

Matraville Sports High School

Annual Report



2018



8249

Introduction

The Annual Report for **2018** 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.

The front cover image of this year's report is Kit Rodriguez's artwork that is now on display at the Art Gallery of New South Wales as part of ArtExpress, the best of the best in the HSC Visual Art major Works from all NSW schools. Matraville Sports High School has been in Art Express for the past two years, highlighting our excellence in Visual Art teaching and the high calibre of our students.

Nerida Walker

Principal

School contact details

Matraville Sports High School

Anzac Pde

Chifley, 2036

www.matrasport-h.schools.nsw.edu.au

matrasport-h.school@det.nsw.edu.au

9661 8000

Message from the Principal

In 2018, Matraville Sports High School increased its total enrolment by 50 students, formed unique community partnerships for the benefit of all students, achieved our best HSC results in over ten years, tripling the number of HSC band 5 results overall, and continued to provide an inclusive education for all. Our elite Talented Sports Program in partnership with the NSW Sports High Schools Association offers all students the chance to achieve their sporting dreams. Our UNSW–Matraville Education Partnership grows from strength to strength, supporting extracurricular programs, excursions, providing guest speakers and donating technology that would be inaccessible to the school otherwise due to its size and resourcing. The four strategic goals of the program are: to extend the student experience, engage the school community, enrich initial teacher education and applied research, and to enhance teacher professional learning.

I continue to be proud of the students of this school, its staff and our community, and look forward to the future.

School background

School vision statement

Matraville Sports High School encourages and equips students with the confidence and the skills to take calculated learning risks and become self-directed learners who reach their full potential. The school is a socially supportive and culturally vibrant community that has high expectations of students and teachers. We aim to provide every learner with a solid foundation on which they can develop self-advocacy and lifelong learning skills.

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 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, Science and AVID to students in Years 4–6 from our partner primary schools.

MSHS has an Aboriginal student population of 33%, and 30% 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.

Overall, the school executive has determined that our progress within the domain of learning remains on a steady state over the past 12 months, with new syllabuses being implemented in line with NESA standards. In the teaching domain, overall our self-assessment is sustaining and growing as we continue to broaden teacher professional learning working with new faculty heads of department and refining processes. Our leadership domain therefore is overall determined to be delivering, an assessment which reflects the changeover of staff leading programs within the school.

Our self-assessment process will assist the school to refine our 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

AVID Learners

Purpose

Improved student literacy and numeracy outcomes that include differentiated teaching and learning programs, high expectations, and involves parents in learning.

Overall summary of progress

Progress towards this SD is critical to student success. NAPLAN growth levels, especially in numeracy, are extremely positive for this year's Year 9. The strategies to achieve this included UNSW Global testing of year 7 cohort, PAT testing of the cohort, targeted AVID differentiation strategies, and improved use of COMPASS parent portal.

The school support unit is integral to our success. In 2018 several of our students attended TAFE courses in areas such as Retail, Beauty Services, Screen and Media where there are different levels of support. Students from the unit entered the Focus On Ability movie competition. The film was shot using the students' own iPhones and they used a trolley as an improvised dolly. This was the second time the students have entered the contest. The first time they were one of the four finalists and in 2018 they **won 1st prize and were awarded \$5000**. The money is to be used for upgrading equipment which they will use for 2019's entry.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhance existing differentiated teaching and learning practices. Increased opportunities for parent/ caregiver involvement in student learning. Increased proportion of student achievement in literacy. Improved student numeracy outcomes.	<ul style="list-style-type: none">• Support for beginning teachers' training (\$3000.00)• Socio-economic background funding used to support AVID (\$20000.00)• COMPASS \$6000	100% of teaching staff have now completed AVID training in literacy strategies which improves their capacity to differentiate lessons. COMPASS portal parent access trialled but not feasible until 2019. Continued NAPLAN growth trend in literacy and numeracy

Next Steps

Next steps for 2019:

Hire AVID instructional coach to work on site to assist teachers to embed WICOR strategies into teaching programs

Research proposal for UNSW on-site teacher coach for beginning teachers

Release COMPASS to parents – all assessment tasks uploaded by faculties



Strategic Direction 2

Positive Partnerships

Purpose

To consolidate and build upon strong partnerships at all levels within the school community. Continuing a culture of collaboration, communication, empowered leadership, and mutual respect. This also includes relationships with external bodies critical to the success of our students such as UNSW, the NSW Sports High School Association, the Little Bay Community of Schools and the local Eastern Suburbs AECG.

