

Ulladulla High School

Annual Report



2018



8495

Introduction

The Annual Report for **2018** is provided to the community of Ulladulla High School as an account of the school's operations and achievements throughout the year.

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

Denise Lofts

Principal

School contact details

Ulladulla High School

South St

Ulladulla, 2539

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

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

4455 1799

Message from the Principal

It has been another incredible year with each student continuing to build on their capacity, in preparation for the world beyond.

I thank all our supporters, our parents and community who take the time to work with us. Your support of our students has more power than you know. We take every opportunity to recognise and celebrate the excellence of our students across all areas of their achievements. We thank you for your ongoing advocacy for our school and our students.

Academically we have continued to excel, for a large rural school across external exams. With students gaining university entrances across every field of aspiration Medicine, Law, International Studies, Health Sciences, Agriculture, Education, Computer Science and Creative Arts. We continue to celebrate the incredible achievements of our Alumni, who have engaged the world, and are literally changing the world. I am in awe of the mark they are making on the world. They are inspiring.

Over 2018, I heard a statement from a colleague Principal about their school and their students, I feel much the same; "It is hard to measure the immense impact that public education makes for young people. Value adding, the bit that is often so hard to measure, rarely makes that spreadsheet, or headline", we know this to be true at Ulladulla High school, we see it right here today, a school experience that is hard to measure, it just is.

At UHS we build great humans and that is hard to put a mark on. We pride ourselves in adding value to our students lives, the richness of experience, fostering strengths and growing lifelong skills. Beyond the mark on a test page, we celebrate respectful, caring and future focussed human beings. If you were to ask me, "what is the one most important aspect of my job..?" Great question! It could be the many outstanding programs we run, the awards we have received, the day to day smooth operations, the highly complex work and learning environment, the employing of staff, or the management of resources for effective learning.

While they are all important, the most important part of what we do is the preparing of our students for their lives when they graduate. So that they understand not 'what to learn' but how to learn. And to learn deeply. To know themselves, both their strengths and their weaknesses. What skills, attitudes and competencies should go with them? How they feel about themselves, how they feel about their potential and then how they want to define themselves to live fulfilled lives.

The need to fundamentally shift the process of learning is no longer a debate. Educators, families, policy makers and society at large agree, the students need new capacities to thrive today and into the future. The growth or acquisition of these competencies is the definition of 'deep learning'. While there is an accelerating agreement that learning must change, the challenge lies in how to foster these competencies and do so for all students.

With that in mind, we are a progressive school and focussed on what makes the difference. We have certainly focussed on a future focussed learning design and building students, dispositions for learning, along with a focus on Literacy and Numeracy. A learning design that will leverage student's learning to embrace the world of work beyond today. Whatever that may look like.

The focus on the creation and use of new knowledge in the real world rather than only transmitting knowledge that already exists. Each and every project that our students undertake, both small and large, has challenged them in many ways. The ability to apply learning, the ability to connect and collaborate with other students and the ability to communicate both with each other, and with the teacher about the educational curriculum. 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 continued to expand deep learning to envelop projects of significance.

When we talk 'projects' we mean such things as publishing books. UHS has published again 2 books in 2018, in both year 7 and year 10, they are outstanding works of significance, literacy at its finest. We have established a project of excellence where we connect with the broader community to interact with, interview and hear the stories of the residents of Sarah Claydon through "my story matters projects" by Year 11 Society and Culture class. The creation of a community twilight market that focusses on the entrepreneurial skills of our students. Identifying the significance of Remembrance Day through the eyes of today's generation to try understand war, something they have never experienced. The projects represent the learning journey, the collaboration with others, the digging deep to understanding content through real world contexts. 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? Our HSC Results and the incredible achievements of our graduated students. When viewing the state wide data from "Tell Them From Me" student data for UHS we have an upward trend, being above state average for students perception of their positive behaviour, student relationships, positive teacher/student relationships. We are above state average for all grades, for the way they feel and are supported by their community, in fact the state is trending down and UHS is trending up. We have been above state average for the last 4 years. Our students are consistently engaged, motivated and reflect effort.

Celebrate our student's awareness of themselves and their context. Our students have received National Awards across all arenas of school life. State NSW NAIDOC Debating Champions, International, Australian, NSW and Regional representation in sport, the creative arts, science, community service and leadership. Through such awards as the Spirit of Anzac award for Community Service. Once again 3 of our students walked the Kokoda trail as part of the Kokoda Youth Leadership Challenge. For the second year in a row we won the Prestigious Marie Bashir NSW State Award for Peace, again the NSW School's Constitutional 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 be 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. We are the school in the "Arena", searching and being curious of what makes a great school for our students. Not happy to sit back and let others innovate, we strive for excellence and innovation. It is our job to enliven each student's passion, and we endeavour to unlock what drives young people.

They say students are driven to either make someone very proud or prove someone wrong. Or as our 2018 Dux said, 'I just wanted to do it, to see what could become'. Our Keynote speaker at our 2018 Presentation Night, Sophie Johnston, who was the president of the Australian Student Union and has recently been appointed as the Commissioner on the National Youth Commission into youth Employment and Transitions. A pivotal position for the future of young people. An outstanding young person and a product of Ulladulla High School. Our graduates continue to astound us.

At UHS we focus on building the hearts and minds of our students, our student wellbeing programs can be viewed through a lens of positive education. We have outstanding programs that focus on the whole student. From 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, peer mediation program led by students for students, 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 wellbeing 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 student's wellbeing #UHSstandinmyshoes, #everyones perfect, online ordering for the Canteen, student wellness proactive programs that have influenced a new generation of younger students. What is remarkable about our positive climate, is that older students inspire younger students to be brave, be positive and believe in themselves.

Over the year we continually have students presenting their projects to build our schools positiveness. One group are keen to support the "healthy canteen strategy", another group looking to paint affirmations in the bathrooms to remind each student how great they are and build their belief in themselves. As we move into the world of AI (Artificial Intelligence), the automation of the world, one thing remains clear. Things that are important today. Will remain so. Being a good person. And believing in the tools you have within you.

With that I congratulate each one of our students on your outstanding efforts, your growth mindset to improve, your belief that our current state of existence or achievement is not set and with practice, perseverance and good old-fashioned hard work, any student can achieve anything. "Education does not change the world. Education changes people. People change the world. – Paulo Freire"

I extend my upmost sincere thank you to Matt Knight, our P & C President, for your enthusiasm, your insight and your confidence in our school. Also to the executive and all the P & C Parents and community members who represent the parent body, your support, your advocacy and dedication to our school, is highly valued and very much appreciated. Thank you for a great 2018.

I also extend my sincerest thank you and distinguished recognition of my teachers, our Head Teachers (who make up our Executive Team, Deputy Principals (Mr Betsis, Mr Pearson and Mrs Barry) and outstanding support staff who, without a doubt are the most hardworking and dedicated staff you will ever see. 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. We are a privileged community to have such dedicated professionals to ensure the very best for our students of our community and celebrate their success and achievements. A community is strong when it has great schools. We all benefit. "Courage is contagious. Every time we choose courage, we make everyone around us a little better and the world a little braver". I am sincerely humbled as always, to be the Principal of this fabulous school. I very much look forward to working alongside you all in 2019.

Denise Lofts

Principal

Ulladulla High School's Parents and Citizens Association President's Report

Most clubs exist for the benefit of its members. The reason the P&C is so important is that we don't. We exist for the benefit of our kids, your kids and the kids from nearly every family of this amazing town. Some highlights of the year just gone:

Financial Support Elite Athletes – I am happy to say the P&C provided financial support to a number of our elite academic and athletic students who traveled for specialist activities. On behalf of the P&C I congratulate all those students excelling in their fields.

Representatives on Merit Panels and Finance – A number of merit selection panels were held in 2018 for new staff hires... and I want to thank all P&C members who made the time investment to have a voice in hiring the best quality teaching staff for our kids. We have some of the best teachers available, and we want to see that standard continue to improve.

Canteen – The canteen continued its steady service of food to the students, and we have commenced improving the healthy options of the menu. On behalf of the P&C I thank the Canteen staff and volunteers for their reliable and dedicated service. Exciting news is that we rolled out Flexischools online ordering this year so make sure you register online and use that in the new year our goal is to make sure we are all using it!

Croobyar Road Site – This time Last year we were campaigning for the Department to buy the old SAS site at Croobyar Rd – I confess I didn't believe we would actually be successful. Earlier this year we got it – the Minister bought the site for public education. Someone once said, "Ask and it will be given to you;" – well we now have proof the principle works. Thanks to Shelly Hancock for her pressure and everyone who signed petitions, wrote letters and made a nuisance of themselves until we got the result which represents a huge educational win on the south coast for years to come.

Wellbeing – The wellbeing program is the largest project of the P&C – in addition to the federal grant money last year we were the recipients of the very generous 3 year grant from Terry Snow and the Snow Foundation which allowed us to take the program from 6 hours a week to 26 hours per week. Why is this important? Social Researcher Brene Brown says "Vulnerability is not knowing victory or defeat, it's understanding the necessity of both; it's engaging. .It's being all in." If we are imperfect, we are "all in this together", and we are "all in", then even while we are here tonight celebrating excellence and achievement...its important to remember how we treat those young people who have been struggling or at a vulnerable moment in their lives. The students who have a tougher road to school each day, the ones for whom family life isn't easy and for whom classroom study doesn't come naturally. For some of them winning is just showing up. How we care for those kids defines the kind of community we are and whether any of this good work has greater meaning. I want to take a moment to celebrate a program that was delivered to build resilience at all ends of the spectrum. I am extremely proud to know Ice Schaap, our own very skilled wellbeing worker who supported by Kim Waters has been delivering a range of group activities and one on one support for students as needed both in school ground and offsite and outdoors. Let me take a minute to summarize his end of year report because if you are anything like me you will be amazed at what was achieved:

- Outdoor Education – 120 students went on a Mountain Biking on a half day mountain biking trip at Kiola (ANU campus). A number of students actually learned to ride on this trip having never been previously taught. Following this program, 44 students applied to compete at the Coondoo Classic Mountain Bike race held in Nowra in June. A team of 4 students from UHS actually won a silver medal in their age group race.
- Canoeing/Bush walking – Year 8 students participated in a reflective walk at Lake Conjola including a canoeing and bush walking exercise. Personal Goal setting was a core component of the day for students.
- Ride to School – The "Bike Bus" was held twice week (weather dependent) for the second half of the year. On average 10 students rode to school together, learning road safety together practically as we go. Parents also loved the added safety of riding in a group.
- Year 10 Mental and Social Health Group – This fortnightly group formed to help male year 10 students to provide mentoring and discussion forum for relationships and social/mental health. With a group of around 16 boys we also watched a documentary series about male suicide in Australia to have honest conversations about mental health.
- Domestic Violence and Sexual Assault Information Sessions – All of year 10 (230 students) were given the opportunity to participate in the "Love Bites" relationship program. This is a program that educates young people on healthy relationships and is early intervention work designed to prevent future domestic violence.
- Social Skills Program – In term 2 an 8 week social skill program was run with 6 students to help them learn to communicate with teachers and other students more effectively.
- Suicide Prevention Examples – 2 critical incidents occurred in 2018 with students who threatened to commit suicide on school grounds. Ice was on hand to help Deputy Principal and School Counsellor to provide immediate support to the students to de-escalate , support and link with parents and services.
- Grief/Loss Example – Ice provided support to a student attending a friend's funeral for a 15 year old boy who had no family support through his grief and loss.

