

# 2022 Annual Report

## Ulladulla High School

# 2022 ANNUAL SCHOOL REPORT



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## Introduction

The Annual Report for 2022 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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It has been another incredible year with each student continuing to build on their capacity, in preparation for the world beyond UHS. Academically we have continued to excel, as a large rural school across external exams. We have had students gaining university entrances across every field of aspiration, Medicine, Law, International Studies, Health Sciences, Agriculture, Education, Computer Science and Creative Arts. We have seen the incredible achievements of our Alumni, who have engaged the world, and are literally changing the world. I am in awe of the mark they are making on the world&hellip; To our Alumni you are inspiring.

The past year has got me asking questions.

- **What will the future look like? What we do today, matters.**
- **Learning and failing. what does that mean?** No really what does it mean to you, as the adults and what it is for our students.
- **People, People, People.** The culture of becoming a great human being.

I see visions and vignettes of some of the things that happen in our school. I could stand up and tell you how wonderful we are, how many accolades we have received this year however, what is underneath, is the deep and meaningful work we do every day with each young person. What excites us most about working with young people, is bumping into them after they have graduated, with their families, with their careers, with their businesses, hearing about their achievements and their growth and the way they have continued to embrace further educational opportunities and continue to learn.

- **What will the future look like? What we do today, matters.**

Over a year ago when we were announcing our school leaders, I spoke about what is now missing in the world of mobile phones. I am an educational researcher; I know the research, we, in education are well-aware of the data.

With all my optimism, there is a problem. There is so much about phones we worry about, parents included. 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. But I find myself worrying most, that when we hand our young people phones, we steal the place of boredom from them.

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 aunt's guitar and start strumming because they were bored.

If you talk to the Silicon Valley executives who have played an integral role in the creation and proliferation of mobile phones. The question was asked of them, how old were your kids when you bought them a phone. She laughed and said, " oh, my kids don't have phones," ah.. !

Those people who made the phones (the ones in your hand) are creative people, and they want their children to become people who create, not just consume.

They don't want their children searching for themselves out there: they want them discovering themselves in here. They know that phones were designed to keep us addicted to exterior life and that if we never dive inward, we never become who we were meant to be.

So, with that I am reaching out to you, our students, while this is hard, it is an opportunity to be the human you are meant to be from the inside out. From boredom, comes creativity and a pure real messy lived experience.

With that, hopefully you will be aware, that in 2023. We will have a Gate to Gate- no phones for students in the school gates. We will greet our students at the gate each day, reminding you to put their phone into their bag, away, and off and smart watches to airplane mode.

Those who are seen with a phone will be confiscated, either in the classroom or in the playground, it will be carefully placed in a labelled envelope, and stored safely. Students will be able to pick it up at the end of the day, from a Deputy at the front office. If this becomes a pattern, we will invite parents to collect. This is our promise to you&hellip; so you can rediscover your creativity, your precious time, and the strength in your friendships.

**The measure of a school is** how it delivers each day for our students to move forward and achieve their dreams. We may not always get it perfect, yet we are determined as a school to be responsive, continue to refine, reinvent and build programs that enhance the opportunities for our students. We are the school in the "Arena", searching and being curious of what makes a great school for our students. We strive for excellence and innovation. It is our job to enliven each student's passion, and we endeavour to unlock what drives young people.

**Learning. what does that mean?**

Learning comes to us in so many ways&hellip;&hellip;

to write a story, you need to have a story,

to read a book, you need to have a love of stories,

to think deeply you need to be provided challenge, complexity, struggle, and failure.

To compute, and multiply, you need to understand the floor and the ceiling of solving an equation. To truly collaborate, you need to work alongside peers, you need to be provided opportunities to give offerings, co-construct ideas, evaluate, extend, create and look for possibilities. To invent, you need to have a problem to solve&hellip; to build a robot, not only do you need an understanding in coding, robotics, physics, you need to be able to work as a team, understand teamwork, because it takes a team to build a robot. You need to understand and be OK with failure.

**We are so very proud of our students' achievements**, numerous ATARS over 90, topping at 98.2 ATAR (incredible), or the Ministers and Secretaries Awards of Excellence for the school, the teachers and the students. The sporting Accolades, the innovations, and the programs. What I really need to tell you is the absolute relentless effort, courage, perseverance, and grit it takes to achieve any of these. And some good old-fashioned failure happens here regularly.

Failure has taught us many things about ourselves, that cannot be learned in any other way. We discover strength and discipline, and friends who value us.

After failure and sitting comfortably with the knowledge that you emerge wiser and stronger, shows that you can survive after a setback.

You will never truly know yourself, or the strength of your relationships, until both have been tested by adversity. Understanding ourselves after failure is a true gift. As our students venture through high school, learning and improving&hellip; it can be explained, from the classics, Greek Author Plutarch: 'What we achieve inwardly will change outer reality'.

**\* People, People, People.** The culture of being a great human being.

My staff are the very best human beings. They work tirelessly for this community and our young people. 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, 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 your enthusiasm and energy for our school. Your advocacy, your unwavering support of our students and our school is immense. It has been a great year and your relentless courage and support is so appreciated. Thank you!

I extend my sincerest thank you and distinguished recognition of my Teachers, and Executive staff of committed Head Teachers, the resourceful, clever and resilient Deputy Principals and our outstanding Support Staff, 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 four do extraordinary work.

Finally, I cannot finish without thanking my Business Manager Leanne Colley who is truly sensational, Leanne ensures her team, and the management of our school is first class and to all the generous, supportive and community minded sponsors who have given so generously to our school and our young people. I am truly thankful. Everyday... I tell every student, every teacher and every staff member.

I also encourage you to tell your children, your grandchildren, your neighbours children, any young person you know, whoever doubts their individual and meaningful place in the world

We do not need magic to transform our world; we carry all the power we need inside ourselves already... *JK Rowling*.

Denise Lofts

## Message from the school community

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### UHS P&C Annual President's Report 2022

It has again been a privilege to serve as President in 2022. 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. 2022 was a year to reconnect in person in the aftermath of COVID.

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 after 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

Several elite athletes and students travelling interstate or overseas for event, state and national level competitions and other functions were again funded this year - congratulations to all our elite students for your efforts.

### Grants and Fundraising

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

Also thanks to Michael who assisted negotiations with Fiona Phillips federal labour member UHS was successful in being committed \$45,000 for a new shade structure, with the P&C committing to co-funding the structure.

Some new donations for scholarships were received in 2022 from a range of small businesses - thanks all. 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

Now several years after it's inception we continue to congratulate UHS on the 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.

We welcomed Marja Schaap to the role of treasurer. Thanks for your efforts in getting up to speed with Bendigo bank and liaising so well with Juggernaut accountants Marja!

**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 2022 P&C vice principals Roger and Mel. I thank our secretary Mark. I thank our treasurer Marja. I thank the long serving 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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2022 seen a return to some normalcy for the students and wider community of Ulladulla High School. This meant that our leadership teams have been able to immerse themselves in a wide variety of activities and community events. As our investiture of Student Representatives take place with the new financial year, our incoming SRC/SEC teams got straight to work on a number of important projects.

Excellence ceremonies were held, with our student leaders taking to the stage to MC, perform and give reports on the movements we have been involved in. Captains were able to assist with end of year assemblies and the Year 12 formal/graduation as well as the Year 7 transition evenings and day programs.

Students achieved outstanding representation of our school at the Community Connect Expo, showcasing the extraordinary activities they perform both at school and in the community.



## 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 mindsets (creativity, collaboration, communication, critical reflection). And where outstanding teachers are collaborative leaders in learning enabling the dispositions of learning through engaging pedagogy. 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
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  
Professional learning  
Aboriginal background  
New Arrivals Program  
English language proficiency  
Low level adjustment for disability  
Integration funding support  
Beginning teacher support  
Location

### Summary of progress

**Transforming learning and classrooms through the 4 Cs and learning dispositions.**

### Summary

#### Giraffes (Leaders), Executive, Teaching Staff, Students

The 4C's Transforming School's pedagogy approach has been implemented at UHS to build teacher efficacy and student agency. The implementation has included many avenues through professional learning, collaborative discovery and scaffolded supports for programs and teaching resources. Throughout 2022, intense consultation with whole-school staff has resulted in the formation of a professional learning offering for 2023 to include teacher-choice collaboration circles in addition to timetabled UHSCC's to increase staff attendance, engagement and agency in the transforming school's journey.

#### 4C's Transforming Schools Professional Learning

For the year of 2022:

- (i) UHS Collaboration Circles (UHSCC), meeting x2 a term in Home Circles, facilitated by Head Teachers and Senior Executive, for all staff.
- (ii) Giraffes Team consisting of x5 Senior Executive and x3 Head Teachers meeting weekly to plan UHSCC Session Plans, whole school 4C PL and future focus for 2023.
- (iii) Twilights conducted x2 per term, facilitated by Transforming Schools Team Kirsty McGeoch and Rebekah Palmer, for staff.
- (iv) Summit@UHS PL for x25 UHS staff in Term 4, facilitated over 2 days by HT and CT, to collaborate on the integration of 4C pedagogy and project based learning in teaching and learning programs.

