

# 2021 Annual Report

## Ulladulla High School



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# Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

## School contact details

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2021, who would have thought that this is how it would look?

Despite the challenges I would like to acknowledge the effort, resilience and perseverance of our students and staff. Their presence and support has more power than we know. I am grateful that we get to acknowledge our staff and students. Over this year we have had restrictions on the very things that unite us, we must always take time to collectively acknowledge everyone's outstanding effort.

My noticing about this each and every year 12 that graduates. It is not about the doing of all those assessment tasks, exams and tests that grows us, but the learning of skills that will carry you to new horizons. If the truth be known, there will always be struggle and life undoubtedly is messy.

Often the focus on the list of assignments to do, the projects to complete, or the essays to rewrite blur the real growth in each of you. As the content of the HSC exams fade and the hype of a pandemic dissipates, what remains in you, 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. I am truly proud of the Class of 2021.

I referred to year 12 as being this thing called Phosphorescence, it appears in the sea, a luminous glow emanating from millions of tiny marine creatures, almost like trails of light in the ocean. I think this refers to all our students. Their light continued to glow, despite the things that came their way. They responded with energy to the calamity of the 2019/20 bushfires, their bravery, their resilience. I know many of their stories of incredible courage and compassion. Then they were thrust into the throws of the first and then the second wave of the pandemic. They have helped truly transform what schools are becoming.

As we know, every person who works in a school takes their role and responsibility incredibly seriously. We want each student to become the very best version of themselves, despite the challenges, the inequities of today's society, the natural disasters, human tragedy, the modern-day pandemic our staff have all been a glimmering light in the dark.

There has been a lot said about education and learning. In the pandemic, we had so much that needed to look different, be different to keep what was 'still important' the most important thing.

Over the months we were 'learning from home' our teachers taught on my rough calculations... 54 classes, 4 times each day, 5 days over 8 long weeks. That is almost 9,000 online classes delivered by our teachers. As a result, our students entered the new age of learning, both synchronously and asynchronously. They were all tremendous. No wonder we are tired.

Of course, that change in the way we do school didn't end, returning to school, controversial commentary about vaccinations, mask wearing, fans on, open windows, cohort grouping, 1.5m distances, no assemblies to start, no excursions, no visitors, the list went on for all students in secondary school. I take my hat off to everyone, and the masks, I like to see the smiles of students, and this small, but significant thing, changed our view of the world.

As we know, schools are unique and complex places, vital to a community and a society. Once, say only 10 - 20 years ago, schools were almost cookie cutter versions across the world, essentially, they were all similar, no matter where you lived, born out of a simple concept, learning to read and write. Catapult us to today, school and what learning looks like, has become this highly complex place of growth across all aspects of the human condition, the pandemic has not stopped that.

From:

- how to create a world class research project,
- to leading climate change,
- to understanding consent,
- to leading a successful team and being the MVP,
- debating about First Nations people's right to be heard,
- understanding equity through the eyes of classmates,
- to making a great coffee,
- this and so much more happens inside the fences of every Public school, and in particular this school.

In 2021, students have learnt to understand the world and the people in it. They have learnt about how to have voice, opinion and agency about your own learning. They have learnt the ability to think and make judgment from an informed and articulate view.

There is so much about mobile phones we worry about, and parents worry about. We worry that we are growing young people that have commodified views of sex and gender stereotypes, lack of connection, filtered concepts of what it means to be human.

I find myself worrying most, that when we hand our young people phones, we steal the place of boredom. As a result, we are raising a generation of writers who will never start writing, artists who will never start doodling, chefs who will never make a mess of the kitchen, athletes who will never kick a ball against a wall, musicians who will never pick up their aunts' guitar and start strumming.

If we put our phone away, we will be more connected again. We will be present. We might have less contact with all our peers, but we would have more real connection with our friends. I appeal to all to consider the way we navigate our world in the future when it comes to distractions, allow ourselves to be bored, you never know what will come from that. Our students are our artists, musicians, writers of tomorrow.

As we navigate our world, we understand that not everyone is like you, they have different values, they look different, different heritage, economic disadvantage or advantage, culture, skin colour and the list goes on.

Don't look away, to avoid being uncomfortable, when we see poverty, disability, tragedy, racism, sexism, ageism and anxiety in the eyes of other human beings. Look into their eyes, be uncomfortable, that will be the place of understanding. The current generation will be the answer to the reduction of inequities, injustice and the building of a society that honours social justice and inclusion. It is the right generation for this change.

As we evolve from this pandemic, what will be different, what must be different.

As we plan for 2022, 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.

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 provide our school. Their ongoing innovations have already been immense. A Huge thank you to our president Matt Knight and your team, for their enthusiasm and energy for our school. The bus, (yes that bus is fantastic!) your advocacy, your unwavering support of our students is immense. It has been another strange year, yet the enthusiasm lives on. Thank you!

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 all our team 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 3 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** as we gathered online, many times, I am sincerely humbled as always, to be the principal of this fabulous school.

I extremely grateful for this community and all the students who are both caring and focussed. Our 2021 Year 12 cohort, you have been an inspiration through these challenges, the results were outstanding top ATAR of 98.2, followed by 97.4, know you have been incredible. After a year of unknowns, each student began the summer break with much quiet wisdom and knowing.

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

## Message from the school community

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### UHS P&C Annual President's Report 2021

It has again been a privilege to serve as President in 2021. UHS has a passionate Principal in Denise, a wonderful

executive team of teachers and a great group of parents who have engaged with school to listen, learn, and discuss the way our students learn. 2021 was somewhat of a care taking year given our reduced capacity to gather whilst COVID impacts were felt.

On the plus side previous restructuring had already moved the Canteen operations and much of the Wellbeing Program oversight into School hands making those activities and P&C finances more sustainable even during the pandemic.

### **Reps on Merit Panels and Finance**

A number of merit selection panels were held in 2021 and I want to thank all P&C members who made the time investment to have a voice in hiring the best quality teaching staff for our kids.

### **Financial Support Elite Athletes**

Due to COVID, progressive shutdowns and restrictions on travel and large gatherings meant that our support of elite athletes and students travelling interstate or overseas for event, state and national level competitions and other functions was greatly reduced this last year. We look forward to being able to support our students next year as we see freedom of movement returning.

### **Grants and Fundraising**

Following the successful Grant application by Michael Yule in 2020 - In early 2021 It was a pleasure to attend the Bus Presentation and hear about its use becoming part of the fabric of student travel offsite. We look forward to more stories of its use in the surrounding region as our students get into the community and the wilderness even more.

Many thanks again to Michael who also facilitated the Return and Earn program - with donations totaling over \$5000.

Some new donations for scholarships were received in 2021 with special thanks in particular to Raine and Horne for their generous donation. The scholarships were a successful part of students being rewarded for excellence in various fields and we look forward to participating in that program again next year.

### **Chaplain/Wellbeing**

School chaplain Chad Taylor fulfilled the role of school chaplain and worked in collaboration with the wellbeing program - thanks Chad for your flexibility under challenging circumstances with work/study from home then navigating the various health orders restricting who would be allowed back onsite. He supported

a number of students via phone during this time. We wish Chad all the best for his future endeavours.

The wellbeing program continues to thrive in its new format with Ice Schaap now employed by the school directly. This change improves stability for Ice and sustainability for the program and ultimately benefits the student body.

Many thanks and congratulations to Ice and Kim Waters for excellent delivery of the wellbeing program under rapidly changing circumstances. We look forward to supporting you however we can in the future.

