

2020 Annual Report

Ulladulla High School



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Introduction

The Annual Report for 2020 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

Reflecting on the year, there is a thing that people say, "it is not the circumstances and tragic events that define us, rather the way in which we respond to the challenges". That completely sums up the view I see as we reflect on 2020.

We began the year with cloudy and smoky skies, the devastation that surrounded us stretched for many hundreds of kilometres, we were catapulted into the spotlight across the world. Many of our students and their families had experienced the fury of nature, and as a community we were seeing our summer vanish as people evacuated to safety.

Over the last year, stories have been told. I have heard stories of students and their families, trapped by fire, never been so scared in their lives, the noise, the darkness, the fear. Many stories still resonate with me.

Everywhere I went during that January 2020, my community kept asking what are we doing for the kids, I felt an immense pressure for us to enliven all the hope and joy I could muster, along with our fantastic teaching and support staff. As a staff we gathered on the 8th January, the people in town made homemade goods, all the staff came together, it was a beautiful spread. I will tell you, we like to eat, that day, nothing was eaten. We were all endeavouring to come to terms with what had happened, what was next and how best we could move forward.

On return to school we responded with 'hope and joy', leveraging philanthropic and community support to get our students back into learning. Many organisations and the Department came to our aid, providing the things our students needed. We set up levels of support to ensure our students had the 'wrap around' services, learning bridges, counselling and care they needed. All was in place to reset the pathway. I was extremely proud of how our students responded so positively to a challenging summer.

At the 8 week mark of Term 1, I remember I was called by NSW School Cricket, (I was at Uni At UNSW for the summer term, It was eerie it was so quiet). NSW School Cricket told me that no one could travel, that state cricket was cancelled, that our state representative Tara and her team could not play, that is when it all began.

I called several extra ordinary meetings of my executive, we rumbled with what was the best thing to do for our students. Communication of was the first most important aspect. We transferred learning online as the borders, schools and businesses closed their doors. Our teachers and students made a 360 pivot to embrace online learning, on the strong platform of our BYOD program, we created the springboard to the 'Cadence of the Day' across the school, through CANVAS, MS TEAMS and GOOGLE Classroom. Almost overnight, we continued the rhythm of school, albeit online. What a learning curve!

It was a strange navigation, my teachers and my students were now in the space of online learning. The story that always resonates with me, how education for all must be equitable and reachable. I tell the story of a Year 12 student, who lived with his Grandmother in a 1 bedroom flat, he didn't have his own room, rather his room was part of the main living area. Poor internet and space. He came to school every day of lock down to continue his learning, another student was so far out of town, that her home had no internet, not even the DOE supplied dongles would be able to give her connection. She came to school. It was a strange place indeed.

While some students relished in the supported home learning environment, others struggled. Our phone home team made over 2,000 calls to check in on progress of our students. The number one role was to check in on each and every student's wellbeing and their access to the learning opportunities presented.

As students slowly returned to school (under strict guidelines 1. 5 metres, year groups only together, strict staff room protocols and on and on), the 'new normal' reflected greater understanding of learning, how best as a school we can work and learn. How classrooms can reflect a new view of student agency. The research by the SRC Research Team, delivered the 'Student Experience', with suggestions on how students learn best and how the school can respond to that through a continuation of the 'Cadence'. There was a silver lining to all the disruption.

It seemed that we were all just getting our feet onto the ground and we tragically lost a beautiful soul from our student body. The school community were in deep shock and grief, as we again endeavoured to make sense of such great loss. Our hearts are with Zoie's family and friends as we finish the year.

As we plan for 2021, I am reminded "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" and we know 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, showing compassion to those less fortunate than ourselves, to sit alongside students from all backgrounds and growing life-long skills. Beyond the mark on a test page, the students of UHS are respectful, caring and future focussed human beings, congratulations to you for your achievements in 2020!

With that 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 ongoing innovations have already been immense. A huge thank you our new President Danielle Harris and her team, for their enthusiasm and energy for our school. We have our new bus and a fantastic recycling program. It has been a strange year, yet the enthusiasm lives on. Thank you for your incredible support

I extend my sincerest thank you and distinguished recognition of my teachers, executive staff of committed Head Teachers, the very hard-working Deputy Principals and outstanding support staff who, without a doubt are the most hardworking and dedicated staff you will ever see.

We are a privileged community to have such dedicated professionals to ensure the very best for our students 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 outstanding partner primary schools, all three do extraordinary work.

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.

As I reflect on this year I am sincerely humbled as always, to be the Principal of this fabulous school. I am extremely grateful for this community and all the students who are both caring and focused. Our 2020 Year 12 cohort, you have been an inspiration through these challenges, you have been incredible.

As I articulated at the beginning of this note, it is not the circumstances that define us, it is how we respond to those circumstances. I take my hat off to all our school community.

Denise Lofts

Principal

Ulladulla High School

Message from the school community

Ulladulla High School P&C President's Report

A huge thank you to everyone for working together through an emotionally, financially and physically tough year. Nothing could have prepared us for 2020.

We went from a summer of unprecedented bush fires that devastated our community. We took a breath to recover and then COVID hit. We found ourselves in lockdown, working from home and working together to educate our children. Then our school community was hurt again with the death of dear Zoie. In spite of the loss, sadness, inconvenience and

scary changes we rallied together to meet the challenges.

Canteen

COVID forced us to make some big decisions. The future was uncertain for all Australians. We applied and received Job Keeper and the small business grants. We attempted to run the canteen however it became apparent that if we continued pushing on that there was a real possibility that we may not be able to payout our loyal canteen staff their entitlements if the canteen folded.

We voted and made the hard call to shut down the canteen. Hickson's Lawyers stepped us through the emotionally difficult redundancy process and the canteen operations along with assets was given to the Ulladulla High School on 25 September 2020.

Wellbeing

Together we decided to make the Ulladulla High School the sole employer of our valued Well Being Officer. The Snow Foundation graciously agree to continue funding the Wellbeing Project and were happy for Ulladulla High School to be the recipient.

