

# Matraville Sports High School

## Annual Report



2016



8249

## Introduction

The Annual Report for **2016** is provided to the community of **Matraville Sports High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

A highlight of 2016 has been the continuing success of The UNSW Matraville Education Partnership (UNSW MEP). 2016 was its second full year moving from strength to strength, with groundwork from the previous years beginning to pay off in real and tangible ways. We ended 2016 on the high note of receiving both a **World Teachers' Day Award from the Australian College of Educators**, as well as a **UNSW Staff Excellence Award in Community Engagement**. The latter award came with a \$2,000 prize, which is being used to sponsor a **Breakfast Club** at MSHS on Tuesdays throughout 2017.

Key programs for Matraville Sports High School (MSHS) students have continued into this year with increased uptake, including the **Homework Centre, music, drama and gifted programs** as well as opportunities to participate in university-based programs such as GERRIC and ASPIRE.

The Literacy Mentoring program continued in both a school-based form, with UNSW tutors matched up with Year 7 and Year 9 students one period per week.

Results from 2016 evaluations of pre-service teachers, MSHS staff and students have shown that the Partnership continues to deliver high quality results and is mutually beneficial for all parties, with particularly encouraging responses from staff in their feelings of positivity and goodwill toward the partnership, compared with previous years. 2017 will focus more heavily on teacher Professional Learning, with all teachers given access to UNSW-based PL opportunities and the **full staff undertaking the three-part Mentoring Modules** developed by the School of Education.

Nerida Walker

Principal

## School contact details

Matraville Sports High School

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## School background

### School vision statement

Matraville Sports High School provides all students with a personalised, flexible, high quality learning environment in which to reach their full potential. The school is a socially supportive and culturally vibrant community that strives for performance excellence in teaching and learning, creative and performing arts, and elite sports programs.

The school embraces innovative practices and continuous improvement and is committed to the provision of high quality educational opportunities for every child.

### School context

Matraville Sports High School (MSHS) is a 7 –12 coeducational selective sports high school which delivers academic, creative arts and sporting programs that produce excellent outcomes for students. The school has an on-site UNSW Learning Lab to enable MSHS students to access extension and enrichment activities during school hours. This is staffed by UNSW GERRIC staff and pre-service teachers.

MSHS provides high performance classes in the middle years (7 and 8), and has streamed ability groupings in years 9 and 10. The Little Bay Community of Schools enrichment programs incorporate the teaching of Japanese, Visual Art and Dance to students in Years 4–6 from our partner primary schools.

MSHS has an Aboriginal student population of 30%, and 25% of students come from a non-English speaking background.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

#### For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated In the element of wellbeing the school is operating at the Sustaining and Growing stage. In the element of teaching the evidence presented indicates the school is operating at the Delivering stage. In the element of leadership the evidence presented indicates the school is operating at the Delivering stage.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### INNOVATIVE TEACHING PRACTICES

#### Purpose

To create a culture of high performance within the school to improve results and ensure students are ready and able to embrace the future. To enrich student through teaching programs that are innovative, resourceful, and inclusive of all learners. To ensure a shared responsibility for student improvement, and a continuous, collaborative commitment to quality teaching.

#### Overall summary of progress

The year has been full of successes, increased opportunities for students and intensive engagement with the school community, local primary schools and other external organisations.

Key programs for Matraville Sports High School (MSHS) through the UNSW–Matraville Education Partnership have continued into this year with increased uptake, including the Homework Centre, music, drama and gifted programs as well as opportunities to participate in university–based programs such as GERRIC1 and ASPIRE2. A new format for the Literacy Mentoring program was trialled in Term 3 using Master of Teaching student mentors paired with key year groups: Year 11 built key critical reading skills to help them in their Year 12 HSC, integrated with MSHS' school–wide implementation of the Advancement Via Individual Determination (AVID) program; and Years 7–8 received one–to–one mentoring on how to unpack reading, word problems, labs and assessment tasks in their maths and science courses. Fifty UNSW undergraduate students completed placements at the school again in Semester 2, with measures implemented to ensure an even higher–quality experience than last year, including a pre–survey of skills and interests and better alignment with the MSHS timetable to ensure maximum time devoted to classroom activities and special projects.