### **Record Keeping**

Mark Armstrong has done an excellent job as secretary recording minutes of meetings and ensuring we all make it to meetings and stay on track.

Danielle has been a diligent treasurer documenting and ensuring the various financial commitments are kept including wages, entitlements and invoices. We offer our heartfelt thanks and wish Danielle all the best as she prepares for an interstate move in the coming months.

Regarding Financials: The P&C continues to benefit from the wise counsel and financial recording help from Juggernaut Advisory - we have recently upgraded our incorporation status, our financial statements have been in good order and our insurance and federation membership are all up to date.

### **Croobyar Rd Site Consultation**

Through Vice President Mel Doyle The P&C attended meetings and made extensive (and detailed) written submissions to NSW Department of Education regarding suitable uses for the Croobyar Rd site.

This included various community consultation rounds in consultation with Kevin Bartolo and the Ulladulla Area Schools Expansion Group. The P&C will continue to be vocal on this issue advocate for the best use of the site for educational excellence in the region. Many thanks for your work on this issue Mel.

## Executive

I thank 2021 P&C vice principals Roger and Mel. I thank our secretary Mark. I thank our treasurer Danielle. I thank the uniform shop manager (Michelle Faoa) and the uniform committee volunteers. I thank the people who donated time and money. I thank the executive team at UHS. Most of all I thank Denise for her commitment, energy & vision in running UHS.

## President's Role

It has been such an honour and a privilege to serve the school community this year as P&C president. We have a wonderful pool of parents and a passionate school leadership worth supporting. I look forward to seeing how the P&C progresses in all its aspects.

Sincerely

Matt Knight

## Message from the students

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Ulladulla High School - School Representative Council & School Environment Council

The past 12 months have been quite the roller coaster ride for our entire school community. As our investiture of Student Representatives take place with the new financial year, our SRC/SEC began with a gradual increase of restrictions to our lives and schooling. With the Northern districts going in to lock down from the beginning of term 3, we were not able to participate in activities such as Captain leadership programs which we have always represented UHS at.

Excellence ceremonies were held, with reduced audiences, but at least it allowed our leaders to lead the ceremonies which they had been longing for. In August, the inevitable news arrived that the Shoalhaven area would be included in the lock down district, as the entire state was thrown into a very strict lock down. This meant a complete halt to student leadership programs in every way. Despite this, we were able to meet regularly online and were able to fund the mural project for the Milumba Unit. The welcomed news that we would be returning to school in mid term 4 whilst exciting for the end of online learning, unfortunately came with the news that we would be heavily restricted in terms of the activities we could do. Captains were able to assist with end of year assemblies and the year 12 formal/graduation, but not much else was allowed.

With the start of the 2022 year, and the easing of restrictions, the SRC and SEC began to throw ourselves in to any cocurricular program we could get our hands on. With Harmony Day the main focus of our meetings, we began preparations for the event which would take place to coincide with National Day of Action Against Bullying. On March 18, we celebrated with a mass display of Harmony and Belonging, with a live musical performance outside the MPC which culminated in the coming together of most of the school. SRC funds were raised through a variety of stalls including lolly bag stall, Cupcake stall and Harmony Day merchandise. These sales resulted in close to \$500 which will be used to buy new toasters for the toast breakfast program which is staffed by volunteer SRC/SEC students each day. Our Captains represented UHS in Sydney at the Captain leader program at Government House in late March and were able to meet with state representees of Parliament at the state Parliament House. Our SRC/SEC students assisted in the Ukrainian appeal by helping to run stores with the team responsible for that event. The SEC are once again involved with the Convoy of Hope for which we are responsible for the growth of dozens of plants and trees which will be handed over to the crew in late May. Our Agriculture classes have assisted us to ensure they are growing at a pleasing rate. We look forward to being involved in the celebrations we are invited to, to celebrate this handover. Our Clean Up Australia Day was halted due to the incredibly wild weather. Luckily, individual classes have taken up the opportunity to clean up the areas of our school in their environmental lesson times. We will endeavour to carry out a proper Clean Up Australia Day later in the year. Looking forward to term 2, we look forward to representing UHS at the community ANZAC Day commemorations which will be back to their full programs for the first time since 2019. Our focus for the next term will be to utilise funding of the SRC/SEC to continue with beautification projects for the school. Leadership applications open at the beginning of term 2, and over this time, a board of teachers will oversee the selection processes. We look forward to welcoming new faces to the team and seeing where the new executive leadership will take the school in to the rest of 2022 and 2023.



## School vision

A World Class School that provides an outstanding education, with a focus on equity, in which **ALL** students build the best version of themselves through their own agency as learners and personalised educational pathways to become creative, mindful, entrepreneurial and innovative young people with future skills (creativity, collaboration, communication, critical reflection). And where outstanding teachers are collaborative leaders in learning enabling the dispositions of learning. The school promotes and supports self-regulation, explicit quality feedback and the celebration of excellence for ALL students.

## School context

Ulladulla High School is a large co-educational rural coastal community school (1262 students) on the south coast of NSW, drawing students from a large rural area from Bawley point in the south to Jerrawangala in the north. The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The school has been on an upward enrolment trend. The parent carer community predominantly is Trade, Clerks, skilled office, sales and service. Predominantly English speaking, predominantly born in Australia. We have an inclusive school community with 12 support classes within our Milumba Support Unit. There is a significant enrolment of Aboriginal Students 8.5% 104 students and the school is committed to promoting our cultural heritage. The local Aboriginal Education Consultation Group and the school actively collaborate to ensure the educational success of all Aboriginal students in the Ulladulla and Milton Community. We have a highly successful student leadership program including our Student Environment Council, Student Wellbeing system and Student Representative Council.

The school's staffing entitlement in 2021 was 98.1 teaching staff with overall allocation of staff is 146.7, comprising of 48 non-teaching staff made of School Admin Officers, School Learning Support Officers, General Assistant and Ag Assistant. The school has employed the Senior Admin Officer on higher duties as Business manager BM2, we have also employed a Site Manager and Technical Service Officer (TSO), Aboriginal Education Officer, and Youth Outreach Worker, all of which are funded above establishment. Additionally, we employ a 3rd Deputy Principal from school funds. Our teaching executive and support staff are very stable. With majority of executive staff more than eight years with 68 Classroom teachers with over 13 years of service at the school. Support staff similarly with over 50% serving more than 10 years at the school. Currently, 3 % of our staff are in their early career as teachers.

The school is focused on the wellbeing of students to enhance learning, with the permanent appointment of a Student Support Officer to join the student care network. The focus on 'Attendance Matters' for all, has shown steady uplift of those students attending over 90%, the entire school community takes responsibility for students attending and engaging in the life of the school. We believe in equity for all our students and attendance is an enabler for overall student success. The 2020 SRC Student Experience Research project highlighted a number of areas that will benefit our students learning environment; the presence of our Learning and Support Officers for side by side support, the focus on self-regulation of student behaviour to the benefit of all and pedagogy that builds agency, rather than activities that hinder learning, learning experiences will be crafted around the pedagogies of 4 Cs Coherence Makers. The school is truly representative of the Ulladulla Community and surrounds. The senior executive staff and teachers are highly committed to innovative learning pedagogy, dispositions of learning, authentic project based learning and developing future focused students to ensure students move successfully into their future careers and vocations.