National Chaplaincy Program

The National Chaplaincy Program recognised our needs because of the bush fires and gave us funding for a Chaplain for 12 months. We welcome Chad Taylor as our new Chaplain for 2021.

Grants & Donations

A huge thank you to Michael Yule for all the hard work on applying for grants on our behalf.

Wow what an achievement!

- Our wonderful Bus!!
- Return & Earn what a fantastic example of taking care of our environment and hard work collecting all those bottles. January 2021 the amount of \$955.00 & November 2020 the amount of \$668.10
- TREADING LIGHTLY the amount of \$5000.00
- UNICEF the amount of \$3000.00
- Stronger Communities Program: organising and purchasing the bikes for the bike shed and wellbeing program.
- Youth Week Grant: COVID stopped the surf competition but it didn't stop Matt Duncan organising a fun event

SWAP SHOP

A big thank you to all our P&C Volunteers who give up their valuable time to run, assist and support our Uniform shop.

Merit Selection Panels

The UHS P&C supported our Principle, Denise Lofts and the Executive Team by volunteering on the selection panel for the positions of;

Full time English Teachers- Michael Yule

Head Teacher of Milumba Support Unit- Danielle

New Chaplain- Roger Osborne

Canteen staff- Michael Yule & Roger Osborne

Supporting students like Jaimee Soo for Science, National Youth Science Forum

Jamiee's team came second for their brilliant approach and idea based on hydroponics in a way to proactive sustainable farming. Jamiee got to be part of the Virtual Tour by Swiss Scientist of the CERN in Switzerland.

It's been a privilege to serve and to be part of the Ulladulla High School P&C.

Well done everyone!

Danielle Harris

Ulladulla High School P&C President

Student Representative Council Report

Through the adversity of the COVID-19 pandemic, the SRC of 2020/2021 has continued to strive to make Ulladulla High School an even better environment to learn and grow, by striving to successfully represent our collective student's voice.

The COVID-19 lockdown was a particularly strenuous time for us all, including the students of Ulladulla High School. As the SRC, we tried to better voice the concerns put forward to us and through the Term 2 Student Survey. This allowed us to put forward the interests of students in key decisions relating to the cadence of the day and the delivery of classes.

Soon after the return to school, the SRC ran R U OK? Day. Here we raised awareness towards the need for meaningful conversation between those a student may not think is feeling ok. To promote this activity we decorated the school and ran a stall, raising funds for the REACH program.

As we neared November and with COVID-19 restrictions continuing to impede upon planned initiatives, the SRC felt that Movember was not an event we could afford to miss. To ensure distancing between year groups it was felt that a focus on the teachers was the most appropriate. With enthusiastic participation from both our teachers and students together, Ulladulla High School raised a little under \$1000 dollars for men's health initiatives.

After a trying and precarious year, the SRC sought to increase the message of Harmony Day across our school. To better communicate and entice our students with the message of 'Everyone Belongs', we decided to encourage students to wear a 'splash' of orange and decorated our school. We also sought to have live music during school breaks and hold a stall, which raised over \$250 for a mural to be installed on our school grounds.

The previous year has been a trying time for our students and surrounding community, imposing upon the vision we held to serve our school. However, the SRC looks forward to an encouraging 2021/2022 period, as initiatives continue to be put forward to our council, in the effort to make our school a better environment for learning and develop our own leadership skills.

Student Environment Council Report

This 2020/2021 period has presented a great deal of hardship to not only our community but its natural environment. As the SEC has strived to educate and inspire our fellow students, a great deal of initiatives were achieved to not only ensure the sustainability of our school but also the rehabilitation of our recovering surrounding community environment.

As has remained routine for the SEC, each week our members would ensure that every classroom's recyclable waste was sorted and collected into the appropriate bins. This monumental effort carried out by our members each week ensures that our school's waste output decreases and for that they are commended.

The SEC conducted a 'Waste Audit' in 2020 which was a massive and revealing undertaking. This inspired us to further enhance our everyday recycling habits by making and implementing 'Return and Earn' bottle recycling bins for students to place their empty bottles and cans in for more responsible recycling. All funds raised have been directed to our school chicken coop, emphasising the importance and utility of recycling.

Soon after, the SEC engaged in the Convoy of Hope's 'Regrow Conjola' program. This program will see the replanting of 5000 tube-stock plants. We will be upkeeping these plants until June 4 2021, when they will be presented to Conjola residents who lost their homes in the 2019/2020 bushfires to restore the greenery of Conjola and its local surroundings.

As has been the case in previous years, the SEC responsibly engaged our school in the 'School Strike 4 Climate' initiative. However, due to the COVID-19 pandemic and with a slogan of 'Fund our Future, Not Gas', we decided to run a campaign through social media, spreading awareness and educating our school community whilst still adhering to COVID restrictions.

In the lead up to Clean Up Australia Day, the SEC and the SRC sought to continue the initiative following the relaxation of COVID-19 restrictions. With the enlisted help of Year 7 students and teachers, together we aimed to inspire and empower our school to get involved to actively clean up our school perimeters to protect and conserve our natural school environment and the birdlife that are affected by littering.

Looking forward to the 2021/2022 period, the SEC holds high prospects for our future initiatives, with the ultimate goal of raising awareness of the ongoing environmental issues facing our local and global community.

School vision

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. Where outstanding teachers are collaborative leaders in learning. The school promotes and supports self awareness, quality feedback and the celebration of excellence.

Future Focused 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

Our Teachers are world class **COLLABORATIVE** leaders in learning

Our aim 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.

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/sports persons 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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: 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).

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.

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.

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)
Problem solving skills embedded throughout all pedagogy	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$100000.00)
Critical Reflection	

Progress towards achieving improvement measures

Consistent teacher judgment and explicit feedback. Formative Assessment.

Embedded MAP Scaffold across all classrooms, for both assessment and as a learning tool across all KLAS.

Academic Rigor: National Curriculum as a measure in assessment and reporting.

