

# Ulladulla High School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

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### Message from the principal

I am always so grateful for the opportunity to convey my thoughts and feelings about our school.. To the students, you are the future leaders of our school, our organisations and our government. You will make a difference.

#### **What works best and why that is important.**

Recently there has been a great deal of focus on a set of world wide Tests called PISA. This particular set of tests 15 year old's across the world every three years at one given point on a wide variety of measures. Literacy and Numeracy, spelling, reading writing along with analytical skills, creativity, problems solving and general satisfaction about their schooling experience. Of course the media has had a field day telling educators of the failing Australian system. I dispute that. There is no evidence to justify, let alone prove, the claim that PISA indeed measures skills that are essential for life in modern economies, and really do these tests distort the true purpose of education.

As a school and as a principal of a large school that serves a prosperous community we have been striving to build the best young people we can. Our community relies on its schools to be the best. Great schools equals a great community.

The questions are?

- what does it mean to be an educated adult in the twenty-first century?
- what are the core competencies that matter most for work, learning and citizenship today?
- how are these skills different from what students needed a century ago?
- what matters most for a graduate of Ulladulla High School?

These questions have been my starting point for re imagining our school.

The world simply no longer cares how much you know, because Google knows everything. What the world cares about, what matters for learning, work and citizenship is what you can do with what you know. Of course, our students will continue to need content knowledge, but that's the easy part now. As we've seen, content knowledge has become a free commodity, like air or water, growing exponentially, changing constantly and available on every internet connected device. The harder part is helping students develop the skill and will to ask new questions, solve new problems, create new knowledge. The tripod, content knowledge, skill and will, the foundation of all learning today and beyond. I believe the will, or motivation, is the most important, and the one most damaged in schools across the world. If students are intrinsically motivated, they will continue to acquire new skills and content knowledge throughout their lives, enabling them to thrive in the innovation era.

At Ulladulla High School when we strive to improve, we ask ourselves will this improvement likely increase or diminish student motivation for learning and how will we know? We are talking about the motivations that include grit, perseverance and self discipline. We talk about the future skills, and agree about the importance of the four Cs: every time we ask a group of students or parents, what do they say our students need in their tool box. Its the 4 Cs, the ability to critically reflect, communicate, collaborate and creative problem solve. We believe these skills can and must be taught and assessed every day as fundamental to engage deeply in academic content. Learning to learn will serve our students

for their entire life. What do I mean by that?

This brings me to a very recent experience with a student. I had a great group of students in my office as a thank you to them for their service to our HSC students as readers and writers, I was asking them questions about what they were interested in doing beyond school, what were their current strengths, what they thought about lots of things, fascinating. One student said, Oh I just want to leave, I am not good at learning. That comment stayed with me. Over the next day/week, I saw that same student enthusiastically help at a year 7 information day and night, brilliantly dance and perform with energy, pure joy and accurateness, smile when adults greeted her, was helpful and communicated with clarity. I thought to myself, how can a person with such an approach not see themselves as a successful learner. I had the opportunity to have a chat in the hall way, I said, do you know what, I have never seen anyone to have such a disciplined, energetic, enthusiastic and growth mindset to learning as you. You have the ability to be anything you put your mind to, self-discipline, grit and determination. You are a world class learner. Do you think you might think about finishing your HSC?

### **When the content fades what is left?**

We have had an exceptional year, this years' HSC are the stepping stone. As the content of the HSC exams fade. What remains are the skills, the knowing, the way you approach learning, the way you are with people and your attitude to life. This will be your future.. We have had an exceptional year, awards and accolades for our students across every arena of sport, academic and citizenship. We are a school that leads the way. I congratulate all for your 2019 achievements.

### **Our community huge hats off!**

Recently we have seen the great capacity in our community to powerfully and collectively come together for the benefit of the common good in response to the devastation of the recent bush fires. It is with great respect I acknowledge those families who have been so resilient and courageous over this time and to the countless wonderful volunteers and services who have worked tirelessly to ensure all our community members are supported and safe. It seemed that everyone was impacted in some way, and in response we all rose to the occasion. I have heard incredible stories of how in many small ways people have endeavoured to assist, from those on the front line to those who supported the many dislocated families through doing small thoughtful actions for others. From walking dogs, cooking meals, reading, washing clothes, offering up their homes and their holiday categories. This was been a powerful learning experience for all our students, and this is the perfect example of a 'sliding door' moment in learning.

If a student experiences and observes first hand what it is like to serve others, observe the services thinking strategically, the fire officers planning their approaches to manage the fire services, the meteorologists carefully watching the weather, the hotel managers who operated to house evacuated families, the nurses, the psychologists, the caterers, the traffic control managers, the truck drivers, police, paramedics, the journalists and the list went on. This is the world and this is learning. At Ulladulla High School we want our students to see learning as very connected to the world they live in, and how, what they do today serves them well tomorrow. As we know they will be the ones who are the psychologist, the meteorologists, the managers and the fire fighters of tomorrow.

