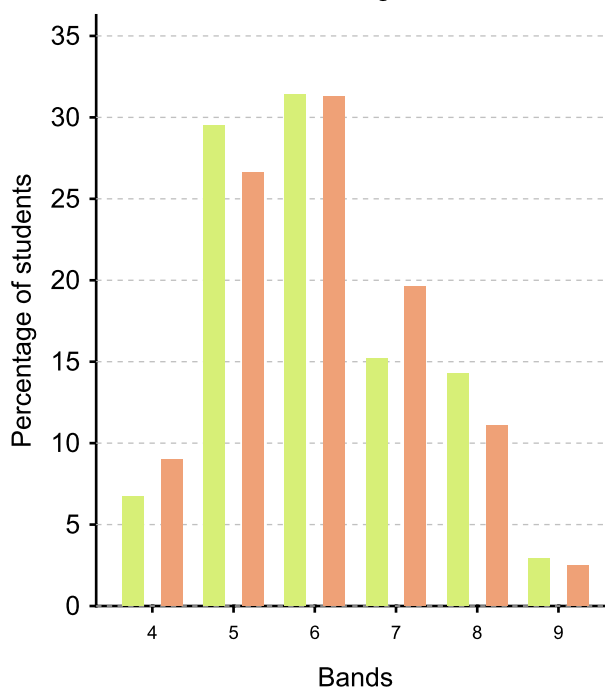
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Reading



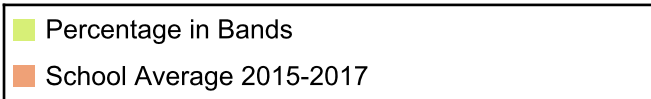
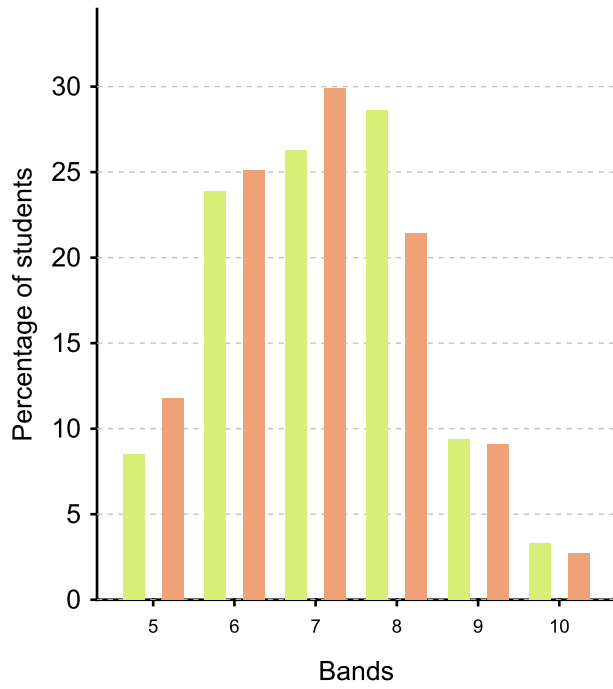
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 7 Writing

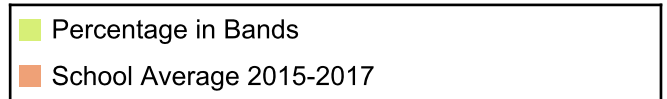
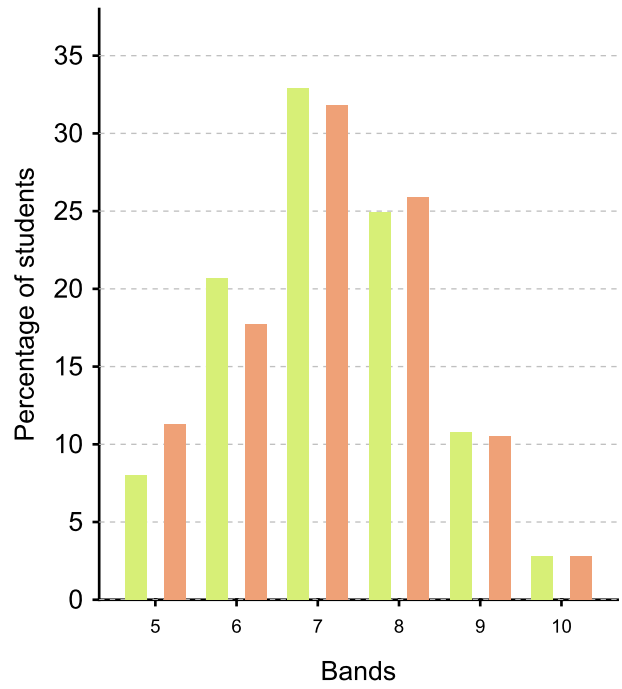


Percentage in Bands
School Average 2015-2017

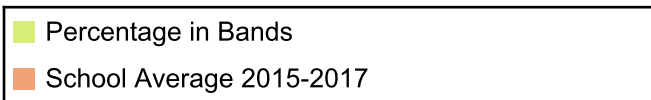
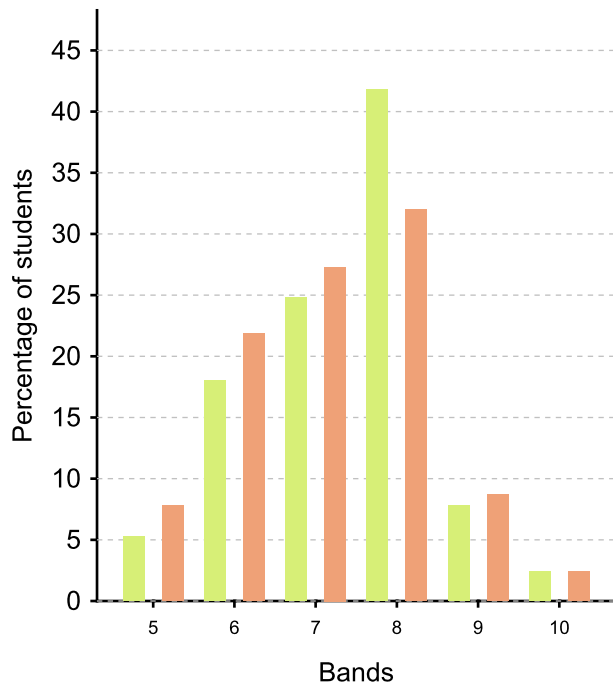
Percentage in bands:
Year 9 Grammar & Punctuation



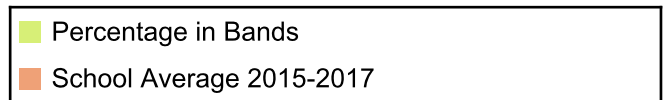
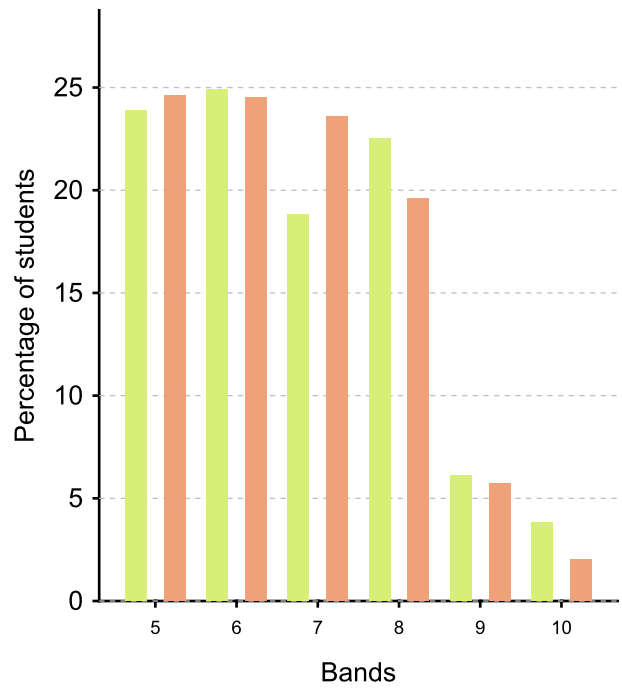
Percentage in bands:
Year 9 Spelling



Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing



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 students achieved some outstanding results in 2017. One hundred and fifty-eight students were enrolled to complete the HSC, an increase in numbers from the previous year. Band 6 results were achieved in 43% of the subjects studied compared to 19% of subjects in 2016. The increase to 31 Band 6 results and a Band 6 equivalent in History Extension 1 is noteworthy for the 2017 cohort. There was an increase of 12% in the number of Band 5 results from 2016 to 2017. Band 6 results were achieved in Aboriginal Studies, Biology, Earth and Environmental Science, English (Advanced), Entertainment Industry Exam, Geography, Industrial Technology, Legal Studies, Mathematics General 2, Mathematics, Music1, PDHPE, Textiles and Design, and Visual Arts.

