

# Matraville Sports High School

## Annual Report



2017



8249

## Introduction

The Annual Report for **2017** 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.

Nerida Walker

Principal

## School contact details

Matraville Sports High School

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## Message from the Principal

Since 2013, Matraville Sports High School has undertaken a substantial transformation of its teaching and learning culture. We are proud to have received special commendation from the Deputy Secretary, School Operations and Performance for the achievements we have made in relation to the number of students achieving ATARs (Australian Tertiary Admission Rank). The percentage increase of students eligible for an ATAR in 2017 positions us as one of the leading schools in the State in this area. Our work is described as being powerful, transformative, and deserving of particular commendation.

I am proud to lead such a wonderful staff, and we continue to strive to create a culture of success into 2018. Our community has been highly supportive and encouraging, and our partnership with UNSW, the NSW Sports High Schools Association, and our local AECG ensure that students here thrive.

Nerida Walker

Principal

## 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

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 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.

In the element of learning the school is operating at the delivering 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 will assist the school to refine the strategic priorities in our new 2018–2020 School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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

Our teaching practices in the school are underpinned by the AVID framework (Advancement via Individual Determination). Years 7–9, and 11 are all involved in AVID which is a university preparation program, and trains teachers in the use of writing, reading, organisation, collaboration and inquiry skills every lesson. We continued to expand AVID across the school in 2017 with an increasing number of students obtaining an ATAR as a result.

In addition, UNSW continues to support the school in a mutually beneficial partnership, with 93.5% of staff surveyed feeling as though the partnership is mutually beneficial, a 10% increase since 2015. The number of staff attending UNSW professional development courses also increased from 32% to 45% across the Little Bay Community of Schools in 2017, as we have opened our partnership with UNSW to our partner primary schools.

The percentage of teachers who updated/alterd their pedagogy based on working with pre-service teachers as part of the UNSW partnership increased from 33% in 2016 to 59% in 2017, a significant increase, and obvious boost for our students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved NAPLAN and ESSA results	\$50000	Percentage of students achieving better than expected growth in NAPLAN: <ul style="list-style-type: none"><li>• 63.6% reading</li><li>• 63.2% writing</li><li>• 55% numeracy</li></ul>
Increased number of students in GAT classes and programs	\$5000	<ul style="list-style-type: none"><li>• Year 7 selective class started with 16 students, an increase of 4 students as identified by UNSW GAT testing.</li><li>• Number of students attending after school programs average 20 per day or 10% of mainstream cohort.</li><li>• 24 students and 14 UNSW tutors took part in the SPIN holiday enrichment classes for year 11 and 12 students.</li></ul>
Improved literacy and numeracy results for all Aboriginal students	\$32626	Percentage of Aboriginal students achieving better than expected growth in NAPLAN: <ul style="list-style-type: none"><li>• 66.7% reading</li><li>• 50% writing</li><li>• 75% numeracy</li></ul>

#### Next Steps

2018 goals include at least 85% greater than expected growth for year 9 cohort in both literacy and numeracy, and at least 66% achieving band 8 or higher. We would also like to increase the number of students accessing after school programs, and maintain or exceed the number attending holiday tutoring as this proved to be a surprise success in 2017.