### **Turning to One Another, a poem by Margaret Wheatley**

There is no power greater than a community discovering what it cares about

Ask: "what's possible?" not "what's wrong?" Keep asking

Notice what you care about

Assume that many others share your dreams. Be brave enough to start a conversation that matters

Talk to people you know

Talk to people you don't know

Talk to people you never talk to

Be intrigued by the differences you hear. Expect to be surprised

Treasure curiosity more than certainty

Invite in everybody who cares to work on what's possible

Acknowledge that everyone is an expert about something

Know that creative solutions come from new connections

Remember, you don't fear people whose story you know

Real listening always brings people closer together

Trust that meaningful conversations can change your world

Rely on human goodness

Stay together

I give my sincere thanks to our schools P & C, a fantastic team who bring a deep and sincere approach to their role and the support that they can provide our school. Their innovations have already been immense. A huge thank you to Matt and his team, for their enthusiasm and energy for our school. It is through their enthusiasm that we have had parent representation on a huge number of our teams in 2019, our Growing Up Digital team, our High Potential team, our Aboriginal Education team, on our merit selection panels to select new staff, the list goes on, along with ongoing contributions to the canteen and all the events we hold over the year, trust me there are a lot.

We are privileged to work with such an outstanding educational community and I acknowledge our fantastic primary schools, all 3 do extraordinary work.

I extend my sincerest thank you and distinguished recognition of my teachers, executive staff of committed Head Teachers, Deputy Principals and outstanding support staff who, without a doubt are the most hardworking and dedicated staff you will ever see. A huge thank you to Kim Waters and Presentation night crew, your hard work to bring that significant event together is immensely appreciated. We are a privileged community to have such dedicated professionals to ensure the very best for our students and celebrate their success and achievements. A community is strong when it has great schools. We all benefit from having an outstanding educational community in our town. I acknowledge the work of our partner primary schools.

Finally, I cannot finish without thanking my Senior Office Manager Leanne Colley who is truly sensational, Leanne ensures her team and the management of our school is first class.

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 2020.

Denise Lofts

Principal

Ulladulla High School

## 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 FEOI and 54% of our parents are substantially tradespeople, clerks and skilled office, sales and service, business managers, arts/media/sportspersons and associate professionals. There is a significant enrolment of Aboriginal Students (5.4%).

The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The school is truly representative of the Ulladulla Community and surrounds. The senior executive staff and teachers are highly committed to 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

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

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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

For more information about the School Excellence Framework:

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



## 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).

### Improvement Measures

#### 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.

#### 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

#### Tools for working

Embedded tools for working by all teachers and throughout their practice to create meaningful learning experiences that are relevant and empowering for their learners

#### 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.

### 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

#### Process 1: Ways of Thinking

**Implementation of Deep Learning** across all KLAs.

"Literacy is everyone's business" embedded across all platforms for the implementation of the literacy progressions.

## Progress towards achieving improvement measures

**Process 1:** Embed the processes of visible learning mind frames and a focus on teaching understanding and embedding cognitive load theory.

MAP – Rigorous program of exemplar scaffolds that explicitly inform students of what successful impact of learning looks like.

Evaluation	Funds Expended (Resources)
Academic rigor and the potential for greatness explicitly embedded in everyday school day through consistent teacher judgment and explicit feedback through a process of drafts and redrafts.	All KLA HTs with support of HT Teaching and Learning.
Growth in all literacy and numeracy levels is established and shared by all teachers.	<b>Funding Sources:</b> • Literacy and numeracy Team (\$40000.00)

### Process 2: Ways of working

**Deeper Learning Project (Innovation beyond PBL)** for all students in all classes is articulated through teachers up skill of Project Based Learning to enliven the curriculum through and the QTF to enliven pedagogy language.

"Co Teaching Teams of Teachers" supporting deep learning in teaching teams through focused pedagogy and optimum classroom environment created by the collaborative expertise of teachers.

"Collaboration Spaces" and time for Teachers to support their understanding of the co-teaching pedagogy in the huddles, hubs and pods.

Evaluation	Funds Expended (Resources)
Utilisation of pedagogies that enliven learning spaces to through combinations of explicit teaching, one on one, revision, peer to peer, presentations, individualised student directed activities, enquiry learning to incubators of creativity are utilised to align teaching to 'the way the brain and heart learns.	Teaching teams
– Communication and collaboration protocols as a fundamental 'way of being' and embedded throughout classroom experience.	Mentors – PLB, MAP, Literacy
–Curriculum is documented and driven through student choice that is broad and flexible.	Collaborative teaching mentor.
	<b>Funding Sources:</b> • PBL and School Teams (\$50000.00)

### Process 3: Tools for working

E–preneur Mentors and Team embed the leading innovator's mindset of technology practice and pedagogy.

Systems and processes of support for students and their Teachers to develop their own expertise in emerging technologies and the delivery of rich tasks.