Kyle was recognised as a Top Achiever for attaining results in the top 10 students in the State in Earth and Environmental Science.

English

The English faculty presented Ruby with the Inspirational English Award in 2017 for excellence in English. Kiarn was presented with the Inspirational English Award for dedication and commitment to his studies in English. Congratulations to both of these outstanding students.

English Extension1

Of the four students who studied this course, two achieved an E3 and two an E2. Overall, the course results are below state average. Congratulations to Darcy and Rachel on their results of over 40 out of 50 in this course.

English (Advanced)

86% of students achieved Band 4, 5 or 6. With thirty-five students completing this course compared to twenty-three in 2016, an increase in results overall was noted. Whilst these results are still below state average, a small upward trend is evident. Band 6 was achieved by one student. Congratulations to Ruby.

English Standard

This course had a large cohort of one hundred and six students with eleven students achieving a Band 5. This was an increase in Band 5 results compared to last year. 42% of the students achieved Band 4 or over, an increase of 12% from 2016. Overall, results showed an upward trend towards the state average. Congratulations to the students who achieved 85 or over, Jessica and Sarah.

Mathematics

In general, there were a number of pleasing results for students studying Mathematics courses for the HSC in 2017. Brittany and Kyle were awarded the Mathematics Medals for academic excellence in Mathematics. The Rob Rowland medal was awarded to Ruby for displaying a positive work ethic and excellence in General Mathematics.

Mathematics (2 Unit)

Twenty-eight students studied this subject in 2017. 28% of students achieved a Band 5 or higher in this course, a 15% increase on the results from 2016. Kyle was ranked first in the cohort and he and Brittany are to be congratulated on achieving Band 6 results for the HSC. Band 4 results were higher than those of 2016 by 5% with a resulting decrease in Band 3 results. Overall, the trend is a movement of results towards the state mean, though they are still below this benchmark.

Mathematics Extension1

Of the five students who studied this course, three achieved an E3 and two achieved an E2. These results were above state average in both bands E2 and E3. This was an improvement on 2016 results by 20% in band E3 though overall results are still below state average. Brittany was ranked first in this course. Brittany, Kyle and Darcy achieved the pleasing E3 results.

Mathematics General 2

Congratulations go to Ruby and Christie who achieved a Band 6 in this course. Of the eighty-three students enrolled for the HSC, 40% of them achieved Band 4 or higher results. The Band 4 results were below the 2016 results by 10% and there was a subsequent increase in Band 2 results. The overall results were below state average by more than the 2016 cohort.

Science

Agriculture

Twenty-five students studied this course with 48% achieving a Band 4 or 5. There was a 6% improvement in achievement in Bands 3 or above with a reduction in Band 2 results. Band 5 students included Casey, Samuel, Leroy, Rachel, Christie and Lewis. Overall, these results showed a pleasing trend upwards towards the state mean and the cohort was ranked just below this benchmark.

Biology

This course was studied by forty-four students, 61% of whom achieved Band 4 or higher which was an increase compared to the 2016 results. Eight students achieve a Band 5. The overall trend is upwards towards the state mean. Band 6 students were Felicia, Kate, Ava, Kiarn and Brittany.

Chemistry

Kyle, Jared and Brittany achieved a Band 5 result. Of

the fifteen students who studied Chemistry, 73% achieved a Band 4 or higher. This result was an improvement on the previous year's results as there were no Band 5 results in 2016. This resulted in an upward trend in results towards the state mean.

Earth and Environmental Science

41% of the twenty-seven students who completed this course achieved a Band 4 or over. Band 6 was achieved by Brittany, Kate, Kyle and Maya. Overall, the Ulladulla High cohort in this subject was ranked equal 4th in the State in terms of Band 6 results. However, the lower bands were more evident this year than in the previous year and a movement downwards from the state mean was noted.

Physics

67% of the fifteen Students in this cohort achieved Band 4 or Band 5 results. With 20% of these results being in Band 5, this is a marked improvement on results from 2016 where the top results were in Band 4. Subsequently the number of students achieving Band 2 and 3 decreased which showed as a clear upward trend towards the state mean for overall results.

HSIE – Human Society and its Environment

Aboriginal Studies

This subject was taught for the first time at Ulladulla High in 2017. All four students achieved Band 4 or over. Casey achieved a Band 6. These results were 15% higher than the state average overall.

Ancient History

Kate, Rachel and Jessica achieved a Band 5 in this course. 42% of the twelve students from this cohort achieved Band 4 or over in 2017, a reduction in results compared to the strong results from 2016. Overall results were below the state mean.

Business Studies

Of the twenty-three students who were enrolled in this course, 43% achieved a Band 4 or higher 91% of students achieved a Band 3 or higher which was a 39% increase from the previous year. Alexandra and Desyliani achieved pleasing Band 5 results. Overall, a clear improvement on the 2016 results with an upward trend towards the state mean.

Geography

67% of the fifteen students studying this course achieved a Band 4 or more which was 20% higher than the 2016 results. One Band 6 result was achieved by Kyle. These results were on the state mean.

Legal Studies

In this cohort of twelve students, 83% achieved Band 4 or over results. This is 33% higher than the Band 4 and Band 5 results in 2016. These results improved to be on the state mean in 2017.

Modern History

64% of the twenty-five students in this cohort achieved a Band 4 or Band 5. With 20% of the students achieving a Band 3 in 2017, improvement was noted from the previous year where no Band 3 results were achieved, only Band 2, 4 and 5. However, results did show a slight downward trend away from the state mean in 2017.

Society and Culture

73% of the 29 students in this cohort achieved Band 4 or Band 5 with all students achieving a Band 3 or over. Though no Band 6 results were achieved, the number of students in the lower Bands decreased overall compared to 2016; with a subsequent upward trend towards the state mean.

Studies of Religion II

50% of the twelve students in this cohort achieved a Band 3 and 50% achieved Band 4 or Band 5. These results are an improvement on the results attained in 2012, the last time there was a Year 12 group in this course. Lilly achieved pleasing Band 5 results.

CAPA –Creative and Performing Arts

Dance

This is the first time this course has been studied in the HSC at Ulladulla High since 2008. In this small cohort of 4 students, 50% achieved a Band 4 which was just below state average. Overall, results have trended slightly upward towards the state mean.

Drama

63% of the 19 students who studied this course achieved Band 4 or over. The 4 students who achieved a Band 5 were Sophie, Sarah, Isobel and Hallie. An upward trend towards the state mean was noted for this cohort.

Entertainment Industry Examination

47% achieved Band 5 or Band 6 out of the 16 students in this course. Congratulations to the 4 students who achieved a Band 6, Aniek, Jessica, Scott and Jessica. Overall, these results were above the state mean by 1%.