- Addressing Aggression – 12 students were given ongoing case support and one-on-one sessions to discuss coping skills and de-escalate violent situations and provide pro-social modelling behavior to the students in question.
- Eating Disorders – 4 times students with eating disorder risk behaviors were identified and referred to support services.
- School Non Attendance – 15 students who had low attendance levels were support to attend school. The major them was dysfunctional home environments in particular mental health concerns for the parents of the young people.
- Sport/Activity Session Lunch Time Groups – A diverse groups of students from year 7 to 12 evolved throughout the year. Students were invited to participate in boxing classes, spin bikes, touch footy, chess, fitness and so on. Most programs lasted a few weeks at a time. TEACHER'S GROUP: Every Wednesday a teacher's fitness class was held.
- After Hours Student Running Group – Ice ran a training group for cross country runners especially those hoping to achieve representative level.
- Camps – At the year 7 Camp to Coolendel Ice helped with activities and built excellent rapport with year 7 students which will pay dividends in future year. Ice just got back from the year 12 Camp just occurred.
- Teacher Training and Support – Ice did mini "coaching sessions" to teachers on engagement strategies and brainstorming different ways to talk to young people, especially the at risk students who are less engaged in the learning material. Thanks Ice, Kim and everyone who has supported the program.

Where to for next year? Onward and upwards – The SAS site, Flexi-schools online ordering, a complete revamp of the canteen menu in line with healthy schools have all had great progress but further gains still to make. We think the Wellbeing program is such a success that we want to keep making it better and more sustainable and keep improving school culture. Our intention in 2019 is to use Schools Plus to create the ability for you to make tax deductible donations to the school. So everyone who works in, owns or runs a business, knows someone who won lotto or has a wealthy great aunt, we might want to chat.

Finally I want to thank the team. I thank our long standing and P&C life members. I thank and bid farewell to long serving teachers Barry Christiansen and Janelle Collins. I thank our sub committee members who donated extra time and skills to fundraising, the uniform shop, the canteen and other initiatives. I thank P&C Vice Principals Matt Potter and Grant Shultz. I thank our Secretary Murray. I thank our Treasurer Kylie. I thank the Canteen Committee members especially Paulette, I thank Canteen staff Kim and Lyn and volunteers. Most of all I thank Denise and the Executive for there energy and vision in running such a great school, I look forward to the P&C's involvement in school planning next year and invite all parents to consider joining us to work for what I think is a very bright future for the school.

Message from the students

Student Representative Council

This year in the SRC, we took a very strong student lead approach of finding ways we could further improve our school. The members of the SRC formed groups that would focus on the areas they were most passionate about.

This year, we enjoyed working with different people in the school to ensure the students voices are heard when new changes are being made within the school. We have worked with the canteen and the P&C to see the implementation of online ordering through Flexi Schools. We also have members attend meetings with the Uniform committee, ensuring the students get input in their uniform options.

As well as group initiatives the SRC students also participated in programs to further develop the leadership of our members. Throughout the year the SRC has run sausage sizzles and Milkshake Monday's to raise money for the school as well as feed the many hungry students. As well as these fundraisers, toast has continued to run four mornings a week to make sure every student has equal opportunity to have a good breakfast before starting their school day.

This year, there have been many opportunities for our SRC members to partake in programs outside of the school to further develop their leadership skills. 7 people from years 10 and 11 went to the South Coast Youth Leadership Forum, where they further developed their leadership skills and participated in the "glocalisation" challenge, learning how to solve problems in our community. In term 4 our senior leaders had the opportunity to visit the State Parliament with other students of South Coast schools. These students had the opportunity to have discussions with state parliament members and further explore what it means to be a leader in politics.

The Year 9 and 10 students have continued to attend the youth advisory committee, which is a formal council committee that meets every term. At this meeting we advocate on behalf of young people in the Shoalhaven.

This year, the SRC put together a student team that was open to the entire school to participate in Relay for Life. The aim of Relay for Life is to provide support and help to those effected by cancer, as well as raising awareness for cancer research. This year's relay was a huge success. Many students came forward and participated, including one of our members, Antonia Bewley, who shaved her hair to raise money for those effected by cancer. Together Antonia and the school team raised over \$1000.

This year has been a very successful year for the SRC. We have enjoyed working with interesting people as well as furthering our own leadership skills, both individually and as a collective. We look forward to the coming year and everything it will hold.

Student Environment Council

2018 has been a productive year for the Student Environment Council. The most substantial achievement of this group is the establishment of the UHS Twilight Markets. The goal of these events is to promote community cohesion, while providing a place to buy and sell locally and sustainably produced food, craft items and other products. With three successful markets held in 2018, this event should continue to grow in 2019 and future years.

With the aim of promoting student health and the reduction of plastic waste, the SEC used funds to supply Year 7 students with durable, stainless steel drink bottles. These have proven to be popular with students and are in daily use.

In order to reduce fossil fuel use and road congestion, while promoting student health, the SEC has installed bicycle racks with capacity for 40 bicycles. SEC members conducted research into student needs, available racks and locations on school grounds. They successfully sought approval from school executive and raised the necessary funds for this permanent project.

Another initiative was "Nude Food November" where students are encouraged to bring lunches to school that avoid the use of disposable packaging. The Year 7 lunchbox competition rewarded those students whose efforts toward waste reduction were most effective. With assistance from the "Take 3 For the Sea" organisation, SEC students conducted an audit of school solid waste streams, gathering data which could be used to develop more comprehensive recycling programs in the future.

Effective management of waste produced at our school is a priority for the SEC. Toward this aim, SEC volunteers donate time weekly to collect paper waste for recycling from classrooms and offices. Additionally, a Clean Up Australia Day activity was run with Years 7 and 8 where rubbish was collected from the school grounds.

To improve the effectiveness of the SEC as a group and to build the skills of its individual members, the SEC has participated in Growth Coaching exercises as well as regular meetings. These students are developing their capacity to act as well-informed leaders of change in the school community. This year has been a great success for the SEC, with promising initiatives for 2019 already underway.

School background

School vision statement

World Class Global Learners

A World Class School that provides an outstanding education in which students build the best version of themselves through personalised educational pathways to become creative, mindful, entrepreneurial and innovative young people with future skills. And where outstanding teachers are collaborative leaders in learning. The school promotes and supports self awareness, quality feedback and the celebration of excellence.

Future Focussed Skills

- * Ways of thinking. Creativity, critical thinking, problem-solving, decision-making and learning
- * Ways of working. Communication, collaboration and connections.
- * 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 Termeil in the south to Jerrawangala 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 excellence in learning pedagogy and developing future focused students to ensure students move successfully into their future careers. A school needs to be agile, responsive and the best classroom in the world. We strive to be this.

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

Ulladulla High School in any measure, is a huge and complex organisation with highly personalised systems, from timetabling, curriculum development, financial accountability, resources and facility management. We have 3 significant partner Universities; Uni of Wollongong, Australian National University and Canberra University. The local Wandarma 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 Representative Council and School Environment Council.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

As part of the school planning, self-assessment and reporting cycle of School Excellence, all schools self-assess using the elements of the School Excellence Framework (SEF) across the domains of learning, teaching and leading. Schools critically reflect on their school improvement efforts to inform their decision making process for future directions. This School Excellence Framework Self-assessment Survey (SEF S-aS) has been designed to support schools to capture the "point-in-time" judgement that has been informed by their ongoing self-assessment processes using the School Excellence Framework. The statements of excellence in the School Excellence Framework are central to guiding a school's reflection on each element. The on-balance judgement determined by the school is a reflection of the school's progress on these statements.

- *Learning Culture – Excelling*

- *Wellbeing* – Sustaining and Growing
- *Curriculum* – Excelling (Curriculum and Learning) Sustaining and Growing
- *Assessment* – Sustaining and Growing (Assessment and Reporting) Sustaining and Growing
- *Reporting* – Sustaining and Growing (Assessment and Reporting) Sustaining and Growing
- *Student performance measures* – Sustaining and Growing (Student Performance Measures) Sustaining and Growing
- *Effective classroom practice* – Excelling (Effective Classroom Practice) Excelling
- *Data skills and use* – Sustaining and Growing (Data Skills and Use) Sustaining and Growing
- *Professional standards* – Excelling (Collaborative Practice) Excelling
- *Learning and development* – Excelling (Learning and Development) Excelling
- *Educational leadership* – Excelling (Leadership) Excelling
- *School planning, implementation and reporting* – Excelling (School Planning, Implementation and Reporting) Excelling
- *School resources* – Sustaining and Growing (School Resources) Excelling
- *Management practices and processes* – Excelling (Management Practices and Processes) Excelling

Strategic Direction 1

Build students future Skills from the inside out Heart and Mind

Purpose

Purpose: To equip students with skills for the future: **From the Inside Out– HEART AND MIND**

Ways of thinking, Ways of working, Tools for working and Living in the world. (Enveloping the 6 *global competencies* – Character, citizenship, collaboration, communication, creativity and critical thinking).

Overall summary of progress

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. The programs of MAP (Make a plan), Project Based Learning, Co– Teaching 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. The school has continued to innovate in the realm of student wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Quantitative Improvements – Ways of thinking. 10% improvement in all bands of HSC results across all KLAS. Aboriginal students completion rates of the HSC % –is equal or better to non Aboriginal students. 10% reduction in negative student incident reports across all year groups 10% above predicted growth in all NAPLAN value adding data Year 7–9 10 % Growth in all Literacy and Numeracy Progressions is established as a goal for each student and shared by all teachers across all KLAS.	Established Literacy and Numeracy Mentors. Literacy and Numeracy Progressions Focus Aboriginal Elder Mentor continued. Aboriginal Students Mentor and established Mentors in Dance and Didg. All Teaching staff and mentorsAll Teaching Staff • Socio–economic background (\$40 000)	Growth in all literacy and numeracy levels is established and shared by all teachers Literacy and numeracy team established Literacy Progressions have been shared with Executive and some faculty groups Numeracy Progressions aligned to Year 8 Scope and Sequence for 4 core subject areas. Findings of Year 8 Learning Review communicated to all staff, P&C and community
Qualitative improvements – Ways of thinking/working Embedded 'ways of thinking' in all learning programs, tasks and assessments. Authentic Deep Learning is embedded in the curriculum structure of school Culture	PBL Team and Mentors established and continue to work alongside teachers. Mentor Positions 0.8 (\$80 000)	Year 8 (2019) Collaborative Teaching Classes established – Professional Learning offered and delivered to staff Year 8 Scope and Sequences (from 2018) revised for 2019 to foster collaborative teaching and authentic projects.
Tools for working Embedded tools for working by	ePreneur Mentor and Established platform for enhanced online Learning.	On line learning platform to improve experience for the learner is investigated and structures established for 2019 (CANVAS)

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
all teachers and throughout their practice to create meaningful learning experiences that are relevant and empowering for their learners	Infrastructure \$10 000 Mentors (\$20 000)	On-line learning platforms (Edrolo, Education Perfect, Clickview) reviewed based on usage. Subscriptions renewed for 2019. Tech Team innovators mindset to enliven empowered learners. Team create the vision for teachers to engage in a deeper level of technology to enhance their classrooms. Google Classroom, Microsoft 365 is uniformed and used across all classroom. CANVAS – Online platform adopted to improve access, user experience, increase parent communication and improve access to learning for all students All staff, faculty groups and Executive offered training in CANVAS in preparation for implementation in 2019.
Living in the world Flourishing students as a result of the schools student well being program by strengthening their cognitive, physical, social, emotional and spiritual development to enhance their learning. Increased levels of Institutional Engagement as indicated on the TTFM Survey data and qualitative data.	Growth Coaches 1.0 position across 3 staff. (\$100 000) Skills for Success Mentors 0.2 Teaching Position (\$20 000)	Established "Crew" Structure' to support and strengthen structures to support student learning. Established UHS Framework of individual wellbeing that is personalizable for each student to reach their greatness. The framework structure will be embedded Positive Education, Student wellbeing Framework, Character Strengths and 7 Highly Effective Habits for Teenagers and Staff. Deep School Wide professional learning program of Positive Psychology that supports world class leading learners (teachers) to enhance successful achievement of their students in each classroom. Classrooms are examples of Quality Learning Environments that focus on students Strengths.