Evaluation	Funds Expended (Resources)
Work samples and projects that indicate innovation, deep thinking and creativity to meet the national curriculum general capabilities for (Information and Communication Technology (ICT), creative and critical use of ICT ).	Tech Team
Authentic Products: personally meaningful or useful for others.	E Preneur Mentor
E–preneur Mentors and Technology Team embed the leading innovator's mindset of technology practice and pedagogy.	DP 1 (DPGO)
	<b>Funding Sources:</b> • Technology and Entrepreneurship (\$50000.00)



## Progress towards achieving improvement measures

Program of Professional Learning to enhance pedagogy

Program of E–Safety

Innovative platforms enhance learning evidenced by digital portfolios and submitted projects.

### Process 4: Living in the world

A framework of deep learning pedagogy underpinned by *'Positive Psychology and Positive Education'* and achieved through a supported implementation of *Co–vitality*, *7 habits* and *Character strengths* and professional learning to engage, enliven and enrich classroom experiences.

Program of independent thinking and goal setting (growth coaching) embedded successfully in all stages that is robust and sustainable.

Wellbeing program implemented into the curriculum for social and emotional learning.

Compassion Curriculum

Evaluation	Funds Expended (Resources)
<p>–UHS Framework of individual wellbeing that is personalisable for a student to reach for greatness. The framework structure will be embedded with Positive Education, Student wellbeing framework, co–vitality, character strengths and 7 effective habits.</p> <p>Deep school wide Professional learning program of 'positive education that supports world class leading learners (teachers) to enhance the successful achievement of their students in each classroom.</p> <p>Teachers scope and sequence programs reflect the belief that all students can improve and learning strategies focus on challenge and aspiration within a structured well managed classroom.</p> <p>Classrooms are examples of quality learning environments that focus on students strengths.</p>	<p>Teachers</p> <p>Futures Learning Team, PBL, Skills for Success, Growth Coaching, Co Teaching</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Futures Team (\$40000.00)</li> </ul>

## 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

Co–teaching (Deep Authentic Learning) is embedded in the curriculum structure of school culture. Project Based Learning Focus moving into 2020 will see Gold Standard PBL@UHS further embedded across faculties:

1. Co-teaching mentors will support Head Teachers to lead Co-teaching in their faculties through reflection and auditing of 2019 projects. Co-teaching mentors will build the capacity of all staff to integrate Co-teaching into appropriate units of work.
2. Alignment of units across faculties for stages 4 + 5 through the cross-curricular co-teaching 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 co-teaching Twilight Seminars with a focus on teaching the tools to facilitate co-teaching in the classroom rather than the PBL Journey/essential elements (ie. teamwork, questioning, collaboration, feedback/critique). Following on from the success of UHS Summit 2019, 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 2020 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 2018/2019. In 2019 an additional 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 learning. A number of staff who use the room have already approached the Co-teaching mentor to discuss the possibility of setting up similar spaces in other rooms. The room was established as a Co-teaching space and utilised predominantly by classes. 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. Two prototype class continued to run 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.

### **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 2020 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 (continued implementation)**

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 2020.

## 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.

### Improvement Measures

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.

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.

Excellence in assessment that typifies formative assessment, a process of multiple drafts and excellence in student work samples.

### 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 2019 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

#### Process 1: Professional Learning Teachers and SASS

Our Teachers are world class who engage fully in their own professional learning.

- The school PL structures support a rigorous professional learning program that is informed on best practice and current educational research.
- Structures that focus on teaching strategies and visible learning.
- Structures that build and maintain a culture of commitment in teaching where staff are actively reflect on learning outcomes.
- Hattie's Visible Learning Project of the Mindframes of learning. PL team enhance student learning by supporting the aspects of the Mindframes.
- Embed and develop a supported set of strategies of support for teachers to develop differentiation programs and tasks, individualised learning tasks which align to best practice.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Teachers professional learning is documented and supported in a networked learning environments through the teachers PDP and Digital Portfolio.</li><li>• Policies and procedures of professional learning are transparent and efficient that enhance student learning trajectory.</li><li>• <b>Teachers evaluate their impact on student learning and seek feedback.</b> Every subject has high quality differentiated learning programs and assessment</li></ul> Teachers systematically reflect on impact on student learning to improve their pedagogy.	<p>Twilight Seminars</p> <p>Communities of Practices</p> <p>Professional Learning Processes/Team</p> <p>Instructional Rounds</p> <p>Collaborative Expertise is leveraged</p>

## Progress towards achieving improvement measures

Professional connected staff who deliver quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative learning activities that enlivens content.

Professional Learning Programs supporting **Strategic Direction**.

Communities of Practice

Head Teacher Teaching and Learning

Curriculum Head Teachers

### Funding Sources:

- Professional Learning (\$120000.00)

### Process 2: Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards

- Rigorous implementation of the Quality Teaching Framework through instructional rounds to support National Teaching Standards and Accreditation.
- Established structures to enliven teacher's professional digital portfolios to meet the accreditation requirements for all levels of accreditation.
- Build a process of excellence in teaching as experts through the embedding of National Standards in their classrooms.
- Faculties develop programs in line with National Curriculum.