Growth in all literacy and numeracy levels

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)
<p>Communication and collaboration embedded throughout the school. Enquiry learning and creativity are utilised to align teaching to 'the way the brain and heart learns'.</p> <p>Ubiquitous Learners. Students know and understand 'learning dispositions' to enhance achievement.</p> <p>Use of the 6 global competencies</p> <p>Know and apply learning dispositions</p> <p>Stage 4 Learning Dispositions</p> <p>Students Know and understand - Literacy and Numeracy Progressions</p>	<p>Deeper Learning Project (Innovation beyond PBL) for all Project Based Learning to enliven the curriculum</p> <p>Collaboration Spaces and time for teachers to support their understanding of the co-teaching pedagogy in the huddles, hubs and pods.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Professional learning (\$120000.00)

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)
<p>Systems and processes of support for students and their Teachers to develop their own expertise in emerging technologies and the delivery of rich tasks.</p> <p>Innovative platforms enhance learning evidenced by digital portfolios and submitted projects.</p> <p>All teachers are technology innovators, curious, collaborators.</p> <p>invigorated by tools of technology.</p> <p>Learning experiences that are relevant and empowered for their learners.</p>	<p>Technology Budget</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> (\$120000.00)

Progress towards achieving improvement measures

Authentic Products: personally, meaningful or useful for others.

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 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>Wellbeing program implemented into the curriculum for social and emotional learning to support academic achievement</p> <p>Deep school wide Professional Learning program of 'positive education'.</p> <p>Creation of a wellbeing space 'The sanctuary' that enlivens student potential cognitively, socially and emotionally. (SEL). Connects them to the world.</p> <p>TTFM Survey Data</p> <p>Attendance data will be reviewed fortnightly by the year Crew Teams.</p> <p>TTFM Survey data.</p> <p>Flourishing students as a result of the school's student wellbeing program by strengthening their cognitive, physical, social, emotional and spiritual development to enhance their learning.</p> <p>That students flourish with purpose and meaning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• (\$80000.00)



Covid learning

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.

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)
Teachers evaluate their impact on student learning and seek feedback. Every subject has high quality differentiated learning programs and assessment Teachers systematically reflect on their impact on student learning to improve their pedagogy. Professional connected staff who facilitate quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative learning activities that enlivens content. Our Teachers are world class who engage fully in their own professional learning. PL structures support programs that are informed by best practice and current educational research. A set of strategies of support for teachers to develop differentiation programs and tasks are individualised learning tasks which align to best practice. Established structures to enliven teacher's professional digital portfolios to meet the accreditation requirements for all levels of accreditation.	PL Evaluation PDPs Lesson observations Student Exit Data Teachers evaluate/observe their impact on students' learning through qualitative and quantitative data. Digital Portfolios Twilight Accreditation of courses with NESA Leadership beyond school Global Orientation Funding Sources: • Professional learning (\$40000.00)

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

Progress towards achieving improvement measures

- Process 2:**
- 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)
QTR Rounds Team and Process Teaching Practice Community of Practice Lesson Observations QTF to enliven pedagogy language	Funding Sources: <ul style="list-style-type: none"> • Support for beginning teachers (\$60000.00)

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)
Excellence in Assessment, Learning and reporting through the implementation of Formative Assessment Assessment and Reporting Team Executive Team Excellence Assessment Team review authentic assessment processes aligning to high level achievement. 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. Innovate systems that allow teachers to effectively measure and report learning achievement with particular focus on timely relevant feedback Explicit Feedback Teachers effectively measure and report learning achievement with particular focus on timely relevant feedback.	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$100000.00)

Process 4: Mentoring, Coaching and Leadership

Progress towards achieving improvement measures

- Process 4:**
- 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>Coaching and mentoring processes embedded and aligned to National Teaching Standards.</p> <p>Coaching of staff alongside their PDP and goal setting when returning from Professional Learning.</p> <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>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>DoE priorities and School strategic directions.</p> <p>PDP are in place and evidence of facilitated conversations and structure</p>	<p>DoE priorities and School strategic directions.</p> <p>PDP are in place and evidence of facilitated conversations and structure</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • 40,000 (\$0.00)



Stage 4 Tech Mandatory Creating virtual cities

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.

Personalisable 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.

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)
High possibility classrooms embedding 4Cs Effective partnerships in learning with all stakeholders. Redesigned spaces Collaborative teaching in spaces 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.	Funding Sources: • Technology (\$110000.00)

Process 2: Personalisable 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..

Progress towards achieving improvement measures

Process 2: Growth Mindset, goal setting and aspiration for Literacy and Numeracy.

Evaluation	Funds Expended (Resources)
<p>Enhancing the Growth Coaching Teams, students and teachers.</p> <p>Working toward PLPs in place for all students that demonstrates a growth mindset for educational aspiration.</p> <p>Evaluation of Growth Coaching Teams, students and teachers. Recommendations created for 2021.</p> <p>Working toward Growth coaching processes implemented by all teachers and embedded across learning to support attendance and empowered learning.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Coaching Budget (\$80000.00)

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)
<p>Established an (The Crew) aspiration and attainment team to embed school-wide, collective responsibility for student learning and success, which is shared by parents and students.</p> <p>Students and teachers aspire to extend student learning trajectory.</p> <p>Student attainment levels increased through participation in internal and external programs.</p> <p>Vocational attainments TVET</p> <p>Alumni - Global projects</p> <p>Exit Surveys - Entrepreneurial Projects.</p> <p>Working toward the authentic engagement professionally with colleagues, parents/carers and community to ensure a school focus to a global orientation.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Alumni Project (\$25000.00)

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 (Resources)
<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>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>Funding Sources:</p> <ul style="list-style-type: none"> • Transition Project (\$50000.00)

Progress towards achieving improvement measures

Focus on the wellbeing and achievement of all students K-12 that is collectively shared and embedded across all schools.