Next Steps

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.

MAP Initiative

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. 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.

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 2018 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 2018, establish an annual UHS Summit to lead learning and model Gold Standard PBL among our peers and establish Co Teaching.
4. Curation will feature prominently in 2019 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 2018.

In 2018 the space was established as 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. The room was established as a HUB Room and utilised by predominantly by classes.

After a full review, the school in 2019 will move to more futures focused flexible learning environments. Research took place late 2017 and 2018 in preparation for the potential of realigning class timetables to pair up faculty teachers to co-teach in a large flexible learning space that accommodates up to 60 students and a LAST. The impetus of this is to fully align cross-curricular PBL@UHS with the expertise of more than one faculty teacher. A prototype class was run in 2018 in the collaborative learning space, again to move UHS and student learning to a more futures focused flexible environment that draws on the expertise of multiple teachers and disciplines providing authentic, rigorous learning opportunities for our students. The program was fully reviewed in 2018 and the school published a year 8 Learning review producing 14 recommendations for 2019.

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.

BYOD program. The primary focus for 2019 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 ongoing 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

Focused Social and Emotional Learning, including Student Leadership is foremost and evident on decision making:

1. Throughout the 2018–2020 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 and Peer Coaching, Outdoor Education and Student Wellbeing Officer 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, and current research into successful leadership stories in schools on 'Social and Emotional Learning' to ensure student wellbeing for academic success.

Recommendation 3

Year 8 Learning Review

Explicit teaching techniques and classroom management: Both parents and students identified classroom instructions and expectations as being inconsistent both in HUB learning and non-HUB classes. Noisy classes and disruptive students identified as being a factor that was not helpful for student's interest and engagement for their learning. The school will undertake a review of Student Wellbeing and Discipline Procedures to support classroom management throughout 2019.



Strategic Direction 2

Our Teachers are world class COLLABORATIVE leaders in learning

Purpose

Purpose: To build a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence in student learning and teaching. 'Collaborative Expertise' about teaching and learning is the core of day to day school business.

Overall summary of progress

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. Throughout 2018 our teachers and Support staff continued to improve their capacity and collaboration as a learning community. Through the process of PDPs, Twilight Seminars, a strong professional learning team and executive teachers, the development of all staff learning has continued to deepen. Focus on the Quality Teaching Rounds and Collaborative teaching has seen immense improvement in the growth of learning communities across the school. The yearly executive conference was again focussed on leadership development with Growth Coaching around productive conversations was successful. Teacher reflection and self assessment through the PDP process has been embraced along with many staff undertaking the Global Health Challenge which was an engaging way to support staff wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers systematically reflect on their teaching and their impact on student learning to improve their pedagogy. Teachers think of and evaluate their impact on students' learning.	Established Quality Teaching Rounds Team and Mentor. Established Co Teaching Teams in Year 8 in the Hub Environment. Furniture Resources (30,000) Schools Plus Grant established Mentor and Furniture. (\$30,000)	Established Prototype for Co Teaching. Review of PDP meetings conducted by Executive teachers and final reviews documented. Still in progress. Professional Learning application processes continued to be reviewed, and feedback provided. Staff Development 3 introduction of Visible Learning– 10 Mind frames of learning workshops led by HT's and further professional learning required to up skill teachers on this concept. Co Teaching and HUB Classes undertook intensive Review with 14 Recommendations tabled for 2019.
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. Records of teachers professional progress are maintained by the school.	MYPL GOALS (\$8,000) Professional Learning Budget (\$130,000)	MYPLGOALS continued to be 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. In 2018, all teachers started the recording of their accreditation process for the next five years this was supported through MYPLGOALS online platform.
Excellence in assessment that typifies formative assessment, a process of multiple drafts and excellence in student work samples.	Assessment and reporting team (\$15,000)	Assessment and reporting team established processes and reviewed 'best practice' templates. Created recommendations for 2019 in the use and implementation of Canvas to align Assessment practice across the school.

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: 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 2019 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

Our classrooms are REAL WORLD CONNECTED

Purpose

Purpose: To connect learners through personalised experiences at school and within local, national and global context to enhance a culture of 'collective mindfulness' to *contemplate, collaborate, innovate and create ways that enhances their learning* in a **REAL WORLD CLASSROOM**.

Overall summary of progress

Continue to utilise projects both within and across KLA's that are deep and meaningful for students. Based on the results from the Student Survey the key factor unanimously identified by all students as most contributing to making learning more successful was interest in the subject and what interests them in that subject. Thus implementing programs and pedagogy that maximise interest in the subject should be prioritised to increase student engagement. Teachers, also valued the co-teaching aspect of HUB learning as it allowed them to observe content across various KLAs and expand their understanding of cross curricular links. This insight is consistent with current research which suggests that increased collaboration between teachers is associated with improved job satisfaction, teacher wellbeing and student outcomes.

Redesign of spaces to embed rich literacies through the teacher professional learning with a focus on for visible Learning, future focused spaces and innovative approach to pedagogy

– Reimagining of teaching and learning to build high functioning spaces and minds to accelerate learning through collaborative teaching

–Implementation the qualities of 10 Mindframes for visible learning to enhance classrooms for empowered student experience and achievement

–Futures Learning Team established to develop and reinvent learning to support collaboration of teachers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance improvements by 2% across all year groups through high possibility classrooms. 5% improvement in internal assessments inclusive of submission.	Attendance and Assessment Structures in place. Attendance Management Plan \$10,000	Through consistent structures of the Crew Meetings along with a focus on engagement, has indicated ongoing improvement in Attendance and Assessment Submission rates.
Personizable learning and Mentoring PLPs in place for all students that demonstrate a growth mindset for educational aspiration aligning with literacy and numeracy personal targets.	Review Meetings \$10,000 for casual relief. Mentors in PBL and Across	Review Meetings for Year 10,11, 12 continued Successfully. Student Mentors established in the HUB learning environment. Aspects of the HUB learning style were very well received and will be incorporated into the development of future programs. Increased communication between parents and teachers in the HUB class, which was well represented in the Parent Survey results. The HUB program incorporated mentor teachers who were responsible for parent communication for a designated group of students within their class, approximately 15 students to one teacher.
Learning in Real world Classrooms <i>High possibility classrooms</i>	Co Teaching and Literacy Mentor (\$20,000)	Based on the results from the Student Survey the key factor unanimously identified by all students as most contributing to making learning more successful was interest in the subject and what

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
through collaborative expertise of teachers that focus on literacies, literacy and numeracy, physical literacy, emotional literacy and learning literacy through the 10 mindframes of visible learning implementation measured.		interests them in that subject. Thus implementing programs and pedagogy that maximise interest in the subject was established and prioritised to increase student engagement. Teachers, valued the co-teaching aspect of HUB learning as it allowed them to observe content across various KLAs and expand their understanding of cross curricular links. This insight is consistent with current research which suggests that increased collaboration between teachers is associated with improved job satisfaction, teacher wellbeing and student outcomes.

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

Formative Assessment techniques to be consistently embedded to improve a student's ability to respond to feedback and understand the steps to move forward. The feedback from students about their ability and interest to actively use and respond to feedback was inconsistent. The HUB Classes were less likely to respond to feedback in comparison to selective and non-HUB. Therefore students would benefit from formative assessment techniques applied by teachers to improve student's ability to improve their progress and response to assessment tasks.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$64 925	<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 SLSO position within the school. Samara Williams collaboratively planned and implemented a range of cultural activities and targeted educational initiatives. Samara's organisation resulted in our Aboriginal students completing another successful year arranging for Waminda to come to the school to run a Young Women's Program where they talked to our female students about the importance of healthy relationship choices, identity, mental health and coping strategies. Mental health assessments were also done. The NRL School 2 Work program worker Scott Morgan would come and mentor students in years 10–12 around training, Tafe and university options each fortnight. Indigenous Careers day was held in Batemans Bay UOW campus which we attended and had a successful day. Students were informed about opportunities in the public service and Defence Forces.</p> <p>The application of funding to the Aboriginal SLSO 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 Education 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 all 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</p>

Aboriginal background loading	\$64 925	<p>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 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, Uncle Victor Chanell, Natasha Mooney and Fiona Williams all 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> <p>Aboriginal Education Mentor position is informed by current policies to assist in building the capacity within our school to implement curriculum, innovative teaching practice and share approaches to Aboriginal student leadership. By working closely with the Aboriginal community, Elders and families, staff and Aboriginal students, the Aboriginal Mentor position establishes connections to ensure UHS staff maintain the highest expectations for all students and to achieve our shared goal of improved student outcomes. Support, collaboration and guidance with all Aboriginal staff enables ownership of their roles within the school. The Aboriginal Mentor works closely with school leaders and teachers to address the focus areas of the NSW AECG/DoE "Together we are, Together we can, Together we will" partnership agreement: Leadership, planning and accountability; ongoing learning and professional development; relationships and pathways; teaching and training; ensuring positive learning outcomes, opportunities and improved retention for our Senior Aboriginal students in the completion of the HSC.</p>
English language proficiency	\$29 433	<p>At Ulladulla High School we cater for students for whom English is not their first language through the English as an additional language or dialect (EAL/D) program coordinated by a dedicated EAL/D teacher.</p>

English language proficiency	\$29 433	<p>In 2018 we had 12 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.</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.</p> <p>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, essay writing 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 skills and confidence.</p> <p>Parent meetings and contact with parents occurs regularly. In addition, the EAL/D teacher will:</p> <ul style="list-style-type: none"> • Develop Personal Learning Plans for each EAL/D student • Notify staff through the Sentral database 'flagging' system • Plan, implement, monitor and evaluate teaching programs for students in conjunction with regular classroom teachers • Provide professional advice, support and mentoring to classroom teachers on how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home • Assist with professional learning for class teachers and School Learning Support Officers within their school and local network of schools where appropriate.
Low level adjustment for disability	\$306 077	<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.</p> <p>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</p>