### Evidence of activity

UHSCC's to be purpose-based (ie. aligned to their programs/classes/or portfolios). Consultation with Executive and then whole-school has resulted in a 2023 proposal of both Home Circle UHSCC's AND teacher-choice Circles with a pedagogical approach that will be conducted during school time (rather than after-school) in an attempt to increase staff buy-in.

- (iii) 4C's Twilights - Twilights facilitated with 4C's Transforming Schools Team were under-utilised in 2022.

Staff attendance numbers were low across the year, in terms of impact of the team influencing pedagogical change. As such, consultation occurred in Term 4 with the Team to restructure professional learning opportunities in 2023 and to

work in-depth with the core Giraffe's team as designers of opportunities to influence change between nodes within the school.

(iv) Summit@UHS PL - Professional Learning course was restructured in collaboration with HTTL and Futures Team Members to authentically integrate student agency and voice into teaching and learning programs. This included bringing in year 10 and 11 students to discuss their experiences of learning through projects versus non-project based learning and creating scaffolds with 4C's processes and language embedded to train staff.

### **Evidence of process quality**

Additionally, irregular meetings meant limited time to work on influencing change beyond the UHSCC's, across other whole-school projects and/or networks. Proposed changes to how the Giraffe's team works with the Transforming Schools Team in 2023, looks to address this.

The uptake of 4C's pedagogy by pockets of influencers across the school has begun to impact some staff who have previously held perspectives of this approach as 'just another education-fad'. Some faculties are having success implementing 4C's processes, language and pedagogical approaches into their programs. This is providing some models on how this can be achieved.

Towards the end of 2022, Staff attendance at UHSCC's began to decline. This prompted the review of the UHSCC structure. Intense consultation resulted, facilitated by the Giraffe's Team, with Executive Staff. From this process, a number of proposed offerings were streamlined into one proposal to take to all staff for feedback. The response was well received, with considered and productive feedback provided. This process was well facilitated via the Giraffe's Team and created a feeling amongst staff that their voice and concerns had been heard, considered and implemented.

### **Evidence of Impact.**

There was an expectation that through the UHSCC structure, all staff would be exposed to 4C pedagogy and begin to engage with the different approaches, as backed by educational research, to integrate into their teaching and learning programs.

Additionally, through the implementation of the UHSCC classroom visits and co-teaching structure, more teachers would feel confident in facilitating 4C processes in their classroom to build student agency.

Anecdotal evidence gathered by UHSCC facilitators throughout the year suggests that teachers across the school are more exposed to 4C's as an initiative and to the processes used in the classroom to build student agency. However, confidence to use a variety of approaches to, say elicit student voice in the classroom, varies from teacher to teacher. Most faculties across the school have integrated the Learning Disposition Wheel into their programs and/or assessments, with the scaffold featuring in every learning space in the school. Students are well versed in the wheel, through in-class processes, assessments and Student Engagement Cards. However, again, the depth, authenticity and take-up varies across faculties and between teachers.

### **Next Steps.**

An audit on faculty programs and assessments would provide further clarity on the extent that the 4C's pedagogical approaches (including the Learning Disposition Wheel) are being implemented across year groups. This has not been completed in 2022.

The limited staff interest in 4C Twilights was low as reflected in attendance. This has limited whole-school transformation by nodes of influence across the school. It has been identified that the school needs to develop those that are passionately taking-up the opportunity and leading transformative learning in their own classrooms/spheres of influence. This will be a consideration and focus for 2023.

UHSCC's - staff have clearly expressed an understanding of the need to collaborate with peers to improve teaching and learning.

EXPO@UHS (bi-annual celebration of student learning with our community) will be re-introduced in 2023 to encourage project based learning and other 4C pedagogical approaches to designing learning opportunities that foster student agency.

The structure of UHSCC's will change based on intensive collaboration with executive and staff, as detailed above. The structure of providing professional learning by the 4C's Transforming School's Team will change in 2023 to work more intensely with a core group of staff who will provide a collaborative foundation to influence change in teaching and learning across the school.

Timetabled UHSCC Home Circle groups to drive staff attendance in 2023.

### **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
<b>Reading</b>  <b>Top 2 Bands in Reading</b> Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 17.10%.	<ul style="list-style-type: none"> <li>• 13.3% of students are now in the top two skill bands (NAPLAN) for reading indicating progress toward the annual progress measure. 2021 and 2022 data has been compared. There has been a 2 % increase in students in the top 2 bands from 2021. 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>  There is no comparable data from the 2020 NAPLAN to complete Expected Growth in reading	<ul style="list-style-type: none"> <li>• Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled a focus on reading strategies across stage 4.</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>• Achievement of the yearly target increase. There has been an increase of 3.56 % from 10.2 % in 2021 to 13.76 % in 2022 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.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<b>Aboriginal student HSC attainment</b>  Increase the % of Aboriginal students attaining the HSC whilst maintaining their cultural identity to a minimum of the system-negotiated lower bound target.	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.
<b>HSC Achievement</b>  Improvement in the % of HSC course results in top 3 bands to reach the lower bound system-negotiated target of 59.5% or above.	<ul style="list-style-type: none"> <li>• 43.1% of students attained results in the top three bands demonstrating progress toward the lower bound target. With 14% achieving top 2 bands. The school achieved outstanding 2022 ATARs 96.5, 93.1, 91.2.</li> </ul>
<b>Aboriginal student achievement</b>  Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound system-negotiated target.	<ul style="list-style-type: none"> <li>• % of Aboriginal students have achieved improving results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target.</li> <li>• NAPLAN 7 Numeracy, 14 students, 2 in top 2 bands 16% with a 100% improvement of Band 9</li> <li>• NAPLAN 9 Numeracy, 14 students, 4 students, 34% in top 3 bands an improvement of 19%</li> </ul>
<b>Aboriginal student achievement</b>  Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy to be above the school's lower bound	<ul style="list-style-type: none"> <li>• % of Aboriginal students in have achieved improving results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target.</li> <li>• NAPLAN 7 Reading, 14 students, 5 in top 3 bands 35 %</li> <li>• NAPLAN 9 Reading, 14 students, 6 in top 2 bands 42%</li> </ul>

system-negotiated target.

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

### Purpose

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

### 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.

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

### Resources allocated to this strategic direction

Professional learning  
Socio-economic background  
Integration funding support  
Beginning teacher support

### Summary of progress

#### High Impact Professional Learning for Teachers, Support Staff and Leadership at UHS

Professional Learning across UHS aligns with the High Impact Professional Learning Policy and aims to improve student progress and achievement. The professional learning team, work alongside school executive to imbed a professional learning culture which enables learning and growth for every teacher and support staff toward new learning to apply to teaching practice and support. Twilights and School development days are structures that build the cycle of professional learning.

#### Evidence of activity

Throughout 2022, despite the barriers, the school conducted a wide variety of Twilights to facilitate the wide variety of learning needed for our Teaching and non-teaching staff. In **2022 UHS** extended the current suite of options for twilights to support staff to engage in meaningful professional learning throughout the year that strengthens teaching practice and support skills, is continuous and coherent and is driven by identified student's needs. That the accumulation of twilight hours was extended to include 6 more hours.

#### Evidence of Process quality (Enablers and what made it possible).

The School continued to support teachers and support staff to align their professional learning to their professional goals. At UHS we continue to focus on our teachers being world class collaborative leaders in learning.

School leaders continue to lead and influence the curiosity of pedagogy in classrooms. Along with ongoing leadership development through Executive and Senior Executive workshop/conferences. Over 2022 it has been imperative that Professional learning focusses on building a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence and equity in student learning and teaching.

#### Evidence of impact and to what extent (What positive changes were expected to be seen by now).

The school has work alongside several transformational leaders, including the Transforming Schools 4 C Team, Berry Street Facilitators and DoE Curriculum and wellbeing leaders. The depth, variety, and participation of all staff at all levels of PL is recognised. From twilights conducted by school experts to a strong and enduring collaboration with the 4Cs transforming schools, along with DoE professional support for curriculum and wellbeing at network, region, and state level. 70% of staff participate in the subject professional associations and leadership opportunities. The school has a strong system and protocols for supporting PL for individuals, at faculty level and whole school. The school conducted 4 School development days of high-quality PL, and all were rated highly. The school manages effectively all practical mandatory training for both teaching and non-teaching staff, ensuring a high percent of compliance and professional responsibilities.

#### Implications for the next phase of initiative/strategic direction.

Professional learning continues to be evaluated to ensure that the learning truly enables and improves the learning in all our classrooms. For 2023, it is recommended that professional learning is evaluated and actions/plans for each participant to ensure that the learning experiences are enabled at school level and beyond.