The class of 2020

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • (\$90 897.00) 	<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 3 half days a week. The ability to draw upon Aunty Nellie's deep store of cultural knowledge, coupled with her understanding of appropriate protocols and her links to both the local and regional communities, provides an invaluable resource to the school. This funding was also allocated to an AEO 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, organising Waminda to come to the school to run a Young Women's Program and Health checks for all of our Aboriginal and Torres Strait Islander 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 interpersonal network within the wider community. The team identified and responded to issues such as attendance early in an endeavour to improve outcomes for Aboriginal students. Aunty Nellie was instrumental in planning for all year 7 students to attend a cultural excursion to 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 Lake Lion's park. The excursion was developed in consultation with Aboriginal staff and local community members. Aboriginal facilitators Aunty Nellie, Aunty Deidre, Uncle Victor Chanell, Natasha Mooney and Fiona Williams all shared 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. Our Aboriginal Equity Funding program supported our Aboriginal students this year with one to one, small group after hour tuition of a Tuesday afternoon with afternoon tea provided. It has been a vital program for our students as they were supported to complete the HSC, ROSA and class assessment tasks.</p> <p>The 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. During the COVID lock down period the Aboriginal Education team proactively supported students and their</p>

Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • (\$90 897.00) 	<p>families with phone calls home to complete the PLP process, checking on their wellbeing and their academic progress. The team also set up an online Homework Centre on MS Teams where students were able to all work together, or receive individual support from teachers after hours. By working closely with the Aboriginal community, Elders and families, staff and Aboriginal students, the Aboriginal Mentor positions establish 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 Mentors work 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	Funding Sources: <ul style="list-style-type: none"> • (\$41 754.00) 	<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. In 2020 we had 10 students assessed as either emerging, developing or consolidating on the EAL/D scales. These students come from a diverse range of countries including Thailand, India, China, Denmark, Indonesia and Vietnam reflecting the multicultural nature of our local population. 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. When COVID restrictions allowed, 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. Parent meetings and contact with parents occurs regularly.</p> <p>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

English language proficiency	Funding Sources: <ul style="list-style-type: none"> • (\$41 754.00) 	<ul style="list-style-type: none"> • 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	Funding Sources: <ul style="list-style-type: none"> • (\$316 143.00) 	<p>The Learning and Support Team comprises a dedicated and enthusiastic group of full time permanent teachers, temporary part time school learning support officers and casual/flexible teachers. The team provide learning support for mainstream students within their regular classroom setting. At the executive level, the Head Teacher, Teaching and Learning (7-9) co-ordinates the team with assistance from the Learning and Support Teachers (LASTs). 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"> • 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 • 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.

<p>Low level adjustment for disability</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$316 143.00) 	<ul style="list-style-type: none"> • 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 2020 the team continued to work towards the fulfilment of our major objectives.</p> <ul style="list-style-type: none"> • Maximising access to in-class support for students with learning and behavioural needs at point of learning • Ensuring student learning and behaviour needs are co-ordinated for the benefit of both the student and the classroom teacher • Providing assistance in core academic subjects (English, Maths and Science) as a priority and other subjects where possible • Providing skill development and pedagogical support for mainstream teaching staff in the preparation of programs and tasks • Supporting both teachers and students in the implementation of the school BYOD policy and strategic directions. • Building teacher capacity through differentiation and related skills-based support materials for staff <p>During 2020, the Learning and Support Team will continue to deliver in the target areas above in line with DEC School Excellence Framework.</p> <ul style="list-style-type: none"> • During the COVID lockdown period the team proactively supported students and their families with learning strategies.
<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$363 874.00) 	<p>In the schools evaluation of our results over the last planning cycle we have seen a number of notable changes both positive and negative. Focusing on student agency as learners, the 4 cs of learning and the dispositions of learning has enabled students to be positive about their learning trajectory.</p> <p>NAPLAN measures</p> <p>NAPLAN Top 2 Bands Reading 7- 9 - 2019 13.59 % in 2016 10.11 % over time an increase. 2022 With the Trajectory to be Upper band 20.10 and Lower 17 %</p> <p>NAPLAN Top 2 Bands Numeracy 7 - 9 2019 13. 10 % Working toward 20.50 % Lower Bound and Upper Bound 22.5 %</p> <p>HSC Top 2 Bands When we review our data over the last 10 years. 2012 was a 7% spike. From 2013 there has been an average increase in the % of top 2 bands. with 2018 being the notable lower % at 15.48 % with the last 8 years, 6 of which were over 20% in the top 2 bands.</p> <p>HSC Top 3 Bands</p> <p>2018 48. 35 % 127 students</p>