<p>Low level adjustment for disability</p>	<p>\$306 077</p>	<p>employed to implement 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 Best Start, 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"> • Development of Personal Learning Plans detailing appropriate adjustments and intervention strategies relevant to each child's learning needs • In-class support for students requiring adjustment and intervention • Skill development programs where students are withdrawn from class for intensive literacy and numeracy support (eg Multilit) • 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. • Modelling exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs. • Providing direct support for students with additional learning and support needs including the areas of social integration, language and communication, literacy, numeracy and behaviour. This may include students with confirmed disabilities. • Providing professional advice, support and mentoring to classroom teachers on how best to cater for the diverse learning needs in their classrooms, and how to effectively work in partnership with families to maximise learning opportunities for students at school and at home • Providing professional advice and assistance about students with additional learning needs to the school's learning and support team. <p>In 2018 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
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Low level adjustment for disability	\$306 077	<p>and strategic directions.</p> <ul style="list-style-type: none"> • Building teacher capacity through differentiation and related skills based support materials for staff During 2019, the Learning and Support Team will continue to deliver in the target areas above in line with DEC School Excellence Framework. • 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.
Socio-economic background	\$326 548	<p>After a full review in 2018 of learning with a focus on year 8, the school in 2019 will continue to move to a futures focused flexible learning environments. The impetus of this is to fully align cross-curricular PBL@UHS with the expertise of more than one faculty teacher. A prototype class was 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.</p> <p>The school has also established a number initiatives over 2018.</p> <p>Growth Coaching expanded to have 3 coaches and continued to engage in professional learning in Peer Coaching and Leadership Coaching.</p> <p>Mentors in Literacy, Numeracy, Technology, Skills for Success, The school has continued to support specific needs for students, including uniform, devices, excursions and established a tutoring program.</p>
Support for beginning teachers	\$34 606	<p>In 2018, UHS has 23 beginning teachers are working towards their NSW Education Standards Authority (NESA) accreditation at the Proficient level.</p> <p>These teachers are actively building their accreditation evidence with the support of the Great Teaching Inspired Learning Team at UHS to ensure that they can achieve their goals in attaining accreditation before their due date. In total, 5 staff members successfully submitted their proficiency application.</p> <p>In 2018, there was one newly appointed permanent teachers and two temporary teachers who were part of the <i>Beginning Teachers Support Program</i>.</p> <p>This program is designed to support beginning teachers and to improve their teaching capacity, in their first year of permanent appointment.</p>

Support for beginning teachers	\$34 606	<p>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.</p> <p><i>The Beginning Teachers Support Program</i> ensures that beginning teachers have reduced responsibilities, are provided with ongoing feedback and support, are supported by mentors and have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and care givers.</p> <p>In 2018, there were four permanently appointed and two temporary teachers who were part of the 2nd year phase of the <i>Beginning Teachers Support Program</i>.</p> <p>All beginning teachers were offered a two period a cycle allocation to ensure that the beginning teacher had reduced responsibilities. &middot;</p> <p>In 2018, 19 beginning teachers are maintaining their accreditation at the Proficient level. These teachers are responsible for submitting their professional development hours, 100 hours over five years.&middot;</p> <p>2018 saw the introduction of all pre–2004 staff being classified as proficient according to NESA this classification is based on the recognition of prior service in the Department of Education. In 2018, 57 staff were classified as proficient, they are required to maintain their proficiency by completing 50 Teacher Identified and 50 hours of accredited professional learning over the next 5 years.</p>
Wellbeing Flexible Funding	\$84 734	<p>Ulladulla High School uses it Flexible Wellbeing Funding to provide the following services:</p> <ul style="list-style-type: none"> • Outdoor Education program for all year 8 students, each student spends two whole days in a structure outdoor program that includes canoeing, reflective walk and hiking. • Year Advisers are provided with a 6 period allowance, 3 of these periods are funded through this funding. • Wellbeing Project Officer: 6 periods per fortnight to assist students with scholarship applications, School Photos and Vaccination Program– • Skills for Success Program.
School Community Consultation Project	\$16 700	<p>Established Communications Team and Community Engagement Officer</p> <p>Student Wellbeing Book Club Parenting Positive Psychology Pathway</p>

School Community Consultation Project	\$16 700	<p>Parent student wellbeing book club – catering for 4 book clubs per year (\$800) 1 year cycle reported in 2018 Annual School Report.</p> <p>Future Direction</p> <p>Communication online structure to be established for Parent and Teacher communication of student progress in the form of CANVAS.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	601	587	598	587
Girls	584	592	608	609

Student attendance profile

School				
Year	2015	2016	2017	2018
7	93.8	92.4	93.5	92.8
8	90.3	90.2	91.9	90.8
9	87.9	87.2	89.9	89.9
10	85.5	86	87.7	87.1
11	88.5	86.4	88.1	85.9
12	89.1	87.9	91	86.8
All Years	89.2	88.4	90.4	89
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

In 2018 we undertook a review of our processes, this included consulting with parent representatives. This review is being finalised in term 2, 2019 with a clear outline of school processes. 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.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	5	6
Employment	4	18	6
TAFE entry	3	7	11
University Entry	0	0	36
Other	6	1	7
Unknown	0	4	33

In 2018, 49 Year 12 students received University offers students received offers at University for 2019. This represents 36% of the 137 students who completed the HSC.

Year 12 students undertaking vocational or trade training

Year 12 students completed eighty seven VET qualifications, in 2018. This was an increased number from previous years. Subjects included Entertainment, Horticulture, Aviation, 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 (9), Construction (13) and Hospitality (31).

Year 12 students attaining HSC or equivalent vocational education qualification

98% (135 out of 138) of Year 12 students completed requirements for the Higher School Certificate in 2018.

Three students elected to receive a Certificate of Attainment. Two students were pathway students, one completing and the other intending to complete their HSC in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	13
Classroom Teacher(s)	68.1
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	24.37
Other Positions	1

*Full Time Equivalent

In 2018 Ulladulla High School employed 11 Aboriginal teachers, two Aboriginal SLSO and one Aboriginal Elder. There were 40 staff members on the Aboriginal Education Team. We would like to congratulate Ms Jessie Cowan (Pitjantjatjara Woman) on her permanent appointment to the HSIE department.

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	38

Professional learning and teacher accreditation

At UHS, our teachers are world class COLLABORATIVE leaders in learning. As articulated in the School Plan 2018–2020, the focus of Professional Development is to build a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence in student learning and teaching. 'Collaborative Expertise' about teaching and learning is the core of day to day school business. The senior executive have 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, Far South Coast Networks and the newly established Curriculum Network Shoalhaven.

The school plan outlined the practices to embed into school culture. At UHS, our teachers are world class leaders who engage fully in their own professional learning by being:

- Teachers who are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged with professional dialogue and challenge.
- Teachers who systematically reflect on their teaching and their impact on student learning to improve their pedagogy.
- Teachers who think of and evaluate their impact on students' learning.
- Professionally connected staff who deliver quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative learning activities that enlivens content.
- Engaged in a culture of commitment to 'Great Teaching Inspired Learning' where staff actively and consistently reflect on learning outcomes for student excellence.

Our Teachers are world class who engage fully in their own professional learning. UHS encourages, supports and embeds authentic professional learning, as outlined in the School Plan by providing structures:

- to support a rigorous professional learning program that is informed on best practice and current educational research.
- that focus on teaching strategies and Visible Learning.
- that build and maintain a culture of commitment in teaching where staff are actively reflect on learning outcomes.
- that are embedded and developed to support a set of strategies of support for teachers to develop differentiation programs and tasks, individualised learning tasks which align to best practice
- That are supported by an embedded coaching and mentoring processes that are: aligned to National teaching standards; DoE priorities and School strategic directions; supported by a triangular framework (i.e. HT, Teacher and Coach) to support teachers.
- That encourage and support leadership development and coaching, explicitly developed by all school leaders.

Effective and meaningful professional learning which positively contributes to student outcomes and the direction of the school is evidenced by:

- Every subject having high quality differentiated learning programs and assessment where quality teaching is foremost.
- Every teacher having a digital portfolio, using the MyPLGoals Platform, of their own teaching and professional writing that is reflective and teachers seek and provide feedback in regards to their teaching. Records of teachers professional progress is maintained by the school.
- Ensuring teachers professional learning is documented and supported in a networked learning environments through the teachers PDP and Digital Portfolio.
- Establishing policies and procedures of professional learning are transparent and efficient.

At UHS effective and meaningful professional learning which positively contributes to student outcomes and the direction of the school is supported by:

- 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 – All PDPs are aligned to the National Standards and the schools strategic directions.
- Far South Coast Network
- Curriculum Networks Shoalhaven
- Twilight Seminars Structure of rigorous professional learning
- Growth Coaching and leadership development across all arenas of professional learning at UHS, PDPs inform teachers individual decision making processes. Leadership development program at UHS
- Future Focused Team
- Mentorship to build capacity of teachers – MAP, E-Mentor, PBL, Literacy.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	1,501,456
Revenue	14,634,621
Appropriation	13,984,847
Sale of Goods and Services	25,973
Grants and Contributions	596,197
Gain and Loss	0
Other Revenue	1,900
Investment Income	25,703
Expenses	-14,338,925
Recurrent Expenses	-14,338,925
Employee Related	-13,032,593
Operating Expenses	-1,306,332
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	295,696
Balance Carried Forward	1,797,152

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 2018 Annual Financial Statement reflects an increase in expenditure in the areas of property maintenance, utilities and the purchase of furniture and equipment for renovated school spaces. We anticipate an increase in expenditure on capital works projects over the coming year with planned refurbishment of the Tiered Learning Space, the downstairs Library and classrooms in L block.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	10,039,723
Base Per Capita	243,885
Base Location	27,009
Other Base	9,768,829
Equity Total	726,983
Equity Aboriginal	64,925
Equity Socio economic	326,548
Equity Language	29,433
Equity Disability	306,077
Targeted Total	2,212,534
Other Total	488,287
Grand Total	13,467,528

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

As a result of an external evaluation – UHS HSC assessment and reporting procedures have progressed to include sign off and confirmation of entry after curriculum changes, information and assessment booklets handed to students with a receipting system and emailed to students, teacher PL application linked directly to PDP goals, assessment feedback to be provided to cohort, consistent assessment notification template used in Stage 5 & 6.

Future goals of the UHS Assessment and Reporting team are to develop a Year 9 assessment booklet followed by Year 7 and 8. In 2018 UHS addressed the need to align our assessment notification processes across all faculty areas and year groups. Professional development was delivered at Executive and Faculty level to ensure a consistent approach underpinning high expectations and quality assessment rubrics and feedback.

Extensive training late in the year prepared teachers, students and parents for the implementation of Canvas in Term 1 2019. Canvas will provide a platform consistent across the school for students to receive and

submit tasks and will enable the Executive to collect data and evaluate submission rates, feedback and assessment results. Staff were introduced to Mind frames for Visible Learning and evaluated their own impact on student learning, focusing on the importance of assessment and feedback for students and introducing the concept of high possibility classrooms.

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

NAPLAN Year 7

In 2018 185 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 2018 195 students sat the NAPLAN tests in Year 9. Data in Year 9 provides an indication of core literacy and numeracy skills. This data guides the executive and learning support teams in the allocation of resources.

NAPLAN Year 7

In 2018 students sat tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Results showed that:

Reading: 73.9% of students achieved above national minimum standards

Writing: 58 % of students achieved above national minimum standards

Spelling: 79.9% of students achieved above national minimum standards

Grammar & Punctuation: 71% of students achieved above national minimum standards

NAPLAN Year 9

In 2018 students sat tests in Reading, Writing, Spelling, Grammar and Punctuation and Numeracy. Results showed that:

Reading: 74.2% of students achieved above national minimum standards

Writing: 45.5% of students achieved above national minimum standards

Spelling: 74.8% of students achieved above national minimum standards

Grammar & Punctuation: 70.5% of students achieved above national minimum standards.