### **Coaching and mentoring processes embedded and aligned to National Teaching Standards.**

### **UHS EVOLVE Coaching of staff alongside their PDP and goal setting when participating in any High Impact professional Learning.**

#### **Evidence of Activity.**

The Coaching Team has participated in numerous areas over the past year and the past several years since the inception of the team.

The team has applied a coaching approach, explicitly working with: one on one coaching

Peer Tutoring training

Learning Review Meetings

Workshop at year 11 Crossroads camp- Pretty Patch campTwilights Coaching of SLSO PDPs

Small group coaching ( year 10 students around transitioning out of school; a group to develop social competency)

Students Coaching Students

Student Coaches leading with a year 6 transition workshop

Executive meetings

#### **Changes during the year.**

The Evolve Coaching team have found that creating a 'Students Coaching Students' program has been challenging with consistent buy in from the student coaches and coachees. The break in face in face schooling with lockdowns stifled the momentum we had created at that time. We used the skills and activities within the student training program in other settings.

We have continued to change and adapt the original Students Coaching Students program. This has morphed into using the skills in Peer Tutoring training and the workshop at the year 11 camp. The student coaches from 2021 participated in facilitating workshops for the year 6 Transition Day and the Year 5 Taster day.

Due to time constraints and schedules we worked within the programs and with the students that we could.

#### **Evidence of Process Quality.**

The one on one coaching has been done well. This is shown in the ongoing referral list continuing to grow- of both staff and students. For example: two year 8 students that had been referred to coaching as a result of truanting and class behaviour have markedly improved. The feedback from their class teachers has been positive; A coachee that participated in one on one coaching is now working to help facilitate a small group of students. This was instigated by this coachee student to create this 'program'. Staff coaching has gone well. For example, SLSOs found the one on one coaching helpful in the PDP process. Two Head Teachers were coached around succession planning for their faculties. Other staff coaching resulted in goals around future focus in role, improved behaviour management and managing conflict.

The workshop at the year 11 camp went well. The questions were slightly changed, earlier this year (3H's) and the outline was refined in November. The feedback on the level of engagement of the students was excellent. Nearly 95% of the group actively participated. They will receive the 'postcard to yourself' early in term 1 that reflects on a goal they want to achieve in 2023.

Executive Staff have commented that the professional learning workshops within the meetings are useful. One Head Teacher commented that he had used nearly every 'tool' we shared. Executive Staff also gave constructive feedback on the format of presenting, which the team has taken on.

#### **The Barriers.**

The allocation of coaching makes it difficult to meet the needs of all of the students and staff that wish to be coached. More qualitative data needs to be collected to show the impact of the program. The confidentiality of coaching makes this difficult to collect.

One suggestion has been creating a survey that evaluates at the start of the year and at the end of the year of coachees. This would give us evidence of student growth.

A coach present at all Learning Review Meetings could assist with whatever outcome is desired.

Regular Coaching Team meetings to support each other and our skills would be beneficial. Again, due to absences and



following up referrals meant that some meetings were missed.

## Evidence of Impact

Improvement in the individual areas of goals for students. This could translate into changed attendance, attending of Study Centre, regular study, etc. (We need to find out clearer ways to track and evaluate this impact)  
All members of the coaching team presenting at both Executive and Twilights. (Due to timetable changes, etc this was not always possible)  
All staff understanding what coaches do and what our role is.

## What changes have occurred.

125 students from year 7- year 12 were coached in 2023. This equates to 10 % of the student population.  
39 teaching staff and 17 SLSO/support staff were coached in 2022. This equates to 36% of the teachers and 77% of the support staff.

After the year 11 Pretty Beach Camp workshop, students approached the coaches, asking to be coached in 2023.  
Anecdotal evidence: 'This is the first time I have felt heard'. year 12 First Nations students/school leader 'Thanks for being there' year 8 student with trauma 'Thanks for helping me with my emotions and stress levels'. year 8 student with family issues. This student's goal was around making friends and being social (lacked confidence- culturally) This student set goals to complete N's, using a coaching approach- year 10 student A year 10 male student, within a coaching setting, recognised his poor behaviour. 'It gives me a place to make goals and figure out what resources are at my disposal; it's a safe place to find ways to manage' year 12 student 'Having a different mindset to planning. (It was all over the place, in my head)' year 11 student 'I feel valued by the way that you listen to me' year 9 student 'A way to hold myself accountable' year 10 student 'I can figure out the logistics of how to achieve my goal'. year 12 student ... these are just a few.

## Implications and next phase of the initiative.

Further data to be collected is the percentage of coachees that feel the program has assisted them, and how it has done this. Qualitative data around areas that have worked well for students.  
An improved awareness for staff on what the coaching team does and how to refer, etc.

Research the Solutions Focused program and the humanistic behavioural theorists behind it. All Coaching Team members to develop a deeper understanding and confidence in coaching across the school community.  
According to Rogers and Manslow, (paraphrased) we all have an inherent desire to improve ourselves, working towards growth and autonomy. Self-actualisation is a major motivation factor in human thought and behaviour.

The Evolve Coaching Team will seek an opportunity to present at a Staff Meeting to build awareness of the program.  
The Evolve Coaching Team will aim to present at Year assemblies to build an awareness of the program for all students- working towards creating more small groups to reach a larger number of students.  
The Evolve Coaching Team will continue to find opportunities to share aspects of the coaching training (Students Coaching Students program that we have adapted) for students. (This will happen in the year 8 4U program in 2023)

## 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
Every subject is working toward a high quality differentiated learning programs and assessment.  70% of teachers effectively embed the Dispositions of learning in their classroom through the 4Cs Coherence Makers	70% of faculties across the school have integrated the Learning Disposition Wheel into their programs and/or assessments, with the scaffold featuring in every learning space in the school. Faculties continue to work toward high quality differentiated learning and assessment programs.  98 % of teaching staff actively participated in the Collaboration Circles on a fortnightly basis. Students are well versed in the wheel, through in-class processes, assessments and Student Engagement Cards.
80% of beginning teachers are working with a mentor/coach.  Coaching strategies and approaches are evaluated in line with Positive Psychology. The evaluation is tabled.	100% of beginning teachers have a coach mentor. The school has established a robust beginning teachers program, mentoring and support for new teachers. This program is led by Head teacher teaching and Learning and supported by each faculty HT In 2022, UHS supported 5 beginning teachers, with 4 beginning teachers achieving proficiency in their second year. during 2022.

<p>Leadership development is established for all school leaders, inclusive of Executive and project leaders.</p> <p>School finance and Strategic Resource Management system is established.</p>	<p>In 2022, the school conducted the 10th Annual Executive conference, participation for all executive leaders and project leaders, including their 2IC, was 90% along with the successful appointment of 3 substantive deputy principals, including the Deputy Principal Inclusion. The school maintains a succession planning, shadowing 2 IC program, achieved through ongoing coaching and opportunity. The school executive worked alongside the Business Manager, to embed finance protocols and systems. The school completed the pilot of Finance simplification, and successfully met the outcome resource management to meet the needs of the school. The school continues to facilitate support roles for school management, Business Manager, Site manager, and Technical Service Officer under the GSE recruitment processes.</p>
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## 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

#### Socio-economic background

#### Location

#### Professional learning

#### Per capita

#### Student support officer (SSO)

### Summary of progress

#### The Sanctuary

#### Rationale and evaluation

The Sanctuary 'Stream' is a place of Learning and Wellbeing. The Sanctuary, in 2022 was located in the old dental clinic on St Vincent Street. Through grants from Sony Foundation, Rural and Remote Education the aim of 'The Sanctuary' is to be a place that supports our students learning alongside the wellbeing team and community, enabling agencies (such as Headspace, Youth Centre, health etc.) access to the space to better support our students. The vision of this program 'stream' is focused on students who are disengaging with school (for a variety of reasons, often through circumstances that have had major impact and often beyond their control) and creating and alternate individualised approach to learning. We always aim to ensure that all our students meet an 'adequate' level of achievement. This program operates 5 days a week, 4 sessions per day. The coordinator works with a small, carefully selected group of students, referred through the school wellbeing structure, to ensure they meet the educational attainments necessary to prepare them for the world beyond school.

#### Program Evaluation

Sanctuary meeting occurs once per term. Student progress is discussed. Transition plans are developed if needed. Staff in attendance include:

- Sanctuary Teacher
- Tutorial Centre Teacher
- Year Groups DPs
- DP Inclusion
- HT Milumba
- HT Wellbeing
- Student Support Officer

#### Steps forward.

In 2023, the program will focus on up to 5 students with the program lasting 10 weeks, across year 7-10.

**Identified Student profile:** Student placement in the Sanctuary will be identified through data, that indicates, disengagement in learning experiences (attendance, truancy, negative incidents, learning referrals and class assessments as example). These students do not have a diagnosed disability. Sanctuary students may have issues with attendance/truancy however this is only one indicator and not necessarily be a requirement. This program in 2023 is not specifically targeted at literacy and numeracy, rather, intervention is aimed at developing the whole student and connecting the learning through the 'Berry Street' curriculum and learning programs that are integrated and holistic.