Music 1

Two Band 6 results were achieved by Chloe and Rachel. All students in this cohort of twelve achieved a Band 4 or higher. This is a significant improvement on 2016 results where 27% of students achieved a Band 3. However, the Band 5 group was smaller in 2017 by 13%. Overall, the results for this cohort were above the state mean in 2017 by 1%.

Visual Arts

91% of the thirty-three students in this course achieved a Band 4 or over. This was an increase of 22% compared to the results achieved in the previous year. All results were in Band 3 or higher. Congratulations to Samuel, Dane and Maya for achieving Band 6 results. Results in 2017 are trending upwards towards the state mean.

TAS – Technological and Applied Studies

Community and Family Studies

Of the eight students in this course, 4 achieved a Band 5 result. These students were Brooke, Chloe, Laura and Jimilla. Overall, 75% of students were awarded a Band 4 or Band 5. These results showed an improvement from the previous year as 57% of results in 2016 were Band 3 or lower. Overall, the cohort achieved results above the state mean of 4%.

Construction Examination

Five students from a class of fifteen sat the optional HSC exam. All achieved Band 4 or over. The one student who achieved a Band 5 was Khy. These results were pleasingly above the state mean by 4%.

Food Technology

Seventeen students studied this course for the HSC in 2017. 86% of these students achieved a Band 4 or 5 which was an improvement on the previous cohort in 2015 of 66%. Band 5 students included Emily, Chloe, Sarah, Makenzie and Anna. Results overall were above the state mean by 3%.

Hospitality Examination (Food and Beverage)

Achievement of students in this course was an improvement on the 2016 results in Bands 4 and 5 by 33%. Band 5 results were particularly pleasing with 33% of the students achieving these. Twelve students studied this course and results in Band 5 were achieved by Samuel, Chloe, Sarah and Laura. Results for this cohort resulted in a movement from below to above the state mean in 2017, a relative improvement of 5%.

Industrial Technology

22% of the nine students in this course achieved a Band 6 result with 77% in total achieving Band 4 or above. This is a significant percentage improvement on the 2016 results of 54%. Band 6 students were Brittany and Dane. Overall, the cohort achieved 8% above the state mean.

Software Design and Development

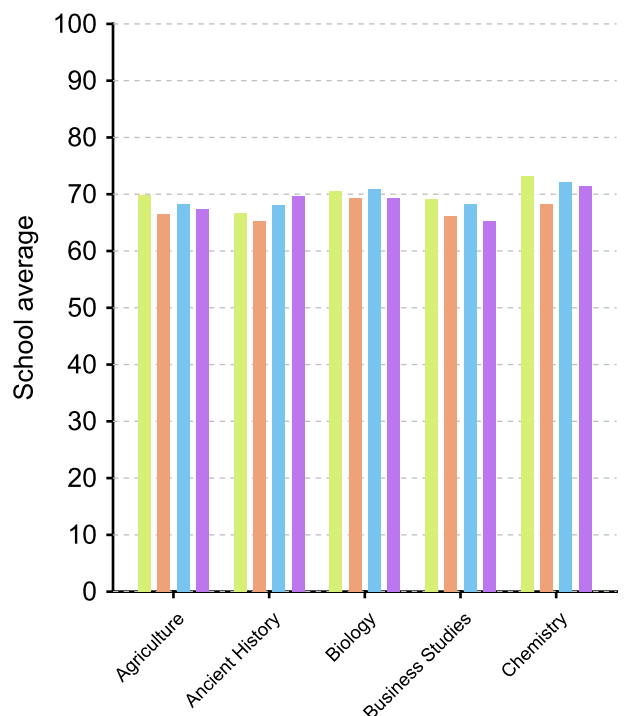
All seven students in this course achieved a Band 3 or Band 4 result with 57% achieving at the Band 4 level. This is a marked improvement on the results from 2015 when 25% of students achieved a Band 2. A trend upwards towards the state mean is a pleasing result for the 2017 cohort.

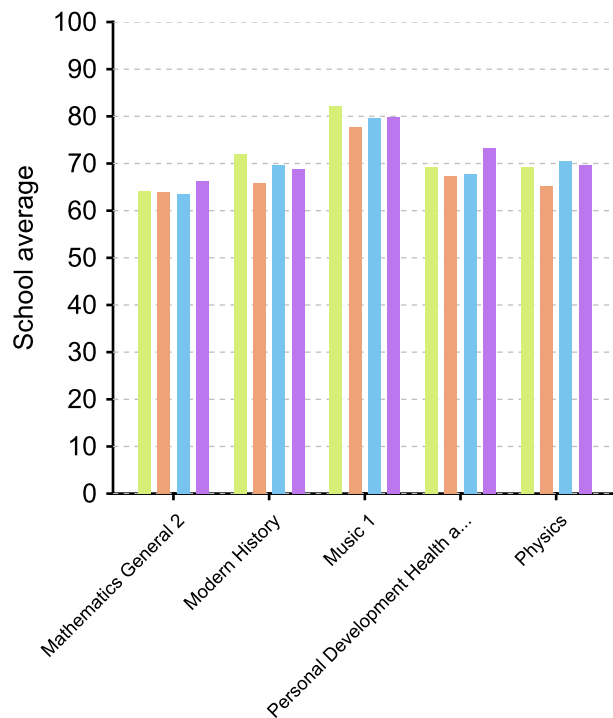
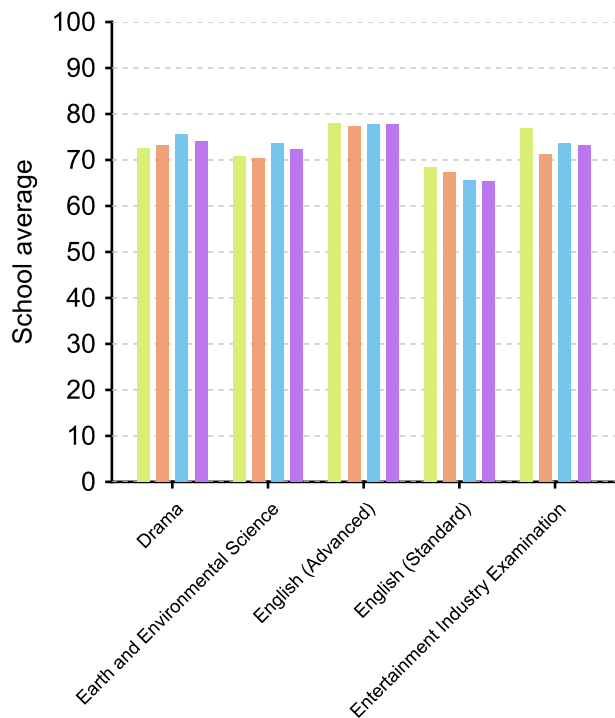
Textiles and Design

Congratulations to Ava who achieved a Band 6 result. 41% of the cohort comprising twelve students achieved a Band 5 or higher which is an increase of 19% in these two bands compared to 2016. There was an increase in the lower Bands with a corresponding decrease in Band 4 results this year. This has resulted in a downward trend in results away from the state mean.