NAPLAN Year 7

Numeracy: 87.1% of students achieved above national minimum standards

NAPLAN Year 9

Numeracy: 77.1% of students achieved above national minimum standards

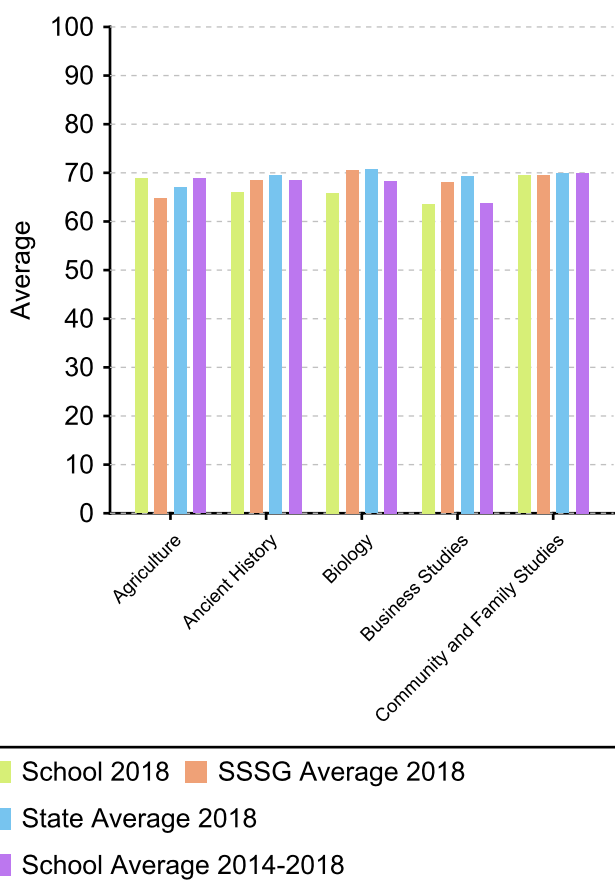
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

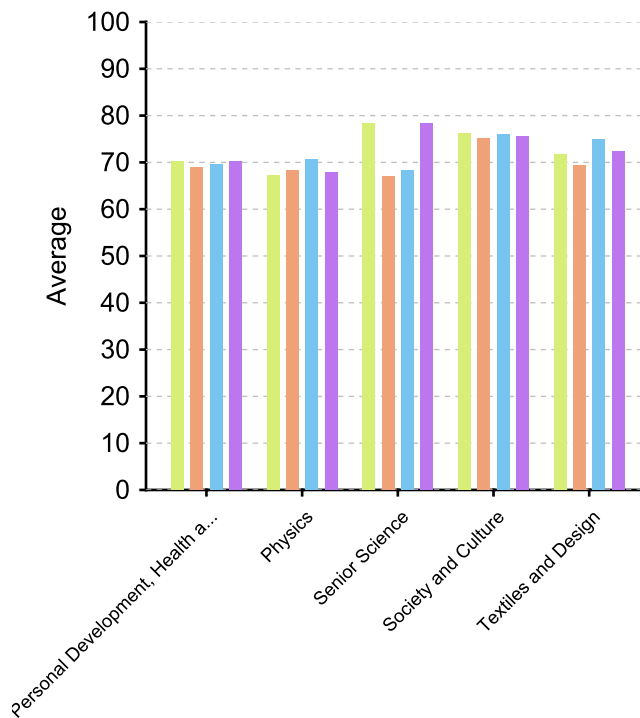
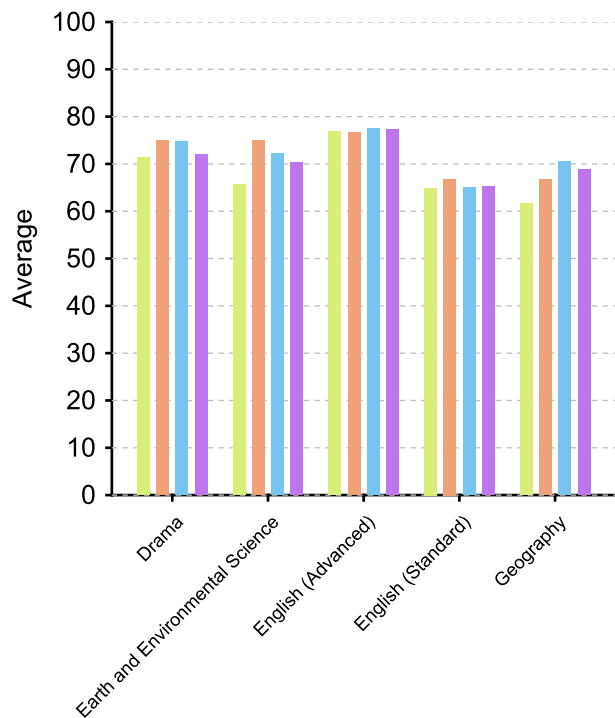
Following analysis of the data, a significant area of focus continues to be writing particularly in Year 9.), a result which is consistent with state-wide trends. Within the School Specific Reference Group 53.9% of students achieved above national minimum standards and State-wide 53.3% of students achieved above national minimum standards.

Higher School Certificate (HSC)

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

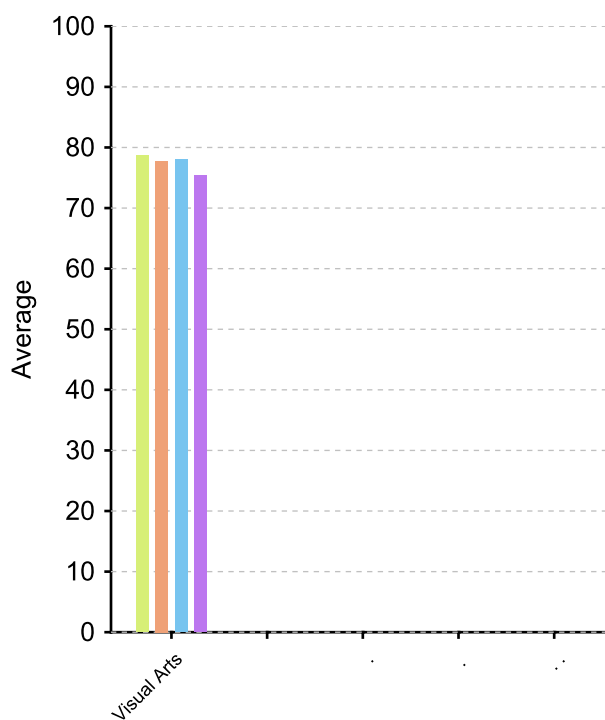
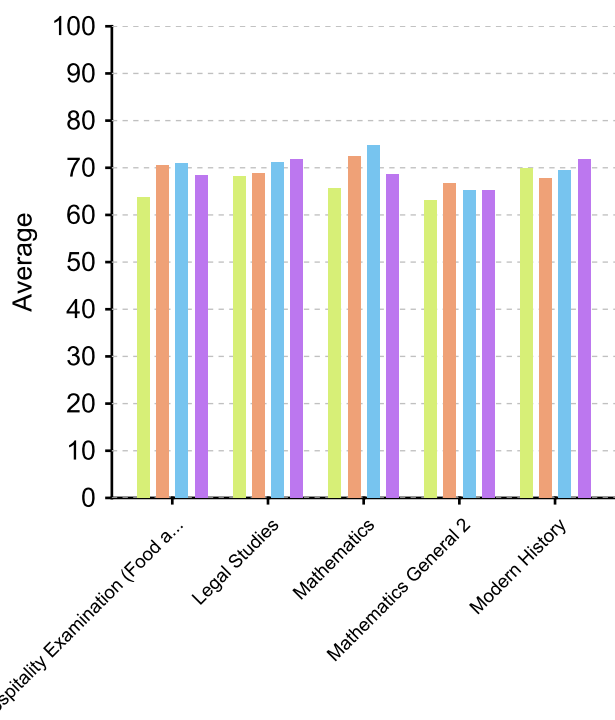
Ulladulla High School students achieved some outstanding results in 2018. One hundred and thirty-eight students were enrolled to complete the HSC, a slight decrease from 2017. Band 6 results were achieved in 39% of the subjects studied, a significant increase on the 19% of subjects studied in 2016 and a slight decrease on the 43% of subjects in 2017. Out of the four extension courses in 2018, 100% achieved a Band E3 (9 in total) with 25% achieving the Band 6 equivalent (Band E4). Band 5 results were achieved in 64% of all 2 Unit subjects studied. Band 6 results were achieved in Aboriginal Studies, Ancient History, Biology, English Advanced, Music 1, PDHPE, Senior Science, Society and Culture, Visual Arts. Multiple Band 6 results were achieved in Biology, Music 1 and PDHPE, with five subjects above state average. Notably, three students achieved multiple Band 6 results across subjects studied; Lara Horvat, Rachael Knight-Derkowski and Jonathan Schaap.





■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018



■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

■ School 2018
 ■ SSSG Average 2018
■ State Average 2018
■ School Average 2014-2018

The Dux for 2018 was Rachael Knight–Derkowski with an ATAR of 95.8. Rachael achieved Band 6 results in four subjects. Overall, there has been an improvement in academic performance in the HSC with subjects showing on or above state average results in Agriculture, English (Standard), Modern History, Personal Development, Health and Physical Education, Senior Science, Society and Culture, and Visual Arts.

ROSA

At Ulladulla High School in 2018, 214 students achieved a ROSA. As a cohort, they achieved the following results:

English

- A – 5.5%
- B – 33%
- C – 37.5%
- D – 16%
- E – 8%

Science

- A – 4.54%
- B – 39.89%
- C – 34.34%
- E – 7.57%

Mathematics

- A10 – 3.51%
- A9 – 6.03%
- B8 – 11.05%
- B7 – 17.08%
- C6 – 15.07%
- D4 – 17.58%
- D3 – 7.03%
- E2 – 6.03%

Australian Geography

- A – 14.5%
- B – 32.5%
- C – 30.5%
- D – 16%
- E – 6.5%

History

- A – 11.5%
- B – 27.5%
- C – 41.5%
- D – 16.5%
- E – 3%

Students completed 21 (200 hour courses) as electives in stage 5 over last two years.

Parent/caregiver, student, teacher satisfaction

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

Congratulations to Aunty Nellie Mooney for being awarded Shoalhaven's Citizen of the Year, for her work with youth at Ulladulla High School and her commitment to Aboriginal culture. Congratulations to Ulladulla High School student Riley Nolan for receiving the Shoalhaven Youth of the Year Award for his work with Budawang School, judo and being a positive influence on his peers. Congratulations to Aboriginal student Takesa Frank, Aboriginal Teacher and Mentor Aunty Sharon Bunyan and Teacher Fiona Williams for being recognised in the 2018 Shoalhaven International Women citations. Congratulations to Aboriginal Education Team Leader for winning the 2018 Unsung Hero Award in the Leadership category.

Aunty Sharon and the Aboriginal Education Team 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 team experienced a range of useful and insightful professional development this year. Jessie Cowan attended the National Aboriginal Conference in Adelaide, Aunty Sharon Bunyan, Fiona Williams and Benjamin Barry attended the National PESA Conference in Geelong and Samara Williams attended the Mental Health First Aid Conference in Narooma.

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 Tibbitts was awarded a two year Scholarship. We are very proud of Ebony. In 2018 her scholarship was

extended.

Tear Locke and Lorry Bennet participated in Outward Bound this year. Outward Bound is a 12 day hiking adventure through Namadgi National Park that challenges, inspires and helps kids discover untapped abilities and skills that they never thought they had. Both Tear and Lorry were terrific candidates and this camp helped them strengthen their commitment to culture and leadership.

Paris Fishlock and Takesa Frank attended the STEM (Science, Technology, Engineering and Mathematics) Youth Development camp in Jindabyne in May 2018. The Camp was run by the NSW AECG and ATSI Mathematics Alliance who are committed to supporting and raising the academic achievement of Aboriginal students. This program empowered students to be active learners in their education and provided opportunities for them to develop skills in leadership roles within their schools and communities. Thanks to Mrs Collins for supporting the girls, it was a great opportunity for them.