Evaluation	Funds Expended (Resources)
QTF to enliven pedagogy language	<ul style="list-style-type: none"> <li>• Teaching Practice</li> <li>• Community of Practice</li> <li>• Lesson Observations</li> </ul>
QTR Rounds Team and Process	
Implementation of QTF	
Faculties develop programs in line with National Curriculum.	

### Process 3: Deep Student Learning and Assessment

#### Explicit Feedback

*Innovate systems* that allow teachers to effectively measure and report learning achievement with particular focus on timely relevant feedback

*Excellence in Assessment*, Learning and reporting through the implementation of *Formative Assessment*

*Assessment for Learning*, Excellence Assessment Team review authentic assessment processes aligning to high level achievement. Using multiple reviews and critiques to build student work for excellence, 100% of student submission and ensuring assessment of excellence.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> <li>• Students exit school with an enthusiastic approach towards learning. Their work samples reflect passion, quality, direction, allowing multiple opportunities including the development of entrepreneurial skills beyond school.</li> <li>• Excellence in Assessment that typifies formative assessment, a process of multiple drafts and excellence in student work samples. Students exit school with an enthusiastic approach towards learning. Their work samples reflect passion, quality, direction, allowing multiple opportunities including the development of entrepreneurial skills beyond school.</li> </ul>	<p>Assessment and Reporting Team</p> <p>Executive Team</p> <p>Excellence Assessment Team review authentic assessment processes aligning to high level achievement.</p>

## Progress towards achieving improvement measures

### Funding Sources:

- Assessment Team (\$20000.00)

### Process 4: Mentoring, Coaching and Leadership

- Development of professional and practical links to higher education, where our teachers are learner teachers and embed mentoring for practice and early career teachers.
- Coaching of staff alongside their PDP and goal setting when returning from Professional Learning.
- It is an expectation that Teachers access schools system of growth coaching mechanisms for their own development and the mentoring of their students.
- Coaching across all student and teacher groups to enhance and build the aspirations of our students.
- Growth Coaching International is integral in the collaboration of staff and students. Extending into team coaching and student to student mechanisms.

Evaluation	Funds Expended (Resources)
<p>Executive and Leadership Development.</p> <p>Process/protocol of a triangular framework (i.e. HT, Teacher and Coach) embedded to support teachers.</p> <p>Development of professional and practical links to higher education, where our teachers are learner teachers and embed mentoring for practice and early career teachers.</p> <p>PDP are in place and evidence of facilitated conversations and structure</p> <p>Coaching strategies program embedded and the approaches are informed by Positive Psychology which enhances the overall wellbeing of teachers and students</p> <p>Leadership development and coaching is explicitly developed by all school leaders.</p> <p>Development of Student to Student Coaching.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Coaching Allocation (\$80000.00)</li> </ul>

## 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. Ongoing support for the orientation program for Mentors which builds on the capabilities and skills of Growth Coaching.
2. Continue to support 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. Expand the established 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. All teachers to continue 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**.

#### Improvement Measures

Attendance improvements by 2% across all year groups through high possibility classrooms.

5% improvement in internal assessments inclusive of submission.

#### 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.

#### Learning in Real world Classrooms

*High possibility classrooms* 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.

#### 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

**Process 1: Learning in Real World Classrooms** – 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

Re-imagining 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.

Evaluation	Funds Expended (Resources)
Redesigned spaces	Futures Learning Team
Collaborative teaching in spaces	PBL Mentors

## Progress towards achieving improvement measures

Futures Learning Team supporting development

PLPs in place for all students that demonstrate a growth mindset for educational aspiration aligning with literacy and numeracy personal targets.

High possibility classrooms embedding 4Cs

Effective partnerships in learning with all stakeholders

Collaborative Mentors

Site Manager

### Funding Sources:

- Futures Learning Project Team (\$60000.00)

## Process 2: Personizable learning and Mentoring

Growth coaching processes implemented by all teachers and embedded across learning to support attendance and empowered learning.

Enhancing the Growth Coaching Teams, students and teachers..

Growth Mindset, goal setting and aspiration for Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
Growth coaching processes implemented by all teachers and embedded across learning to support attendance and empowered learning.	Growth Coaching Team and leadership team
Evaluate Growth Coaching Teams, students and teachers.	<b>Funding Sources:</b>
PLPs in place for all students that demonstrates a growth mindset for educational aspiration.	• Coaching Team (\$20000.00)

## Process 3: Aspiration and Attainment

*Establish a aspiration and attainment team to embed school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.*

Evaluation	Funds Expended (Resources)
<i>Establish an aspiration and attainment team to embed school-wide, collective responsibility for student learning and success, which is shared by parents and students.</i>	VET Team
Engage professionally with colleagues, parents/carers and community to ensure a school focus to a global orientation.	Executive Team
Student attainment levels	4 Cs Team
Vocational attainments TVET	<b>Funding Sources:</b>
Alumni – Global projects	• 4 Cs Team (\$70000.00)
Exit Surveys Entrepreneurial Projects.	
Students and teachers aspire to extend student learning trajectory.	