PDHPE – Personal Development, Health and Physical Education

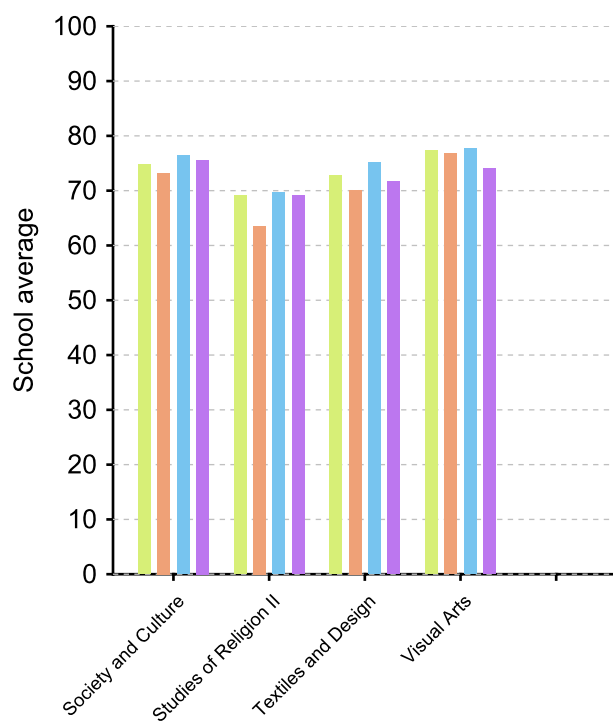
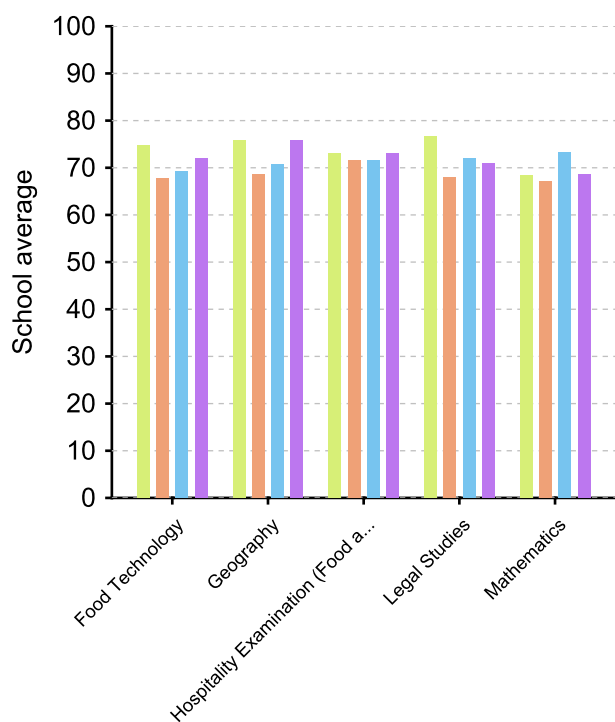
Congratulations to Ruby and Jared who achieved Band 6 results in 2017. 49% of students achieved a Band 4 or higher. This result is below the 2016 result by 18% though the band 6 results this year were pleasing. 6% more students were in the Band 3 group this year. Thirty-five students studied this course in 2017 and overall results are shown as being just below the state mean.





■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017



■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

■ School 2017
 ■ SSSG Average 2017
■ State Average 2017
■ School Average 2013-2017

The Dux for 2017 was Kyle with an ATAR of 97.15
 Kyle obtained Band 6 results in three subjects and
 multiple Band 5 results. Overall, there has been an
 improvement in academic performance in the higher
 bands in the HSC with some subjects showing on or
 above state average results.

ROSA

At Ulladulla High School in 2017, 202 students achieved a RoSA in year 10. As a cohort they achieved the following results:

- English: A – 3%, B – 32%, C – 54%, D – 8%, E – 2%, N – 2%
- Mathematics: A – 8%, B – 13%, C – 40%, D – 27%, E – 10%, N – 2%
- Science: A – 6%, B – 32%, C – 42%, D – 15%, E – 4%, N – 1%
- Geography: A – 15%, B – 36%, C – 33%, D – 13%, E – 3%
- History: A – 14%, B – 31%, C – 37%, D – 12%, E – 5%

Students completed 15 (200 hour courses) as electives in stage 5 over last two years.

Parent/caregiver, student, teacher satisfaction

The TTFM Student Survey is designed to provide Ulladulla High School with insight to guide our school planning and help to identify school improvement initiatives. This report provides results based on data from 477, year 7–9 students who participated in the survey between 14 Sep 2017 and 21 Sep 2017.

From the TTFM Student Survey we can see that the schools strengths are: **rigor** – students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn; **effective learning time** – Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives; **positive teacher relationships** – Students feel teachers are responsive to their needs, and encourage independence with a democratic approach; Students have someone at home or community who consistently provides encouragement and can be turned to for advice; **advocacy outside of school** – Students understand there are clear rules and expectations for classroom behavior.

From the TTFM Student Survey we can see that there is opportunity for further growth in the focus of the schools Wellbeing program: bullying – increasing the upstander behaviour of students in incidences of online bullying, effort – students try hard to succeed in their learning, positive homework behaviour – students do homework for their classes with a positive attitude and in a timely manner.

Policy requirements

Aboriginal education

Leadership, Quality and Workforce Development

In 2017, Ulladulla High School employed six Aboriginal teachers, one Aboriginal SLSO, one Aboriginal Elder and two Aboriginal education workers.

There were 34 staff members on the Aboriginal Education Team and we are looking for that to expand in 2018.

Matilda of year 11 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.

All staff completed 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.

Seven teachers traveled to Sydney in December last year to attend the Secondary Principals Council Aboriginal Leadership Conference. This was a very insightful day with many inspirational and knowledgeable presenters. Cindy Berwick, President of the State AECG, delivered a great story on legendary Aboriginal man William 'Bill' Ferguson and requested schools to write new stories in the future to help motivate Aboriginal students.

A big thank you to Uncle Clarrie Hoskins (Instructional Leader Aboriginal Language, Culture and Aboriginal Studies) for conducting a cultural presentation and the new HSC initiative for UHS and Shoalhaven HS. It was a great day to display major works and discuss cultural protocols and community consultation. The major will be on display at the Reconciliation Morning Tea.

Aunty Sharon ran a very well attended and insightful twilight seminar on Aboriginal procedures and protocols. The staff were informed on best practice when dealing with our Aboriginal community and students. Embedding authentic Aboriginal perspectives and getting the most out of Aboriginal PLPs.

The Harding Miller Scholarships are designed to provide practical support to high potential girls who are facing disadvantage. The selection process was incredibly competitive with a 150% increase in the number of applications from the previous year. Ebony was awarded a two year Scholarship. Ebony and her family travelled to Sydney Town hall for the prestigious awards ceremony, which included the very inspiring keynote speaker Kurt Fearnley. It was a wonderful recognition of all students across the state. We are very proud of Ebony.

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.

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. This year, our assembly was very special as it aligned many faculties curriculum with a focus on Aboriginal perspectives, this included dance, music, special education, hospitality, history, Aboriginal studies and drama. This year we profiled Uncle Fred Carriage's incredible life and we are hoping to profile a new local Elder each year in this way. Jake Trindorffer was our special guest and we are very thankful for his time. It was wonderful to see our young Aboriginal leaders presenting and paving the way for a bright and positive future for Aboriginal students.

Our award winners on the day were Brooke, Keira and Aunty Lyn Stewart. Congratulations to all award winners they are all very worthy. Thank you very much to Paul Keith for conducting the smoking ceremony in our Bush Tucker Garden. The garden exhibits a number of South Coast native bush and medicinal plants and is maintained by our Aboriginal roll calls. A luncheon followed our assembly in our library 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 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 traditional artworks. Local artists Shane Snelson, Leanne Barford and Megan Jacobs worked closely with students throughout this process. They helped students to express their identity through different mediums. 30 students participated and created amazing murals that will be displayed around the school. The exhibition was so successful and attracted so much interest that they extended the exhibition for another week.

