

# Strategic Improvement Plan 2021-2024

## Ulladulla High School 8495



# School vision and context

## School vision statement

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

## School context

Ulladulla High School is a large co-educational rural coastal community school (1262 students) on the south coast of NSW, drawing students from a large rural area from Bawley point in the south to Jerrawangala in the north. The school has a very committed school community, executive, teaching and administrative staff who live and work in the community. The school has been on an upward enrolment trend. The parent carer community predominantly is Trade, Clerks, skilled office, sales and service. Predominantly English speaking, predominantly born in Australia. We have an inclusive school community with 12 support classes within our Milumba Support Unit. There is a significant enrolment of Aboriginal Students 8% 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

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## School vision statement

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## School context

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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 they 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.

# 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.

## Improvement measures

**Target year: 2022**

### Reading

**Top 2 Bands in Reading** 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%.

**Target year: 2023**

### Reading

#### Expected Growth

Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 62.4%

**Target year: 2022**

### Numeracy

#### Top 2 Bands Numeracy

Increase the proportion of students achieving in the top 2 NAPLAN numeracy bands by 2.5%

**Target year: 2023**

### Numeracy

#### Expected Growth

## Initiatives

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

The transforming of learning and classrooms will be facilitated across all KLAs and projects, leveraging teacher efficacy to embed 4 Cs Learning into their classrooms. The following projects will be undertaken: .

- **UHS Collaboration Circles** Focus on collaborative explicit teaching for understanding and agency. *UHS Collaboration Circles*- Build and support the capacity of teachers to facilitate and build 'Agency' (students and teachers) for deep learning (Anderson & Jefferson 2017)
- **Literacy and Numeracy Monitoring for Aboriginal Students.**

#### Connecting to Culture events and learning

- **Co Teaching Year 8 Project focussed on Mastery of Numeracy and Literacy.** Engage in targeted professional learning, that builds collective capability and teacher agency, to deepen practice using evidence-informed strategies and use of assessment data.
- **UHS explicit teaching and the pedagogy Parachute in 4Cs Learning.**

Through the pedagogy parachute and 4 Cs processed the school leadership team focusses on the levers that drive explicit teaching and learning.

- **Assessment and Reporting Excellence across all Years**

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.

- **Gungala (Uplift) Learning Support Explicit Learning Team.**

## Success criteria for this strategic direction

### Success Criteria (Where do we want to be?)

That teachers focus on collaborative explicit teaching for understanding and agency. And the UHS Collaboration Circles meet their purpose to build and support the capacity of teachers to facilitate and build 'Agency' (students and teachers) for deep learning.

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

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

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

Students exit school with an enthusiastic approach towards learning. Their work samples reflect passion, quality, direction, allowing multiple opportunities including the development of entrepreneurial skills beyond school

Assessment is scaffolded to learning dispositions with consistent teacher judgment and explicit feedback. Formative Assessment is embedded in learning scope and sequence programs, including the use of the MAP Scaffold across all KLA classrooms, for both assessment and as a learning tool.

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

# Strategic Direction 1: Student growth and attainment

## Improvement measures

Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system-negotiated target of 62.5%

**Target year: 2023**

### Aboriginal student HSC attainment

Contribute to an Increase the number of Aboriginal students attaining the HSC in the South Coast Network whilst maintaining their cultural identity by 18.2 %.

**Target year: 2022**

### HSC Achievement

Improvement in the % of HSC course results in top 3 bands to reach the lower bound system-negotiated target of 59.5% or above.

**Target year: 2022**

### Aboriginal student achievement

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.

## Initiatives

Embedded explicit teaching of numeracy and reading with a focus on Stage 4.

- **Covid Tutoring Implementation Framework.**

The project is divided into 4 **projects**.

1. HSC Minimum Standards- Focussed on HSC results and referrals
2. Stage 6 Academic Excellence - Task Submission N Warnings (Case Load of 20)
3. Stage 5 Focus on Writing Project (Reading Outcomes) Stage 5 Identified through Internal Assessments and Check-In Assessment
4. Learning Support (Stage 4)

- **Deeper Learning Project (Innovation beyond PBL)** for all Project Based Learning to enliven the curriculum. Ways and Tools for working through 4 Cs and Learning Disposition Wheel.

- **Aspiration and attainment**  
Establish an aspiration and attainment team to embed school-wide, collective responsibility for student learning and success, which is shared by parents, students and community.

## Success criteria for this strategic direction

of education and Year 13

PLPs in place for all Aboriginal students, that demonstrates a Growth mindset for educational aspiration.

- PLPS complete, parent meetings
- Evaluations and reviews

Ensure ALL students have a current PLP and reviewed every six months.

From the School Level Analysis Tool, our specific focus of improvement is Numeracy: Fractions, Decimals (and Percentages), Multiplication and Division. There will be increased achievement of student abilities to understanding and apply knowledge of Fractions and Decimals (and Percentages) and Multiplication and Division to improve student achievement and attainment overall.