## **Milumba Support Unit.**

Milumba Support Unit is a large and diverse faculty. There have been challenges and triumphs over the past 12 months. Challenges have been evident in the start up of the sanctuary, but triumphs have also been evident with the space allowing students a place to connect and re-engage with education. Other achievements include a move to more inclusive practices for our support students through increased MS study pathways for our students where appropriate.

### **Evidence of Activity and any changes.**

Throughout 2022 The Milumba support uni continued to provide supportive learning environments to enable our students to work towards individual goals.

Over the past 12 months we have offered students opportunities in the following areas:-

MS/LS learning pathways- TAFE+ courses- EVET courses- Life experiences/excursions- Well-being programs and pastoral care- Re-introduction of Berry Street practices - Sanctuary program- MultiLit program.

The TAFE+ courses were not in the original 12 month plan, however, with the introduction of the new careers HT she and the DP Inclusion worked together to offer Milumba students TAFE learning experiences.

The Sanctuary had planned to be open at the beginning of 2022, however, the building was not ready for use until T4 2022. This meant location changes and challenges that required flexibility from staff and students.

The TAFE+ participation has been well executed. Communication between HT Careers, DPI, classroom teachers and parents enable positive experiences for our students. MS/LS curriculum pathway .

Milumba Support Unit focuses on offering the least restrictive pathway and following NESA guidelines. Aiming where possible for a mainstream curriculum with adjustments. This is the second year of implementation and it supports inclusive practices with the support unit.

### **Evidence of Impact.**

increase in in students engaging in MS outcomes (with adjustments) in year 7 and 8 due to implementation of curriculum inclusion practices.

There has been a huge shift in the learning outcomes for Milumba students over the past two years. The Milumba report spreadsheet shows this clearly with the current Year 7/8's working towards achieving MS outcomes. When compared to the older cohorts who primarily are on LS study pattern.

This improvement has coincided with our adjusted programming and scope and sequence that have been mapped to MS programs.

### **Steps forward for 2023.**

There needs to be more work completed around alternate programs for the sanctuary. Data around practices that promote increased engagement in students will support this programming.

We will begin with the implementation of the Berry Street curriculum.

We will continue with our programming linked to MS scope and sequence and include a focus around MS outcomes (where possible) for our students.

We will continue to provide a space for our disengaged students through the sanctuary however, programs will be adjusted to include evidence based strategies for sanctuary students.

Berry Street training for Sanctuary staff members  
Programming support for Sanctuary staff members  
DP and HT support for staff and students.

### **Alternate Curriculum. Big Picture exploration and steps forward.**

New teacher support. With changing leadership roles at the end of Term 1, 2022 - this is an area that could be implemented in a better way, therefore for 2023, the support will be in place. This is already an area we are improving for 2023, with transition meetings for staff already well underway.

The Sanctuary program - due to operating out of a very small space for the majority of the year, when we moved to the new space the program grew too quickly without the necessary supports. Issues such as truancy arose. We are in the process of improving practices with The Sanctuary for 2023; increasing to 5 days/week; new program being

implemented; planning phase for 'big picture program in 2023, with DOE support for the 'Exploring Phase during 2023 in preparation for 2024.

## 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
High Possibility Classroom practice and 4Cs Professional Learning has been undertaken by 100% of 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 professional learning program continues, focussed on the 'Pedagogy Parachute' a research based networked schema to transform classroom and learning for all students.
The management plan for PLPs is in place for all students focussed on a growth mindset for educational aspiration with 50% of all students with a plan.  70% of staff have their PLP in place as result of the UHS EVOVLE Coaching conversations.	The evolve coaching team continues to stretch 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.
Professional learning for 50% of the staff on collaborative practice across the learning community (Learning and Wellbeing) is shared across all the MULC Teachers.	Throughout 2022, the collaboration across the Milton Ulladulla Learning Community has established the transition plan and a plan of action to support the continuation of learning. The English transition project and the 5-8 Learning day has continued to be a big part of the collaboration for greater connection, which will be integral to the successful 'plan of action'.
Improved student wellbeing and engagement indicated by the participation in wellbeing programs in the Sanctuary by 50%  50% Improvement in the effective partnerships in learning across ALL stakeholders parents, local business and community.	The sanctuary in 2022 has been up and running as a trial, and 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.
<b>Attendance and Wellbeing</b>  Increased (uplift) percentage of students attending school more than 90% of the time to meet the lower bounds total of 68.9% of students having greater than 90% attendance.	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 year, with Attendance coordinators and mentors. 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 most areas in students' sense of Belonging and Advocacy. With 2022 Tell them from Me Survey (TTFM) Data indicated an increase of 6% overall between May 2021 to November 2022. Across all year groups, students with positive behaviour at school is 90%, 3 % above the NSW Govt norm.  School staff emphasise academic skills and hold high expectations for all students to succeed., indicated by that UHS comparatively is equal to the NSW Govt norm.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,225.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency 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 targeted funding include:</b></p> <ul style="list-style-type: none"> <li>Embedded explicit teaching of numeracy and reading with a focus on Stage 4.</li> <li>A Learning support intervention targeting disengaged students, to improve sense of belonging, Year 7 reading &amp; Year 8 Numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of funds was directly targeted to students arriving from Ukraine. ON arriving at school, they were assessed as having English language proficiency as emerging and as a result of the targeted support. There has been 2 levels of improvement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The new arrivals program has been evaluated in preparation for any further new arrivals. Teacher, SLSO, HT T&amp;L and the staffing on Multi-lit to support new arrivals. Students who do not believe that they are competent numeracy can overcome that with personalised &amp; targeted support.</p>
<p>Socio-economic background</p> <p>\$342,545.81</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>High Impact Professional Learning for Teachers and SASS</li> <li>Learning and Real-World Classrooms</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>Deepen Student Learning and Assessment by using multiple reviews and critiques to build student work for excellence, 100% of student submission and ensuring assessment of excellence.</li> <li>Innovate systems that allow teachers to effectively measure and report learning achievement with particular focus on timely relevant feedback.</li> <li>Focus on collaborative explicit teaching for understanding and agency.</li> </ul> <p>UHS Collaboration Circles Purpose: Build and support the capacity of teachers to facilitate and build 'Agency' (students and teachers) for deep learning (Anderson &amp; Jefferson 2017) Each semester a group nominated of 5 to 8 Cross curricular teacher meet with Co-facilitators</p> <ul style="list-style-type: none"> <li>UHS explicit teaching and the pedagogy Parachute in 4Cs Learning.</li> </ul> <p>Through the pedagogy parachute and 4 Cs processed the school leadership team focusses on the levers that drive explicit teaching and learning.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Evidence of Impact.</p>

<p>Socio-economic background</p> <p>\$342,545.81</p>	<p>There was an expectation that through the UHSCC structure, all staff would be exposed to 4C pedagogy and begin to engage with the different approaches, as backed by educational research, to integrate into their teaching and learning programs.</p> <p>Additionally, through the implementation of the UHSCC classroom visits and co-teaching structure, more teachers would feel confident in facilitating 4C processes in their classroom to build student agency.</p> <p>Anecdotal evidence gathered by UHSCC facilitators throughout the year suggests that teachers across the school are more exposed to 4C's as an initiative and to the processes used in the classroom to build student agency. However, confidence to use a variety of approaches to, say elicit student voice in the classroom, varies from teacher to teacher.</p> <p>Most faculties across the school have integrated the Learning Disposition Wheel into their programs and/or assessments, with the scaffold featuring in every learning space in the school. Students are well versed in the wheel, through in-class processes, assessments and Student Engagement Cards. However, again, the depth, authenticity and take-up varies across faculties and between teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Excellence in Assessment and Reporting - Excellence Assessment Team review authentic assessment processes aligning to high level achievement. Next Steps.</p> <p>An audit on faculty programs and assessments would provide further clarity on the extent that the 4C's pedagogical approaches (including the Learning Disposition Wheel) are being implemented across year groups. This has not been completed in 2022.</p> <p>The limited staff interest in 4C Twilights was low as reflected in attendance. This has limited whole-school transformation by nodes of influence across the school. It has been identified that the school needs to develop those that are passionately taking-up the opportunity and leading transformative learning in their own classrooms/spheres of influence. This will be a consideration and focus for 2023.</p> <p>UHSCC's - staff have clearly expressed an understanding of the need to collaborate with peers to improve teaching and learning.</p> <p>EXPO@UHS (bi-annual celebration of student learning with our community) will be re-introduced in 2023 to encourage project based learning and other 4C pedagogical approaches to designing learning opportunities that foster student agency.</p> <p>The structure of UHSCC's will change based on intensive collaboration with executive and staff, as detailed above.</p> <p>The structure of providing professional learning by the 4C's Transforming School's Team will change in 2023 to work more intensely with a core group of staff who will provide a collaborative foundation to influence change in teaching and learning across the school.</p> <p>Timetabled UHSCC Home Circle groups to drive staff attendance in 2023.</p> <p>Summary</p> <p>Giraffes, Executive, Teaching Staff, Students</p> <p>The 4C's Transforming School's pedagogy approach has been implemented at UHS to build teacher efficacy and student agency. The implementation has included many avenues through professional learning, collaborative discovery and scaffolded supports for programs and teaching resources. Throughout 2022, intense consultation with whole-school staff has resulted in the formation of a professional learning offering for 2023 to include teacher-choice collaboration circles in addition to timetabled UHSCC's to increase staff attendance, engagement and agency in the transforming school's journey.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ulladulla High School. Funds under this</p>



\$100,959.79

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.