We held another successful Touch Football Competition. Over 60 students were involved in the competition with a majority of the teams made up of Koori students. Representatives from the community and the NRL helped to facilitate the day. Video highlights of this event were displayed at our NAIDOC assembly. This year, the highly anticipated Teachers versus Students game was won by the students team two tries to one. Special mention to Alice Goozee, Andrew Hallett and John Field for organising and running the event. Further, thank you to alumni Jack Matthews for refereeing and mentoring students. In addition to this, students ran Indigenous Games with Milton Public School at Lighthouse Oval. The students really love sharing their culture with the primary school.

Below is a list of our eight 2017 ISER Award Winners. The school is very proud of their efforts. Thank you to the team for writing the nominations.

Brooke – Culture, Courage and Commitment

Tear – Literacy

Takesa – Attendance

Ebony – Attendance

Matilda – Leadership, Citizenship and Community Service

Riley – Leadership, Citizenship and Community Service

Kadi – Special Education

Sharon Bunyan – Aboriginal Education Employee Excellence Award

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), we have six full, and five 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.

D'arcy and Josh have been selected to represent UHS in the 2017 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.

Lastly, we must thank our friends Angeline Devive 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. 89.15%

Term 1 attendance is 93.23%, with 17 students having 100% attendance and 65 have an attendance rate above 90%.

Term 2 attendance is 88.91%, with 19 students having 100% attendance and 55 have an attendance rate above 90%.

Term 3 attendance is 87.78%, with 12 students having 100% attendance and 46 have an attendance rate above 90%.

Term 4 attendance is 86.68%, with 9 students having 100% attendance and 42 have an attendance rate above 90%.

UHS currently has two roll call classes supporting Aboriginal and Torres Strait Islander students. Next year we are looking at employing an extra roll call class. Our staff are closely monitoring attendance and wellbeing issues taking a proactive approach and using early interventions to ensure positive learning outcomes. In 2017 68.42% of all enrolled Aboriginal students have achieved an attendance rate of over 90%.

Transition and Pathways to Post-School Options
Seven Aboriginal students graduated in 2017. One student is studying Law, four students are working in retail, one student is studying at NAISDA and one is in the ACT completing an apprenticeship.

We have had 43 Aboriginal students graduate from Year 12 since 2010. Of those students; 44.2% are attending/attended University; 30.23% completed a trade, defence force or further education and 25.58% 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 two students successfully complete the year 12 components of the course in 2017 at Budawang PS and Ulladulla PS; we were successful in obtaining another two new traineeships to commence in 2018.



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.

In 2017, Harmony Day (21st March) was a brilliant celebration of multiculturalism in our school. Many of the Special Education staff and students worked collaboratively to create inclusive and respectful activities which were accessible by all classes to celebrate "everyone belongs". Activities included hair weaving, pom pom making and bracelet making. The day was a great success and credit to the Harmony Day Team.

Other school programs

Bring Your Own Device (BYOD)

Ulladulla High School is a Bring Your Own Device (BYOD) school. A student survey which was completed at the end of 2016 indicated that approximately 94% of the student population had access to their own device, however approximately 22% of students were bringing a tablet to school, instead of a laptop, as recommended by the school. In addition to this, the concern of students not bringing their devices to school every day continued to be an issue. them to school each day. As a result, in 2017, 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
- Encourage students to bring a recommended device to school (laptop), rather than a tablet, which had limitations in the classroom

These targets are being addressed by:

- 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. In 2017, the application process was streamlined, there was not a set criteria for application, all students, irrespective of their need were able to successfully apply for a loan device, for as long as they required. On total, approximately were loaned out to students to support their learning.
- A recommended list of devices was modified to reflect the changing technology that was accessible to students. Instead of suggesting a list of devices that were recommended, the TSOs compiled a list of fundamental elements that were recommended for a school device. This updated information, in addition to the new technology that was being purchased was for more compatible with the school wifi
- 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, more than 85 staff were explicitly shown the benefits of online tools, with specific reference to Microsoft 365, OneNote and Google Apps in building teacher resources and strengthening our students as 21st Century learners.

Creative and Performing Arts (CAPA)

Creative and Performing Arts student excelled in 2017 in a range of curricular and extra-curricular events. Headlining the year was the schools biennial musical presentation of West Side Story. The show ran over two weekends and involved over 80 Creative and Performing Arts students from Music, Dance, Drama and Visual Arts as well as students contributions from Commerce, Technical and Applied Studies, VET Entertainment, the Student Representative Council and Student Environment Council. The musical was a monumental undertaking by both students and staff, and all should be congratulated for their enthusiasm, dedication and teamwork.

In **Visual Arts** and **Photographic and Digital Media** a diverse range of opportunities were presented to students across Years 7–12. The Visual Arts HSC Exhibition was very well received by parents and students, showcasing the outstanding practical work of over 30 students in a variety of expressive forms that included drawing, painting, film, sculpture and photomedia. From this HSC showcase, five students were selected to exhibit in the 'BOW WOW' exhibition at the Shoalhaven Art Gallery. The Bodies of Work by Samuel and Maya were preselected for Artexpress, and exhibited in the Armory and Orange Regional Gallery. Student in Years 9–11 entered a variety of local competitions as a part of 'Artfest', with the Year 9 Lanterns submission winning their category.

2017 was an exciting year in **Music**. It was a year of rebuilding for our award winning choir which saw its ranks swell to around fifty. They once again represented the school at the Shoalhaven Eisteddfod and were awarded second place, with only one point separating first and second. Amongst the many school and community events, an absolute highlight was the choirs performance of at two special songs, 'So long, and thanks for all the Fish' and 'Thank you for the music' to mark the departure of the Creative and Performing Arts Head Teacher Simon Grace. Ulladulla High student representation was again strong in the Illawarra South East Regional Ensemble with Zeke, Gabe, Leon and Maya representing the school with distinction in this prestigious touring ensemble.

In **Dance** a variety of highly successful performances occurred across the year, with highlights being the Year 9 performance at the Schools Sport Assembly, the Year 10 Dance class performance for Anzac Day and the Year 11 performance at our Naidoc Ceremony. Xanthe of Yr 8 represented the school in Dance at the Southern Stars performances at the Win Entertainment Centre in Wollongong. Darcey was successful in gaining admission to NAISDA Dance College, a premier Indigenous training college with a proud tradition of producing the next generation of Aboriginal and Torres Strait Islander performers.

Drama students continued our long tradition of excellence in 2017 with their Year 10 Theatre and Education performances touring partner public schools. The Year 10 Drama class collaboration with Dance students for the schools Anzac Day Ceremony continued the faculties focus on cooperation and

extension of student skills across Creative and Performing Arts disciplines.

Careers

Students participated in a wide variety of careers opportunities.

These included school visits from:

- SALT Women Tradies who hosted the Girls Try-a-Trade Workshop
- Defence Force Recruiting; Skillsroad Show presented to Year 10
- University of Canberra presented "Raising Aspirations" to Year 10
- UOW presented Year 11 Bootcamp
- Master Builders Association.Excursions included, 60 Year 12 students to UOW Discovery Day
- Indigenous Careers Day @ UOW Batemans Bay
- "Do What You Love", celebrating International Womens Day with inspirational women in the Defence Force
- Year 10 Taste of TAFE, Ulladulla
- 60 students to Shoalhaven Careers Expo Day, Nowra
- Year 10 Naval Aviation Prospects Scheme @ HMAS Albatross.

Many students completed Work Experience in a variety of workplaces. These included Taronga Zoo, HMAS Albatross, local primary schools, Eco Tiny Homes, Real Estate offices, local builders and tradesmen and the local Veterinary Clinic.

Year 12 students took advantage of opportunities that included an Early Entry afternoon tea to assist students with University early entry applications and UAC questions, the UOW University Preparation Program, and a Teach NSW webinar for students interested in a teaching career. Four Aboriginal students participated in the USYD Wingara Mura– Bunga Burrabugu (WMBB) Summer Camp program, which aims to encourage students to realise their potential through an immersive university experience. We worked with Dunn Lewis and TAFE to present the YES (Youth Engagement Strategy) Program and the "Dusty Bill Welding Program", which encouraged some Year 10 students to reconnect with their education.