## 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

Community and school relationships continued to improve in 2017. Positive Behaviour for Learning as a means to maintain a safe learning environment changed and improved the school merit system with direct impact as measured by the number of academic merits handed out, and by the increased number of students chosen for the end of year reward excursion and medallions. The UNSW partnership, and AVID partnership continue to be the most effective for our students. Our Support Unit grew with the inclusion of an autism class, and another to begin in 2018.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased enrolments from LBCOS partner schools in 6–7 transition	\$8500 for marketing, Archibull Prize, and transition events.	The number of students from local schools declined from 41% to 34% at the start of 2017. By the end of the year total enrolments had increased by 15 students.
% increase in student and staff wellbeing measures identified through data	\$2000 for staff professional event catering and items.	The Tell Them From Me survey results indicated that MSHS students are above the NSW mean for student motivation and engagement, and levels of optimism and happiness.
Increased student attendance and retention, especially of Aboriginal students	\$6000 for SLSO salary (proportion of)	Number of HSC completions has increased by 10%, and the percent increase of students going to university or TAFE post year 12 was 41%.
% increase of students rewarded for showing sustained positive behaviours for learning	\$2500 rewards	Dramatic increase in the number of students achieving merit awards after PBL reforms. Principal's award winners excursion to Wet n Wild included 50 students.
Formalised agreement with UNSW School of Education	\$500	This is the third year of the partnership, which has expanded its reach to our partner primary schools.
Increased parent participation	\$1000 \$28000	Parent participation at evening events was high in 2017, as we changed our traditional parent–teacher night to a goal–setting event. Average attendance to other events was 25 attendees, with 4 P and C meetings held. An electronic sign was installed.

#### Next Steps

MSHS will complete its on–site maker space in 2018, providing a resource for the Little Bay Community of Schools' students to learn how to use technology at an advanced level.

The UNSW–MEP will also become situated under the umbrella of the new Gonski Institute for Education(GIE) at UNSW, becoming a flagship location for GIE initiatives aimed at increasing educational equity for disadvantaged populations, including research and “impact labs” that will combine researcher and teacher expertise to achieve student progress. This will open up further opportunity to expand the scope of the MEP, situating MSHS as a key “demonstration school” for Gonski Institute initiatives, including “impact labs” to pilot cutting edge research. We look forward to the possibilities and opportunities that 2018 brings.



## 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

LMBR was rolled out during 2017 with significant time spent by Principal and Administration Manager out of the school for training. This is a new finance system and human resource management package across all schools. As a result the EDVAL attendance system used was phased out and COMPASS purchased as a learning management system. PBL and AVID were consolidated as learning and wellbeing frameworks. Jane Stanley was appointed as Deputy Principal.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100%of staff using online platforms	\$5907 Compass EDVAL \$10000	LMBR training was completed by the Principal and Admin manager over 15 days. All staff were trained in the use of Compass, a third party software learning management system. Edval is still used to timetable classes and to send SMS.
Wireless internet available across whole school	\$0	Completed in 2016
All school policies and processes are electronically filed, updated and adhere to BOSTES standards	\$4000	Teachers released to program new NESA curriculum
All audit recommendations are implemented within required timeframes.	\$8500	VET resources, staff training, and associated costs to continue implementing audit advice.

#### Next Steps

A new school plan is being devised for 2018–2020 which includes the continued expansion of AVID, in its third year of implementation, the wider use of Compass as a platform to communicate with parents and students about learning, and the continued use of new online support systems from the Department of Education which support school administration.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$43305 flexible funding	Approximately 650 people reached through UNSW events targeting Aboriginal community members in the area through research and events such as Masters of Teaching conference held on site. Projected increase in Aboriginal enrolment for 2018.  Employment of AEO, SLSOs and teacher salaries to directly support students.
<b>English language proficiency</b>	\$42612	Teacher employed 2 days per week to assist students from language backgrounds other than English.
<b>Low level adjustment for disability</b>	\$28291	Teacher and SLSO salaries supplemented to teach and assist students with diagnosed disabilities.
<b>Socio-economic background</b>	\$114085	Teacher and SLSO salaries as well as the costs associated with the AVID program paid for with this money. AVID reached over 100 students, and 50% of teachers in 2017.
<b>Support for beginning teachers</b>	\$0 allocated but \$2365 spent from budget	AVID training for new staff, as beginning teachers not on site this year.
<b>Talented Sports Program</b>	\$62775	Dean Widders employed a coach, Trevor Morgan as executive football coach, Ante Juric football coach, Maddie Gately exercise physiologist.





## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	162	143	167	158
Girls	104	94	88	86

Student enrolment into year 7 was lower than in 2016, however enrolments mid-year into year 8 grew from 42 to 51. In addition, enrolments into the talented sports program for football increased from 6 to 12, a 50% increase. In mid 2017 after students not attending were moved into more appropriate settings, the enrolment total dropped, and then recovered at the end of the year to around 255. projected enrolments for 2018 is around 270.

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	90.5	89.8	87.7	89.5
8	87.9	84.8	86.8	84.9
9	78.1	85.2	81.4	90
10	78.6	80.4	83.7	82.9
11	75.4	74	78.1	79.7
12	79.8	79	74.6	81.7
All Years	81.2	81.5	82.5	84.4
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Management of non-attendance

Student attendance is monitored using electronic systems such as EDVAL and ERN/OASIS. Student 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.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	4
Employment	12	10	44
TAFE entry	12	4	22
University Entry	5	10	18
Other	76	86	10
Unknown	0	0	2

The trend over the past 3 years has been an increase in the proportion of year 12 students enrolling in a range of university and TAFE courses, with the number of students going to UNSW and other universities increasing. Students with no known destination from previous years have been found at TAFE or university after a one-year gap or university preparation program.

### Year 12 students undertaking vocational or trade training

48% of students in the year 12 cohort undertook vocational or training in a variety of areas. Several students continued on with courses they studied at school such as Hospitality and Retail.

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

In 2017 27 students completed the HSC out of a possible 30. 41% of those went to university or TAFE.

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	5
Classroom Teacher(s)	23.3
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	1.2
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	12.58
Other Positions	4

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

\*Full Time Equivalent

Matraville SHS has an Aboriginal Deputy Principal, one AEO, 3 Aboriginal SLSOs, two Aboriginal teachers, and several Aboriginal community members working with the school on research projects with UNSW. Our rugby league coach is 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	100
Postgraduate degree	20

## Professional learning and teacher accreditation

In 2017 3 staff members were supported in writing their Proficient Teacher Maintenance reports. 10 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, first aid and AVID. 9 staff attended Summer Institute for AVID, and 7 winter institute.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

<b>Receipts</b>	<b>\$</b>
<b>Balance brought forward</b>	<b>127,597</b>
Global funds	226,802
Tied funds	295,671
School & community sources	142,282
Interest	2,843
Trust receipts	11,166
Canteen	0
<b>Total Receipts</b>	<b>678,765</b>
<b>Payments</b>	
<b>Teaching &amp; learning</b>	
Key Learning Areas	32,627
Excursions	8,583
Extracurricular dissections	44,697
Library	1,786
Training & Development	0
Tied Funds Payments	140,973
Short Term Relief	34,656
Administration & Office	83,411
Canteen Payments	0
Utilities	57,079
Maintenance	54,202
Trust Payments	12,003
Capital Programs	38,540
<b>Total Payments</b>	<b>508,557</b>
<b>Balance carried forward</b>	<b>297,804</b>

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	<b>2017 Actual (\$)</b>
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>726,429</b>
Appropriation	622,723
Sale of Goods and Services	8,826
Grants and Contributions	94,366
Gain and Loss	0
Other Revenue	0
Investment Income	514
<b>Expenses</b>	<b>-350,945</b>
Recurrent Expenses	-350,945
Employee Related	-120,019
Operating Expenses	-230,926
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>375,484</b>
<b>Balance Carried Forward</b>	<b>375,484</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

LMBR reform was rolled out to Matraville Sports High School in 2017, changing financial management in the school. In addition the school successfully spent a \$20,000 community grant, and applied for a Digital Literacy Grant worth \$48000 to be spent over the next 2 years. The talented sports program continues to require over \$50000 to run, much of which is obtained from fees and lease of facilities.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
<b>Base Total</b>	3,245,876
Base Per Capita	47,251
Base Location	0
Other Base	3,198,625
<b>Equity Total</b>	486,793
Equity Aboriginal	108,814
Equity Socio economic	185,187
Equity Language	42,612
Equity Disability	150,179
<b>Targeted Total</b>	1,262,867
<b>Other Total</b>	512,358
<b>Grand Total</b>	5,507,894

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.