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

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

**Overview of activities partially or fully funded with this equity loading include:**

- employment of additional staff to deliver personalised support for Aboriginal students
- community consultation and engagement to support the development of cultural competency
- staffing release to support development and implementation of Personalised Learning Plans
- employment of specialist additional staff (AEO) to support Aboriginal students
- engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process

**The allocation of this funding has resulted in the following impact:**

An increase 50% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 82% of Aboriginal students feel like their culture is valued at school.

88% of students said that they are treated with fairness and respect by their teachers in regards to their cultural background.

**Evidence of activity**

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.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

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

Overview of activities partially or fully funded with this equity loading include:

- 1. Analyse recent NAPLAN data on Aboriginal students and report findings to all teachers.

2. Run an attendance check and monitor students from day to day. To improve attendance and wellbeing. Breakfast program.

3. Assist in preparation for NAIDOC Week.

5. Assist in updating PLPs.

6. Tutor in specific subjects that need specialist teachers

- employment of additional staff to deliver personalised support for Aboriginal students

The allocation of this funding has resulted in the following impact:

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

<p>Aboriginal background</p> <p>\$100,959.79</p>	<p>PLPs in place for all Aboriginal students and demonstrate a Growth mindset for educational aspiration.</p> <p>PLPS completed alongside parents and teachers. Including PLPs were evaluated and reviewed. ALL students have a current PLP and are reviewed every 6 months or as a new opportunity arises.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continuation of Aboriginal Elder/ mentors / AECG Lands Council support and connection to school through all programs.</p> <p>Establish ongoing protocols for PLP Collaboration with Families and teachers.</p> <p>Ensure continuation of attendance and engagement is monitored and supported through all wellbeing and cultural.</p> <p>Changes and innovations</p> <p>Funding was allocated to continue to fund employing Aunty Nellie Mooney, a local Aboriginal Elder, to work with both students and staff and to facilitate collaboration and communication within the wider community. The ability to draw upon Aunty Nellie's cultural knowledge, coupled with her understanding of appropriate protocols have seen her proudly represent our school and her people with memorable and insightful Welcome to Country to acknowledge and give consent to events taking place on traditional lands. Under the guidance of our Ochre team, Aboriginal Education Officer Erica East and Elder Aunty Nellie our team have supported staff with professional learning, embedding authentic Aboriginal perspectives into teaching and learning, all staff attended an on country workshop acknowledging country. All staff are supported to utilise First Nation students Personalised Learning Pathways (PLPs) to build relationships and support learning opportunities. Our students have had unique cultural engagement with the community and external stakeholders. Our team have supported culturally inclusive programs representing and demonstrating their pride in identity in Dance, Didge, performance and public speaking. The ochre team work on the basis that "every student is known valued and cared for" with improved attendance, wellbeing and learning outcomes.</p> <p>We would like to acknowledge the work of the Ochre -Aboriginal Education School team who ensured the success of all programs. Our focus has been to build our First Nations Students sense of belonging and identity leading to increased engagement. From transitions breakfast that allow students to see the opportunities available. Also the ongoing focus on 'high expectations' for attendance, attending the homework centre, completion of tasks and participation in school life.</p> <p>Also the pivotal role that our AECG representatives play on our Merit selection panels. Their contribution and community focus ensures the best teachers and executives for our students.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students. We will move forward, planning and collaborating with community to provide learning opportunities for students and staff.</p> <p>Dance and Didge mentors they have been invaluable for our students to be able to demonstrate their connection to culture while proudly representing themselves and our school.</p> <p>It takes a village to raise a child. We are so lucky we have a caring and supportive community, staff and students have wrap around support from our First Nations team and staff. This results in empowering Aboriginal and Torres Strait Islander students to reach their full learning potential by implementing a range of measures to accelerate progress toward closing the gap between Indigenous and non-Indigenous students in attainment of a Year 12 or equivalent qualification.</p>
<p>English language proficiency</p> <p>\$20,173.33</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ulladulla High School.</p>

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

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

**Overview of activities partially or fully funded with this equity loading include:**

- employment of additional staff to support delivery of targeted initiatives
- provision of additional EAL/D support in the classroom and as part of differentiation initiatives
- additional staffing intensive support for students identified in beginning and emerging phase
- additional staffing to implement Individual Educational Plans for all EAL/D students
- additional teacher time to provide targeted support for EAL/D students and for development of programs
- withdrawal lessons for small group (developing) and individual (emerging) support

**The allocation of this funding has resulted in the following impact:**

Student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.

**After evaluation, the next steps to support our students will be:**

To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

Employment of an EAL/D specialist teacher and bilingual SLSO to support EAL/D students. Transforming learning and classrooms through the 4Cs, learning disposition wheel and coherence makers.

Overview of activities partially or fully funded with this equity loading include:

An EAL/D specialist teacher and SLSO attended classes of EAL/D students with a language proficiency of emerging or developing to assist them in the mainstream class. Part of support also included withdrawing students from mainstream classes to work with them in the library one-on-one to provide intensive language support. The EAL/D teacher and SLSO worked closely with mainstream teachers to scaffold resources and assessment tasks and create a shared EAL/D Google Drive to disseminate resources. The EAL/D specialist teacher applied for EAL/D Connect Network funding and successfully led a full PL day with mainstream teachers and teachers from the local primary school. Meaningful PL in hosting a Twilight around literacy and trauma-informed teaching was also made available for the EAL/D specialist teacher, SLSO and mainstream teachers. Related to the NAP funding, intensive language support was provided by the EAL/D specialist teacher and bilingual SLSO for the refugee EAL/D learner from Ukraine.

The allocation of this funding has resulted in the following impact:

Those students who were supported showed growth across the four language modes of the EAL/D learning progressions with increased confidence in learning and the ability to advocate for their own learning needs in the mainstream classroom. Student writing samples show development in fundamental elements of grammar, particularly related to tense and academic register. Student attendance for supported EAL/D students also improved. Within developing an increased awareness of the learning needs of EAL/D students in their teachers, the capacity of educators to deliver meaningful learning targeted to EAL/D learners is another remarkable impact.

After evaluation, the next steps to support our students will be:

Stronger communication with staff: Update Personal Learning Plans for EAL/D students on Sentral and notify staff through the Sentral database

<p>English language proficiency</p> <p>\$20,173.33</p>	<p>“flagging” system</p> <p>Lead and deliver meaningful PL in hosting a Twilight around building student literacy and scaffolding core grammatical concepts to enhance the pedagogy of teachers providing for EAL/D students in the classroom</p> <p>EAL/D specialist teacher to continue to provide intensive language support for EAL/D students in the mainstream classroom along with bilingual SLSO. Work closely with mainstream teachers to scaffold learning and enrich classroom resources.</p> <p>Develop stronger connections with the parents and carers of EAL/D students to maximise learning opportunities at school and at home.</p>
<p>Low level adjustment for disability</p> <p>\$314,968.23</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of LaST and interventionist teacher</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$29,972.41</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>• Transforming learning and classrooms through the 4 Cs and learning dispositions</li> <li>• Learning and Real-World Classrooms</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>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Increased subject opportunities and choices for students.</p>