Debating

In 2017 Ulladulla High School entered three team in the Premier's Debating Challenge for year's 7/8, year's 9/10 and year's 11/12. It was the first time in over five years that Ulladulla has entered a team in the senior competition demonstrating the growth of a debating culture in recent times. All teams competed strongly in their respective competitions against schools throughout the region. Ulladulla also entered a team in the NAIDOC Debating Challenge in 2017 and advanced to the state final. The event was held at Dubbo Zoo and the students were accommodated in a campground at the zoo. It was an incredible experience for the UHS students and the Wiradjuri people were wonderful hosts, welcoming us on to their country and providing the students and staff with an unforgettable

cultural experience over the whole weekend. The UHS team performed very well on the day, beating Hay War Memorial High School in their heat but unfortunately they did not score enough points to make it through to the final which was eventually won by Wagga Wagga High School. The team of Matilda, Lachlan, Eleanor and Takesa have demonstrated great commitment to this competition and were outstanding representatives of Ulladulla High School.

Human Society and its Environment (HSIE)

The HSIE Department are world class innovators, collaborators and experts in the humanities. We are passionate, student-focussed teachers that inspire students to excel and develop a love of learning and curiosity. We prepare our students for the real world by engaging them in challenging, practical and relevant curriculum and experiences. HSIE students graduate from UHS as critical thinkers, with the skills, knowledge and empathy to be successful in the future. 136 students sat ten different HSIE subjects at the HSC level in 2017. This is an increase of 37 students from 2016. The percentage of students gaining Band 4 or higher in HSIE courses is 69.20% which is an increase of 7.2% from 2016.

Aboriginal Studies

– 4 students sat the HSC examination in Aboriginal Studies with 100% gaining a Band 4 or greater. One student scored a Band 6.

Ancient History

– 12 students sat the HSC examination in Ancient History with 41.66% gaining a Band 4 or greater.

Business Studies

– 25 students sat the HSC examination in Business Studies with 43.48% gaining Band 4 or above.

Business services

– 1 student sat the HSC examination in Business Services with 100% gaining Band 4 or above.

Legal Studies

– 13 students sat the HSC examination in Legal Studies with 84.62% gaining a Band 4 or greater. One student scored a Band 6.

Modern History

– 25 students sat the HSC examination in Modern History with 64% gaining a Band 4 or greater.

Society and Culture

– 29 students sat the HSC examination in Society and Culture, which made it the largest HSIE subject. 72.41% gaining a Band 4 or above.

Geography

– 15 students sat the HSC examination in Geography 66.67% of students gaining a Band 4 or greater. One student scored a Band 6.

Studies of Religion II

–12 students sat the HSC examination in Studies of Religion II with 50% of students gaining a Band 4 or above.

History Extension

– 3 students sat the HSC examination in History Extension. One student scored a Band E4 which is the top band.

Languages

Ulladulla High School has a range of well-established programs to foster a multi-cultural perspective within our school. The sister school relationship between Mikawa Junior School and UHS supports both the study of Japanese language and Asian cultural awareness. This relationship provided the opportunity for a small group of students and teachers from Mikawa to attend UHS for a study tour in November 2017. Planning was also undertaken for a study tour to Japan in 2018 to support the study of Japanese by our senior students. In 2017 Ulladulla HS continued with our successful French program in the junior school, including Year 7 and an elective class in Years 9 and 10. Planning commenced for the continuation of our study tour program to New Caledonia in 2018 to experience authentic French culture and language. In 2017 Indonesian was introduced for the first time to broaden our Asian cultural awareness. The program was included in the Year 7 pattern of study with the longer-term goal of establishing Indonesian as an elective subject choice.

Library

In 2017, the Librarian and the Head Teacher Senior Students, Numeracy and Library supervised and supported nine Year 11, thirteen Year 12 and two Year 9 students who were enrolled in single distance education subjects. Students studied with Karabar, Camden Haven, Southern Cross Distance Education High Schools or the NSW School of Languages. Most students were enrolled with Karabar. Subjects included Languages, Science and HSIE.

Resources in the bottom section of the library were rearranged and older reference books were culled to make space for new resources and future refurbishment of that space. The Library was open at recess and lunchtime for personal study and student small group interactions supervised by the Librarian. Chess, other board games and jigsaws were provided to engage students in leisure activities.

Library staff participated in online professional learning in preparation for the first stocktake using the recently implemented OLIVER system. This process was found to be more streamlined and allowed more flexibility than

the previous electronic system.

PDHPE

PDHPE / Exercise and Sport Studies PDHPE is a core subject for students, year 7–10 which endeavours to teach personal skills that students will need to live a healthy and satisfying life. This is done so through exposure to a variety of topics including self esteem and self concept, courageous behaviour, building resilience, nutrition, and keeping safe in risky situations.

Students are also exposed to a practical aspect of the course and develop skills in a variety of movement situations. These opportunities include swimming and surf awareness, initiative games and skills for continued involvement in physical activity, traditional Aboriginal 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 'White ribbon' task is one such assessment method where students are to create a piece of group artwork which ranges awareness of domestic violence. Students are encouraged to have their artwork placed in a local business to increase its exposure. 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 also offers the opportunity to participate in a wider array of practical experiences. Students also have the opportunity to elect to participate in the Applied Sports Studies course which has a focus on learning about all facets of the surfing industry whilst also learning to surf with a fully qualified surf instructor.

Science

Agriculture – With the continual development of teaching and learning opportunities in Agriculture we have seen continual growth since 2014, with the 2017 HSC results exceeding state averages. Our students are becoming less represented in the bottom two bands where state averages are increasing. Students are experiencing growth with a 20.1% improvement in band 3 results and a 10.4% improvement in band 5 results since 2015 with similar reductions in band 2 and 4 results in the same period.

Biology – Some fantastic results have come from the 2017 Biology students with a five-fold improvement in band 6 results compared to 2016. Congratulations to Zara A, Kate B, Ava D–T, Kiarn R and Brittany W on their fantastic achievement. Our growth is continuing to make gains towards state averages but we are still over represented in the middle and lower bands. We have experienced positive growth with 11.4% of students moving from the bottom three bands to the top three bands compared to 2016. Continuing the great work over the past few years with the Biology teachers and the implementation of the new syllabus we look forward to further improved results in the future.

Chemistry – Our results are showing a sharp improvement in 2017 over 2016 results bringing us very close to state averages. We are overrepresented in band 4 and only one student in the lower 2 bands.

Band 5 results have improved by 20% and band 3 results have dropped by 24.4% showing progress in student improvement compared to 2016. With an improved focus on RAP data over the last two years we are seeing the results start to improve by using this data to better inform our teaching practices in Chemistry.

Earth and Environmental Science – 2017 brought some fantastic results in Earth and Environmental Science with Kyle H being listed as a HSC Top Achiever for 8th in the state! Congratulations to Brittany A, Kate B, Kyle H and Maya L–D for their fantastic efforts and great rewards of band 6 results. There is an improvement of 5.9% in the top two bands but we are still overrepresented in band 3 showing the need for more work on this group of students. Improvements in the teaching and learning programs to target these students is now a key focus leading into 2018 and the new syllabus implementation for Earth and Environmental Science.

Physics – The results from the 2017 HSC have shown a 5.5% improvement in comparison to state averages when compared to 2016. Results in bands 2 and 3 decreasing by 48.8% and an improvement of 41.7% in bands 4 and 5 shows our students are experiencing significant growth. These results show the hard work completed in Physics to modernise the resources, improving the teaching and learning activities able to be undertaken by students. There is still some room for improvement in the lower bands but this year has shown significant change for the better.