## Process 4: Connected Learning Community Across all 4 schools

Establish school team to lead the connection across the schools.

Connected community team established through supported professional learning practices supported by all schools of the CC2T group.

Evaluation	Funds Expended
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## Progress towards achieving improvement measures

Evaluation	(Resources)
<p>An established learning progression across all schools to ensure deep authentic learning that is measurable and achievable against the literacy and numeracy progressions.</p> <p>Focus on the wellbeing and achievement of all students K–12 that is collectively shared and embedded across all schools</p> <p>Collaborative practice of learning that is shared across all the MULC Teachers.</p> <p>Established transition plan that maps all students learning progressions from K–12 including their wellbeing.</p> <p>5–8 Education Day</p> <p>English Transitions Project</p> <p>Established transition plan that maps all students learning progressions from K–12 including their wellbeing.</p> <p>TTFM Survey data will reflect engagement and belonging improvement. Above State Average.</p>	<p>Senior Exec</p> <p>Curriculum HTs</p> <p>Senior Exec Leadership project</p> <p>Curriculum HTs and APS</p> <p>Mindfulness community project</p> <p>HiPSters Project</p> <p>Collaborative Classrooms program for student lesson observation.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Teaching Projects (\$100000.00)</li> </ul>

## 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 co-teaching Classes were less likely to respond to feedback in comparison to selective and non-co-teaching. 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
<b>Aboriginal background loading</b>	\$76593	<p>This funding was allocated to continue 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 continue 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</p>

<b>Aboriginal background loading</b>	\$76593	<p>in an endeavour to improve 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>
<b>English language proficiency</b>	\$43975	<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</p>



English language proficiency	\$43975	<p>dedicated EAL/D teacher.</p> <p>In 2019 we had 11 students assessed as either emerging, developing or consolidating on the EAL/D scales. These students come from a diverse range of countries including Thailand, India, China, Denmark, Indonesia and Vietnam reflecting the multicultural nature of our local population. 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"> <li>* Develop Personal Learning Plans for each EAL/D student</li> <li>* Notify staff through the Sentral database 'flagging' system</li> <li>* Plan, implement, monitor and evaluate teaching programs for students in conjunction with regular classroom teachers</li> <li>* 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</li> <li>* Assist with professional learning for class teachers and School Learning Support Officers within their school and local network of schools where appropriate.</li> </ul>
Low level adjustment for disability	\$322042	<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,</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$322042</p>	<p>Teaching and Learning (7–9) co–ordinates the team with assistance from the Learning and Support Teachers (LAST). Student Learning Support Officers (SLSO's) are employed to 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"> <li>* School based assessments</li> <li>* Teacher referrals</li> <li>* Counsellor recommendations</li> <li>* Parent recommendations</li> <li>* State–wide standardised test results (eg Best Start, NAPLAN)</li> <li>* Transition information from primary school</li> <li>* Identified Special Needs (eg exam provisions)</li> <li>* Student requests The team support both the students and the classroom teacher through:</li> <li>* Development of Personal Learning Plans detailing appropriate adjustments and intervention strategies relevant to each child's learning needs</li> <li>* In–class support for students requiring adjustment and intervention</li> <li>* Skill development programs where students are withdrawn from class for intensive literacy and numeracy support (eg Multilit)</li> <li>* Liaising with external agencies to provide professional advice across the school for students with specific circumstances or needs that impact upon their learning</li> <li>* Working cooperatively with families to maximise learning opportunities for students.</li> <li>* Modelling exemplary classroom practice when tailoring adjusted learning programs for students with additional learning needs.</li> <li>* 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.</li> <li>* 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</li> </ul>
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<b>Low level adjustment for disability</b>	\$322042	<p>* Providing professional advice and assistance about students with additional learning needs to the school's learning and support team. In 2018 the team continued to work towards the fulfilment of our major objectives.</p> <p>* Maximising access to in-class support for students with learning and behavioural needs at point of learning</p> <p>* Ensuring student learning and behaviour needs are co-ordinated for the benefit of both the student and the classroom teacher</p> <p>* Providing assistance in core academic subjects (English, Maths and Science) as a priority and other subjects where possible</p> <p>* Providing skill development and pedagogical support for mainstream teaching staff in the preparation of programs and tasks</p> <p>* Supporting both teachers and students in the implementation of the school BYOD policy and strategic directions.</p> <p>* Building teacher capacity through differentiation and related skills based support materials for staff During 2020, the Learning and Support Team will continue to deliver in the target areas above in line with DEC School Excellence Framework.</p>
<b>Socio-economic background</b>	\$321506	<p>After a full review in 2018 of learning with a focus on year 8, the school in 2019 focused on a move to a futures focused flexible learning environments, this will continue through 2020. The impetus of this is to fully align cross-curricular Co-teaching with the expertise of more than one faculty teacher. The plan 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 continues into 2020. The school has also continued to support a number initiatives over 2019. Growth Coaching expanded to have 3 coaches, with plans for more in 2020. Continued to engagement in professional learning in Peer Coaching and Leadership Coaching. 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>
<b>Support for beginning teachers</b>	\$74355	<p>In 2019, UHS had 11 beginning teachers who are working towards their NSW Education Standards Authority (NESA) accreditation at the Proficient level. These teachers are actively building their accreditation evidence with the support of the Great Teaching Inspired Learning Team at UHS to ensure that they can achieve their goals of attaining proficient accreditation at their practice. In</p>