The analysis of the top bands in NAPLAN Numeracy and Reading has prompted a complete evaluation in meeting the needs of High Potential Students and Gifted students. The UHS Policy has guided the formation of classes based on Cluster Grouping research underpinned by the DoE High Potential and Gifted Education Policy (HPSGE Doe Policy 2019).

### *Focus on Stage 4 mathematics and reading/writing*

The school has focused on mathematics intensive explicit co teaching in Year 8. Across all year 8 classes have an extra Mathematics, English and Science teacher to enhance confidence in Numeracy and Literacy. Explicit teaching is supported by the school strategic PL focus on student agency through the 4 Cs and authentic projects, enhanced teacher efficacy, Co teaching, and the dispositions of learning. In 2021, Co teaching will continue to enhance teacher collaborative expertise (Hattie 2015), with a continued focus on numeracy and student abilities to apply percentages, fraction, decimals, multiplication and division that will result in improved numeracy understanding. Along with strategies for writing and communication to enable student agency and achievement in learning. The school has a deep and authentic partnership with the Transforming Schools Team and embeds the dispositions of learning across all aspects of school structures.

Ulladulla High school has immense and sophisticated amenities with a focus on successfully embedding an authentic learning culture using technology and a collaborative learning approach. The school runs a 4 session day timetable structure and satellite classrooms are filtered throughout the campus as spaces to enable collaboration, variance in

learning strategies and pedagogy, including processes for project based learning.



## 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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 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: Student growth and attainment

### Purpose

To equip students with skills for the future (creativity, collaboration, communication, critical reflection): **From the Inside Out- HEART AND MIND. Through a focus on** the dispositions of learning and learning Coherence Makers, the school leverages explicit teaching, supported by the school strategic professional learning focus on student agency through the 4 Cs, enhanced teacher efficacy, Co teaching, and the disposition wheel.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Transforming learning and classrooms through the 4 Cs and learning dispositions

### Resources allocated to this strategic direction

**Socio-economic background:** \$267,919.69  
**Low level adjustment for disability:** \$321,064.25  
**English language proficiency:** \$33,404.67  
**Professional learning:** \$90,000.00  
**Aboriginal background:** \$98,865.11  
**Integration funding support:** \$182,462.00  
**COVID ILSP:** \$215,349.58

### Summary of progress

**Transforming Learning was the focus for teachers** through collaborative explicit teaching for understanding and agency. Over 2021 teachers focussed on collaborative explicit teaching for understanding and agency. The further development of the UHS Collaboration Circles to meet their purpose of building and supporting the capacity of teachers to facilitate and build 'Agency' (students and teachers) for deep learning. Despite the challenges of ongoing online learning, the same collaborative approach enhanced all the online platforms to ensure students were supported through the use of Content Management systems. UHS have continued to leverage CANVAS as the content manager, enhanced by MS Teams and Google. These were invaluable during the learning from home period.

The dispositions of learning are evidenced throughout all pedagogy, with critical reflection being clearly evident.

The school identified, both Internal Assessments, HSC Results and NAPLAN that reflected expected growth for each student. Students are achieving higher than expected growth on internal school progress and achievement data. School data demonstrates that student progress and achievement is greater than students at statistically similar schools on external measures. This is consistent with strong student progress and achievement on internal measures. Growth in all literacy and numeracy levels.

Over the year there was continued focus on 'Excellence in Assessment' that typifies formative assessment, a process of multiple drafts and excellence in student work samples. Formative Assessment is embedded in learning scope and sequence programs, including the use of the MAP Scaffold across all KLA classrooms, for both assessment and as a learning tool. With a continued focus on students exiting 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

Assessment is scaffolded to learning dispositions with consistent teacher judgment and explicit feedback.

### Aboriginal Education

Aboriginal Students successfully achieve outcomes through ongoing explicit 4 Cs pedagogy that enhances Aboriginal student achievement through targeted programs, tutoring and mentoring. Aboriginal students achieve academic success and were provided with opportunities to connect university, along with informing students about alternative pathways into university. The OCHRE Education team emphasised the importance of education and Year 13

PLPs in place for all Aboriginal students and demonstrate a Growth mindset for educational aspiration.

PLPS completed alongside parents and teachers. Including PLPs were evaluated and reviewed. ALL students have a current PLP and it is reviewed every 6 months.

From the School Level Analysis Tool, our specific focus was the improvement is Numeracy: Fractions, Decimals (and Percentages), Multiplication and Division. There was an increased achievement of student abilities to understanding and apply knowledge of Fractions and Decimals (and Percentages) and Multiplication and Division to improve student achievement and attainment overall. This was achieved through greater consistency in using the syllabus to differentiate learning instruction in numeracy. Programming and lesson plan consistency evident, and strong professional learning structures that exist in the school. There was demonstrated evidence of collaborative, evaluative practice, the co-teach model, along with the Collaboration Circles as a successful structure in the school to support teacher practice.

Teachers showed evidence of their engagement in targeted professional learning, that built collective capability and teacher agency, to deepen practice using evidence-informed strategies and use of assessment data.

Teachers developed their capacity through collaboration and co-teaching to explicitly teach percentages, fraction, decimals, multiplication, and division. (4C Transformative Learning is a feature of the school's ongoing improvement journey).

#### The next steps.

- Pedagogy practice through the Pedagogy Parachute to develop consistent, explicit enquiry-based teaching protocols, and reflection on student development of skills and knowledge. The collaboration of teachers through a continued use of UHS Collaboration Circles.
- Continued Action Research processes to evaluate, reflect on and adapt practice.
- Use Data to inform progress monitoring. Using external student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, assessment tasks and submissions, Co teaching evaluations and rounds, classroom observations, student work samples, coaching records, professional learning evaluations in line with student learning outcomes (HIPL) to make informed evidence-based decisions for student progress. Analyse the data to determine the extent to which the purpose has been achieved.

#### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<b>Reading</b>  <b>Top 2 Bands in Reading</b> Improvement in the percentage of students achieving in the top 2 bands	<ul style="list-style-type: none"> <li>• 11.34% of students are now in the top two skill bands (NAPLAN) for reading indicating progress toward the annual progress measure. NAPLAN in 2020 did not occur. 2019 and 2021 data has been compared. While there are 2 % less students in the top 2 bands. Band 10 has been maintained and despite the ongoing interruptions to learning students have maintained improvement overall.</li> </ul>
<b>Reading</b>  <b>Expected Growth</b>  Improvement in the percentage of students achieving expected growth in NAPLAN reading	<ul style="list-style-type: none"> <li>• While the percentage of students achieving expected growth in reading decreased by 4.4 % to 41.20% indicating progress toward lower bound target. Overall student growth continued despite the interruptions.</li> </ul>
<b>Numeracy</b>  <b>Top 2 Bands Numeracy</b>  Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 2.5%	<ul style="list-style-type: none"> <li>• 10.2 % of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress toward the annual progress measure.</li> </ul>
<b>Numeracy</b>  <b>Expected Growth</b>  Increase the % of students achieving expected growth in NAPLAN numeracy by 2.9% from system-negotiated target baseline.	The percentage of students achieving expected growth in numeracy decreased by 6 % to 44.30% indicating progress toward lower bound target. Although the school implemented explicit teaching, the interruptions to learning did not enable the program to be fully implemented.