One additional feature of 2016 was the full external review of the English/HSIE faculty. Three ex–principals interviewed students and staff and closely examined teaching programs and practices in the faculty.

There has been increasing buy–in from MSHS teachers and staff throughout the 2016 school year, more teachers have taken up professional learning opportunities provided by UNSW and are volunteering for participation in action research projects.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved NAPLAN and ESSA results	<b>2016 All Students Percent achieving greater than expected NAPLAN Growth yr 9</b> <ul style="list-style-type: none"><li>• 70.8% reading (up by 14.9%)</li><li>• 62.5% numeracy (no change)</li></ul>	\$50057
Increased number of students in GAT classes and programs	<ul style="list-style-type: none"><li>• Number of students attending afterschool programs (per day) – increased from 15 to 35 students.</li><li>• New selective class year 7 started in 2016 with 12 students identified through testing and portfolio entry.</li></ul>	\$8808
Improved literacy and numeracy results for all Aboriginal students	<b>Aboriginal students</b> <ul style="list-style-type: none"><li>• 83.3% reading (up by 60.8%)</li><li>• 71.4% numeracy (up by 5%)</li></ul>	\$32244

#### Next Steps

Our goals for 2017 based on external validation and results are:

- At least 85% greater than expected growth for Year 9 students (full cohort and Aboriginal students) in both literacy and numeracy.
- to increase the average number of students in after–school programs to 50+



- to review internal programs and processes to effectively monitor the progress of school improvement measures in line with the school strategic directions
- to continue the process of HSC result improvement
- to continue the success of the year 7 selective class



## Strategic Direction 2

### QUALITY RELATIONSHIPS

#### Purpose

To renew and build strong relationships at all levels within the whole school community through a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of students such as UNSW, the NSW Sports High School Association, and the Little Bay Community of Schools

#### Overall summary of progress

Positive relationships within the school have been measured throughout 2016 as part of the Positive Behaviour for Learning system and for UNSW partnership purposes. Data shows that students are happy at school, which is critical for learning. The explicit teaching of respect, responsibility and readiness to learn was complemented throughout the year with the introduction of AVID.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased enrolments from LBCOS partner schools in 6–7 transition	Number of Year 7 enrolments/as a proportion of Year 6 feeder cohort has grown from 13% TO 41% in the past year.  The number of year 7 students in 2016 was twice that of 2015.	\$6000
% increase in student and staff wellbeing measures identified through data	Staff – Percentage of teachers who feel the UNSW partnership is mutually beneficial has increased from 83% in 2015 to 93% in 2016.  Student surveys indicate that student wellbeing is in line with NSW average, however boys have shown a higher than state average interest in learning.	\$2000
Increased student attendance and retention, especially of Aboriginal students	A new attendance monitoring system was implemented in 2016 and was boosted by the presence of an additional Deputy in term 2 and 3. Year Advisers oversee and monitor students attendance.  50% of this year's Year 12 group were Aboriginal and all completed their HSC.	\$5803
% increase of students rewarded for showing sustained positive behaviours for learning	Positive behaviour for learning is in its second year of implementation with the number of positive awards issued as well as achieved by students increasing by over 43% compared to 2015.  TTFM survey indicated that our students are within the NSW state average range for socio-emotional outcomes. 36% of students indicated that they are interested in learning compared to a state average of 28%.	\$1200
Formalised agreement with UNSW School of Education	The UNSW Matraville Education Partnership (UNSW MEP) has begun its second full year moving from strength to strength, with groundwork from the previous years beginning to payoff in real and tangible ways. We ended 2016 on the high note of receiving both a <b>World Teachers' Day Award from the Australian College of</b>	\$400

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Formalised agreement with UNSW School of Education	<b>Educators</b> , as well as a <b>UNSW Staff Excellence Award in Community Engagement</b> .  40% of students reported that working with UNSW made them want to go to university.	
Increased parent participation	The number of parent events and the number of parents attending these events has remained the same as 2015.  The first AVID parent meeting was the best attended school event in 5 years with over 85% of parents of students in year 7 and 8 attending.	\$300

## Next Steps

External validation and internal measures indicate that we need to continue to integrate the PBL system with our other programs, as it is having tangible positive benefits for students. Our relationship with UNSW is having a measured impact on student learning, as shown by our improved NAPLAN results. In addition, growth of parent partnerships through AVID, the implementation of soccer as an elite program, and other initiatives continues to create a cohesive school community.