<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$363 874.00) 	<p>2019 52.53 % 144 students</p> <p>2020 49.46 % 160 students</p> <p>As the cohort year group grows 160 students in 2020, the need to ensure carefully selected subjects. This is clearly outlined in the data. The year 12 Cohorts have increased in size.</p> <p>Since 2014 in 8 years the % of Top 3 bands has been more than 50%. With the highlight being 2014 and 2017 an average of 60% of the HSC cohort Top 3 bands.</p> <p>The analysis of the top Bands in NAPLAN Numeracy and Reading has prompted a complete evaluation of meeting the needs of High Potential Students and Gifted students. The UHS Policy (HPSGE Doe Policy 2019) has guided the formation of classes based around the Cluster Grouping research underpinned by the DoE High Potential and Gifted Education Policy.</p> <p>Increase in Students accessing University offers. Note: In 2020, only 8 % of the Adult community in Ulladulla/Shoalhaven Area have tertiary attainment.</p> <p>HSC Top 2 and Top 3 Bands.</p> <p>The focus is on the careful selection of subjects, interests and abilities for subjects in the HSC. The focus on 4 Cs increased students abilities to understand themselves as learners and enhance this knowledge and self reflection to undertake the rigors and maturity of the HSC. Careful career counselling and subject selection in the first instance followed by intensive student monitoring, coaching and intensive tutoring. Professional learning for teachers in student agency and teacher efficacy is prominent, along with careful individualised support and HSC pathways. The focus on ensuring no Band 1, 2 and 3. Ensuring all students meet the requirement to Band 3 and above.</p> <p>In the analysis of our 2020 HSC results. Highlights Society and Culture, Aboriginal Studies and Advanced mathematics, with usual good performance in the Arts.</p> <p>HSC- Some concerns around the falling % of students in the top 2 and 3 bands begs the questions i.e less students enrolled, better the statistics.</p> <p>Rather at UHS we encourage the philosophy of supporting students to get their HSC. To set them up with that attainment. It therefore difficult to % the Bands. This needs to be taken into account. The non ATAR students in fact should be removed from the %. This will be the recommendation.</p> <p>Enhancing School structures to align with</p>
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<p>Socio-economic background</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$363 874.00) 	<p>the Neuroscience with a focus on teacher leaders.</p> <p>Consultation across the School in 2020 (Covid year) was intensive as the school took advantage of the compelling opportunities presented by COVID19. The consultation, evaluation and research summary can be found. UHS School Structure Consultation research report.</p> <p>In 2020 we continued our improvement of school attendance in the last 5 years we have tracked an ongoing improvement from 2016 at 87.55 % to 91.48 % in 2020. Above current state average.</p> <p>% Attendance above 90% 2018 - 63.32% and 2019 64.05%</p> <p>Wellbeing Sense of Belonging - 2018 - 56.79% and 2020 58.48 %</p> <p>Wellbeing Advocacy at School - 2018 - 52.18 % 2019 53.53% and 2020 49.90%</p> <p>Wellbeing Expectations for Success 2018 72.08 % 2019 76.67 % and 2020 69.84%</p> <p>Wellbeing</p> <p>In 2020 we continued our improvement of school attendance in the last 5 years we have tracked an ongoing improvement in 2016 87.55 % to 91.48 % Above current state average.</p> <p>% Attendance above 90% 2018 - 63.32% and 2019 64.05%</p> <p>Wellbeing Sense of Belonging - 2018 - 56.79% and 2020 58.48 %</p> <p>Wellbeing Advocacy at School - 2018 - 52.18 % 2019 53.53% and 2020 49.90%</p> <p>Wellbeing Expectations for Success 2018 72.08 % 2019 76.67 % and 2020 69.84%</p> <p>Attendance Analysis</p> <p>2020 saw a reduction in applications for leave for family holidays which accounts for a percent in the improved data.</p> <p>The school Attendance plan continues to set the bench marks for improving attendance.</p> <p>School attendance plan.</p> <p>The school has put in place a strong Attendance Management Plan overseen by the Student Management Team (Referred to as Crew), all roles and responsibilities are defined and outside agencies are leveraged to support poor attendance. In 2018 was when the school introduced a Crew system that triaged the attendance data and</p>
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Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • (\$363 874.00) 	<p>strategies were put in place. Attendance is everyone's business. In 2021 the school has attendance mentors who will support fractional truancy and whole day attendance. The Attendance Mentors, support the Crews. The Schools attendance rates are reviewed weekly by the Crews (One for each Year group) and referred through the School Learning and Support Team. Attendance Data of all students is reviewed consistently and interventions are implemented promptly. Teaching and Learning programs are leveraged to support student engagement and community involvement.</p> <p>Crew implementation for 2020 can be found here.</p> <p>Crew Student Wellbeing and Learning Management UHS</p> <p>Wellbeing, belonging, advocacy and Expectations for success.</p> <p>The school has focused on creating classrooms that are inclusive with a focus on collaboration, student agency through supportive student teacher relationships. This includes a focus on inclusive pedagogies, co teaching, project- based learning and the strong introduction of the dispositions of learning through a 4 Cs strategies approach (Collaboration, Communication, Creativity and Critical Reflection).</p> <p>In 2020 there has been an impact of both bushfires and COVID 19 on students, expectations of success, advocacy at school and sense of belonging with year 7 in all measures showing a decline. Year 8 showing an increase in sense of belonging, with expectations of success showing a decline and Advocacy. However, year 9 continued to show an increase in all areas.</p> <p>The student leadership body (SRC) led a student research body of work as a follow up to the student, teacher and parent surveys conducted throughout 2020. The focus was on the student experience.</p>
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • (\$33 337.00) 	<p>Last year the Beginning Teachers met every fortnight to reflect on their practice, support each other and implement the 4C's into their classroom in order to promote student agency. The Beginning Teachers were also provided with one session a term, each term, to work on how to prepare documentation that shows their reflective practice in order to gain proficiency accreditation. Additionally, Beginning Teachers were funded at least one period a cycle to plan and program as well as 1st year teachers being provided mentor periods with an experienced teacher.</p>
Wellbeing Flexible Funding	Funding Sources: <ul style="list-style-type: none"> • (\$44 512.00) 	<p>The 6 month allocation of Well being Flexible Funding was used to subsidise year adviser</p>

Wellbeing Flexible Funding	Funding Sources: <ul style="list-style-type: none"> • (\$44 512.00) 	allowances and the Outdoor Education Program. This funding was replaced as of 1.7.21 with the allocation of a full time Student Support Officer.
School Community Consultation Project	Funding Sources: <ul style="list-style-type: none"> • (\$0.00) 	<p>Established perimeters to have Parents as 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>



Year 8 Out door Education

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	598	587	596	617
Girls	608	609	630	634

Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.5	92.8	92.5	93.9
8	91.9	90.8	90.4	92.3
9	89.9	89.9	88.9	90.4
10	87.7	87.1	87.5	90
11	88.1	85.9	87.2	90.6
12	91	86.8	88.3	91.9
All Years	90.4	89	89.2	91.6
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	0	10
Employment	5	9	44
TAFE entry	2	5	5
University Entry	0	0	31
Other	0	0	6
Unknown	0	3	4

Year 12 students undertaking vocational or trade training

42.61% of Year 12 students at Ulladulla High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

96.3% of all Year 12 students at Ulladulla High School expected to complete Year 12 in 2020 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)	73.5
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	25.77
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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 has been pivotal in collaborating and consulting on the new school planning process and the focus upon PL, School overall performance and teacher professional development, revealed in the Professional Learning Plan.