<p><b>Aboriginal student HSC attainment</b></p> <p>Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.</p>	<ul style="list-style-type: none"> <li>• The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence. This is evidenced by the increased % of students achieving the HSC, Traineeships and entering further Education.</li> </ul>
<p><b>HSC Achievement</b></p> <p>Improvement in the % of HSC course results in top 3 bands</p>	<ul style="list-style-type: none"> <li>• 46.42% of students attained results in the top three bands demonstrating progress toward the lower bound target. With 19 % achieving top 2 bands. The school achieved outstanding 2021 ATARs 98.2, 97.4, 96.1 and 95.5 and 95.3.</li> </ul>
<p><b>Aboriginal student achievement</b></p> <p>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy</p>	<ul style="list-style-type: none"> <li>• % of Aboriginal students have achieved improving results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target. <ul style="list-style-type: none"> <li>• NAPLAN 7 Reading, 33 students, 17 in top 3 bands so 51.52%</li> <li>• NAPLAN 9 Reading, 16 students, 3 in top 3 bands so 18.75%</li> </ul> </li> <li>• % of Aboriginal students have achieved improving results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target. <ul style="list-style-type: none"> <li>• NAPLAN 7 Numeracy, 28 students, 8 in top 3 bands so 28.57%</li> <li>• NAPLAN 9 Numeracy, 12 students, 2 in top 3 bands so 16.66%</li> </ul> </li> </ul>

## Strategic Direction 2: Our Teachers are world class COLLABORATIVE leaders in learning

### Purpose

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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, teaching and assessment. **'Collaborative Expertise'** about teaching and learning is the core of day-to-day school business.

### Initiatives

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This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Impact Professional Learning for Teachers and SASS
- Mentoring, Coaching and Leadership

### Resources allocated to this strategic direction

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**School support allocation (principal support):** \$60,673.52

**Professional learning:** \$40,430.44

**Location:** \$29,923.16

### Summary of progress

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Teachers systematically reflected on their impact on student learning to improve their pedagogy through their participation in the UHS CCs. This was evidenced through learning projects and PL structures that supported learning programs informing teachers of best practice and guided by current educational research.

Coaching and mentoring were embedded across the school through the following projects.

UHS EVOLVE Coaching team, continued to work alongside of staff on their PDP and goal setting to support participation in High Impact Professional Learning. All students have had access to Goal setting and mentoring. The setting of goals was fundamentally embedded across students and staff, along with 3 days a week after school study centre to work on improving study and learning goals. The study Hive set up in the Library was a huge success for all students 7-12.

The school leadership team established the working flow of the school, inclusive of Communication, Timelines and Process and Procedure, establishing an effective well managed school.

Established leadership collaborations across 4 Cs schools to enhance leader capacity.

Established strategic management processes for all workflow across the school that is collaboratively implemented and monitored.

Executive and Leadership Development.

The Process/protocol of coaching to support PDPS was embedded across the school.

### Next Steps:

- Develop a triangular framework (i.e. HT, Teacher and Coach) embedded to support teachers.
- Continue to imbed and evaluate the impact of High Impact Professional Learning and learning dispositions?
- Further develop the classroom observations (CCVs- Collaborative Classrooms Visits), Deep noticing in Action (DNA), student work samples, coaching records, professional learning evaluations align with student learning outcomes (High Impact Professional Learning)
- Establish structures to enliven teacher's professional digital portfolios to meet the accreditation requirements for all levels of accreditation. Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards.
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- Digital Portfolios of Teacher Practice that supports accreditation and maintenance.
- Focus on HALT new policy and support of teachers to achieve levels.

### Progress towards achieving improvement measures

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The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>80% of Teachers evaluate their impact on student learning and seek feedback through the use of the 4 Cs processes.</p> <p>Every subject has evaluated for differentiation their learning programs and assessment.</p>	<p>95 % of teaching staff participated in the Collaboration Circles on a fortnightly basis. These cross curricular circles of teachers were responsive learning communities focussed on understanding transformative pedagogy and self-determination theory. We use Self-Determination Theory to explain agency and how it changes the conditions and environment for learning. The focus on differentiation and feedback were essential items used by teachers for effective learning.</p>
<p>Beginning teachers system established to work with a mentor/coach.</p> <p>Coaching strategies and approaches are evaluated in line with Positive Psychology.</p>	<p>The school orientation and beginning teacher network was 100 % established and operated throughout the year. Five beginning teachers gained accreditation along with 100 % of all teachers gaining their maintenance milestone. The Evolve Coaching team embraced the theory of positive psychology, along with an established Professional learning toolkit for Executive and reimaged their coaching space, establishing a program for boys called 'Courageous conversations' and provided team coaching across faculties.</p>
<p>Leadership development evaluation through the 4 Cs.</p> <p>Evaluation of School finance and Strategic Resource Management.</p>	<p>The school 4Cs team referred to as the G Team, has established ongoing evaluations cycles to ensure the focus and the strategy for transforming schools maintains integrity and meets the SIP out comes. The evaluation of the Collaboration circles established a refined and focussed change in structure to be trialled in 2022, with a focus on classroom visits and collaborations. The school executive worked alongside the Business Manager to establish finance protocols and systems. Currently the school is in the Finance simplification pilot.</p>



## Strategic Direction 3: Our classrooms are REAL WORLD CONNECTED

### Purpose

To connect learners to the real world (Local, national, and global contexts) to build their own agency as learners through coherence makers (collaboration, communication, creativity and critical reflection) that enhance students disposition for learning in a **REAL WORLD CLASSROOM**.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Learning and Real-World Classrooms
- Sanctuary of - Hope and Entrepreneurism.
- Living in the world - Ubiquitous Learners.

### Resources allocated to this strategic direction

: \$30,679.34

**Socio-economic background:** \$90,101.00

### Summary of progress

- Redesigned spaces
- Collaborative teaching in spaces continued throughout 2021 with spaces being redesigned. The Futures Learning Team supporting the ongoing development of spaces to enhance learning and the co-teaching model.
- Evaluation, participation, and processes of the EVOLVE Coaching Teams, for students and teachers.
- The evaluation of the UHS EVOLVE coaching model showed successful outcomes in students and staff flourishing through a scripted and process of solutions focused practice.
- A plan of action was established for wellbeing and engagement in the Sanctuary along with the Gangala Space for students needing literacy and numeracy
- A plan of effective partnerships in learning across ALL stake holders parents, local business and community is established.
- English Transitions Project completed with recommendations for 2022.

### Engagement of young people

- Improved health and wellbeing of students and their families
- Ongoing development of expanded learning opportunities, moving beyond the school curriculum, building skills based on problem solving, entrepreneurship and innovation was developed.

### Next Steps

- Focus on TTFM Parent Surveys to ascertain collaborative practice improvement and engagement.
- 5-8 Education Day
- Established transition plan that maps all students learning progressions from K-12 including their wellbeing.
- Establish the Sanctuary - Provide a place of hope and joy to enliven our student's dreams.
- Increased connections between school and the local community to create local solutions in the support of community recovery and renewal.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
A plan for High Possibility Classrooms and 4Cs Professional Learning is in place for all teachers.	Reviewing student engagement data, according to the 2020 September-2021 May TTFM Survey there was an increase across the school in positive student behaviour by 11%, a 2 % increase by students in 'Interest and motivation', along with a 7 % increase in 'Homework Behaviour'. The 4 Cs