In 2017 all aspects of our partnerships will continue to grow and be evaluated as the 2015–2017 planning cycle comes to an end.



## Strategic Direction 3

### QUALITY SCHOOL SYSTEMS

#### Purpose

To ensure high quality whole-school systems which act as the infrastructure underpinning our commitment to highly innovative teaching practices. This includes but is not limited to administrative, resource management, communication, leadership, and assessment systems through improved use of data and technology across all areas of our school

#### Overall summary of progress

School systems were refined in 2016, in particular the wellbeing and discipline system as part of the introduction of Positive behaviour for Learning. Advancement via Individual determination started in 2016, and as a system required timetable and staffing changes. An AVID coordinator was hired, and staff went to two extended training conferences to implement the system. HSC monitoring systems were improved in 2016, and the external review into English/HSIE provided insight into how the school can continue to improve outcomes for students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of staff using online platforms	This year staff continued to use online platforms for roll marking. EDVAL system records staff roll marking rates and reports to the principal. All staff mark rolls electronically using EDVAL. In addition staff continue to use Edmodo, Google class, and other learning management systems.	\$6000
Wireless internet available across whole school	Wireless internet was finalised in 2015 and rolled out across the whole school. In 2016 this allowed technology to be used in the gym with the purchase of GPS training monitors for athletes in the TSP program, for example.	\$4000
All school policies and processes are electronically filed, updated and adhere to BOSTES standards	This measure is progressing in 2016 as the Deputy Principal moved to another school. The opportunity for a refresh of systems presented itself as a result with systems to be fully reviewed after the hiring of a new Deputy.	\$0
All audit recommendations are implemented within required timeframes.	VET audit recommendations have been implemented. Sports Coaching was offered and will run in 2017. the VET coordinator reports directly to the school executive, and systems have been improved. A new construction teacher was hired in 2016.  The TSP audit recommendations are also in progress with Football offered for 2017, and our membership of the NSW Sports High Schools Association strengthened.	\$3611

#### Next Steps

The review into the English/HSIE faculty provided meaningful strategies for the faculty to implement in 2017 and beyond. Therefore systems both within that faculty and in all faculties will benefit from this review. HSC monitoring, planned school self-evaluation, and basic expectations of all staff will be sharpened and monitored systematically in 2017. As 2017 will be the end of the current planning cycle, it is hoped that all school systems and procedures will be reviewed when the new Deputy Principal is hired, and improved where necessary by the end of term 3 2017. As LMBR for this school will be rolled out in 2017, planning for that system will be paramount.

In addition, the Tell Them From Me survey indicated that we still have room for improvement in all measures of student wellbeing if we are to be above state average. As we value high expectations, we strive in 2017 to be above the NSW benchmarks for wellbeing measures instead of at the benchmark.

AVID system implementation will continue in 2017, and will be externally monitored by Victoria University and AVID as part of the rigour of that system.

School third party software systems (such as those used to record absences and to produce student reports) will be reviewed in light of LMBR in 2017.





Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>Continued high growth rates in literacy performance of Aboriginal students as measured in NAPLAN. 14.9% increase in students achieving greater than expected results.</p> <p>The dux for 2016 was an Aboriginal student who was supported throughout 2016 by staff employed using RAM funding.</p> <p>25% of all students attending the homework centre were of an Aboriginal background.</p> <p>The Urban Koori Program continued to support 14 students in 2016 through the provision of targeted literacy support, academic enrichment, and well being programs.</p> <p>Two SLSOs plus an additional support person were employed to provide intensive support for Aboriginal students.</p>	\$377.52
<b>English language proficiency</b>	<p>Student improvement in accessing mainstream learning activities through supplementary funding of an ESL/Learning Support teacher on a 0.2 basis. This means an additional staff member two days per fortnight assisted students from a language background other than English in classes during 2016.</p>	\$6764.66
<b>Low level adjustment for disability</b>	<p>Funding was used to support students requiring accommodations and adjustments in class. An additional teacher was employed two days per fortnight to assist in working with these students for a small amount of time. SLSO support was employed to assist students directly in class. Teacher up-skilling also occurred as part of this program.</p>	\$13043.00
<b>Socio-economic background</b>	<p>The school continued the employment of a full time Community Liaison Officer from a Maori background.</p> <p>We enhanced student participation, engagement, and attendance through subsidisation of camps, uniforms, excursions, sporting activities and lunches. The funds were also spent to assist with resourcing the AVID learning framework, specifically designed to improve the results of students from a low SES background.</p> <p>Funds were mostly used to hire specialist SLSO staff to target student literacy and numeracy skills and to complement teaching. In addition, as a sports high school, MSHS is required to provide elite coaching to talented athletes. Therefore funds were used to subsidise the employment of coaches to provide equitable access to these programs for underprivileged</p>	\$50057

<b>Socio-economic background</b>	<p>students. A proportion of funds were used to pay for an ESL/LAST teacher to assist teachers in preparing appropriate lessons to meet our strategic direction 1.</p>	\$50057
<b>Support for beginning teachers</b>	<p>We had two beginning teachers in 2016 who were released from classes as part of the required support for new teachers. This allowed new teachers to access</p> <p>The teachers actively participated in other TPL requiring relief from teaching during the year including subject specific conferences and time to visit another school to look at practices.</p> <p>PDP framework was used to support the teachers, using a 5 week system of self-evaluation, lesson observation and feedback from Head Teachers. Also provided by a consultant who assisted them both with programming.</p> <p>Funds were also used to employ a growth coach to specifically assist these teachers to achieve professional goals related to teaching</p>	\$24750
<b>Talented Sports Program</b>	<p><b>Elite Sports Offered in 2016</b></p> <ol style="list-style-type: none"> <li>1. Rugby League (Male and Female)</li> <li>2. Netball</li> <li>3. Rugby 7s</li> <li>4. Surfing</li> </ol> <p><b>Student success (individual) – include NSW and Australian Representation male and female</b></p> <p>Australian Representatives</p> <ul style="list-style-type: none"> <li>• Mawine Hiroti: Rugby League; NSW CHS Representatives</li> <li>• Ky Rodwell: Rugby League</li> <li>• Mosese Pope: Rugby League</li> <li>• Akira Kelly: Rugby &amp; Touch Football</li> <li>• Awihna McKay: Rugby &amp; Touch Football</li> <li>• Jade Matapuku: Rugby</li> </ul> <p><b>Team Success male and female</b></p> <p>GIO Schoolboy Cup side had a narrow defeat against St Gregory's Campbelltown to be eliminated from its pool. A great effort from this side considering most of the team is eligible to play in this competition for 2017.</p> <p><b>Coaching staff</b></p> <p>Dean Widders has come on to coach and mentor our male and female Rugby League players</p> <p>Sam Dawes built a strong culture in our Netball program</p>	\$48153

## Talented Sports Program

### Initiatives

- In conjunction with Sydney FC and Eastern Suburbs Football Association Matraville Sports ran its first Football trials in 2016 for the 2017 intake into the program. Trials ran over 2 sessions and talented players from the region were put through a range of skill acquisition training drills to gain a spot into the program.
- Creating Chances ran a program that aims to inspire, develop and empower youth to believe in themselves so they contribute positively to society through sport. 12 of our female sports students were put through the program and delivered coaching sessions through the Little Bay Community of Schools.

### UNSW Support

As part of the partnership with UNSW, the TSP program utilised UNSW Exercise Physiologist students to run the strength and conditioning at training sessions. This allowed our students to receive current and updated practices in relation to Long Term Athletic Development and at the same time facilitate the growth and development of UNSW students.

### Other

The seven sports high schools of NSW joined forces on Wednesday, May 4 2016 at the Sydney Cricket Ground to launch the NSW Sports High Schools Association.