VALID Results: The results shown in the 2017 VALID assessment conducted with Year 8 and Year 10 students show a steadily rising trend for all students since 2014 for Year 8 and 2015 for Year 10. These results bring us closer to state averages in both cohorts. Our results in the testing components show a pleasing increase in extended response results in both groups with Year 10 now exceeding state averages after incredible growth compared to 2016 results. Problem solving and communicating for Year 8 has shown some impressive growth since 2015 but this is shown to be an area for further improvement with Year 10 students. Year 8 student results have increased in the top 2 levels by 6.8% and results have decreased in the bottom 3 levels by 6.5% compared to the 2016. Year 10 student results are overrepresented in level 4 with similar decreasing results in level 5 to state averages, improvements have been made in level 6 with twice as many students attaining the highest level compared to 2016. Our data also shows a greater than expected growth compared to state averages for Year 10 students when comparing the same cohort data for Year 8 2015.

Other achievements: In the Science faculty we take every opportunity to put our students forward for a range of accolades to celebrate their fantastic dedicated approach to learning. Several fantastic results in 2017 were achieved by our students:

- Lara H was awarded for her outstanding academic accomplishments in Science with the Victor Chang Cardiac Research Institute Science

Achievement Award and given the opportunity to visit and speak with the researchers at the institute to witness the newest developments in cardiac research.

- Kyle H and Brittany W were both awarded with top 10 Australia awards in the Big Science competition for Earth and Environmental Science. Both were invited to the national competition level in Canberra to meet university partners and compete with other students who have a passion for Science.
- Brittany W was selected as part of the Curious Minds program, inspiring women in Science, and given support with a university mentor. The aim of this program is to help navigate the future years as she completes her highly selective Bachelor of Science Advanced (Honours, Atmospheric Science) degree. We look forward with great pride to seeing the result of such grit and determination from our Science graduates.

Sport

2017 was a high achieving year for sport for the students of UHS. The numerous opportunities provided by both our school and community led to many students representing our school at zone, regional, state and at a national level.

A high level of participation for our students at the swimming, cross country and athletics carnivals this year resulted in UHS winning both zone swimming and athletics and coming in a very close 2nd spot in the cross country.

Students represented the Illawarra South East Region at NSW Combined High School Championships. Sports included Athletics, Basketball, Cricket, Cross Country, Football (Soccer), Golf, Gymnastics, Rugby League, Snow Sports, Swimming, Surfing, Tennis, Triathlon, Touch and Volleyball. Congratulations must go to the open boys touch team who finished 3rd in the state, the open girls tennis team, finishing 6th in the state and the u16 girls rugby league team who finished at state champions.

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

Year 7 Archie, Swimming, Arun , Swimming, Blake, Golf, Julia, Swimming, Jye, Golf, Lachlan, Golf, Maddi, Swimming, Paige, Gymnastics, Pia, Athletics, Ryanr, Swimming, Tegan , Gymnastics, Zoe, Snowsports.

Year 8 Brodie, Snowsports, Chelsea, Athletics, Swimming, Ebony, Swimming, Ella, Swimming, Gaige, AFL, Gus, Snowsports, Jordyn, Touch, Lauren, Athletics, Liam, Swimming, Lily , Cross Country, Logan, Swimming, Madalyns, Equestrian, Maddison, Cross country, Michael, Swimming, Rheif, Swimming, Riley, Tennis, Rohan, Tennis, Ruby, Cross Country, Sam , Touch, Sam, Swimming, Taylah, Touch, Swimming, Xanthe, Athletics, Swimming.

Year 9 Alana, Cross Country, Ally, Rugby League, Brock, Tennis, Claire, Swimming, Danielle, Swimming,

Dominic, Surfing, Georgie, Rugby League, Harm, Cross Country, Harrison, Swimming, Jack, Swimming, Jayden, Swimming, Karla, Swimming, Keele, Cross Country, Swimming, Keely, Soccer, Luke, Touch, Mackenzie, Swimming, Mylamber, Rugby League, Natasha, Tennis, Patrick, Swimming, Riley, Touch, Rugby League, Sophie, Rugby League, Tyara, Rugby League

Year 10 Brittany, Rugby League, Casey, Athletics, Chloe, Gymnastics, Swimming, Daneeka, Rugby League, Ella, Rugby League, Hannah, Tennis, Jacob, Swimming, Jessica, Swimming, Kyla, Swimming, Meg, Rugby League, Morgan, Tennis, Oscar, Touch, Piper, Swimming, Rosie, Cross Country, Shania, Rugby League, Shannon, Snowsports, Zali, swimming

Year 11 Abbey, Touch, Ben, Touch, Cody, Touch, Corey, Athletics, Touch, Dillon, Golf, Jed, Swimming, Joel, Touch, Jordan, Soccer, Lachlan, Swimming, Tarje, Touch

Year 12 Brittany, Touch, Tennis, Casey, Tennis, Daniel, Swimming, Dylan, Touch, Jack, Touch, James, Touch, Jayden, Touch, Rugby League, Matthew, Cricket, Tom, Rugby Union

Sportsman and Sportswoman of the Year

For the first time in our proud sporting history at UHS our sportsman of the year was awarded to two athletes due to their outstanding achievements. Harm was the first recipient for the second time in a row. Harm has represented in numerous sports and done so to a high level of sportsmanship. His representative endeavors included: NSWCHS Swimming Championships, NSW all Schools Triathlon, Regional Representative Athletics, Regional Representative Cross Country, UHS U15 Boys AFL Team and Cross Country – 15 Years Age Champion.

Our joint sportsman of the year was awarded to Year 11 student, Corey. Corey had an extremely successful year. His representative endeavors included: NSWCHS Athletics championships, NSW All Schools Athletics Championships, UHS Touch Football Team – South Coast Champions – 3rd at State Finals, UHS Basketball Team, Athletics – 17 Years Age Champion.

Our sportswoman of the year was awarded to Year 12 student, Brittany for the second year in a row. Brittany is a dedicated athlete who has demonstrated prowess across many sports throughout her time at UHS. She has competed in: NSWCHS Tennis, UHS Tennis Team – South Coast Champions – 6th at State Finals, NSWCHS Touch Football, UHS Touch Football Team – South Coast Champions, UHS Open Girls Soccer and Volleyball, Athletics – 17 Years Age Champion.

The Pierre de Coubertin Award 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, was this year awarded to Year 12 student, Lily. Lily has represented in many sports throughout

her time at UHS ranging from cross country running to snow sports where she has been very successful. Lily participates in all sports with enthusiasm and the highest level of sportsmanship. 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."

Technical and Applied Sciences (TAS)

TAS (Technical and Applied Sciences) is designed to provide educational opportunities that engage and challenge all students to maximise their individual talents and capabilities for lifelong learning. Students are provided with opportunities to be productive, creative and confident in the use of technology and understand the impact of technology on society. Many TAS areas are also VET (Vocational Education and Training) subjects in the senior years, which aim to equip students with the knowledge, understanding and skills to evaluate potential career options and pathways.

In 2017, we saw the retirement of Narrell Murdoch, a much valued and respected teacher who was especially passionate about introducing the MAP (Make A Plan) program to all students at Ulladulla High School. The TAS faculty welcomed a new Home Economics teacher from Sydney, Amanda Stewart, who has brought a wealth of knowledge and experience to the Ulladulla TAS faculty. We also saw the retirement of Karen Lissa, our VET Coordinator of many years and Deputy Principal who was a TAS teacher and contributed much to the faculty. Our newly appointed TAS and VET Coordinator, Chris Grasso, departed mid-year to Braidwood Central School which saw Gabrielle Curry take on these leadership roles for the remainder of 2017 and 2018.