Winhanga-rra (win-ung-uh-rruh) is a one-day workshop that focuses on the work of Bangarra Dance Theatre and the important processes involved in bringing Aboriginal and Torres Strait Islander culture to the stage through traditional and contemporary dance. The workshop is open to both generalist and specialist teachers and includes talks, open forum discussions, film presentations and practical tasks. Amanda said it was 'awesome' to interact with Bangarra staff to embed authentic perspective into our UHS programs. The workshop provided teachers with ideas, information and guidance in bringing Aboriginal culture into the classroom/school activities and support for curriculum content. Amanda is looking into contacting the local Aboriginal groups to come into the school, which will give the children the opportunity to listen to the stories from this country first hand. This will encourage the students to build further relationships within our local community and understand the importance of authentic traditional dance and its relevance to Yuin country.

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, 'Because of her we can'. It is hard to imagine our school without the strong connections we have with our local Aboriginal Elders and community people and all our Aunties. The significant contributions that they have played in our understanding of culture and tradition sits deep in our psyche. The pathways that you have laid

for all of us, and particularly our Aboriginal students, is significant and life changing. It is a 'way of being' for each one of us. We honoured Aunty Lyn Stewart for her incredible passion for the education of our Aboriginal students and understanding connecting to country. We celebrated all these significant contributions with special events across the week, including a Touch Football competition, Art competition, Aboriginal Education Awards. The assembly was hosted by our Aboriginal school captain, Takesa Frank. We would also like to thank our community who supported the students on the day including Uncle Paul and Uncle Vic who did the smoking ceremony. Ulladulla Public Rap group whose performance was amazing.

Congratulations to all our 2018 NAIDOC awardees.

- Commitment to Culture & Community – Jayden Perry
- Excellence in Aboriginal Education, Inspirational Staff or Community – Benjamin Barry
- Commitment to Education & Leadership – Paris Fishlock
- Commitment to Aboriginal Education – Janelle Collins
- Uncle Fred Carriage Award for Educational Courage and Resilience – Brooke Bartley

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 teachers team. Special mention to Andrew Hallett and John Field for organising and running the event. Further, thank you to alumni Jack Matthews for mentoring students.

We have a Year 12 and a Year 11 class in Aboriginal Studies. This subject continues to grow in student numbers and this is a testament to Sharon Bunyan's dedication and commitment to developing an engaging course and our students' desire to gain a deep understanding of Aboriginal cultures, history and our local community.

In December 2018 we celebrated the achievements of our junior students with a cultural leadership camp at Kioloa. The aim of the camp was to foster leadership and embed culture throughout the activities. Leadership was role modelled by school and community people such as Hamish Richardson, Denise Lofts, Shane Snelson, Fisheries, Pam Burrige, Sharon Bunyan and Jessie Cowan. The camp was a great success and allowed students to build confidence, skills and relationships with peers and mentors.

Community Partnerships

Ulladulla High School has worked hard to build capacity and support by collaborating with many external agencies and service providers. This results in authentic cultural experiences for our students and staff. UHS is proud of our relationship with our local Wandarma Aboriginal Education Consultative Group (AECG) and we have six full and 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 won the State Final, an amazing effort. Special mention to coach and mentor Mr Brendan Riddick.

We were very proud of our Koori Girls Singing Group "Milumba Djingis" (Shining Stars) and our Boys Didgeridoo Group "Miribi Bunbal" (Thunder Stick) who performed amazingly at Southern Stars. The students performed at four sold out shows at the Win Entertainment Centre in Wollongong. The girl's soulful performance of Wallawaani (Welcome Song) and the boys' original piece were highlights for many who attended the show.

It was a highlight to watch our girls culturally mentor other students from Wollongong High School to learn "Walawaani", the welcome song that has been produced by our UHS students over the past few years in conjunction with the Transmit program. Following the Southern Stars performance, UHS students were asked to attend an in-studio recording session for Wollongong ABC radio to perform their songs. The recording studio and the producers were captivated as the girls spontaneously and effortlessly sung a cappella in harmony to deliver "Wallawaani" live to air. The Miribi Bunbal boys merged in for the second half of the performance and showed off their didgeridoo skills to create a unique sound that reverberated through the studios.

We would like to say a huge thank you to the Ulladulla Local Aboriginal Lands Council for their financial support, the community, teachers, parents and caregivers who worked together to make this Southern Stars experience possible. Special mention goes to Mr Richardson, Ms Hannan, Ms Gibson, Mr Barry and Auntie Sharon for supervising the students. Finally, a huge thank you to our UHS Koori students who

maintained a refreshing level of maturity, patience and consideration throughout the entire excursion.

In collaboration with the NSW Government Public Health unit, ten UHS Koori students have attended an art program with local Elder Auntie Cecily. Together the students created an informative art piece highlighting the importance of vaccinations within the Aboriginal community. Auntie Cecily assisted our students to design an Aboriginal Art piece for NSW Health. The students drew Aboriginal stories using traditional symbols to help spread awareness of the importance of vaccinations from birth to death.

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 88.03% vs 79.6% State Secondary Students Aboriginal NSWDEC – 2017[latest figures]). These results are attributed to our programs and support systems within the school. UHS currently have two roll call classes supporting Aboriginal and Torres Strait Islander students. Our staff are closely monitoring attendance and wellbeing issues taking a proactive approach and using early interventions to ensure positive learning outcomes. In 2018 68.35% of all enrolled Aboriginal students have achieved an attendance rate of over 90%.

Transition and Pathways to Post-School Options

Five Aboriginal students graduated in 2018. Three students are studying at university in Law, Education and Arts. Two students are also working in retail.

We have had 48 Aboriginal students graduate from Year 12 since 2010. Of those students; 56% are attending/attended University; 31% completed a trade, defence force or further education and 13% 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 2018 at Budawang PS and Ulladulla PS.

The HSIE Department hosted ex-UHS Aboriginal student Helen Gibson (2013) for her practicum placement in History/Aboriginal studies. We were very proud to have her back. She has been offered a full time position at Figtree High School commencing in 2019.



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 two Anti-Racism Contact Officers (ARCO), Anita Barry and Sharon Bunyan. The ARCO's role is to:

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

Other school programs

Future Focused Learning

There has been a focus on entrepreneurial thinking and we challenge students to be critical thinkers, to innovate and solve real world issues by embedding syllabus knowledge and skills into projects. From 2013 to 2017, the school has had a focus on Project Based Learning across 7–11 supported by ongoing professional learning for staff, sharing of practice and striving for student works of excellence. Our teachers

collaborate across the curriculum on project ideation. It is through this project learning that students are active, not passive; a project engages hearts and minds, and provides real-world relevance for learning. Our students have the opportunity to show, talk about and gain feedback about their learning projects which are presented at our learning EXPO each semester. This forms the basis of our future focussed approach.

Year 8 Learning

The tracking of students between year 7 and year 9 indicated a smaller than expected growth in Literacy and Numeracy, along with disengagement. An observed limitation of projects that were solely within one KLA structure was identified and a proposed cross-curricular approach was adopted. This move toward deeper cross-curricular projects provided opportunity to authentically align curriculum areas and genuinely engage students in their learning in a wholistic way. The school mapped all curriculum content from each of the core KLA's, Science, Maths, HSIE and English, to help identify authentic connections across different subjects and ensure projects provided opportunities for deep, authentic learning. At this stage, it was apparent the limitation of the timetable structure inhibited the ability to authentically embed projects across curriculum areas or develop teacher expertise through improved collaboration.

Research indicates that collaboration of teachers in the expertise of teaching is vital to success in learning and this is embedded as a fundamental aspect of professional learning for educators and support staff at UHS'.

In late 2017, research was conducted into the future directions of education. Our team of teachers made contact with a number of schools, Kurri Kurri High School, Campbelltown Performing Arts High School, Liverpool Boys and undertook a study tour to visit schools which were innovating their spaces, pedagogy, co-teaching and cross-curricula school structures to influence student achievement. In addition to school visits, the team utilised educational research future focussed pedagogy, spaces and collaborative teaching to build the structure and pedagogy model; particularly referencing the research coming out of Melbourne University on flexible learning spaces and the Centre for Educational Statistics and Evaluation on 'What works best' to improve student outcomes. The research was grouped under 6 overarching outcomes. As a school community this research was used to underpin and inform our vision to meet the growing needs of our school community. The 6 outcomes were the basis for the approach. The school prepared a detailed background research paper and the implementation of redefined spaces, class structure and pedagogy.

In 2018, as a result of the research, the school implemented a model of collaborative teaching and cross-KLA teams of teachers.

The school conducted a review of this learning design. The term 'HUB' Learning was used. A Learning

Reference Group evaluated the 'Learning Design' under the guidance of the Principal and the Centre for Educational Statistics and Evaluation CESE.

The Evaluation of Year 8 Learning was organised in the following way.

The school identified 6 Key outcomes of the Year 8 Learning Design;

- Improvement in student engagement
- Tailored learning environments to suit the range of students needs
- Collaborative teaching
- Improved community/parent/teacher contact/expectation
- Improve learning outcomes
- Prepare students for new (depth studies) and traditional HSC evaluation

The outcomes were grouped into four themes to allow data to be evaluated and coded.

- Community Expectations Hearts/Minds
- Spaces, organisation to facilitate learning
- Social and Emotional
- Collaboration of teaching

The evaluation (The year 8 Learning Review Paper is available at the school) recognised that implementation and evaluation was undertaken in a very short timeframe and further modification of the model was needed and recommended. Further evaluation will continue to take place. 12 recommendations were put forward by the principal to modify and further develop the 'Learning Design' aligning with the school strategic direction and purpose outlined in the School Plan.

Project Based Learning and Co Teaching

In 2018, Ulladulla High School funded two Project Based Learning mentors (0.2 allocation) and one Service Project Based Learning mentor (0.1 allocation). These teachers worked predominately with year 8 HUB teachers creating four authentic cross-curricular projects (one per term), involving local community members either in the entry event, as expert coaches or authentic audiences at the close of each project. Professional learning was conducted via Staff Development Days and x4 Twilight courses (one per term).

In 2018, UHS continued to collaborate with NSWDE Connected Communities initiative to train teachers in rural and remote schools in Project Based Learning. In May, two Project Based Learning mentors and Principal Denise Lofts attended Menindee Central School to deliver a week-long intensive professional learning course to 20 teachers from the surrounding areas.

In 2018 the PBL@UHS team planned, organised and executed two EXPO@UHS nights which saw in excess of 600 students and parents/community members attend both expos to experience the learning through projects of students from years 7–11. Aligning with EXPO@UHS semester 3, the PBL Mentors planned, organised and executed Summit@UHS – a two-day PBL professional learning conference – with over 50

teachers from around NSW in attendance.

Following the year 8 review, a focused professional learning outline was devised in readiness for the Collaborative Classrooms model for year 8 2019 across Maths, English, HSIE and Science. 25 teachers attended the Collaborative and Co-Teaching @ UHS PL day in December 2018, with a further 45 identifying that they would attend the same course which will run on an alternate day in Term 1 2019. Priority was given to train year 8 teachers who will co-teach in flexible learning spaces in 2019, however the course was made available to all teachers at UHS, with more than 50% of the teaching staff engaging with the offered professional learning.

Flexible Learning Spaces

Over the last 6 years the school has been utilising the flexible use of classroom spaces to enable innovation in teaching and learning. In 2018, this approach continued, we created a collaborative space by transforming a classroom (Q 10) and seminar space (Q 11) into a large teaching space. This was utilised by Year 8 Teachers. Specific furniture has been researched to best support ways of learning and enhance collaboration. Teachers have collaborated with a number of other schools to inform the best way in which to use the spaces, and current research. The room was utilised effectively over 2018.