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.

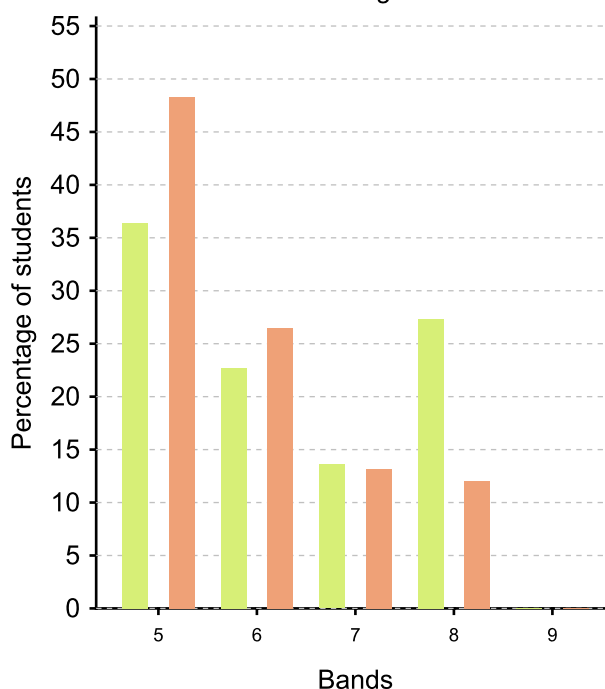
## School performance

### 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.

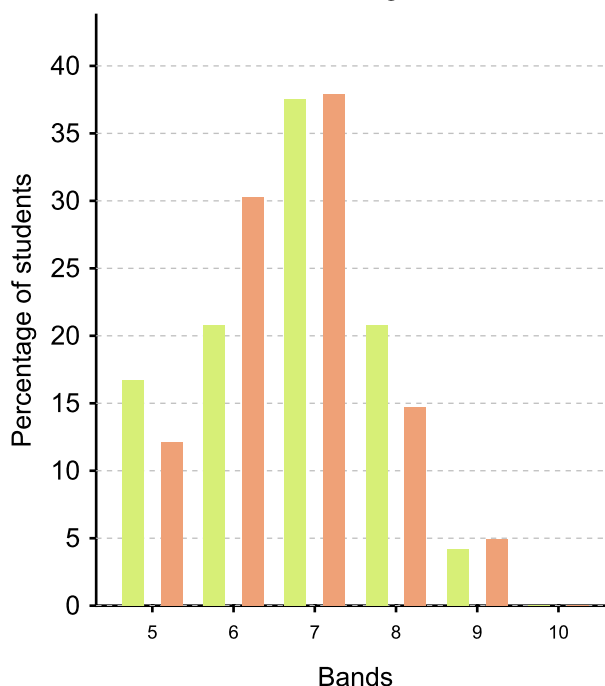
Year 7 and Year 9 students participated in **NAPLAN Literacy and Maths mentoring** across Terms 1 and 2. Master of Teaching INSTEP students worked each week on persuasive writing techniques with Year 9 students, with fantastic results. 63.2% of students achieved greater than expected growth in Writing, and the leap from the previous cohort in the percentage achieving Band 8 was very encouraging.