<p>Location</p> <p>\$29,972.41</p>	<p><b>After evaluation, the next steps to support our students will be:</b> Developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$137,781.11</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy 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> <li>• High Impact Professional Learning for Teachers and SASS</li> <li>• Learning and Real-World Classrooms</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Use of funding to relieve staff and provide time for collaboration circles.</li> <li>• Relieve staff to attend Face to Face professional learning to support the implementation of Transforming Schools strategies inclusive of 4 Cs.</li> <li>• Provide funding to access speakers, attend conferences and enable staff to grow learn and build capacity</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Evidence of activity Throughout 2022, despite the barriers, the school conducted a wide variety of Twilights to facilitate the wide variety of learning needed for our Teaching and non-teaching staff. In 2022 UHS extended the current suite of options for twilights to support staff to engage in meaningful professional learning throughout the year that strengthens teaching practice and support skills, is continuous and coherent and is driven by identified student's needs. That the accumulation of twilight hours was extended to include 6 more hours.</p> <p>Evidence of Process quality (Enablers and what made it possible). The School continued to support teachers and support staff to align their professional learning to their professional goals. At UHS we continue to focus on our teachers being world class collaborative leaders in learning. School leaders continue to lead and influence the curiosity of pedagogy in classrooms. Along with ongoing leadership development through Executive and Senior Executive workshop/conferences. Over 2022 it has been imperative that Professional learning focusses on building a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence and equity in student learning and teaching. Improved capacity of teachers, executive staff and leaders within the school. Improved learning outcomes as a result of the professional learning that has taken place.</p> <p>Evidence of Impact. Evidence of Process quality (Enablers and what made it possible). The School continued to support teachers and support staff to align their professional learning to their professional goals. At UHS we continue to focus on our teachers being world class collaborative leaders in learning. School leaders continue to lead and influence the curiosity of pedagogy in classrooms. Along with ongoing leadership development through Executive and Senior Executive workshop/conferences. Over 2022 it has been imperative that Professional learning focusses on building a culture of collaborative commitment in teaching where staff actively reflect on learning outcomes together and maintain high expectations of excellence and equity in student learning and teaching.</p> <p>There was an expectation that through the UHSCC structure, all staff would be exposed to 4C pedagogy and begin to engage with the different approaches, as backed by educational research, to integrate into their teaching and learning programs.</p>



<p>Professional learning</p> <p>\$137,781.11</p>	<p>Additionally, through the implementation of the UHSCC classroom visits and co-teaching structure, more teachers would feel confident in facilitating 4C processes in their classroom to build student agency.</p> <p>Anecdotal evidence gathered by UHSCC facilitators throughout the year suggests that teachers across the school are more exposed to 4C's as an initiative and to the processes used in the classroom to build student agency. However, confidence to use a variety of approaches to, say elicit student voice in the classroom, varies from teacher to teacher.</p> <p>Most faculties across the school have integrated the Learning Disposition Wheel into their programs and/or assessments, with the scaffold featuring in every learning space in the school. Students are well versed in the wheel, through in-class processes, assessments and Student Engagement Cards. However, again, the depth, authenticity and take-up varies across faculties and between teachers.</p> <p>Evidence of impact and to what extent (What positive changes were expected to be seen by now).</p> <p>The school has work alongside several transformational leaders, including the Transforming Schools 4 C Team, Berry Street Facilitators and DoE Curriculum and wellbeing leaders. The depth, variety, and participation of all staff at all levels of PL is recognised. From twilights conducted by school experts to a strong and enduring collaboration with the 4Cs transforming schools, along with DoE professional support for curriculum and wellbeing at network, region, and state level. 70% of staff participate in the subject professional associations and leadership opportunities. The school has a strong system and protocols for supporting PL for individuals, at faculty level and whole school. The school conducted 4 School development days of high-quality PL, and all were rated highly. The school manages effectively all practical mandatory training for both teaching and non-teaching staff, ensuring a high percent of compliance and professional responsibilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue professional learning associated with Transforming Schools, collaboration circles and co-teaching.</p> <p>Next Steps.</p> <p>The limited staff interest in 4C Twilights was low as reflected in attendance. This has limited whole-school transformation by nodes of influence across the school. It has been identified that the school needs to develop those that are passionately taking-up the opportunity and leading transformative learning in their own classrooms/spheres of influence. This will be a consideration and focus for 2023.</p> <p>UHSCC's - staff have clearly expressed an understanding of the need to collaborate with peers to improve teaching and learning. EXPO@UHS (bi-annual celebration of student learning with our community) will be re-introduced in 2023 to encourage project based learning and other 4C pedagogical approaches to designing learning opportunities that foster student agency.</p> <p>The structure of UHSCC's will change based on intensive collaboration with executive and staff, as detailed above. The structure of providing professional learning by the 4C's Transforming School's Team will change in 2023 to work more intensely with a core group of staff who will provide a collaborative foundation to influence change in teaching and learning across the school.</p> <p>Timetabled UHSCC Home Circle groups to drive staff attendance in 2023.</p> <p>Implications for the next phase of initiative/strategic direction.</p> <p>Professional learning continues to be evaluated to ensure that the learning truly enables and improves the learning in all our classrooms. For 2023, it is recommended that professional learning is evaluated and actions/plans for each participant to ensure that the learning experiences are enabled at school level and beyond.</p>
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<p>Beginning teacher support</p> <p>\$45,651.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Ulladulla High School during their induction period.</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>• High Impact Professional Learning for Teachers and SASS</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Summit@UHS PL - Professional Learning course was restructured in collaboration with HTTL and Futures Team Members to authentically integrate student agency and voice into teaching and learning programs.</li> <li>• Focussed Mentoring Program for beginning Teachers.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>In 2022 we had beginning teachers in their first full time with the department of Education, as well as 2 temporary teachers who were in their final year of a teaching degree. UHS used the funding to support beginning teachers.</p> <ul style="list-style-type: none"> <li>· Reduced face to face load for 3 beginning teachers across PDHPE, Millumba, and Maths faculties.</li> <li>· Assigned a faculty mentor who gets relief to work with beginning teachers for an allocated session per cycle.</li> <li>· HSC professional learning full-day workshop for one of our- final year Education Science student</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>UHSCC's - staff have clearly expressed an understanding of the need to collaborate with peers to improve teaching and learning. This is particularly important for Beginning Teachers.</p> <p>EXPO@UHS (bi-annual celebration of student learning with our community) will be re-introduced in 2023 to encourage project based learning and other 4C pedagogical approaches to designing learning opportunities that foster student agency. This will provide an opportunity for beginning teachers to experience an innovative evidence based approach to assessment and projects for learning.</p> <p>The structure of UHSCC's will change based on intensive collaboration with executive and staff, as detailed above.</p> <p>The structure of providing professional learning by the 4C's Transforming School's Team will change in 2023 to work more intensely with a core group of staff who will provide a collaborative foundation to influence change in teaching and learning across the school.</p> <p>Timetabled UHSCC Home Circle groups to drive staff attendance in 2023.</p>
<p>COVID ILSP</p> <p>\$258,420.00</p>	<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 2022.</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>• 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>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in</li> </ul>



<p>COVID ILSP</p> <p>\$258,420.00</p>	<p>literacy/numeracy - [focus area]</p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students who were identified as having gaps in their learning.</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The majority of the students in the program achieving significant progress towards their personal learning goals  86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2  82% 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 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>
<p>Integration funding support</p> <p>\$164,779.00</p>	<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> <li>• High Impact Professional Learning for Teachers and SASS</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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p> <p>Deputy Principal Inclusion reports:  The allocation of this funding has resulted in the following impact:  Ulladulla High School currently has six students accessing Integrated</p>

<p>Integration funding support</p> <p>\$164,779.00</p>	<p>Funding Support (IFS). This funding is used to employ LaST's to assess and identify student needs. The LaST's also spends time creating PLaSPs for identified IFS students. SLSOs are then employed to work 1:1 with these students around their identified goals. Access to this funding has resulted in additional support for identified students therefore, allowing them equal access to education because of the support received.</p> <p>After evaluation, the next steps to support our students will be: The School Learning and Support Team has identified a need to expand IFS for eligible students. These students will be identified through Crew and exploration of possible supports will be identified and applications submitted. The IFS review process will be formalised, consultation around this will be communicated to the School Learning and Support Team.</p> <p>MultiLit The MultiLit Tutor Program is an intensive one to one remedial literacy intervention program for older students. The program is prescriptive, in line with current reading research and is most effective when delivered in an intensive and systematic way. The Milumba Support Unit and the Learning Support Team have implemented this program to enhance student literacy skills.</p> <p>The allocation of this funding has resulted in the following impact: The UHS Support Unit has delivered two levels of the MultiLit Program (MultiLit Word Attack Skills (WAS) program and the MultiLit Extension Program ) this year. The MultiLit WAS program benefits students who have failed to meet the minimum benchmark standards and those who have been identified by their teachers as being significantly behind their peers. Engaging in this program has allowed students greater access to curriculum due improvements in their reading skills.</p> <p>Twenty-three students in the Milumba Support Unit accessed this program over the past 12 months and data explicitly shows that all students saw an improvement in their reading levels.</p> <p>After evaluation, the next steps to support our students will be: To continue to embed the MultiLit program into the Milumba Support Unit, and to extend the program to students identified by the LaST as needing additional support with their reading skills. This will enable greater access to curriculum.</p> <p>HeadStart Overview of activities partially or fully funded with this targeted funding include:</p> <p>SLSO support (0.2) - Students were supported one day per week by an SLSO throughout the duration of their Cert II in Outdoor Recreation. The SLSO attended the sessions run by an external provider.</p> <p>SLSO support (0.2) - Students were also supported by the SLSO for 4 sessions throughout the fortnightly timetable cycle to keep them up to date with their assessment and workplace learning associated with the Cert II courses they studied; Construction, Primary Industries and Outdoor Recreation.</p> <p>The allocation of this funding has resulted in the following impact: From the original cohort of students enrolled in the Head Start program, four have gained successful employment opportunities in the form of apprenticeships and traineeships. One student has guaranteed work at the conclusion of 2023 resulting from a successful work placement. Seven students remain at school studying their Year 12 HSC and are working towards successful completion of their Certificate II in Primary Industries and Construction.</p> <p>After evaluation, the next steps to support our students will be: The initial reasons for offering this study pattern have changed over recent years, students now have access to many VET/EVET/TVET courses that will support them with post school options and employability. Students now have the additional bonus of being able to choose their own study pathway which was not an option when choosing the Head Start program. Because of this new flexibility in subject choices for our students the Head Start program will not continue as a learning pathway.</p>
<p>Per capita</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Ulladulla High School</p>

**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**

- Learning and Real-World Classrooms

**Overview of activities partially or fully funded with this operational funding include:**

- Use of per-capita funding to ensure that each classroom is well resourced and has the necessary learning environment that will allow students to grow and improve learning outcomes
- Focus on high rates of attendance, and allocated attendance Coordinators
- Outdoor Education Program

**The allocation of this funding has resulted in the following impact:**

Improved learning outcomes for students, added value from Year 9 NAPLAN to HSC.