The TAS faculty has always been involved in the making of various projects. Students work collaboratively to achieve individual and collective goals and apply a variety of analytical and creative techniques to solve problems. We aim to engage students to understand, interpret and apply concepts related to numerical and spatial patterns through the use of the design process. In Stage 5 both Istem (Integrated Science, Technology, Engineering and Mathematics) and Textiles and Design students have entered a range of external competitions. In the senior years, the Industrial Technology Timber and the Textiles and Design classes have major works to complete for HSC their requirements. This all leads to a busy, 'hand on,' TAS department throughout the year.

UHS students again, entered the FIRST – Robotics Competition making it to the semi-finals, a great effort by staff, students, the community and parents. These year 9 and 10 Istem classes also entered the Australian Aeronautical Velocity Challenge, Robocup, Madmaker challenge, F1 in Schools and FIRST Lego League. Taking out National Champions in the junior division in AAVC and a 3rd in the state for Robocup Dance. Our feeder primary schools, Milton Public and Sussex Inlet Public performed extremely well in the Lego League

competition which will make for great future ISTEM students at UHS.

As well as external competitions, most TAS subjects provide practical experiences which lead students to develop, select and apply technological skills involved in designing and producing. In year 9 Food Technology, student teams made a two course meal for local Aboriginal representatives, incorporating a bush tucker ingredient. Extension students catered for NAIDOC celebrations. Year 10 Food Technology students had their inaugural cake competition, judged by representatives of Coles Bakery as well as catering for our Friends of the School luncheon in term 4.

Textiles and Design student contributed to annual Blessing of the Fleet Festival by designing costumes for various floats. IN term 4, the year 10 Textiles class worked with a Mathematics class to design and make a wall quilt for Budawang Public school. Students from UHS worked with Budawang students and show these students how to sew – it was a perfect example of a cross– curricula Project Based learning unit of work. Rose Riddick was highly commended for her Textiles Art piece by the TEA (Technology Educators Association) in their annual Textiles competition.

Information Technology classes were involved in a variety of animation and gamification projects. Industrial Arts classes make a variety of projects from, mug–holders to barbeque utensils to coffee tables. It will be the TAS faculty's, challenge in 2018, to further develop these projects to incorporate Project Based Learning concepts. We must continue to strive for deep learning and explore ways to have authentic audiences. We must ensure we are explicitly developing students' literacy and numeracy continuum while completing design projects. It is paramount the TAS department takes a 'Learning On Country' approach to suitable units of work and we work with the local Aboriginal people to complete a local curriculum framework for TAS subjects.

TAS – HSC Results

Community and Family Studies – Overall a pleasing result was achieved in this course with 4 (50%) Band 5 from 8 students, twice as much as the state average for Band 5. All 8 students achieved above a Band 3. Particularly pleasing results were; Chloe 87, Brooker 86, Jimila 84 and Laura 81. A great team effort from students and their teacher.

Engineering Studies – Only 1 student studied Engineering Studies this year. Tim gained a HSC mark of 87, with a Band 5. A very pleasing result.

Food Technology – From the 17 students who studied Food Technology, 6 gained a Band 5; this constituted 35% of candidates which was well above state average. These students were Chloe, Christie, Chloe, Sarah, Makenzie and Anna. With another 7 students receiving Band 4, this was a solid team effort.

Industrial Technology – Two students form a class of 9, received Band 6, Brittany on 92 and Danewith 90.

Luke and Jared also performed well with a Band 5, 81 and 83 respectively. These results far exceeded the state average and are a credit to the students and teachers.

Software and Design Development – Of the 7 students in this class, no student received lower than a band 3. Emma gained the top mark on 78.

Textiles and Design – A pleasing Band 6 was gained by Ava on 94 with Zara, Brooke and Avril gaining Band 5; on 85, 87 and 89 respectively. These results were very pleasing, as it had been some years since a Band 6 was gained in this subject.

Vocation Education in School (VET)

All VET courses have a nationally recognised Australian Qualification Framework (AQF), with students gaining a Certificate or a Statement of Attainment while also studying a HSC, 2 unit subject. With a 70 hour Work– placement component, all VET courses are a pathway into the world of work. In 2017 Ulladulla High we delivered HSC VET in Construction, Entertainment and Hospitality. Ulladulla High also offers a wide range and number of SBAT (School based Apprenticeship and Traineeship) and EVET courses that are delivered by external providers, while students study a HSC. Post school destination research indicates that many students, who study a VET course, gain employment or go into further education on leaving school at a level 3 times higher than students do not study a VET course.

Construction – In 2017, 5 students sat the HSC examination from 12 students who studied the course. Khy gained a Band 5 on 86 with all other students gaining a Band 4. Eight of those students gained their full Certificate II while the others gained a Statement of Attainment.

Entertainment – Great results were gained by this class. Of 16 students, 4 students gained a Band 6, this was the best HSC result in the Wagga RTO and the best results for any VET class in our region. All students gained their Statement of towards their Certificate II – the highest credential this course offers. These students engaged in work at Milton Theatre and contributed to many school productions including the 2017 musical – Westside Story, year assemblies, ANZAC ceremonies and our Annual School Presentation Night Awards, to name a few. Such great authentic learning in a real world setting, which no doubt contributed to its great HSC results, well done!

Hospitality – Hospitality is by far the most popular of the VET courses at UHS and aims to meet the needs of students and our local Tourism and Hospitality industries. Our numbers continue to grow. Seventeen students studied Hospitality in 2017. Twelve of these students sat their HSC with 4 students gaining a Band 5, exceeding state average results. Although it was decided that running a café 2 days week was not logistically viable, in 2017, Year 11 Hospitality students engaged in running a pop–up cafe for Expo. Year 12 students operated a sandwich bar and took coffee

orders for staff. Year 11 participated in the Friends of School Luncheon providing front of house staff who met and served food and drinks to more than 70 guests. It will be a challenge in 2018 to meet new assessment guidelines and to find a creative ways to provide practical assessment experiences for the large number of students doing this course. It is pleasing to see that students who work in the Hospitality industry are electing to do this subject and will gain formal recognition of the skills they are learning in a real work setting.

TAFE – RTOs (Registered Training Organisations)

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. 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.

Students have the option of undertaking an SBAT (School Based Apprenticeship/Traineeship). This allows students to combine work in their chosen vocation as part of their study pattern, whilst completing their HSC. This arrangement includes a contract between the employer, the student, the school and the Department of Training Services.

In 2017, Tourism, Property Services, Automotive, Electro–Technology, Child Care, Educational Support were some of the courses undertaken. With one student being awarded the Shoalhaven VET Student of the Year for Electro–Technology, and another being awarded Milton Ulladulla Apprentice of the Year for Educational Support.

Tutoring

Senior Tutoring was targeted at Year 12 students with some teachers choosing to tutor their own Year 11 classes by request from students. A tutoring timetable was published on the school website and shared with students on their Year Group Facebook page. Staff mostly volunteered their time to work with students, either on a regular weekly basis or in intensive periods just before assessment tasks.

School holiday tutoring sessions were accessed by Year 12 students. Tutoring sessions were offered for Mathematics and Extension 1 Mathematics in the July school holidays and a full tutoring timetable for most subjects was set up for the September/October school holidays. Sessions varied from two hours to a full six–hour session. Some staff offered a number of sessions on different days to cater to the needs of the students.

Once again, the Year 7 – 10 Mathematics Homework Centre supported students. Homework or revision tasks were brought by students to the one hour Wednesday afternoon session where they could seek assistance in understanding or extending their knowledge and skills in mathematics. Between five and thirteen students attended during the year. Year 8 and 9 were the most regular attendees, with Year 10 students seeking support just before assessments.