<b>Support for beginning teachers</b>	\$74355	<p>total, 9 staff members successfully submitted their proficiency application. In 2019, there were 7 temporary teachers and 2 permanently appointed teachers who were part of the Beginning Teachers Support Program. This program is designed to support beginning teachers and to improve their teaching capacity and reflect on their practice, in their first year of appointment.</p> <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. The Beginning Teachers Support Program ensures that beginning teachers have reduced responsibilities, are provided with ongoing feedback and support, are supported by mentors and have access to professional learning that focuses on classroom and behaviour management, strategies to build student engagement, collaborative professional practices within the school and productive relationships with parents and caregivers. In 2019, there was one permanently appointed teacher and one temporary teacher who were part of the second year phase of the Beginning Teachers Support Program. At this second phase, beginning teachers were offered a two period a cycle allocation to ensure that they have reduced responsibilities.</p> <p>Staff at the proficient level accreditation are responsible for submitting their professional development hours. 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. Staff at the proficient level are required to maintain their proficiency by completing 50 Teacher Identified and 50 hours of accredited professional learning, a total of 100 hours over the next 5 years.</p>
<b>Wellbeing Flexible Funding</b>	\$86852	<p>Ulladulla High School uses it Flexible Wellbeing Funding to provide the following services:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>* Year Advisers are provided with a 6 period allowance, 3 of these periods are funded through this funding.</li> <li>* Wellbeing Project Officer: 6 periods per fortnight to assist students with scholarship applications, School Photos and Vaccination Program–</li> <li>* Skills for Success Program</li> </ul>
<b>School Community Consultation</b>	\$14900	Established Perimeters to have Parents as

<b>Project</b>	<b>\$14900</b>	<p>viewers of Canvas. Canvas established platform \$ 5000</p> <p>Future direction to establish webinar forum for the improvement of parent meetings, enabling convenience, engagement and increase participation in the connections /partnerships with families/carers and school. \$9900</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	587	598	587	596
Girls	592	608	609	630

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	92.4	93.5	92.8	92.5
8	90.2	91.9	90.8	90.4
9	87.2	89.9	89.9	88.9
10	86	87.7	87.1	87.5
11	86.4	88.1	85.9	87.2
12	87.9	91	86.8	88.3
All Years	88.4	90.4	89	89.2
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.



### Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	8	5
Employment	92	48	27
TAFE entry	1	30	5
University Entry	0	0	37
Other	0	10	2
Unknown	0	4	24

### Year 12 students undertaking vocational or trade training

40.12% of Year 12 students at Ulladulla High School undertook vocational education and training in 2019.

### Year 12 students attaining HSC or equivalent vocational education qualification

97.4% of all Year 12 students at Ulladulla High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	1
Head Teacher(s)	13
Classroom Teacher(s)	70.2
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	24.77
Other Positions	1

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,797,152
<b>Revenue</b>	15,633,910
Appropriation	14,968,798
Sale of Goods and Services	28,648
Grants and contributions	618,007
Investment income	15,177
Other revenue	3,280
<b>Expenses</b>	-16,009,830
Employee related	-14,498,196
Operating expenses	-1,511,634
<b>Surplus / deficit for the year</b>	-375,920

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.

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	2,257,642
<b>Equity Total</b>	764,116
Equity - Aboriginal	76,593
Equity - Socio-economic	321,506
Equity - Language	43,975
Equity - Disability	322,042
<b>Base Total</b>	10,461,380
Base - Per Capita	296,414
Base - Location	27,447
Base - Other	10,137,519
<b>Other Total</b>	908,610
<b>Grand Total</b>	14,391,748

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.