This will be achieved through greater consistency in using the syllabus to differentiate learning instruction in numeracy. Programming and lesson plan consistency will be evident, within ongoing support for the strong professional learning structures that exist in the school. There will be demonstrated evidence of collaborative, evaluative practice, the co-teach model, along with the Collaboration Circles as a successful structure in the school to support teacher practice.

Teachers will show evidence of their engagement in targeted professional learning, that builds collective capability and teacher agency, to deepen

practice using evidence-informed strategies and use of assessment data, with a focus on percentages,

fraction, decimals, multiplication and division. Teachers will develop their capacity through collaboration and co-teaching to explicitly teach

percentages, fraction, decimals, multiplication and division. (4C Transformative Learning is a feature of the

# Strategic Direction 1: Student growth and attainment

## Success criteria for this strategic direction

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school's ongoing improvement journey).

## Evaluation plan for this strategic direction

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### Evaluation plan

Question: What has been the impact of using consistent, explicit enquiry-based teaching protocols, on student performance? Do teachers collaborate to evaluate, reflect on and adapt practice?

Data: External student performance measures (NAPLAN), internal student performance measures (Literacy and Numeracy Progressions), teaching programs, assessment tasks and submissions, Co teaching evaluations and rounds, classroom observations, student work samples, coaching records, professional learning evaluations inline with student learning outcomes (HIPL)

Analysis: Analyse the data to determine the extent to which the purpose has been achieved.

Implications: Where do we go from here? Future directions and next steps.

## 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.

### Improvement measures

#### Target year: 2024

100% of Teachers evaluate their impact on student learning and seek feedback through the use of the 4 Cs processes

Every subject has high quality differentiated learning programs and assessment.

100% of teachers effectively embed the Dispositions of learning in their classroom through the 4Cs Coherence Makers

#### Target year: 2024

Coaching strategies are 100% embedded and the approaches are informed by Positive Psychology which enhances the overall wellbeing of teachers and students.

100% of beginning teachers are working with a mentor/coach

#### Target year: 2024

Leadership development is explicitly developed through the 4 Cs by all school leaders, inclusive of Executive and project leaders.

School finance and Strategic Resource Management is 100% effective and meets all audit requirements.

### Initiatives

#### High Impact Professional Learning for Teachers and SASS

Teachers systematically reflect on their impact on student learning to improve their pedagogy through their participation in the UHS CCs. This is evident through the following projects.

- **Our Teachers are world class who engage fully in their own professional learning.** PL structures support programs that are informed by best practice and current educational research.
- **Digital Portfolios of Teacher Practice**  
Established structures to enliven teacher's professional digital portfolios to meet the accreditation requirements for all levels of accreditation. Curriculum, Quality Teaching Framework, Accreditation and National Teaching Standards

#### Mentoring, Coaching and Leadership

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

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

**The school leadership team** establishes the working flow of the school, inclusive of Communication, Timelines and Process and Procedure to be an effective well managed school.

**Establish leadership collaborations** across 4 Cs schools to enhance leader capacity.

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

### Success criteria for this strategic direction

- HIPL Evaluation
- PDPs
- Lesson observations
- Student Exit Data
- Professional connected staff who facilitate quality learning through collaborative conference structure, real world, dynamic, networked, relevant creative learning activities that enlivens content as part of the UHS CCs.
- Teachers evaluate/observe their impact on students' learning through qualitative and quantitative data.
- Digital Portfolios
- Twilight Accreditation of courses
- Leadership beyond school
- Global Orientation
- Students and teachers aspire to extend student learning trajectory.
- DoE priorities and School strategic directions.
- PDP are in place and evidence of facilitated conversations and structure.
- Timelines, linked to outcomes to all HIPL, focussed and timely.

### Evaluation plan for this strategic direction

#### Evaluation Plan Strategic Direction 2.

**Question:** What has been the impact of High Impact Professional Learning and learning dispositions?

**Data:** classroom observations (CCVs- Collaborative Classrooms Visits), Deep noticing in Action (DNA), student work samples, coaching records, professional learning evaluations align with student learning outcomes (High Impact Professional Learning)

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

### Initiatives

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#### Executive and Leadership Development.

Process/protocol of a triangular framework (i.e. HT, Teacher and Coach) embedded to support teachers.

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### Evaluation plan for this strategic direction

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**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.



# 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**.

## Improvement measures

### Target year: 2024

High possibility classrooms that have embedded 4Cs 100% across the school

### Target year: 2024

100 % of all PLPs in place for all students that demonstrates a growth mindset for educational aspiration.

100% of all staff and students have a PLP in place as result of the UHS EVOVLE Coaching conversations.

### Target year: 2024

Enhanced collaborative practice by All teachers that reflects learning and wellbeing is shared across all the MULC Teachers.