Ulladulla High School continued to have one of the highest rates of student attendance on the South Coast (Scout Data). The student rate of attendance above 90% of time was better than state average. Our attendance team was comprised of HT Wellbeing, HT Teaching & Learning, 2 classroom teachers and a School Administration Officer. This team liaised closely with Deputy Principals, Year Advisors, School Counsellor, School Support Officer and the Home School Liaison Officer to provide a wrap around service for students and families. We always worked alongside the student and family to identify the problem/s and solutions. In 2023 a Head Teacher of Student Engagement and Attendance has been appointed, providing an even more focused attention on student attendance.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school. Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance Procedures which details the management of non-attendance.

Outdoor Education wellbeing program in year 8.

In 2022 we were pleased to be able to offer a full outdoor education program after the disruption of covid. All year 8 students had the opportunity to participate in 2 days of hiking and water based activities. We continue to receive positive support from the students and teachers who participated in the program. The success of the year 8 program has led to in 2023 for the first time our students have been offered a year 9 Outdoor Education Elective program. We are pleased our students understand the positive relationship between mental health and being in nature, connecting to country.

Our Outdoor education promotes

- the teaching and learning of self-reliance, interdependence and leadership.
- the development of an adventurous spirit.
- managing personal risks.
- experiencing safe journeys in nature.
- learning the value of lifelong outdoor recreation for enjoyment, health and wellbeing.

our students understand the positive relationship between mental health and being in nature, connecting to country.

**After evaluation, the next steps to support our students will be:**

Continue the use of funding to ensure the learning environment is well resourced and has the necessary equipment to allow students to be fully engaged in learning.

Inclusive of exemplar attendance processes and outdoor education initiative.

<p>Student support officer (SSO)</p> <p>\$96,058.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students 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>• Learning and Real-World Classrooms</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Creation and funding of a student support officer to ensure that students are supported and their wellbeing is being prioritised</li> </ul> <p>Fantastic programs have been facilitated by our SSO such as:</p> <p>RAGE program Feeling Fantastic program Love Bites YAM PCYC Boxing and school brekky toast program</p> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Increased student advocacy and belonging in TTFM survey. Improved overall wellbeing as a result of feeling well supported at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue funding of the position in 2023.</p> <p>Student support officer (SSO) has been offering wellbeing support to students individually, in groups, programs and to whole year groups. This role has also helped connect students with external support services. There are now more wellbeing initiatives and programs for students to access during their time at high school.</p> <p>Having the SSO has provided the school with an extra staff member to help address the mental health and wellbeing of students. The SSO has worked alongside the school counsellor, year advisors, head teacher of wellbeing and Deputy principals as part of the student care network, collects data on the work completed and provides a report to the principal and head teacher of wellbeing each term. This data shows the many aspects of support provided in the school each term.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	596	617	589	588
Girls	630	634	624	620

### Student attendance profile

School				
Year	2019	2020	2021	2022
7	92.5	93.9	90.2	84.9
8	90.4	92.3	88.0	80.8
9	88.9	90.4	88.0	81.4
10	87.5	90.0	84.4	80.6
11	87.2	90.6	86.1	79.7
12	88.3	91.9	86.4	86.3
All Years	89.2	91.6	87.3	82.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

### 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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	6	5
Employment	28	59	29
TAFE entry	22	10	14
University Entry	0	0	31
Other	44	13	7
Unknown	6	12	14

### Year 10

- 45 leavers
- Leavers up in apprenticeships
- TAFE enrolments increased

### Year 11

## Year 12 students undertaking vocational or trade training

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36.81% of Year 12 students at Ulladulla High School undertook vocational education and training in 2022.

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

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100% of all Year 12 students at Ulladulla High School expected to complete Year 12 in 2022 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)	75
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
School Counsellor	2
School Administration and Support Staff	27.77
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	650,805
<b>Revenue</b>	18,421,077
Appropriation	17,538,709
Sale of Goods and Services	343,048
Grants and contributions	528,355
Investment income	9,146
Other revenue	1,819
<b>Expenses</b>	-17,923,723
Employee related	-16,250,434
Operating expenses	-1,673,289
<b>Surplus / deficit for the year</b>	497,354
<b>Closing Balance</b>	1,148,159

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.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	122,021
<b>Equity Total</b>	778,647
Equity - Aboriginal	100,960
Equity - Socio-economic	342,546
Equity - Language	20,173
Equity - Disability	314,968
<b>Base Total</b>	14,436,334
Base - Per Capita	326,058
Base - Location	29,972
Base - Other	14,080,304
<b>Other Total</b>	1,066,460
<b>Grand Total</b>	16,403,462

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.