Percentage in bands:  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

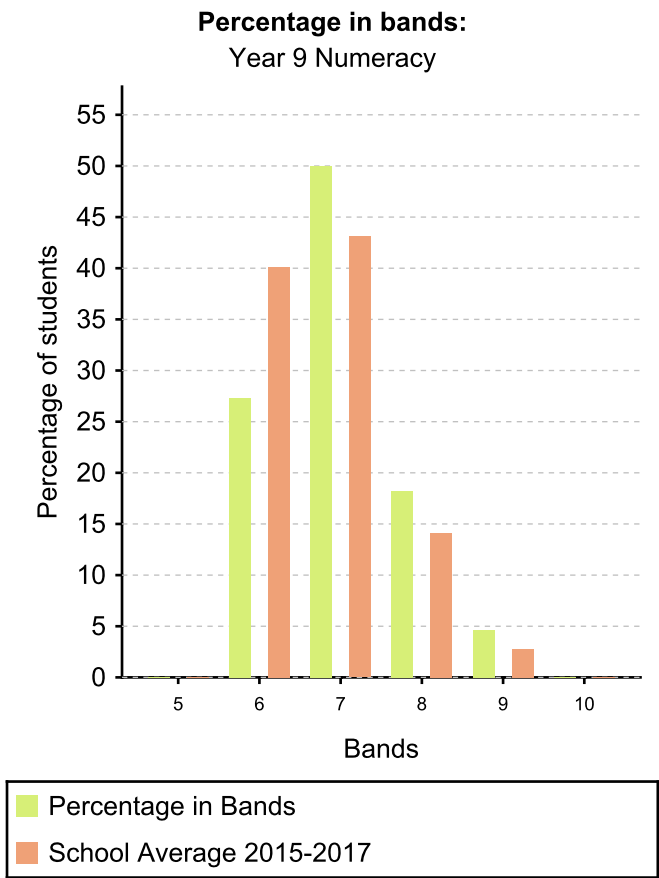
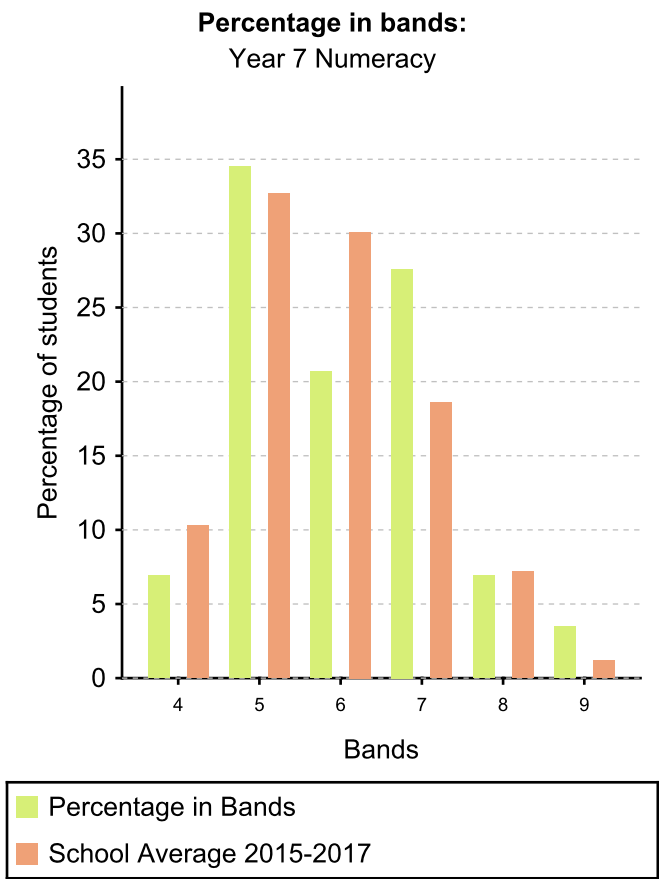
Percentage in bands:  
Year 9 Reading



Percentage in Bands  
School Average 2015-2017

The UNSW School of Mathematics and Statistics piloted a program in which first year students in a Science Communication course worked each week with Year 7 students across Terms 1 and 2. The program was received enthusiastically by students and mentors alike, and their progress was also reflected in NAPLAN results: 70.4% of students achieved greater than

expected growth, and the trend compared to previous years was on an upward trajectory.