A plan for High Possibility Classrooms and 4Cs Professional Learning is in place for all teachers.	professional learning program continues, focussed on the 'Pedagogy Parachute' a research based networked schema to transform classroom and learning for all students.
<p><b>A management plan</b> for PLPs to be actioned is in place for 30% of students focussed on a growth mindset for educational aspiration.</p> <p>A plan is in place for 50% of staff to have their PLP in place as result of the UHS EVOVLE Coaching conversations.</p>	The evolve coaching team stretches across the school, by mentoring faculties and working alongside the executive, leading a fortnightly 'toolkit' of ways that leaders can ensure the support for teachers and their students is moving learning outcomes forward. The core evidence is in the number of successful goal setting more than 80 % of teachers/and support staff having aligned goals from robust coaching conversations. The established quality of the program has seen a protocol of self-referrals of students and staff continues to grow. The model continues to evolve, hence the title 'Evolve' to be a way of undertaking classroom conversations, moving toward deep listening that is building in teachers and their students a sense of compassion and empathy.
<b>A plan of action</b> is established to enhance collaborative practice that reflects learning and wellbeing across all the MULC Teachers.	The Milton Ulladulla Learning Community has established the beginnings of a transition plan and a plan of action to support the continuation of learning. The English transition project and the 5-8 Learning day has set the tone for greater connection, which will be integral to the successful 'plan of action'.
<p>Improved student wellbeing and engagement indicated by the participation in wellbeing programs in the Sanctuary by 20%</p> <p>20% Improvement in the effective partnerships in learning across ALL stakeholders parents, local business and community.</p>	The Sanctuary - a place of hope and entrepreneurship, Sanctuary <b>of Wellbeing and Renewal</b> for the entire student population and their families. The sanctuary concept has provided a safe environment for positive initiatives, enhancing student and organisational contributions to positive recovery and resilience. It was through the support of philanthropic organisations and DOE. The project coming to fruition in 2022.
Increased (uplift) percentage of students attending school more than 90% of the time by 1% or above.	The school established an evidence-based attendance management plan with mentors and attendance data analysis systems. The student management 'Year Crew' facilitated interventions and support mechanisms throughout the 'Learning from home phase', called the <b>phone home team</b> . The team made over 6,000 calls to families ensuring school and home connection. Not surprisingly, we had a 6 % decrease in 90% or above, this can be attributed to interruptions and the illness due to the pandemic.
TTFM Wellbeing data Improved % proportion of students reporting Sense of Belonging at School to be at above school average.	The school TTFM Survey Results have showed improvement in almost all areas in students' sense of Belonging and Advocacy. With the 2021 -22 Tell them from Me Survey (TTFM) Data indicated an increase in both Year 9 and 10 in Belonging and Advocacy 5 % above state average. Along with ATARS of 98.2, 97. 4, 96.2, 95.3 and 95.1, considering the challenges that the school experienced over the last 2 years.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$358,020.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ulladulla High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> <li>• Learning and Real-World Classrooms</li> <li>• Living in the world - Ubiquitous Learners.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p>During 2021 the Wellbeing Team collaborated with students and families to provide a safe and supportive school environment for our most vulnerable students. At UHS we employ an equity model that ensures that support is needs based. Students were able to access financial support for school fees, uniform and school camps.</p> <p>Our focus was on pro-social play: we provided opportunities for outdoor education and students reported back how this positively contributed to their wellbeing, our Student Wellbeing Officer further developed the bike maintenance shed to engage students in productive activities that support a healthy outdoor lifestyle and bouncy balls were provided for free to encourage handball play during breaks.</p> <p>Our breakfast club provided over 150 slices of toast every school day. In 2021 our breakfast club was supported by Foodbank, Bakers Delight, Lagom Bakery and the Anglican Church. Our wellbeing team is committed to supporting students to start the day right.</p> <p>Our Student Support Officer and Student Wellbeing Officer worked alongside our local Mission Australia to support students and their families to access programs and support beyond the school grounds.</p> <p>Our Year Advisers were kept busy during lockdowns and the associated challenges. They kept communication with families open and made themselves available for many conversations, meetings and activities that supported the wider school community.</p> <p>Volunteer year 10 students provided peer support to the incoming year 7 students. This peer support made for a smooth and supportive transition.</p> <p>In a year of many challenges we are proud of how our school community has worked together to provide as many opportunities for our students.</p> <p><b>Co-Teaching @ UHS</b></p> <p>In 2021, UHS funded a Co-Teaching model to target literacy and numeracy needs of students in year 8, through a 4C's framework. This model consisted of allocating additional periods to the following faculties to employ an additional co-teacher:</p> <p>Maths: 18 periods per cycle  English: 9 periods per cycle  Science: 9 periods per cycle  HSIE: 9 periods per cycle</p> <p><b>4C's Transforming Schools</b></p> <p>In 2021, the 4C's Transforming Schools team (Miranda Jefferson, Kirsty</p>