Wellbeing Framework

UHS are undertaking a whole school review, started term 1 and will be completed for 2019. This review is being undertaken in consultation with parent, student and staff representatives. The Self Evaluation Tool from the Wellbeing Framework is being used to scaffold the project.

Technology and Applied Studies Report

In 2108 the TAS department had their first Professional Learning Day as a team. Firstly, the TAS department used the Growth Coaching mentor, Suzie Taplin, to identify its strengths and weaknesses.

We also focused on ensuring literacy strategies and an Aboriginal perspective were integrated into all units of work. Throughout 2018 we worked on developing policies for both practical lessons in Industrial Arts and Food Technology. A OneNote folder was set up for the TAS faculty with the aim of improving communication and establishing a culture of 'continuous improvement.' Towards the end of the year the CANVAS platform was presented to TAS teachers with aim of having a homepage in every TAS course and assessments uploaded and linked to teachers' mark-books in 2019.

2019 will see many initiatives continue. A reflection activity will be built upon in 2019 and collective goals will be developed in line with the school plan. Ensuring Project-Base –Learning is incorporated into TAS programs and goes beyond 'a project,' will require accessing school mentors. Implementing a co-teaching model into the TAS faculty will be explored. The

implementation of numeracy strategies will be further developed.

HSC

In 2018, about 90 students studied 6 different TAS subjects for the HSC. Through a professional learning day the TAS staff became aware of the RAP HSC analysis program and will continue to use this tool to analyse the strengths and weaknesses of HSC responses in a range of subject areas. MAP will continue to be implemented and MAP mentors accessed by TAS teachers.

The range of TAS subjects are; Community and Family Studies, Construction, Engineering, Food Technology, Hospitality, Industrial Technology and Textiles and Design. Seven band 5s were achieved, with Community and Family Studies and Industrial Technology achieving 2 Band 5s in each class.

Other band 5's were; Jordan Rean 85 in Hospitality, Maxine Booker 82 in Textiles and Design and Anna Potter 81 in Food Technology. The 3 Band 4's in Engineering Studies were very solid results and would contribute to students' final ATAR results.

For many students their TAS subject was their best mark. For example Jazlyn Birtle achieved an 81 in Community and Family Studies and a 75 in Textiles and Design, both being her best mark of 5 subjects. Deakin Flood achieved a 62 in Industrial Technology which was his highest mark and James Kinsela achieving a 74 in Construction. Alyssa Ping-Nam achieved a 75 in Textiles and Design which was her highest mark.

TAS subjects are very popular with EALD students and students identified with Learning Support needs, due to their practical component. The TAS faculty no doubt contributes to the retention of students to complete year 12. The aim of the TAS department into the future is to attract a range of students and ensure that TAS subjects are being marketed as those that can contribute to a high ATAR score. The TAS faculty must ensure that talented and academic students are being catered for in stage 5 courses.

Vocational Education and Training

VET subjects delivered at UHS in 2018 included:

Construction, Entertainment, Business Services, Hospitality and the Sports Coaching, for the first time.

It is clear that many students studying VET courses did not attempt the exam. About two thirds of Hospitality students (33 in total) did not sit the exam and only 3 of 13 students on Construction sat the exam. Sport Coaching has attracted many students but does not have an exam and cannot contribute to an ATAR. This indicates that many students, who are not obtaining an ATAR, are choosing VET subjects.

The contribution VET subjects make to transitioning students into the workforce cannot be under estimated.

Many students studying VET Construction found work during year 11 and after completing work placement. However, we need to document this fact better and better promote this achievement into the future.

Creative and Performing Arts

2018 was another rewarding year in Creative and Performing Arts. The faculty continued its dual focus on strong curriculum programs and events alongside a raft of extracurricular opportunities. New in 2018 was the formation of a school band called 'The Summits'. This group of dedicated students, led by Music teacher Matthew King developed a unique culture and enthusiasm for performance in a very short period of time. With their efforts culminating in a number of performances that included Remembrance Day, Walk for a Cure' and our end of year assemblies.

In our annual Visual Arts HSC showcase exhibition sixteen students exhibited in a broad range of expressive forms that included drawing, photomedia, sculpture and film. Seven students were selected for the New Horizon's Exhibition at the Shoalhaven Art Gallery, showcasing Shoalhaven HSC student work. Maxine Booker's Body of Work was preselected for Artexpress. Visual Arts was also well represented in UHS Expo events with the Year 11 Archibald exhibition of staff portraits, Year 10 PBL Forgotten Figures installation of paintings and infographics on the schools toilet doors and Year 10 Photographic and Digital Media's Music Videos.

In Music we continued to offer a broad range of performance opportunities that culminated in the Choir's first place at the Shoalhaven Eisteddfod and showcase of their entire years repertoire at the Milton Theatre. In Dance we continued to grow, with successful performances at the Schools Sport Assembly, Southern Stars, Remembrance and Anzac Day ceremonies to name a few. Drama continued to ensure that their craft was tested and extended via real world performance opportunities, both within and beyond the school environment. Students at our local feeder public schools were highly entertained by Year 10 performances that resulted from their Theatre and Education program. Guests to our UHS Expo were amazed by the outstanding living sculptures 'Fashion Museum' installation and performance that showcased elaborate and individually designed recycled costumes.

PDHPE / Exercise and Sport Studies / SLR

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 the development of self management skills and 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 games from around the world, Gymnastics

and movement composition, striking skills and many more. In Year 10, students are assessed using a variety of methods including assignments, class tests and practical components. Their Biathlon task is one such assessment method where student choice is promoted. Students are encouraged to challenge themselves to attempt a Biathlon Enticer, Sprint or Olympic event. Through weeks of training, it was great to see the number of students who achieved far greater results than they had initially anticipated, demonstrating hard work and commitment to their health!

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, such as Event Management, Outdoor Recreation, Biomechanics and more.

Students are also able to elect to participate in the Applied Sports Studies course which has a focus on learning about all facets of the surfing industry. They are also able to learn to surf with a fully qualified surf instructor. These elective courses have improved students capacity to make health decisions related to physical activity and wellbeing.

Senior PDHPE is a rigorous course which gives students a deep knowledge and understanding of a range of health concepts. The core subjects focus on the human body and performance, as well as Australia's health care system and approaches. In addition to these, options studied include First Aid and Outdoor Recreation in Year 11, and Sports Medicine and Improving Performance in Year 12.

Senior SLR (Sport, Lifestyle and Recreation) is subject which explores specific concepts related mostly to physical health and wellbeing. These include fitness, sport and application, aquatics and athletics, and more. Students have the opportunity to engage in regular practical activities, which explore these concepts through first hand experience.

Sport

2018 was a high achieving year for sport for the students of UHS. Our UHS integrated sports competition ran weekly and boasted success among Years 7–10, with high rates of participation and engagement. This year, we had some outstanding students receive overall Most Valuable Player awards for their year group. These were Sam Doyle (7), Marcus Pepperell (8), Charlie Stewart (9), Aimee Clugston (10). With combined sports scores from weekly sport, and carnivals, Gawura took out the overall house winners for 2018.

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 the zone swimming carnival, placing second at cross country and

third at athletics. Students represented the Illawarra South East Region at NSW Combined High School Championships. Sports included Athletics, Basketball, Cricket, Cross Country, Equestrian, Football (Soccer), Golf, Gymnastics, Rugby League, Snow Sports, Swimming, Surfing, Tennis, Triathlon, Touch and Volleyball. Congratulations must go to the Open Girls Volleyball Team who finished 4th in the state.

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

Lily W (Athletics/Cross country), Anika S (Touch), Dana S (Touch), Neeve L (Athletics/Touch), Madison L (Athletics), Manny K (Volleyball), Kara H (Swimming), Olivia G (Athletics/Swimming/Cross country), Lochlin G (Snowsports), Ella F (Swimming), Blake D (Triathlon), Johnny D (Swimming), Tyler C (Swimming), Stella C (Cross country/Swimming), Harmony B (Snowsports).

Year 8

Julia A (Swimming/Touch), Brayden A (Touch), Kaden B (Touch), Ellie B (Touch), Jericho D (Swimming), Charlotte D (Touch), Jordyn D (Equestrian/Touch), Sam E (Touch), Kye F (Touch) Emerson F (Touch), Zoe G (Snowsports/Touch), Blake H (Touch), Jye H (Golf/Touch), Maddi H (Touch), Harrison H (Touch), Darcy K (Tennis/Volleyball), Rory K (Snowsports), Clare M (Touch), Tyrone M (Touch), Caitlyn M (Swimming), Taj M (Touch), Arun R (Touch), Ryan R (Swimming), Tara R (Cricket), Ethan R (Touch), Archie S (Triathlon), Tiana S (Gymnastics), Ella S (Touch), Locki W (Touch) Darcy W (Touch).

Year 9

Taylah A (Rugby/Touch), Jordan A (Rugby/Touch), Maddison D (Cross Country/Triathlon), Sam F (Touch), Ruby F (Triathlon), Jye H (Rugby), Rachael H (Volleyball), Isaiah L (Tennis), Rheid L (Swimming), Williams L (Volleyball), Rylan O (Tennis), Lauren P (Athletics), Chelsea P (Swimming/Water Polo), Lily R (Rugby) Logan S (Swimming), Joshua S (Volleyball), Gaige S (AFL), Liam S (Swimming), Kasey S (Volleyball), Ben S (Athletics/Cross Country), Rohan S (Tennis), Thom S (Volleyball), Sam S (Touch), Brodie W (Snowsports), Riley W (Tennis), Madalyn W (Equestrian).

Year 10

Patrick A (Swimming/Triathlon), Keely B (Soccer), Mylamber B (Rugby), Alivia B (Rugby), Mackenzie C (Swimming), Alex D (Snowsports), Marney D (Rugby), Georgie F (Rugby), Grace G (Snowsports), Jack H (Equestrian), Danielle H (Triathlon), Karla M (Swimming), Luke M (Touch), Sophie M (Rugby), Holly N (Volleyball), Luke O (Surfing), Brock P (Tennis), Natasha P (Tennis), Holly P (Volleyball), Harm S (Cross Country, Athletics, Swimming, Triathlon), Tyara S (Rugby), Maddison S (Rugby), Jack S (Swimming/Triathlon), Grace S (Rugby), Mikayla W

(Rugby), Riley W (Touch).

Year 11

Meg B (Touch), Ella C (Rugby), Takesa F (Triathlon), Mykaela G (Snowsports), Eliza G (Triathlon), Piper H (Swimming/Triathlon), Kayla J (Soccer), Shannon M (Snowsports), Chloe S (Triathlon), Morgan S (Tennis), Noah T (Volleyball), Kyla W (Triathlon), Hannah W (Tennis/Volleyball), Jacob W (Swimming/Volleyball).

Year 12

Liam C (Touch), Abby M (Touch), Ryan M (Tennis), Toni M (Touch), Jordan R (Soccer), Tarje W (Touch), Jed W (Swimming), Corey W (Athletics).

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.

Our Sportsman of the year, Harm Schaap, is an awesome, multi-talented athlete who has represented our school this year in swimming, cross country, athletics, triathlon and soccer. Whilst he has competed and been successful at NSWCHS level for Team Triathlon and Swimming events it is his long distance running that has given him his greatest success in 2018. His impressive list of achievements include; breaking a 30 year old school record in the 1500m and then going on to place 3rd in the same event at NSWCHS athletics championships, claiming school and zone age champion for cross country. Finishing second at South Coast. 3rd at CHS. 10th at NSW All schools and finishing as the 16th fastest in the U17s at the Australian Cross Country Championships. He has also just recently run a National's qualifier for the 3000m making him eligible to represent NSW at the national championships next March.