Trend data for Year 9 Aboriginal students is exemplary. In all aspects of NAPLAN, growth for Aboriginal students at Matraville Sports High School is above both NSW DOE schools and NSW all schools in reading,

writing, grammar, spelling and numeracy. Aboriginal students achieving band 8 or higher:

- 44.4% reading
- 10.5% writing
- 37.5% numeracy.



**Higher School Certificate (HSC)**

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).

Subject	School 2017	SSSG	State	School Average 2013-2017
Biology	55.6	65.3	70.9	57.6
English (Standard)	46.5	62.6	65.6	56.0
Mathematics General 2	46.7	57.2	63.6	46.7
Visual Arts	70.1	73.4	77.7	68.0

Results from this year's HSC were the highest in years, with significant results achieved in Mathematics, Biology and Visual Art. In addition one student was include in Art Express, placing him in the top 150 from a possible 9000 in NSW, the best results recorded by the school in this subject. In addition the increase in number of students achieving an ATAR was, as a percentage of the cohort, one of the highest in NSW, receiving special commendation from the Director of Education.

**Parent/caregiver, student, teacher satisfaction**



Each year since 2014, MSHS has conducted the Department of Education's "Tell Them From Me" survey, which collects students' impressions of how their school addresses both academic and wellbeing issues. Results suggest that the school is improving in terms of extracurricular participation, which can be directly correlated to UNSW programs. Positive learning climate and behaviours are also promising.

In November 2017, Matraville students were surveyed about the MEP activities that occurred during the year, including afterschool and enrichment opportunities, in-school support, and the experience of having so many pre-service teachers assisting in their classrooms. 106 students (about half of the mainstream student population) across years 7–12 completed a voluntary end-of-year evaluation. They were evenly distributed across year groups, with a slightly higher percentage (29%) of respondents in Year 8 than other years. 38% of the respondents identified as Aboriginal or Torres Strait Islander. 20% of respondents said that English was not the main language spoken in their home. Respondents indicated what partnership activities they had been involved in this year. A high percentage of students (60%–70%) had attended Homework Centre and had UNSW students assisting in their classes. Almost 45% of respondents had taken an excursion to UNSW, and 32% had experienced a special in-school program, such as those delivered by Sydney Story Factory or Creating Chances. All of these numbers represent modest improvements since 2016.

Among the new initiatives in 2017 was the Parent Public Lecture Series, which harnessed academic expertise from the School of Education into a valuable knowledge-translation exercise made available to the wider community. Held at MSHS, these six free events spanned a variety of topics of potential interest to parents, and were scheduled on weekday evenings and promoted to local MSHS and LBCOS parents, as well as via Facebook and email blasts to wider School of Education and GERRIC contacts. Attendees came from far and wide across the Sydney area, with a strong showing from local primary school parents.

## Policy requirements

### Aboriginal education

At the beginning of Term 4, our young leaders engaged with Aboriginal members of the community to begin the process of writing the school Acknowledgement of Country. The leaders included Year 12 captains, SRC representatives and senior Aboriginal students. The students participated in a workshop with Aunty Fay to share their knowledge about Aboriginal tradition, culture, hopes and dreams.

Throughout the year Aunty Fay, Aunty Pauline, Aunty Gayle, Aunty Judy, Uncle Corey and Shellan Foster helped guide our leaders.

As we have over 70 Aboriginal students, school programs are inclusive of all. Special Aboriginal

programs include:

- Speak Up
- Nura Gili
- Stolen Generations memorial park attendance and leadership
- Aboriginal Career and Leadership development program
- Cultural instruction
- Teaching Didgeridoo to primary school students
- Aboriginal dance
- STEM camp
- Joint NAIDOC festivities
- Sorry Day memorial

We also work closely with our local AECG to support students and families.