<p>Socio-economic background</p> <p>\$358,020.69</p>	<p>McGeoch and Rebekah Palmer) continued to work collaboratively with UHS to provide Professional Learning opportunities for four core groups in the school:</p> <p>Giraffe's: A core leadership team consisting of the Principal, 3 Deputy Principals, 3 Head Teachers and 1 Teacher, who meet weekly for 30minutes to strategically collaborate on the focus and direction of 4Cs throughout the school</p> <p>Leadership: All senior (4) and middle executive (13) members of UHS</p> <p>Pedagogy: 11 teachers who have been engaging in 4C Professional Learning since 2019</p> <p>Meerkats: 17 teachers who joined the 4C Professional Learning opportunity in 2021</p> <p>This program consists of part-day professional learning to explore, enable and grow 4C knowledge, experience and co-facilitation skills. Together, these groups accounted for more than 40% of teaching staff at UHS.</p> <p>Additionally in 2021, UHS developed Collaboration Circles as a formalised professional learning network delivered fortnightly for all 114 teaching staff at UHS. Each teacher above 0.2 FTE received a 1 period per cycle allocation to attend. Professional learning was targeted around the 4C's; Collaboration, Communication, Creativity and Critical Reflection, to build and support the capacity of teacher and student agency for deep learning. Term 1 and Term 2 focused on Collaboration and Communication respectively. At the end of semester 1 a review was conducted in Collaboration Circles to gain feedback from staff in preparation for semester 2 planning. Feedback overwhelmingly highlighted two key areas for future learning. First, the professional learning program needed to be slower to allow for more depth and exploration of each 4C element. Second, teachers were requesting the opportunity to go into each other's classrooms to Co-teach and/or observe 4C processes in action. As such, the G Team (who are responsible for developing the Collaboration Circle Session Plans) restructured the program for semester 2 to include 3 collaboration meetings and 2 opportunities to attend other's classes to observe and/or Co-teach. This structure was received positively and has been implemented in 2022.</p> <p>Outdoor Education</p> <p>Despite the challenges of lockdowns and covid restrictions throughout the year, UHS still managed to facilitate the year 8 Outdoor Education program and offer two full day excursions to each student in Year 8 during the course of the year.</p> <p>Outdoor Education falls under the umbrella of Wellbeing at UHS as it offers a myriad of opportunities to equip students with tools and techniques that they can apply to their everyday school life, especially when they are feeling under pressure, anxious or overwhelmed.</p> <p>These programs have the ability to empower young people by developing a growth mindset and strengthening their self-confidence, as well as improving students' personal health, decreasing their stress levels and providing them with essential coping mechanisms and a strong sense of belonging.</p> <p>Research shows that, especially in the unprecedented times all of our students have experienced over the past two years, connecting to nature, being present in the moment and feeling the benefits of 'tuning into their environment' has huge positive effects on students' mental wellbeing. Our student cohort has been particularly affected by the ongoing disruptions and lockdowns, which have raised anxiety levels for many of our students and left them feeling disconnected and discouraged. Through connecting with nature, undertaking positive risks, experiencing the success of reaching the summit and fostering self-awareness, students were able to identify valuable coping mechanisms to help them build resilience and foster self-efficacy.</p> <p>As a result, this gained resilience helped them back in the classrooms, as it equipped them with better coping mechanisms back at school.</p>
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<p>Socio-economic background</p> <p>\$358,020.69</p>	<p>Today more than ever there is a huge need for these programs, for students to reconnect with nature, to calm their minds, to experience being present in a place of beauty, to instil hope and positive energy.</p> <p>Evolve Coaching Coaching processes embedded and aligned to National Teaching Standards and to the School Strategic Plan.</p> <p>Coaching of staff when returning from Professional Learning. This allows the implementation of what was learned, in order be of benefit to the key area of the experience.</p> <p>Executive and Leadership Development, with ongoing fortnightly Professional Learning from the Evolve Coaching Team.</p> <p>Processes/protocol of triangular framework (i.e. HT and Coach) embedded to assist teachers in reaching their goals.</p> <p>Coaching of Beginner Teachers to enhance their development and professional practice.</p> <p>Some of the programs that were facilitated by the Evolve Coaching Team in 2021:</p> <ul style="list-style-type: none"> <li>• Coaching of Staff, SLSOs and Beginning Teachers</li> <li>• Coaching of students (self-referrals and referrals by teaching staff)</li> <li>• Training of a small group of year 9 students as Student Coaches</li> <li>• Workshops with coaching style activities: Pretty Beach year 12 Camp, Peer Tutoring and a Year 10 Transition Day</li> <li>• Fortnightly Professional Learning with Executive Staff on coaching strategies</li> <li>• Group Coaching of students: 'Courageous Conversations' and 'Kicking Goals'</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Wellbeing.</p> <p>Reviewing student engagement data, according to the 2020 September-2021 May TTFM Survey there was an increase across the school in positive student behaviour by 11%, a 2 % increase by students in 'Interest and motivation', along with a 7 % increase in 'Homework Behaviour'. With the 2021 -22 Tell them from Me Survey (TTFM) Data indicated an increase in both Year 9 and 10 in Belonging and Advocacy 5 % above state average. Along with ATARS of 98.2, 97. 4, 96.2, 95.3 and 95.1, considering the challenges that the school experienced over the last 2 years.</p> <p>Co - Teaching Teams. Research indicates that collaboration of educators in the expertise of teaching is vital to success in learning and this is embedded as a fundamental aspect of professional learning for educators and support staff at UHS'. Approximately 235 students and 45 teachers were directly involved in this program. To support year 8 Co-teaching, three twilights were conducted as a Community of Practice to work through the cycle of Co-planning, Co-instructing and Co-assessing/ reflecting. In addition, Co-teachers worked collaboratively throughout the year, to develop faculty-specific learning opportunities to target student areas of need. These Co-teaching programs of learning were curated digitally on Canvas and made accessible for all teachers.</p> <p>4C's Transforming Schools 2021, UHS developed Collaboration Circles as a formalised professional learning network delivered fortnightly for all 114-teaching staff at UHS. 95 % of teaching staff participated in the Collaboration Circles on a fortnightly basis. These cross curricular circles of teachers were responsive learning communities focussed on understanding transformative pedagogy and self-determination theory. We use Self-Determination Theory to explain</p>
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<p>Socio-economic background</p> <p>\$358,020.69</p>	<p>agency and how it changes the conditions and environment for learning. The focus on differentiation and feedback were essential items used by teachers for effective learning.</p> <p><b>Outdoor Education</b> Research shows that, especially in the unprecedented times all of our students have experienced over the past two years, connecting to nature, being present in the moment and feeling the benefits of 'tuning into their environment' has huge positive effects on students' mental wellbeing.</p> <p>Attendance numbers for these programs have been very high throughout the year. There were 202 students who attended the first excursion in Semester 1 and 174 students attending the Semester 2 excursion, a fantastic turnout and reflection of how well received this program are amongst the student cohort.</p> <p>Feedback from student and teacher surveys show that these programs have been a positive and valuable aspect of the curriculum for everyone involved. Feedback from students has shown that they felt empowered, proud of their achievements, had increased confidence and stronger bonds amongst their peer groups.</p> <p><b>Evolve Coaching</b> Coaching workshops created to enhance the wellbeing of students (i.e. Pretty Beach and Peer Tutoring opportunities to participate in 'Groups' with coaching style activities and questions).</p> <p>Leadership development and coaching is explicitly developed by all school leaders. (HTs are given strategies to take to their faculties for further development)</p> <p>PDPs are in place. Evidence of facilitated coaching conversations working towards milestones and benchmarks of goals is recorded.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>• Continuation and expansion of outdoor education.</li> <li>• Student Support Officers to work alongside school teams in support of in-school programs. Including the outside agencies, local Mission Australia to support students and their families to access programs and support beyond the school grounds.</li> <li>• Continuation of Evolve Coaching networks continue to develop coaching skills and knowledge.</li> </ul>
<p>Aboriginal background</p> <p>\$98,865.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulladulla High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 1. Analyse recent NAPLAN data on Aboriginal students and report findings to all teachers.</li> <li>2. Run an attendance check and monitor students from day to day. To improve attendance and wellbeing. Breakfast program.</li> <li>3. Assist in preparation for NAIDOC Week.</li> <li>5. Assist in updating PLPs.</li> </ul>



<p>Aboriginal background</p> <p>\$98,865.11</p>	<p>6. Tutor in specific subjects that need specialist teachers</p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Aboriginal Students successfully achieve outcomes through ongoing explicit 4 Cs pedagogy that enhances Aboriginal student achievement through targeted programs, tutoring and mentoring. Aboriginal students achieve academic success and were provided with opportunities to connect to university, along with informing students about alternative pathways into university. The OCHRE Education team emphasised the importance of education and Year 13          PLPs in place for all Aboriginal students and demonstrate a Growth mindset for educational aspiration.          PLPS completed alongside parents and teachers. Including PLPs were evaluated and reviewed. ALL students have a current PLP and it is reviewed every 6 months.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Continuation of Aboriginal Elder/ mentors / AECG Lands Council support and connection to school through all programs.          Establish ongoing protocols for PDP Collaboration with Families and teachers.          Ensure continuation of attendance and engagement is monitored and supported through all wellbeing and cultural teams.</p>
<p>English language proficiency</p> <p>\$33,404.67</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ulladulla High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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 2021, 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.</li> </ul> <p>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><b>The allocation of this funding has resulted in:</b>          Those students who were supported showed high growth on the EALD learning progressions with a high % EAL/D Students achieving expected or above expected growth. EAL/D students showed increased confidence in learning and being more willing to seek help when needed. The analysis was verified with writing samples and the EAL/D learning progressions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>English language proficiency</p> <p>\$33,404.67</p>	<p>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>
<p>Low level adjustment for disability</p> <p>\$321,064.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Ulladulla High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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:</li> <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</li> </ul> <p>The team support both the students and the classroom teacher through:</p> <ul style="list-style-type: none"> <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</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> <li>• Providing professional advice and assistance about students with</li> </ul>