Many years in the making, the association's mission is to enable Sports High Schools to become sport-industry aligned Centres of Excellence that provide their students with a balanced academic and sporting education that helps them reach their personal best along with NSW and Australian sporting organisations.



## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	173	163	143	167
Girls	102	105	94	88

Student enrolment into year 7 2016 was double the intake of 2015. Total enrolments are stable.

### Student attendance profile

School				
Year	2013	2014	2015	2016
7	93.9	90.5	89.8	87.7
8	79.1	87.9	84.8	86.8
9	82.3	78.1	85.2	81.4
10	76.4	78.6	80.4	83.7
11	87.4	75.4	74	78.1
12	83.7	79.8	79	74.6
All Years	83.3	81.2	81.5	82.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

### Management of non-attendance

Student attendance is monitored using electronic systems such as EDVAL and ERN/OASIS. Students absences are actively monitored by year advisers who, in consultation with the HSLO, have developed a systematic approach to supporting students in ensuring attendance at school is as close to 100% as possible. This is overseen by the Deputy Principal and Learning Support Team. RAM funds are used to hire a staff member to telephone parents of Aboriginal students. In addition, access to elite games in the TSP program is determined by attendance rates – non attendance means students are not allowed to play.

### Structure of classes

An academically selective class is available for parents to apply for on behalf of their children in each year group. These classes provide for the development of academic talent, enrichment of learning and opportunities with UNSW. All students in the school are able to access UNSW programs if interested, as well as the after school programs. Years 9 and 10 classes are organised by student ability.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	2
Employment	0	0	40
TAFE entry	0	30	40
University Entry	0	0	15
Other	0	5	0
Unknown	0	3	3

### Year 12 students undertaking vocational or trade training

The Industry Curriculum Frameworks currently available at MSHS are:

- Construction – Yr 11 – 5 students, Yr 12 – 10 students
- Hospitality – Yr 11 – 16 students, Yr 12 – 11 students
- Retail Service – Yr 12 – 10 students

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	16.6
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	11.58
Other Positions	11

\*Full Time Equivalent

In 2016 15% of the workforce at MSHS was Aboriginal,

### Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	
Postgraduate degree	20

### Professional learning and teacher accreditation

In 2016 5 staff members were supported in writing their Proficient Teacher Maintenance reports. 13 staff members maintained accreditation at Proficient. All staff participated in at least 4 professional development activities after school hours around personal development plans and accreditation. All staff also participated in professional learning to review school programs in preparation for external validation which took place in 2016. All staff participated in professional learning on the School Excellence Framework, including a close examination of the SEF business intelligence report.

Three staff development days were held during the year with the predominant focus being AVID. One Saturday and two twilight sessions were held to provide AVID training with trainers coming from Melbourne and the USA to teach teachers. All staff attended these

sessions. One twilight session was used to update staff on CPR, first aid, and anaphylaxis training.

Advancement via Individual Determination (AVID) was the staff development focus area in 2016 as MSHS began implementation of the program. Every fortnight, the staff who went to training in 2015 delivered teacher professional development to all staff, as well as for one whole Saturday session, and one after school session. 5 teachers went to AVID winter school in Newcastle in July, and another 6 teachers went to Melbourne for Summer Institute training.

Positive Behaviour for Learning remained on the teacher professional learning agenda on a regular basis with updates and some staff professional learning throughout the year.

The total expenditure on teacher professional learning was \$35,624 an average of approximately \$650 per staff member, including full – time, part – time, temporary and SASS staff.

The University of NSW continued to provide free training for staff in the area of Gifted and Talented Education as part of our partnership. Three more staff in 2016 were accredited with the Mini Certificate of Gifted Education.

## Financial information (for schools using OASIS for the whole year)

### Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.