The school has embedded explicit systems for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain on-going, school-wide improvement in teaching practice and student outcomes, as demonstrated in the PDP Process, Digital portfolios in the form of MyPL Goals and sustained and supported through Twilights, Great Teachers Inspired Learning and 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 teacher's professional progress is maintained by the school.
- Ensuring teachers professional learning is documented and supported in a networked learning environment through the teacher's 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 school's strategic directions.
- 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,PBL and Literacy.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	1,421,232
Revenue	16,223,601
Appropriation	15,648,789
Sale of Goods and Services	91,658
Grants and contributions	479,632
Investment income	3,422
Other revenue	100
Expenses	-16,766,231
Employee related	-15,383,539
Operating expenses	-1,382,693
Surplus / deficit for the year	-550,986
Gain / Loss on Disposal	-8,356
Closing Balance	870,246

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.

Financial summary - Equity loadings

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

	2020 Approved SBA (\$)
Targeted Total	108,896
Equity Total	812,668
Equity - Aboriginal	90,897
Equity - Socio-economic	363,874
Equity - Language	41,754
Equity - Disability	316,143
Base Total	13,493,475
Base - Per Capita	310,832
Base - Location	28,838
Base - Other	13,153,805
Other Total	829,005
Grand Total	15,244,044

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, Deputy Principal, School Administrative Manager, Site Manager, two elected teacher representatives and two members of the Ulladulla High School P&C Association. Each program in the school is managed by a Program Manager with delegated responsibility for that program.

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

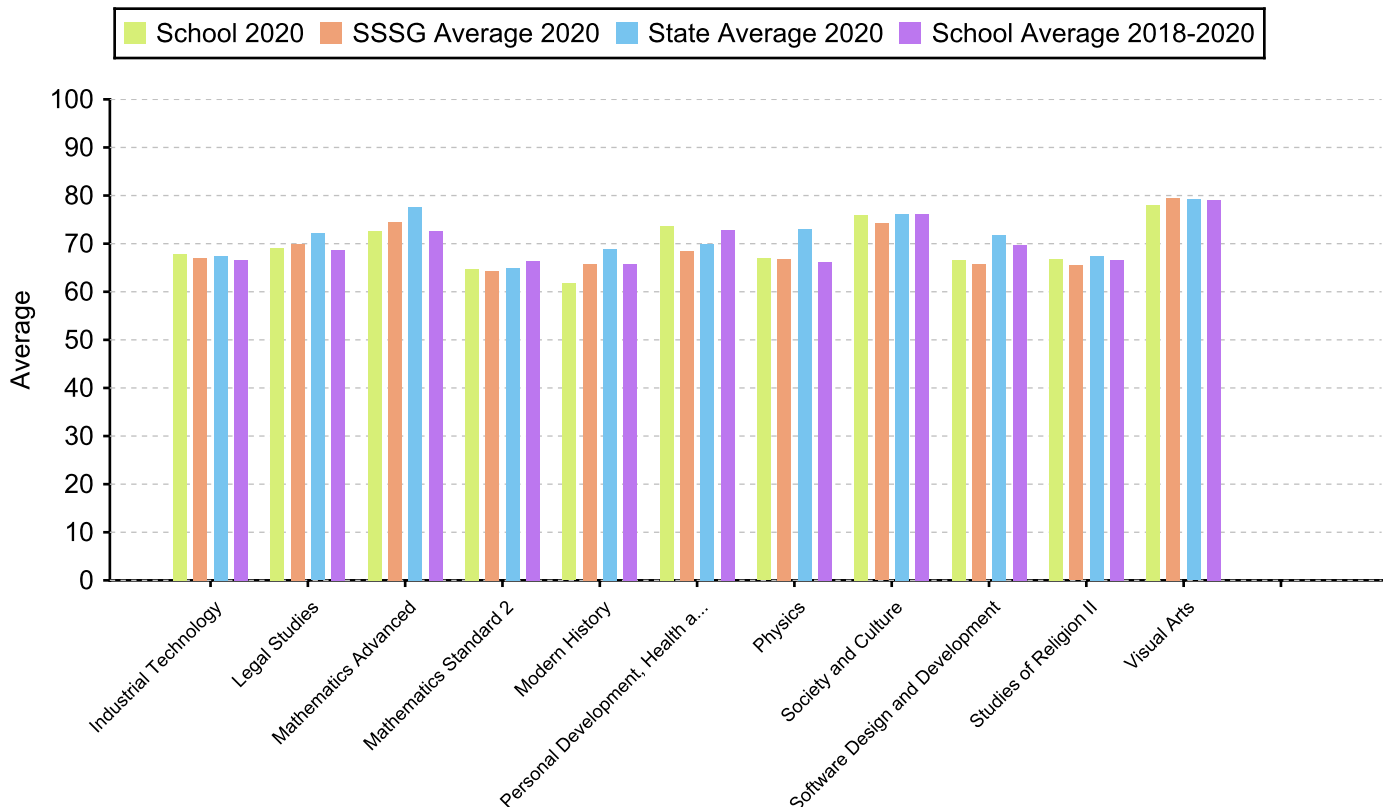
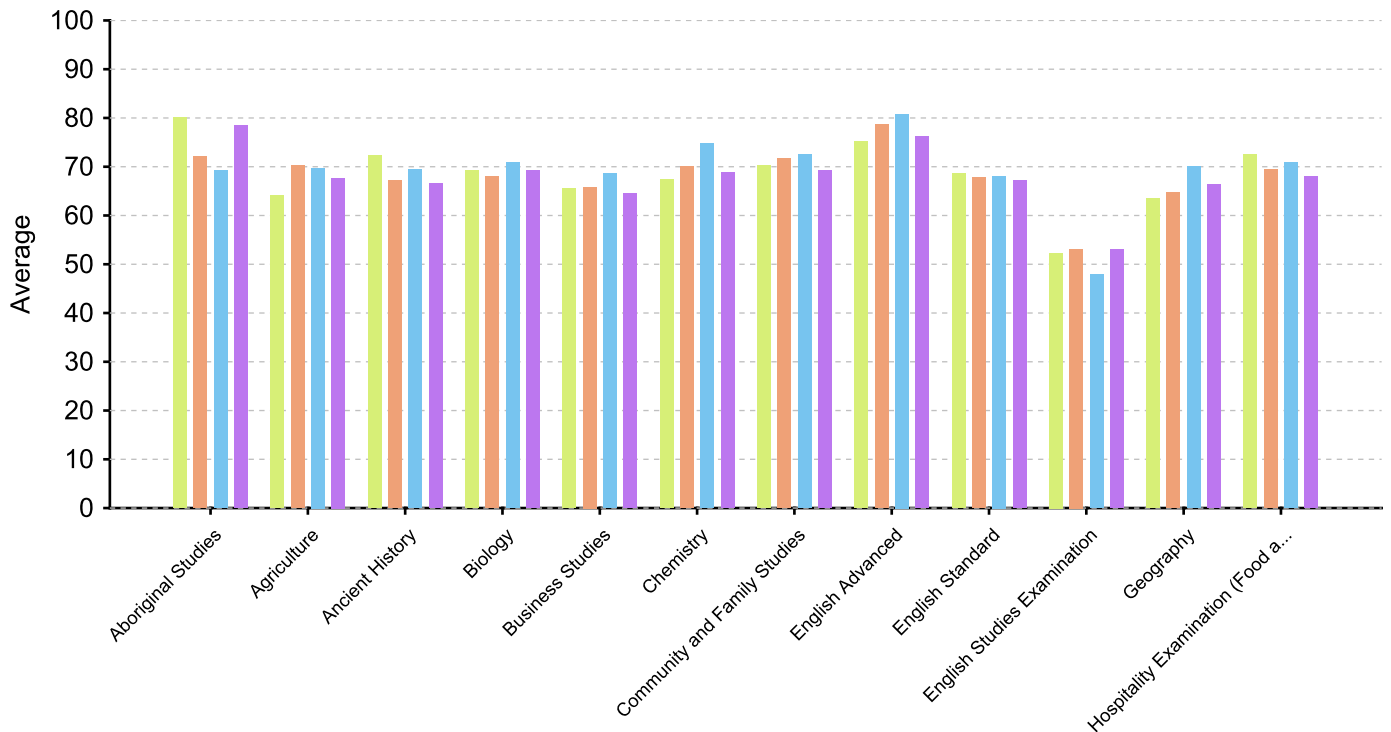
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.