<p>Low level adjustment for disability</p> <p>\$321,064.25</p>	<p>additional learning needs to the school's learning and support team. In 2021 the team continued to work towards the fulfilment of our major objectives.</p> <ul style="list-style-type: none"> <li>• Maximising access to in-class support for students with learning and behavioural needs at point of learning</li> <li>• Ensuring student learning and behaviour needs are co-ordinated for the benefit of both the student and the classroom teacher</li> <li>• Providing assistance in core academic subjects (English, Maths and Science) as a priority and other subjects where possible</li> <li>• Providing skill development and pedagogical support for mainstream teaching staff in the preparation of programs and tasks</li> <li>• Supporting both teachers and students in the implementation of the school BYOD policy and strategic directions.</li> <li>• Building teacher capacity through differentiation and related skills-based support materials for staff During 2021, the Learning and Support Team will continue to deliver in the target areas above in line with DEC School Excellence Framework.</li> <li>• During the COVID lockdown period the team proactively supported students and their families with learning strategies.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The majority of the students in the program achieving significant progress towards their personal learning goals An increased percentage of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 An increased percentage of students answered questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In-class support for students requiring adjustment and intervention</p> <ul style="list-style-type: none"> <li>• Skill development programs where students are withdrawn from class for intensive literacy and numeracy support</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.</li> </ul>
<p>Location</p> <p>\$29,923.16</p>	<p>The location funding allocation is provided to Ulladulla High School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning for Teachers and SASS</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistance to support students and teachers, including technology support of devices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> 98% of students have access to a device and internet. This allowed for continuation of learning throughout the Learning from home stage, and supported teacher to provided real time synchronous learning for students that were geographically isolated.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Evaluate necessary supports to enable anytime learning and technology support.</p>

Location \$29,923.16	Establish strategic management processes for all workflow across the school that is collaboratively implemented and monitored.
COVID ILSP \$215,349.58	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing intensive small group tuition for identified students who were...</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employing/releasing teaching staff to support the administration of the program</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the majority of the students in the program achieving significant progress towards their personal learning goals An increased percentage of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2 An increased percentage of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
Integration funding support \$182,462.00	<p>Integration funding support (IFS) allocations support eligible students at Ulladulla High School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around [course]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Enabled students who needed the support were able to participate in all learning activities with the support of targeted support. Including all eligible students demonstrating progress towards their personalised learning goals. Teachers and support staff were regularly updated and responsive to student learning needs and progress ensuring eligible students receive</p>

<p>Integration funding support</p> <p>\$182,462.00</p>	<p>personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Engage in targeted professional learning, that builds collective capability and teacher agency, to deepen practice using evidence-informed strategies and use of assessment data.</p> <p>Ensure all personalised learning goals are implemented, evaluated and adjusted as needed.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	587	596	617	589
Girls	609	630	634	624

### Student attendance profile

School				
Year	2018	2019	2020	2021
7	92.8	92.5	93.9	90.2
8	90.8	90.4	92.3	88
9	89.9	88.9	90.4	88
10	87.1	87.5	90	84.4
11	85.9	87.2	90.6	86.1
12	86.8	88.3	91.9	86.4
All Years	89	89.2	91.6	87.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

### Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability



with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

### Management of non-attendance

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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	3
Employment	2	16	48
TAFE entry	2	4	5
University Entry	0	0	33
Other	1	1	2
Unknown	1	1	9

### Year 12 students undertaking vocational or trade training

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36.26% of Year 12 students at Ulladulla High School undertook vocational education and training in 2021.

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

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97.9% of all Year 12 students at Ulladulla High School expected to complete Year 12 in 2021 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)	74.9
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	26.77
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	870,246
<b>Revenue</b>	17,167,474
Appropriation	16,442,657
Sale of Goods and Services	278,772
Grants and contributions	398,191
Investment income	1,171
Other revenue	46,682
<b>Expenses</b>	-17,386,914
Employee related	-16,195,825
Operating expenses	-1,191,090
<b>Surplus / deficit for the year</b>	-219,441
<b>Closing Balance</b>	650,805

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

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	158,793
<b>Equity Total</b>	811,355
Equity - Aboriginal	98,865
Equity - Socio-economic	358,021
Equity - Language	33,405
Equity - Disability	321,064
<b>Base Total</b>	13,939,029
Base - Per Capita	326,625
Base - Location	29,923
Base - Other	13,582,481
<b>Other Total</b>	921,088
<b>Grand Total</b>	15,830,265

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.