Income	\$
<b>Balance brought forward</b>	<b>178 475.17</b>
Global funds	372 927.23
Tied funds	267 736.33
School & community sources	168 995.38
Interest	4 295.43
Trust receipts	19 731.50
Canteen	0.00
<b>Total income</b>	<b>1 012 161.04</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	35 341.19
Excursions	21 686.35
Extracurricular dissections	56 920.18
Library	2 754.11
Training & development	6 316.36
Tied funds	334 254.55
Short term relief	67 355.64
Administration & office	193 240.91
School-operated canteen	0.00
Utilities	104 149.00
Maintenance	44 682.73
Trust accounts	17 863.27
Capital programs	0.00
<b>Total expenditure</b>	<b>884 564.29</b>
<b>Balance carried forward</b>	<b>127 596.75</b>

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

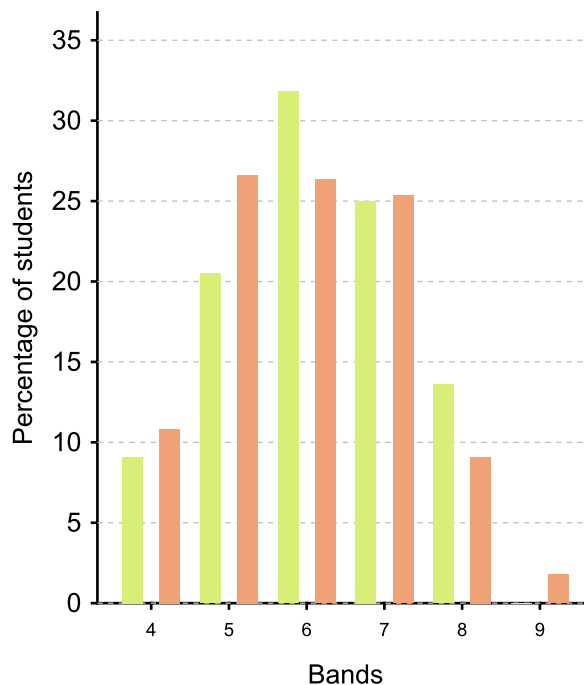
### NAPLAN

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.

MSHS traditionally has a small NAPLAN cohort tested therefore results fluctuate. Growth trend data however for year 9 students in 2016 indicated a strong

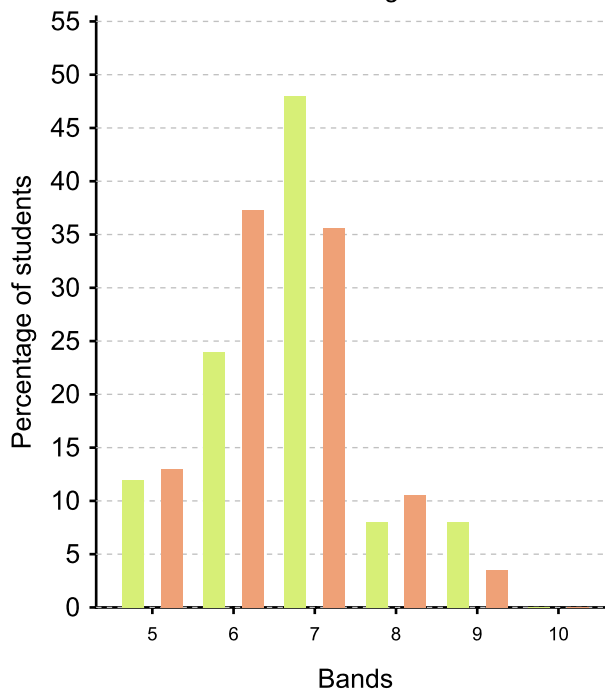
growth trend in most aspects of literacy with a plateau effect in grammar and punctuation. Strong growth above state average for year 9 students was evident in reading. The percentage of students in band 9 moved upwards from 2.8% in 2015 to 8% in 2016, a noticeable growth trend. The number of year 7 students in the top band for Reading increased from 1 to 4 students, a 400% increase.