### Target year: 2024

Improved student wellbeing and engagement indicated by the participation in wellbeing programs in the Sanctuary by 100%

100% Improvement in the effective partnerships in learning across ALL stakeholders parents, local business and community.

### Target year: 2022

### Attendance and Wellbeing

Increased (uplift) percentage of students attending school more than 90% of the time to meet the lower bounds total

## Initiatives

### Learning and Real-World Classrooms

Redesigned learning spaces to support collaborative practices

Connected classrooms - inviting community members in to be experts, audiences and mentors

### Personalised Learning and Mentoring

Enhancing the UHS EVOLVE Coaching Teams, students and teachers.

The unique UHS EVOLVE Coaching model is established, communicated and implemented that facilitates the GROW with OSKAR processes and practice, by the Team and actioned.

The model is established to equip our students and staff to thrive, flourish and unleash their potential.

### Connected learning community across all four schools

An established learning progression across all schools to ensure deep authentic learning that is measurable and achievable against the literacy and numeracy progressions.

5-8 Education Day

English Transitions Project

Focus on the wellbeing and achievement of all students K-12 that is collectively shared and embedded across all schools and KLAS through collaboration projects

### Sanctuary of - Hope and Entrepreneurism.

Creation of a wellbeing space 'The sanctuary' that enlivens student potential cognitively, socially and emotionally. (SEL). Connects them to the world.

The space has been made available through the

## Success criteria for this strategic direction

### Success criteria for Strategic Direction 3. (Where do we want to be?)

- Redesigned spaces
- Collaborative teaching in spaces
- Futures Learning Team supporting development
- PLPs in place for all students that demonstrate a growth mindset for educational aspiration aligning with literacy and numeracy personal targets.
- TTFM Parent Surveys show collaborative practice improvement and engagement.
- Evaluation, participation and processes of the EVOLVE Coaching Teams, for students and teachers.
- The evaluation of the UHS EVOLVE coaching model is successful in our students and staff flourishing through a scripted and process of solutions focused practice.
- A plan of action is established for wellbeing and engagement in the Sanctuary.
- A plan of effective partnerships in learning across ALL stake holders parents, local business and community is established.
- 5-8 Education Day
- English Transitions Project
- Established transition plan that maps all students learning progressions from K-12 including their wellbeing.

### Engagement of young people

- Improved health and wellbeing of students and their families
- Provide a place of hope and joy to enliven our student's dreams.
- Expanded learning opportunities, moving beyond the school curriculum, building skills based on problem solving, entrepreneurship and innovation

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

### Improvement measures

of 68.9% of students having greater than 90% attendance.

**Target year: 2024**

#### Belonging

Tell Them From Me survey data indicate Improved % of students reporting Sense of Belonging at School to be at above school average.

### Initiatives

repurposing of the local dental clinic that is being returned to the school. The building will be refurbished for the following uses.

#### Community connection

- Head space - currently located at our school 1 day per week. Will be increased as an option in the Sanctuary, and further potential to increase days as required
- Mission Aust Youth Worker -A quiet, private location assisting our students to use this service.
- Student Wellbeing Officer - this jointly funded (P & C & School) position is 4 days per week. Creation of an allocated space. The Sanctuary will be where students can go and in a relaxed environment gain access to student Support Officer is established.
- Parent groups established in the Sanctuary.
- Student groups - coding, robotics, Student Environment Council, Student Representative Council
- Aboriginal Homework Centre - currently running 1 day per week, will be increased in hours of operation to suit students and parents.

Students - hospitality students achieve work.

#### Living in the world - Ubiquitous Learners.

Ubiquitous Learners. Students know and understand 'learning dispositions' to enhance achievement, wellbeing and future skills.

Through the following projects the school aims to have students who flourish as a result of the school's student wellbeing program by strengthening cognitive, physical, social, emotional and spiritual development to enhance our students learning.

**UHS Framework of individual wellbeing for a student informed by Learning Dispositions.**

### Success criteria for this strategic direction

- Increased connections between school and the local community to create local solutions in the support of community recovery and renewal.

### Evaluation plan for this strategic direction

**Question:** What has been the impact of UHS EVOLVE Coaching, the impact of the Sanctuary, community connections and the MULC Collaborations, HIPL and the 4 Cs of Learning?

**Data:** Coaching Plans, Business MOUs, Entrepreneurial projects, classroom observations (CCVs- Collaborative Classrooms Visits), Deep noticing in Action (DNA), student work samples, coaching records, professional learning evaluations align with student learning outcomes (HIPL)

**Analysis:** Analyse the data to determine the extent to which the purpose has been achieved.

**Implications:** Where do we go from here? Future directions and next steps.

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

### Initiatives

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The framework will be embedded with Positive Education and Student wellbeing framework.

Evaluation of the Student Wellbeing Policy, Discipline inclusive of the Care network, Crew Structure and Attendance team.

#### **Outdoor Education Project.**

Year 8 undertake outdoor education facilitated through the '7 habits of Highly Effective Teenagers' program.

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