Subject	School 2020	SSSG	State	School Average 2018-2020
Aboriginal Studies	80.1	72.1	69.3	78.4
Agriculture	64.1	70.2	69.7	67.7
Ancient History	72.3	67.2	69.4	66.7
Biology	69.2	67.9	70.8	69.3
Business Studies	65.5	65.9	68.6	64.4
Chemistry	67.3	70.1	74.8	68.8
Community and Family Studies	70.3	71.7	72.4	69.3
English Advanced	75.1	78.7	80.8	76.2
English Standard	68.7	67.8	68.1	67.1
English Studies Examination	52.3	53.1	47.9	53.1
Geography	63.4	64.7	70.1	66.4
Hospitality Examination (Food and Beverage)	72.5	69.4	70.8	67.9
Industrial Technology	67.9	67.0	67.5	66.6
Legal Studies	69.1	69.9	72.1	68.7
Mathematics Advanced	72.6	74.5	77.7	72.6
Mathematics Standard 2	64.8	64.4	64.9	66.3
Modern History	61.7	65.8	68.9	65.8
Personal Development, Health and Physical Education	73.6	68.5	69.9	72.9
Physics	66.9	66.8	73.0	66.2
Society and Culture	76.0	74.2	76.2	76.1
Software Design and Development	66.6	65.8	71.8	69.8
Studies of Religion II	66.8	65.4	67.5	66.6
Visual Arts	78.0	79.4	79.2	79.1

2020 saw Ulladulla High School HSC students producing marvellous results over all subject areas. Overall, Ulladulla High School students achieved results on par with the rest of the state, if not above state average. This was achieved by both hard work and commitment of students and their teachers. The resilience demonstrated by students was astounding in light of the bush fires that affected the South Coast as well as the disruption to learning caused by COVID. The majority of Ulladulla High School students wishing to go to university also received early entry as a result of their achievements at school level and during their HSC year.

Parent/caregiver, student, teacher satisfaction

This report provides results based on data from 484 students in this school who completed the survey between 16 Jun 2020 and 02 Jul 2020.

The reports below outline the Social- Emotional Outcomes and the Drivers of Student Outcomes. Students value positive relationships and the school is above state average for students with positive relationships, advocacy outside of school and participation in school sport. The school has focused on ensuring there is a deliberate focus on the dispositions on learning through the 4C's (Collaboration, Creativity, Communication and Critical Reflection) to enable student learning and student agency. The school plan 2021-2024 focuses on improvement in 'Expectations for Success' and 'Explicit Teaching and Feedback'.

Drivers of Student Outcomes indicated that the school is at or above state averages in Effective Learning Time, Positive Teacher Relations, Advocacy Outside of school, Positive Learning Climate.

Advocacy Outside of School

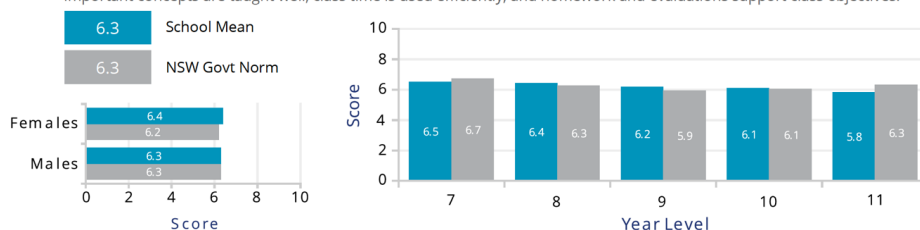
Students have someone at home or community who consistently provides encouragement and can be turned to for advice.