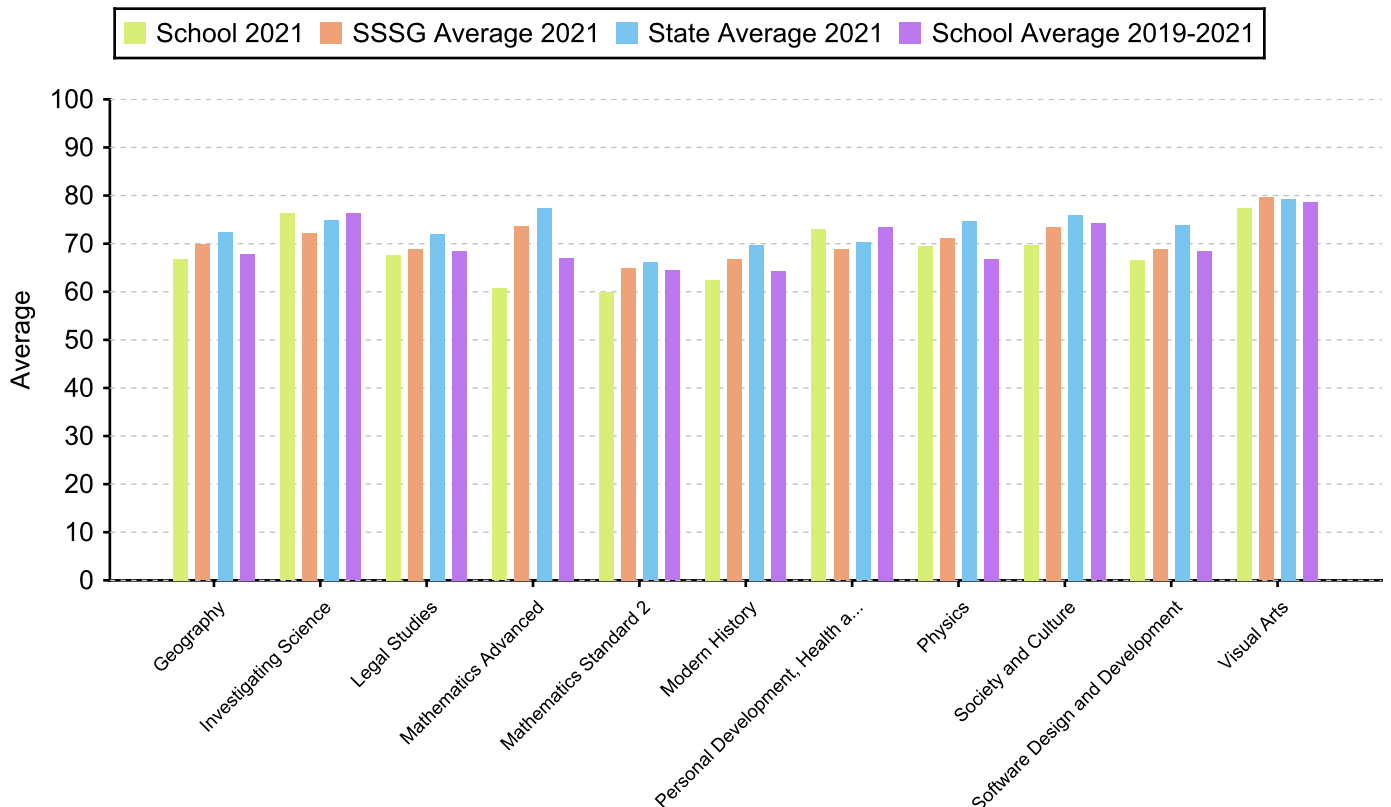
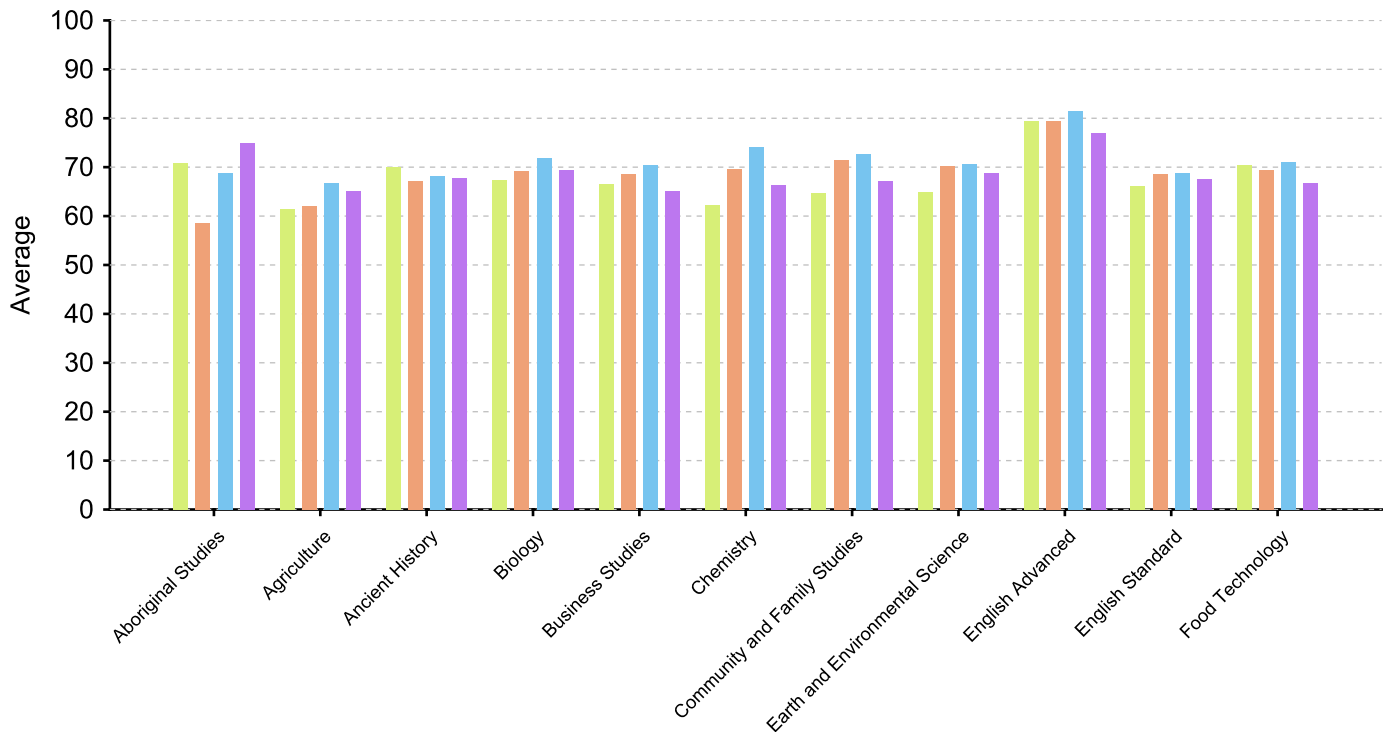
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

NAPLAN assessments were undertaken in May 2021. NAPLAN was undertaken in dual mode, Ulladulla High School students participated in the online mode. During transition years, online test results are equated with the paper tests. Results for both tests are reported on the same NAPLAN assessment scale. The report presents the combined results of both modes. NAPLAN results are available for Year 7 and 9 students with results reported as mean scale score and in relation to the national minimum standard. Results are reported nationally and by state or territory, by gender, Indigenous status, language background other than English status, geolocation, parental occupation and parental education at each year level and for each domain of the test.

## 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 2021</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2019-2021</b>
Aboriginal Studies	70.9	58.7	68.8	74.8
Agriculture	61.5	62.1	66.7	65.1
Ancient History	70.0	67.2	68.1	67.9
Biology	67.3	69.3	71.9	69.5
Business Studies	66.6	68.6	70.4	65.1
Chemistry	62.2	69.7	74.1	66.3
Community and Family Studies	64.8	71.5	72.7	67.2
Earth and Environmental Science	64.9	70.2	70.6	68.7
English Advanced	79.5	79.4	81.4	77.0
English Standard	66.1	68.6	68.8	67.5
Food Technology	70.5	69.4	71.0	66.8
Geography	66.8	69.9	72.4	67.9
Investigating Science	76.3	72.3	74.9	76.3
Legal Studies	67.6	68.8	72.0	68.5
Mathematics Advanced	60.7	73.7	77.4	67.0
Mathematics Standard 2	60.0	65.0	66.1	64.4
Modern History	62.5	66.9	69.7	64.3
Personal Development, Health and Physical Education	73.0	68.8	70.3	73.5
Physics	69.5	71.2	74.8	66.8
Society and Culture	69.7	73.4	76.0	74.2
Software Design and Development	66.6	68.9	74.0	68.5
Visual Arts	77.4	79.6	79.4	78.7

Ulladulla High School HSC students received outstanding results over all subject areas in the 2021 HSC. Overall, Ulladulla High School students achieved results on par with the rest of the state, and in some areas were above state average. Over the past two years students overcame the barriers of fires and floods as well as the impact of the pandemic on their school year demonstrating a mature resilience throughout this unsettled time. A number of students have stepped into apprenticeships or traineeships in the local area. Most of the students wishing to go to university also received early entry because of their achievements at school level and during their HSC year.

## Parent/caregiver, student, teacher satisfaction

The school participates in the TTFM Survey every year. IN 2021 , due to the interruptions to learning, we participated in the #1 Snapshot.

The report provides results based on data from 258 students and was completed between 30 Mar 2021 and 14 May 2021. From the snapshot comparison from September 2020 to May 2021, the following positive trends: 8 % increase in Values School Outcomes, 7 % Increase in Positive Homework Behaviour, 11 % increase in Positive Behaviour at school, 2 % increase in Interest and Motivation and a 5 % increase in Effort. The Skills (grades)-challenge - showing a decrease in High Skill, High Challenge. Students perceive the following skills as very important for career plans; Communicating with others 55 %, Thinking creatively 51 % and problem solving 46%.

Parents over 2021 were surveyed on the schools communication platforms, online parent conferences and online learning platforms, which provided a great range of excellent suggestions and feedback that has informed forward planning.

# Policy requirements

## Aboriginal Education Policy

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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

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

### Anti-Racism - School statement

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At Ulladulla High School, all staff are equipped to embed a range of perspectives in teaching and learning and celebrate the diversity of our student and staff body. Additionally, ten (10) staff members have undergone training as Anti-Racism Contact Officers (ARCOs), the team being renamed "Daranj" meaning "we belong" in the Dhurga language. ARCOs are trained to conduct educational conversations and lessons with students around inclusivity and the appropriate use of language. Each member of the team is assigned a year group to follow up with. All interactions with students are conducted with the aim of promoting togetherness and are logged in order to monitor implementation of the Multicultural Education Policy.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.