Our Sportswoman of the Year, Olivia Greenhalgh, was a standout performer and managed to represent UHS at CHS level in Swimming, Athletics and Cross Country, which is no easy feat. Similar to Harm, her running results have been amazing and there are several of them. These exceptional results include: School, zone and south coast cross country champion, coming 2nd at NSWCHS and 3rd at NSW All schools championships and on top of this finishing 2nd at the National Cross Country Championships in her age group. Added to this is her athletics results which include placing 1st at NSWCHS in the 800m, 4th at NSW All Schools in the same event and 4th again in the 1500m. She has also recently run an U15 national qualifying time for the 3000m which is even more impressive when you know this girl is currently only 12. This student shows great sportsmanship, dedication and will be a proud representative of our school for years to come.

Languages

Ulladulla High School has a range of well-established programs to foster a multi-cultural perspective within our school. Currently students study French, Japanese

and Indonesian with other languages available through the Distance Education program. 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 2018. A study tour to Japan was undertaken in 2018 to support the study of Japanese by our senior students. In 2018 Ulladulla HS continued with our successful French program in the junior school, including Year 7 and elective classes in Years 9, 10 and 11. A study tour to New Caledonia took place in 2018 allowing students to experience authentic French culture and language. In 2018 Indonesian continued to be offered in Year 7 to broaden our Asian cultural awareness. The program was included with the longer-term goal of establishing Indonesian as an elective subject choice.

Debating

In 2018 Ulladulla High School entered three teams in the Premier's Debating Challenge for year's 7/8, year's 9/10 and year's 11/12. All teams performed very well and in particular the year 11/12 team was only one win away from being zone champions as was the year 7/8 team. Ulladulla also entered a team in the NAIDOC Debating Challenge in 2018 and advanced to the state final for the second consecutive year. The event was held at Dubbo Zoo and again 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. Coincidentally the Ulladulla Public School also made the state final so the two teams travelled to Dubbo in a bus provided by the Budawang school. This was the third finals appearance for UHS in four years although we were yet to return home with the winners' trophy. However 2018 would be different and the team of Matilda Langford, Rosie Riddick, Maisie Staples and Takesa Frank were the NAIDOC Debating State Champions for 2018. Throughout the entire competition the team demonstrated great commitment to this competition and were outstanding representatives of Ulladulla High School. Congratulations girls. We finally did it!!

Special Education

In 2018 Special Education had a total of 10 classes, 26 fantastic staff and over 80 enthusiastic students. Our aim in Special Education is to support our students to work educationally to the best of their ability and to leave school with the tools to become exception adults in an ever changing world. All eight of our year 12 students graduated with their HSC and we wish them the very best in their future endeavours.

Once again we used our Multi Lit Reading Program to great effect with our students. All students who were tested at the start of the year showed marked improvement over the year, some even to the point that they were not required to continue the Program into 2019.

With Shelly Young at the helm our Work Experience

was very successful. Our students tried jobs such as Hospitality, Building, Child Care, Landscaping and Handyman. The Year 12 Transition to Work was successful with Essential coming on board with us again.

The Spotted Frog was once again a successful enterprise with many of our students learning such skills as making good coffee, customer service, answering a phone correctly and working a till.

The introduction of NDIS posed a few problems in the early stages but with the help of our many agencies the hiccups were overcome quite quickly.

What the students will most remember throughout the year is our end of term excursions. All of Special Ed attended and new friends were made and all agree they went off without any problems.

We look forward to 2019 to be another exceptional year. Some new staff will join us with some great plans and ideas.

Library

In 2018, the Librarian and the Head Teacher Senior Students and Library supervised and supported four year 12 students and seven year 11 students who were enrolled in one or more single distance education subjects. Students studied with Karabar (now Finigan Distance Education) or NSW School of Languages. Most students were enrolled with Karabar. Subjects included Languages, PDHPE and Economics. The Librarian further supervised 9 students studying with Aurora online college, providing a space within the library to facilitate their online lessons and study period requirements.

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, and the introduction of a knitting circle were provided to engage students in leisure activities.

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 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 senior subjects was set up for the September/October school holidays. Sessions were predominately from two

to three hours, with some full six-hour sessions made available to students. 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 the 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 fifteen students attended during the year. Again, year 8 and year 9 were the most regular attendees, with year 10 students seeking additional support leading into assessments.

Careers

Students participated in a wide variety of careers opportunities. These included school visits from:

- Civil Construction "Jobs in Civil
- Defence Force Recruiting
- University of Canberra presented "Raising Aspirations" to Year 10
- *UOW presented Year 11 Bootcamp
- Master Builders Association

Excursions included:

- Year 10 Future Finder Day @ UOW Batemans Bay campus
- 30 VET students to World Skills Sydney
- 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
- 70 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, Tiny Eco Homes, Real Estate offices, local builders and tradesmen and the local Veterinary Clinic.

Year 12 students took advantage of opportunities that included an information afternoon tea to assist students with University Early entry applications and UAC questions, the UOW University Preparation Program, and a TeachNSW webinar for students interested in a teaching career. Two 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 students to reconnect with their education.

E–preneur Learning/Technology

Ulladulla High School is a Bring Your Own Device (BYOD) school. In 2018, the focus on BYOD was to:

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

- Building the capacity of staff – This year, UHS funded one BYOD mentor to work with staff and faculty groups to build their capacity in using on-line collaborative tools including Microsoft 365, OneNote and OneNote NoteBooks, Google Suite. 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, staff were explicitly shown the benefits of online tools, with specific reference to Microsoft 365 and Google Apps in building teacher resources and strengthening our students as 21st Century learners. Additionally, the twilight program was extended to include a variety of technology based professional learning for platforms that could be used in classrooms to engage students in learning, including Education Perfect, Edrolo and Clickview.
- 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 2018, the daily loans process was streamlined to ensure that all students has access to a device and that devices could be monitored and maintained. Tub devices and having students go to the TSO was changed to all daily loan devices being barcoded and stored in the Library. As a result of this process, all devices are regularly checked and charged, ensuring that all daily loan devices that are borrowed out to students are working.
- CANVAS has been introduced as a learning platform across the school, to ensure consistency in experience and access for all students. In term 4, Professional Learning was offered and undertaken across all faculties to build the capacity of staff to understand the structure and how to build pages in Canvas. In the long term, the goal of canvas will also ensure that parents can access and support their child's learning and that assessment tasks can be uploaded, marked and that teachers can use the data to inform them of student achievements individually, across class groups and cohorts.

Science

Agriculture HSC

This course was completed by 32 students with 6 achieving band 5 results. Our school results have

continued to stay above state and similar school's averages with the 2018 results experiencing a minor decline compared to 2017.

Biology HSC

This course was completed by 38 students. Congratulations to XXX and XXX for their fantastic band 6 results in the HSC with a further 5 students achieving band 5 results. The 2018 trend is a decline from previous years with these results now no longer following the previous upward trend towards state averages.

Chemistry HSC

This course was completed by 8 students. The 2018 results are unfortunately showing a decline from the positive growth seen in 2017 with the average now falling short of the similar schools average. Downward trends are also observed in the state average for Chemistry.

Earth and Environmental Science HSC

This course was completed by 18 students. The 2018 results are unfortunately showing a decline from previous years with the average marks falling below state and similar school's averages.

Physics HSC

This course was completed by 12 students. The 2018 results have experienced a slight decline with the average mark now slightly below our similar schools despite the extremely positive growth seen in 2017.

Senior Science HSC

This course in its final year for the NSW HSC was completed by 13 students. Congratulations to XXX on their fantastic band 6 result with a further four students achieving in band 5. The course average mark was well in excess of the state and similar school's averages which is a fantastic achievement.

VALID

VALID was completed by 208 Year 8 and 190 Year 10 students in 2018. The Year 8 results show a slight decline in comparison to 2017 although still maintain above the similar school's average. In particular our male students have moved above average compared to similar school's and our Aboriginal male and female students are maintaining their trend of being above the similar school's and state averages which is a fantastic result! Year 10 students have experienced several years of continued growth in average results, now above state and similar school's averages in 2018. The projected growth for Year 10 students from their previous Year 8 VALID results has shown that in 2016 through to 2018 the number of our students achieving above the expected growth in Year 10. Our Aboriginal students in Year 10 are again showing some pleasing results with excellent averages being above state and similar school's for the past few years.

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 school 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 may 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 2018, Tourism, Child Care, Education Support, Business Services, Animal Studies and Beauty were some of the courses undertaken. With students being awarded the Shoalhaven VET Student of the Year for Education Support, and another for Technical Drawing.

Human Society and it's Environment

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.

Some highlights of our innovative and real world projects in 2018 include:

- Year 7– Local Aboriginal excursion and cross-curricular writing and editing of a published
- Year 8– PBL Expo
- Year 9– High Country Excursion, Remembrance Day Dinner, ANZAC Day Assembly and Selling a product at the Twilight Markets
- Year 10– Geography EMP and Meeting with Mayor Amanda Findlay
- Year 11– My Story Matters project, Local Remembrance Day Book and Museum Curation, Raising Money for Vietnamese children and orphans
- Year 12– Personal Interest Projects and Aboriginal Major Works

One hundred and nineteen students sat nine different HSIE subjects at the HSC level in 2018 obtaining the following results:

- Aboriginal Studies– 9 students sat the HSC

examination in Aboriginal Studies with 77.78% gaining a Band 4 or greater. One student scored a Band 6

- Ancient History– 14 students sat the HSC examination in Ancient History with 42.86% gaining a Band 4 or greater. One student scored a Band 6
- Business Studies– 25 students sat the HSC examination in Business Studies with 42.86% gaining Band 4 or above
- Business services– 7 students studied Business Services with no students sitting the optional exam
- Legal Studies– 25 students sat the HSC examination in Legal Studies with 60% gaining a Band 4 or greater
- Modern History– 15 students sat the HSC examination in Modern History with 66.67% gaining a Band 4 or greater
- Society and Culture– 18 students sat the HSC examination in Society and Culture. 77.78% gaining a Band 4 or above. One student scored a Band 6
- Geography– 15 students sat the HSC examination in Geography 30.77% of students gaining a Band 4 or greater
- History Extension– 4 students sat the HSC examination in History Extension. One student scored a Band E4 which is the top band.

Mathematics

Mathematics General – Eight students completed Mathematics General 1 as part of the HeadStart program. This is a non-HSC examinable course so students complete in-school assessments. Brandon Cassin was first in this course Mathematics General 1. Fifty-seven students completed the Mathematics General 2 course with Ben Potts receiving the best result in the HSC Examination.

Mathematics – Twenty-six students completed the Mathematics course. Four students, 15% of the cohort, achieved a Band 5 in this subject, which was below the state average of 29%. Students in Bands 3 and 4 comprised 53.9% of the cohort, which was 13.4% above state average. This is consistent with our mid-band results over past years.

Mathematics Extension 1 – Nine students completed the Extension 1 Mathematics course. Two students achieved a Band of E3 and four students a Band E2. Lara Horvat was first in both the Mathematics and Extension 1 Mathematics courses.

Mathematics Medals were awarded to a male and female student in each year group, recognising their fantastic attitude and achievement in Mathematics this year; Year 7 – Sam Doyle and Phoebe Potter, Year 8 – Ashton Johnson and Ella Thompson, Year 9: Joel Cable and Lara Garin, Year 10 – Angus Rutherford and Alana Doyle, Year 11 – Ethan Sigler and Natasha Stokes, Year 12 – Lara Horvat, Lachlan Page and Khy Barca.