DRIVERS of Student Outcomes

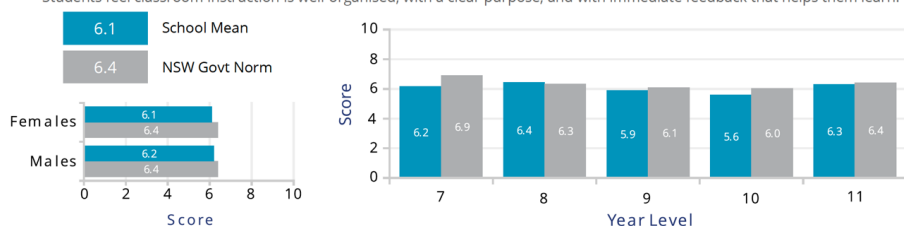
Effective learning time

Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.



Explicit Teaching Practices and Feedback

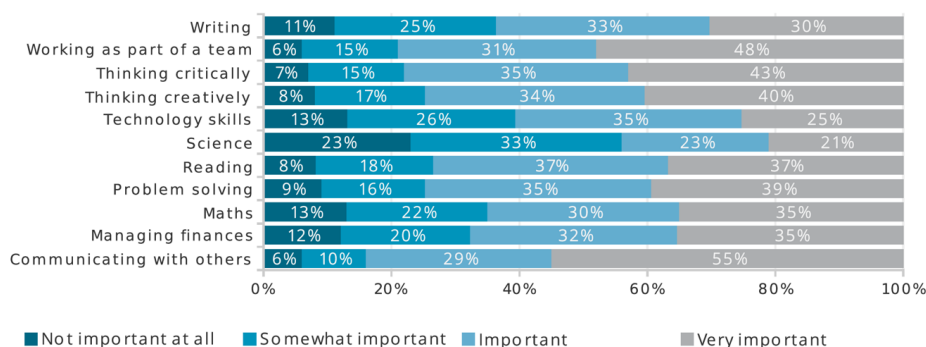
Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.



Social-Emotional Outcomes

Perceived importance of skills for career plans

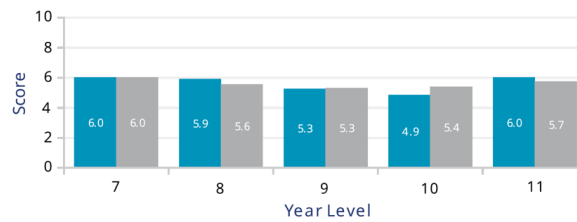
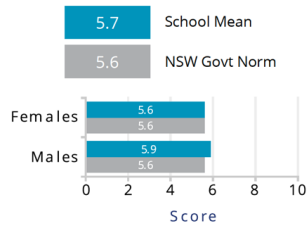
How important are each of the following skills for your future job or career plans?



DRIVERS of Student Outcomes

Positive learning climate

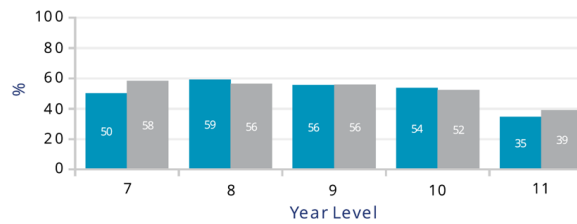
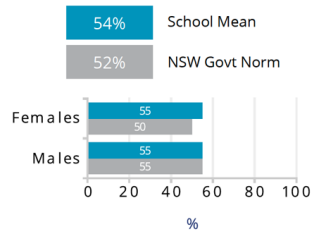
Students understand there are clear rules and expectations for classroom behaviour.



Social-Emotional Outcomes

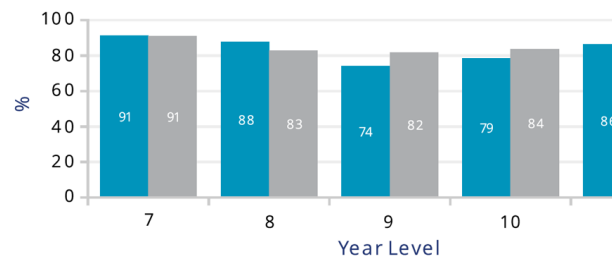
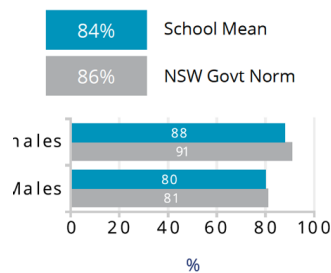
Student participation in school sports

Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class.



Students with positive behaviour at school

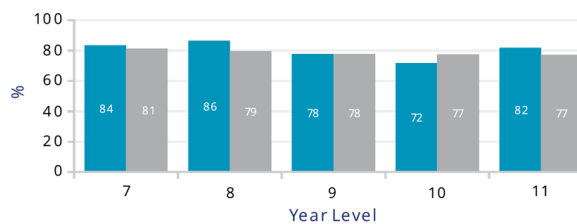
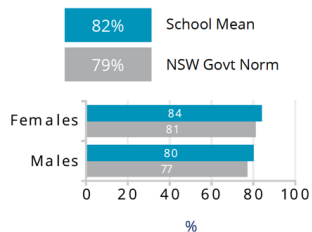
Students that do not get in trouble at school for disruptive or inappropriate behaviour.



Social-Emotional Outcomes

Students with positive relationships

Students have friends at school they can trust and who encourage them to make positive choices.



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.

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:

- * Strengthening relationships with the Local Aboriginal Education Consultative Group, Local Lands Council, 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.
- * Personalised Learning Pathways completed 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.

In implementation of this policy, the Anti Racism Contact Officer has been developed into a team of 9 staff members. These members support teachers in embedding diverse perspectives in their teaching, supporting teachers in having inclusive conversations with students as well as complaints handling. The team is assigned to grades in the school based on their knowledge of students. All complaints incidents are logged and referred on the whole school's database. The team is largely a teaching and learning team, who's purpose is to enrich the way we teach in order for students to develop a spirit of inclusivity to take out into the society.

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.