## School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

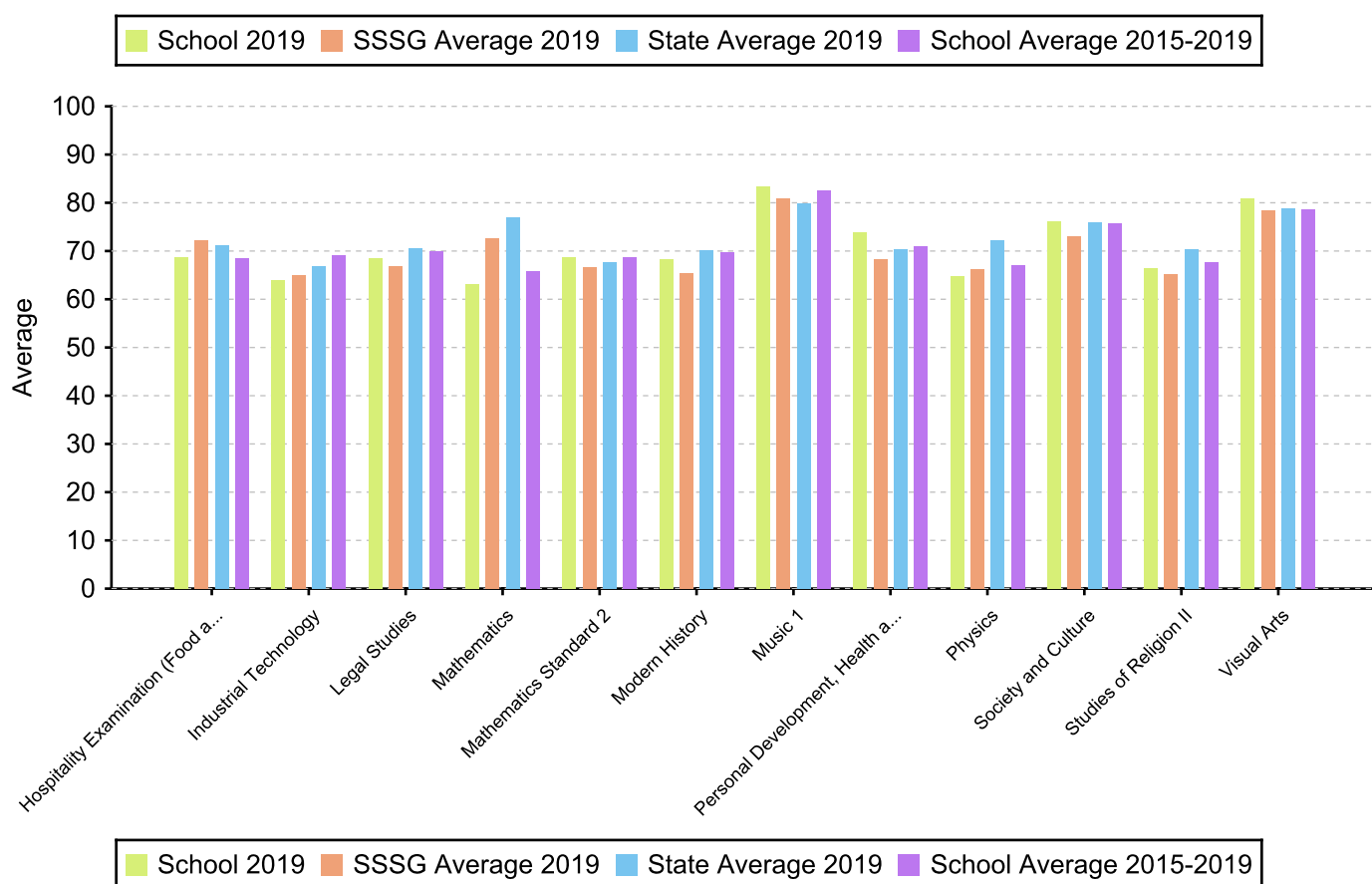
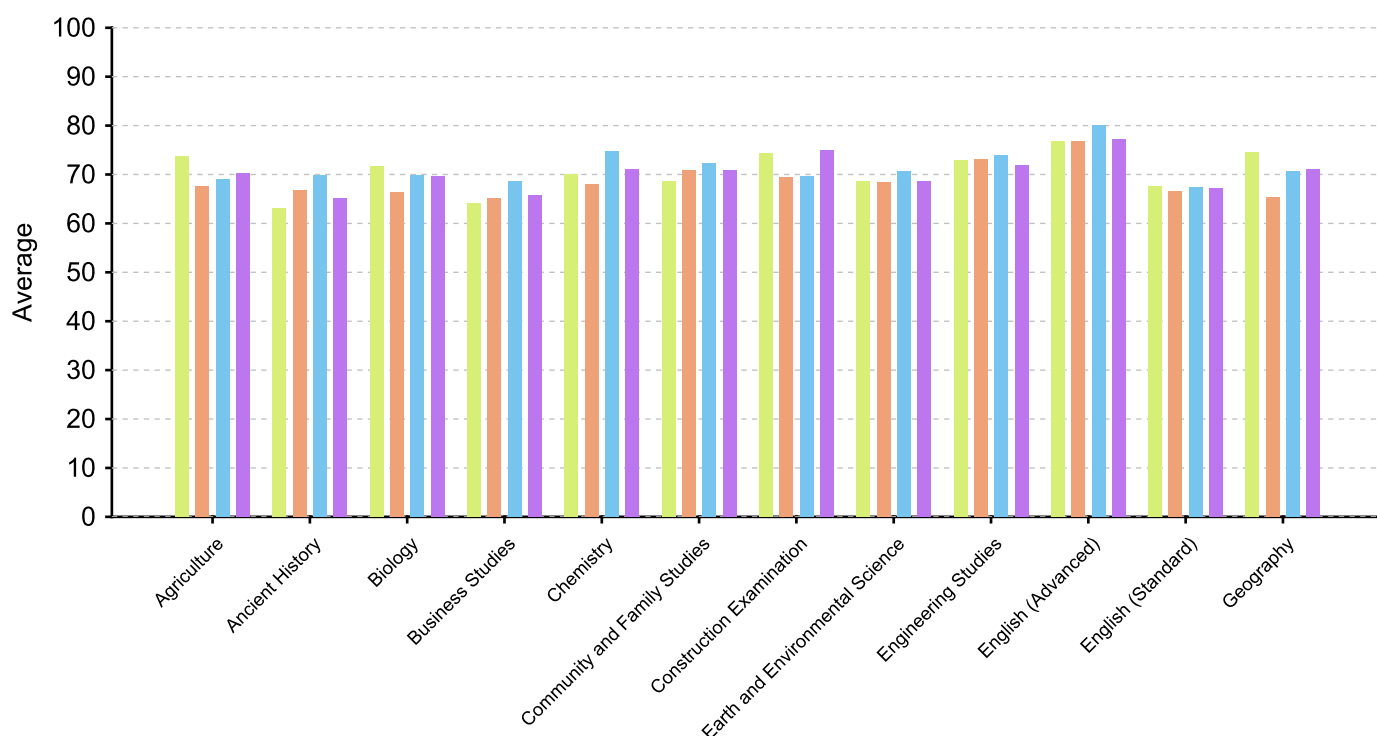
### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.