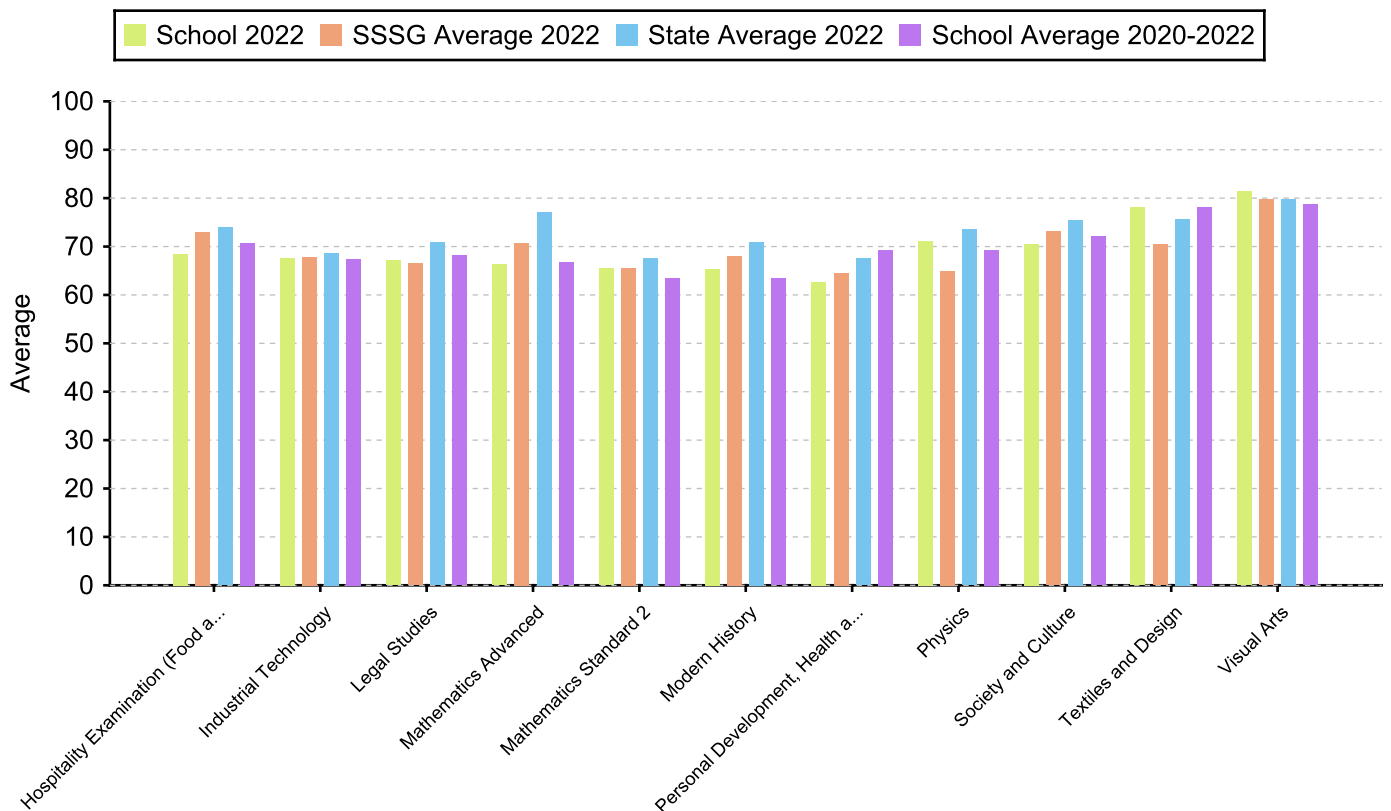
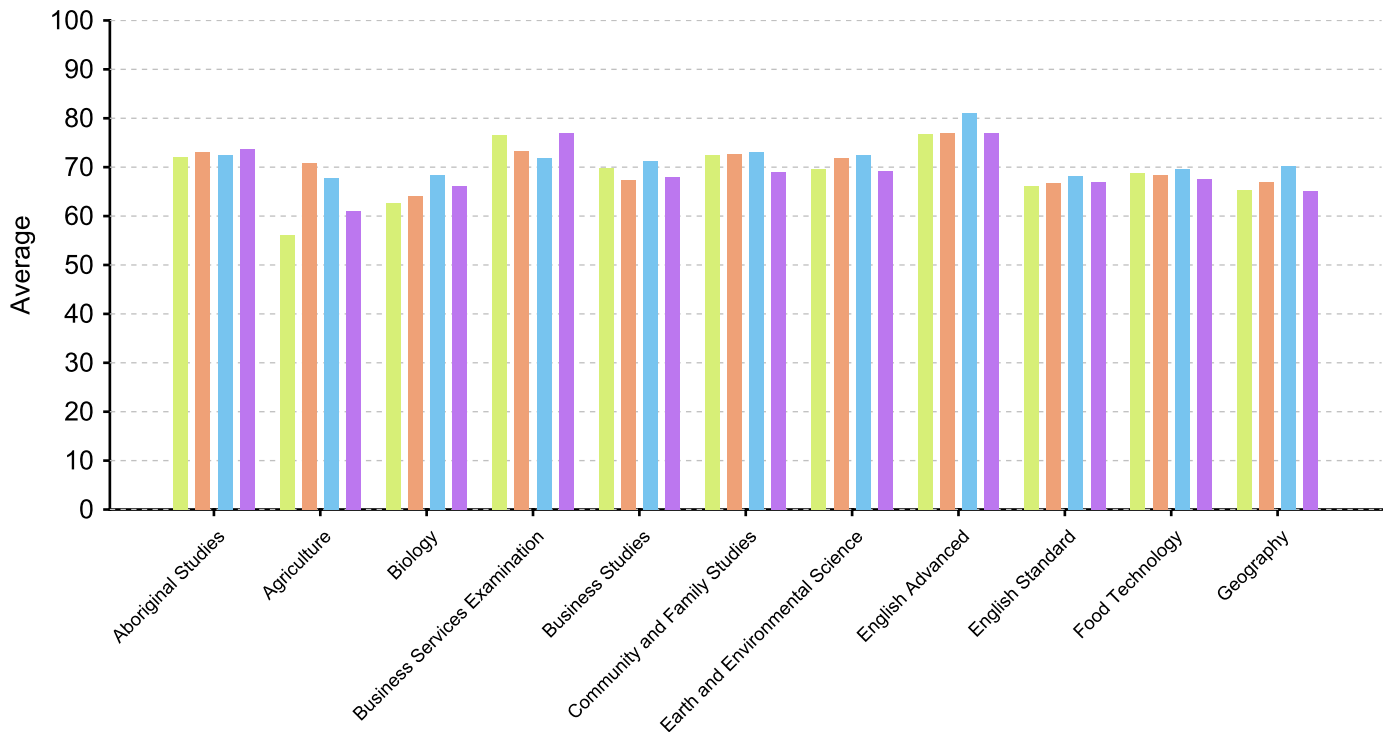
The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

NAPLAN assessments were undertaken in March 2022. 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 2022</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2020-2022</b>
Aboriginal Studies	72.0	73.1	72.6	73.7
Agriculture	56.2	70.8	67.8	61.0
Biology	62.7	64.1	68.5	66.2
Business Services Examination	76.5	73.3	71.8	77.1
Business Studies	69.8	67.4	71.2	67.9
Community and Family Studies	72.5	72.6	73.2	69.0
Earth and Environmental Science	69.7	71.9	72.5	69.3
English Advanced	76.8	76.9	81.0	77.0
English Standard	66.2	66.8	68.1	67.0
Food Technology	68.8	68.3	69.7	67.6
Geography	65.3	66.9	70.2	65.0
Hospitality Examination (Food and Beverage)	68.5	73.0	74.0	70.8
Industrial Technology	67.6	67.8	68.6	67.5
Legal Studies	67.1	66.5	70.8	68.1
Mathematics Advanced	66.3	70.8	77.1	66.7
Mathematics Standard 2	65.5	65.6	67.6	63.5
Modern History	65.4	68.0	70.9	63.4
Personal Development, Health and Physical Education	62.7	64.6	67.5	69.3
Physics	71.2	64.9	73.5	69.3
Society and Culture	70.5	73.1	75.5	72.1
Textiles and Design	78.1	70.4	75.7	78.1
Visual Arts	81.4	79.7	79.8	78.7

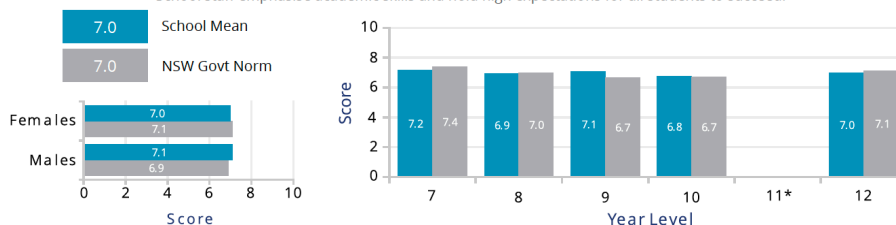
Ulladulla High School's 140 strong cohort of 2022 have flown the coop, taking up University offers from around Australia and overseas. Record number of students participated in UOW early entry program with 77 University offers being presented to our students from NSW and ACT Universities alone. A number of students have also stepped into apprenticeships or traineeships in the local area. Over the course of their High School Years, this cohort overcome the barriers of the 2019 fires, which directly impacted our community, 2020 floods and the pandemic. Their resilience and commitment to learning during the online periods was demonstrated in their preliminary results through which many of the early entry offers are generated.

## Parent/caregiver, student, teacher satisfaction

Through out 2022 the school collected Data from students, staff and parents on a variety of items, including communication, learning and community access and mobile phones. During November 2022 students were surveyed through the Tell Them from Me Surveys, with 427 students undertaking the survey. Students are asked a variety of questions, about learning, belonging advocacy, finishing school and behaviour. The following graphs indicate an increased Positive Behaviour at School, Positive Learning Culture and Expectations for success. The surveys undertaken for the procedures on mobile phones, was overwhelming positive from the both teachers and parents that the phone procedure be 'Gate to Gate'. This will be implemented in 2023.

### Expectations for success

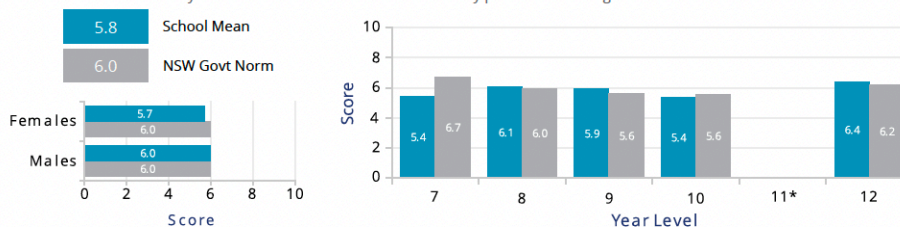
School staff emphasise academic skills and hold high expectations for all students to succeed.



Expectations for Success

### Advocacy at school

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

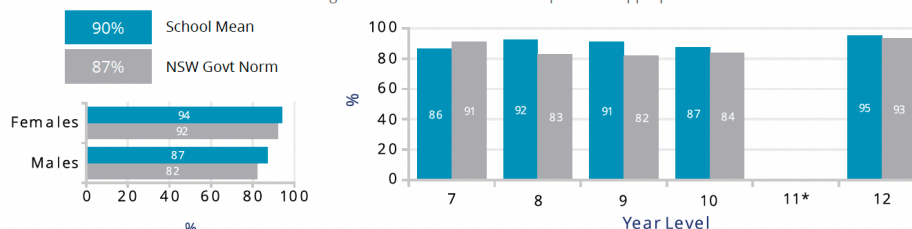


Advocacy at School

### Students with positive behaviour at school

\* data suppressed due to too few responses

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



Positive Behaviour at School

# 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.

## 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.