For the third year in a row, a three-day Indigenous Education Intensive was planned and implemented in partnership with the Aboriginal Education Consultative Group (AECG) as part of Addressing Learner Diversity, a compulsory subject for all UNSW Master of Teaching students. The intensive course took place at MSHS, involved MSHS and LBCOS Aboriginal staff as guest presenters and tutors, and included an on-country walk in Kamay Botany Bay National Park.



### Multicultural and anti-racism education

The "Culture, Community and Curriculum Project" continued in 2017 into Matraville Public School and La Perouse Public School.

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 student in discussion about inclusiveness and different cultures.

### Other school programs

**UNSW–Matraville Education Partnership goals:** to extend the student experience, engage the school community, enrich initial teacher education and applied



research, and to enhance teacher professional learning. A full report on what this partnership offers students is available from the principal on request. The programs for students include:

- after school GAT, academic and music tuition
- holiday HSC tutoring
- Aspire on-track mentoring
- breakfast club
- GERRIC scholarships
- on site pre-service teachers as classroom assistants
- research opportunities

**Support Unit for students with Intellectual Disabilities has over 50 students. Programs in 2017 include:**

- Community Access developing important travel-training and social skills.
- S5 visited Marrickville for a cultural immersion day in week 1, where they got to enjoy a Vietnamese feast and learn about the different cultures that make up our great city.
- Work Experience – Students in Years 10, 11, and 12 have been getting ready for the exciting transition from school to the workforce by participating in work experience.
- Combined ESSU Gala Day On Tuesday 8th August, MSHS hosted the Support Units from J J Cahill Memorial High School and Rose Bay Secondary College for our first ever combined sports gala day.
- Stix & Stones – Last year, students in S2 made a short film called Stix & Stones. The idea was to raise awareness about bullying. The film was entered in an international film festival called Focus on Ability and our entry was a finalist and our film was also one of very few that featured in the 'Focus on Ability' documentary that appeared on SBS and NOVA TV.

### **Talented Sports Program**

#### **Elite Sports Offered in 2017**

- Rugby League (Male and Female)
- Netball
- Rugby 7s
- Basketball
- Surfing
- Football (soccer)

#### **Student success (individual) –include**

NSW and Australian Representation male and female

#### **Australian Representative**

Ky Rodwell: Rugby League

#### **NSW Representatives**

Malia Faasoo made the Open Women's NSW CHS Rugby Union team.

Lipoi Hopoi: Rugby League

Laitia Mociedreke: Rugby League

Ismael (Malia) Chan Foon: Rugby League

Bayleigh Bentley–Hape: Touch Football

Hayden Pomare: Touch Football and Rugby Union(received a Sporting Blues)

#### **Team Success male and female**

Open Boys Rugby League team qualified for the semi-finals in the Elite School University Shield competition. They played well in, but were knocked out by Illawarra Sports High School.

Open Boys Touch Football made the top 16 in the state.

#### **Coaching staff**

Dean Widders has come on to coach and mentor our male and female Rugby League players. He brings a wealth of experience as he played in both The NRL and English Super League.

Ante Juric has been employed to coach and develop our young footballer. He has great experience as he also was Head Coach of the Sydney FC Women's Team

#### **Initiatives**

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. We had both male and female participants put through the program and delivered coaching sessions throughout the Little Bay Community of Schools. The student also got to experience how Sydney FC prepare and train with a visit to their training facilities. Terry McFlynn, the General Manager of Football operations also spoke to the students about the club and how they operate.

Our under 18s girls Rugby 7s team competed in the NSW CHS Finals day at Granville Park and made it to the semi-finals against the reigning state champions Warralda High School. Jade Matapuku, who was picked for the Merit team.

Individual athlete plans have been sent home with the students; keep your eye out for them. They will demonstrate fitness levels and the overall athlete ratings from the school TSP coaches.

We are privileged to announce a partnership with Randwick Rugby Union club who provided coaches in 2017.