**Percentage in bands:**  
Year 7 Spelling



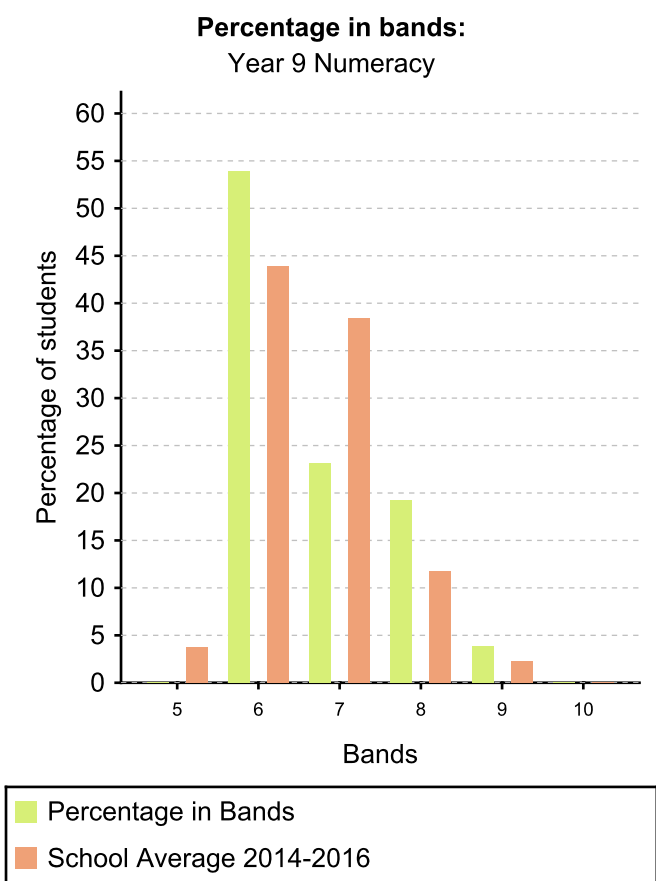
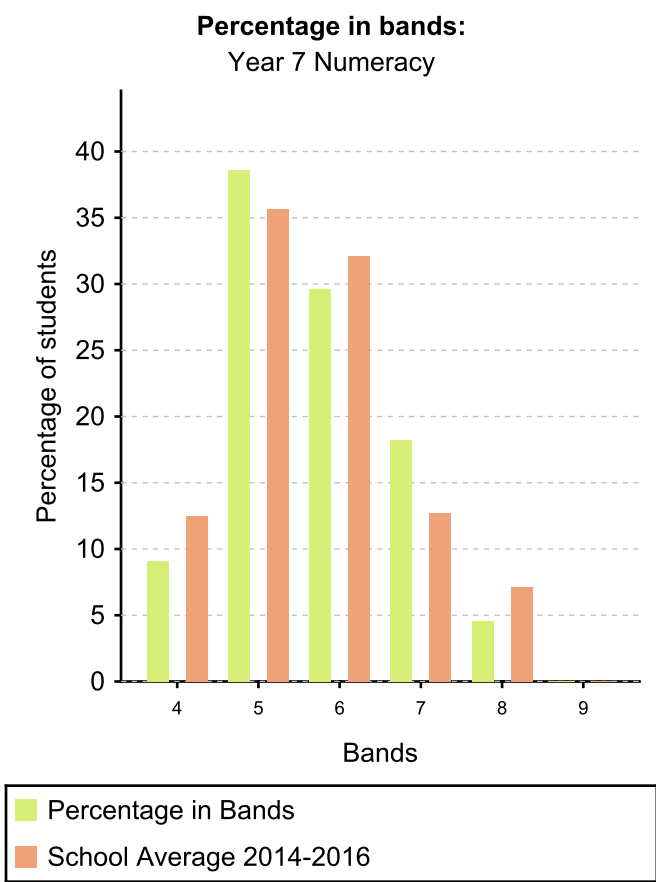
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2014-2016

In numeracy band 9, the percentage of students was 0 in 2015, and increased to 3.8% in 2016, another significant growth trend. There were no students in band 10 in 2016. In year 7, there were no students in the top band however there were 2 students in the second highest band.



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In 2016 the results for Aboriginal students in Reading was outstanding. For the first time since at least 2012, Aboriginal student growth in year 9 exceeded the NSW average for all Aboriginal students (government and non-government schools). In numeracy, Aboriginal students returned to the NSW state average for DoE schools with a sound growth trend.



### Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). Despite a small cohort of students, there was significant improvement in students achieving band 4 or better in the following subjects: Aboriginal Studies, Mathematics General, Visual Art, and in particular Music 1. The result of this was another strong proportion of students going to university or TAFE after school, the remainder going into the workforce and pursuing education in other ways. Several students in the 2016 graduating class are the first in their family to achieve the HSC.

In addition seven students graduated with an HSC from the support unit for students with an intellectual disability.

### Parent/caregiver, student, teacher satisfaction

- At least 1/3 of MSHS students had the opportunity to attend a program or excursion to UNSW in 2016, including five students undertaking work experience and more than 10 students accepted to the GERRIC school holiday programs. Twelve students performed or presented at the recent UNSW School of Education Awards Evening.
- At the end of 2016, MEP received a World Teachers' Day Award from the Australian College of Educators, as well as a UNSW Staff Excellence Award in Community Engagement.
- The Homework Centre supported by UNSW Education students continued to provide free tuition three afternoons a week. In 2016,the

afterschool Homework Centre served 126 students across the year from 5 different schools. An average of 18 students attended each day, sometimes as many as 40. 25% of attendees were Aboriginal students. Students worked with more than 100 UNSW students, both on education placements and volunteering.

- Surveys found that 36% of students in this school were interested and motivated. The NSW Govt norm for these years is 28%. 29% of the girls and 40% of the boys in this school were interested and motivated. The NSW Govt norm for girls is 26% and for boys is 29%.
- According to the Tell them from me survey, 36% of students in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for these years is 24%. 32% of the girls and 39% of the boys in this school had a high rate of Participation in Extracurricular activities. The NSW Govt norm for girls is 26% and for boys is 22%.
- 40% of students reported in their end-of-year evaluations that working with UNSW students made them want to go to university
- In 2016, 60% of students participated in the Homework Centre, 20% participated in the afterschool gifted and talented program, 15% participated in the afterschool music program, and 10% in the after school drama program.
- ABC News Outreach Program, Kingsford Legal Centre, Football United Creating Chances, and Sydney Story Factory activities all continued in 2016.



## Policy requirements

### Aboriginal education

Matraville Sports High School had an Aboriginal enrolment of 26% in 2016. Our programs and opportunities for all Aboriginal students have been outlined as major school initiatives in the first section of this report. In addition:

- Shallan Foster, an Aboriginal teacher in the Urban Koori Program took over the teaching and learning role in the absence of the substantive

teacher.

- Corey Bennett in year 12 was presented with the Deadly Kids award.
- Souths Cares continued its much appreciated support of our students
- Sista Speak raised money for breast cancer awareness by participating in Bling A Bra Morning Tea.
- UNSW Eye Testing for Urban Koori Kids
- Our Aboriginal Dancers performed in the local community
- Shallan Foster and Tamara Amatto, both Aboriginal teachers, now lead the whole school AVID program.



### Multicultural and anti-racism education

The “**Culture, Community and Curriculum Project**” had a very strong pilot session in classrooms in Term 4, 2016. New community members have been recruited and are expanding into two new schools, Matraville Public School and La Perouse Public School, in 2017.

The school has a full time Community Liaison Officer from a Maori background and we also hire an ESL/Learning Support teacher on a 0.4 basis using our RAM funding to support students from a language background other than English.

We celebrated our diversity (27% LBOTE) at our annual Cultural Diversity Day in March which engaged students in discussion about inclusiveness and different cultures, this year the focus was on music.

### Other school programs

#### Support Unit

The Support Unit was successful in an application to start a class for student with autism for 2017. This will support current as well as future students who have autism and would like to access mainstream schooling. The support unit educated 47 students with an intellectual disability in 2016, and is widely praised in the community for its success.

#### Creative and Performing Arts

MSHS achieved the outstanding National Grand

Archibull Champion Prize, back to back winners beating schools across NSW, Queensland and Victoria with the amazing motorbike inspired entry highlighting grain as fuel. The project was created by year 8 gifted and talented students and involved a blog, a movie, an infographic, research, and an amazing design. The life-sized cow will be featured at the 2017 Easter Show. In addition, students in year 7 won the International Womens Day Enrichment Project Art Prize.