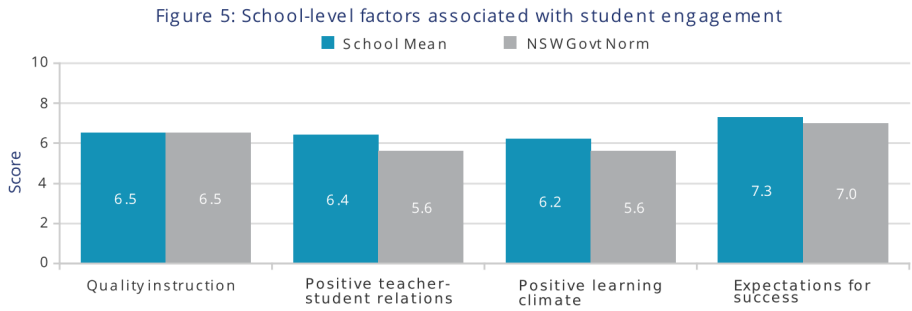




<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Agriculture	73.7	67.6	69.0	70.3
Ancient History	63.1	66.8	69.9	65.2
Biology	71.6	66.3	69.9	69.7
Business Studies	64.0	65.2	68.6	65.8
Chemistry	70.0	68.1	74.7	71.1
Community and Family Studies	68.5	70.8	72.2	70.8
Construction Examination	74.3	69.5	69.6	74.9
Earth and Environmental Science	68.5	68.4	70.6	68.6
Engineering Studies	72.8	73.0	73.9	71.9
English (Advanced)	76.8	76.8	80.0	77.2
English (Standard)	67.6	66.5	67.3	67.1
Geography	74.6	65.4	70.6	71.1
Hospitality Examination (Food and Beverage)	68.8	72.2	71.1	68.4
Industrial Technology	63.9	64.9	66.8	69.1
Legal Studies	68.6	66.9	70.6	69.9
Mathematics	63.2	72.7	76.9	65.7
Mathematics Standard 2	68.7	66.6	67.7	68.7
Modern History	68.2	65.5	70.2	69.8
Music 1	83.3	80.9	79.9	82.5
Personal Development, Health and Physical Education	73.9	68.3	70.5	71.1
Physics	64.8	66.3	72.1	67.1
Society and Culture	76.1	73.2	75.9	75.7
Studies of Religion II	66.5	65.2	70.4	67.7
Visual Arts	80.8	78.4	78.8	78.6

# 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. In Ulladulla High School, 386 students from year 7–9 completed the Tell Them From Me Survey between 02 Apr 2019 and 10 Apr 2019, which included ten measures of student engagement alongside the five drivers of student outcomes. This report summarises the results. From the TTFM Student Survey we can see that when compared with state averages, students at Ulladulla High School perceive themselves as having higher levels of optimism, see themselves as being capable learners, have higher levels of perseverance and good behaviour, see learning time as being effective, rigorous and relevant. An area for further improvement is regarding student aspirations to study beyond high school and there is a continual need to address reports of bullying and make the process of reporting bullying as simple as possible.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.