Overall summary of progress

2018 saw a continuing a culture of collaboration, communication, empowered leadership, and mutual respect. This was through relationships with external bodies critical to the success of our students such as UNSW, the NSW Sports High School Association, the Little Bay Community of Schools and the local Eastern Suburbs AECG. In particular, in 2018 MSHS signed an MOU with Clontarf Academy to support Aboriginal boys through to year 12 and beyond, and with Charity Bounce to secure a subsidised basketball program for students. Links to Learning Creating Chances Football program continued its valued support for our students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Establish data informed practices for tracking and monitoring TSP students. Improved student participation in UNSW opportunities. Increased meetings between community and school. Increased attendance and retention results for all Aboriginal students.	School general funds for TSP and parent fees assisted to pay for coaching and events. Expenditure on TSP in 2018 \$30248. Sourced from RAM Socio-economic, student fess, and school/community sources. Clontarf Academy program is fee-free and provided by their generous sponsors. GO Foundation prominent in the school with 20 GO Scholars receiving financial assistance and 2 Harding	UNSW partnership to continue under the leadership of Head of School of Education. Sydney FC Partnership MOU signed; Clontarf MOU signed; Charity Bounce signed and all in operation supporting student retention and engagement.

Next Steps

In 2019, UNSW academic scholarships exclusively for MSHS students will be forged. Charity Bounce will continue its support of the school by providing a floating wooden professional playing surface. Sydney FC trials to be held with an anticipated enrolment boost. Clontarf Academy will begin operations with kitchenette and rooming to be finalised, and a target of 35 boys in the program by the end of 2019.



Strategic Direction 3

Engagement & Wellbeing

Purpose

To provide a safe, respectful school where every child is known, valued and cared for and students connect, succeed, thrive and learn.

Overall summary of progress

A coordinated approach to the provision of VET opportunities for students has been boosted in 2018 through an audit of VET practices within the school which was very successful. The Learning Support Team was boosted by the deployment of a Head Teacher to oversee its operations and coordinate student support across the school, allowing the Deputy Principal to oversee student engagement and wellbeing.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in number of students achieving PBL recognition. Increase in learning support team referrals. Increased enrolments in Stage 5 VET courses.	VET – \$10077 expended from school funds PBL – \$400 from school funds and supported by community donations for student prizes	Learning Support Team – new Head Teacher established; system a work in progress – needs improvement Positive Behaviour for Learning – staff expressed need for review Student Leadership – Teacher appointed – SRC had many opportunities. Duke of Edinburgh applied for in 2019 VET – audit held and school was successful; recommendations received – HT VET in charge of implementation. Funds used to up-skill staff, support HSC VET and teacher release time for audit.

Next Steps

VET Head Teacher to lead implementation of audit recommendations. PBL system under review in 2019, to enhance student wellbeing. Duke of Edinburgh program to be staffed, funded and students self – select into the program.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$96692 (\$29650 flexible)	<p>Funds used to employ a School Learning Support Officer and the AEO. Remaining flexible funds used to support Aboriginal student programs including: Sista Speak, Urban Koori Program, and to subsidise costs for UNSW programs, Young Mob, work experience programs, HSC Aboriginal Visual Art program at AGNSW, camps, and sporting events.</p> <p>Over 82% of Aboriginal students agree that they feel good about their culture at this school and 65% percent of students feel as though teachers understand their culture. (as measured by the Tell Them From Me Survey).</p>
Low level adjustment for disability	\$123428 (\$29726 flexible)	<p>Majority of funds used to employ Learning and Support teacher. remaining flexible funds used to hire a part time School Learning Support Officer to assist students in the classroom. 4 targeted students with disabilities in the mainstream school as well as 3 dedicated class groupings supported with these funds combined with other RAM funding.</p>
Socio-economic background	\$173047 (\$100168 flexible)	<p>60% of the flexible funds were used to employ a full time School Learning Support Officer who supports all students on a timetabled basis in classrooms deployed by the learning support team. The remainder of funds used to subsidise employment of a teacher to assist in teaching students at risk of not completing their schooling (7 students) as part of a year 9 initiative.</p>
Support for beginning teachers	\$13786	<p>Funding provided for two beginning teachers in the Science/Maths faculty. Used to pay for teacher release and to pay a retired Head Teacher to coach/mentor them both. Both teachers very successful in their practice in 2018 and students report positive outcomes from their classes.</p>
Talented Sports Program	\$30248	<p>Funds drawn from school and community sources as well as from school general funds. Talented Sports Program added at least 20 enrolments to the school in 2018, and contributed to overall positive measures of student pride in the school (as measured by the Tell Them From Me Survey).</p> <p>\$4000 was spent on the University of Sydney Talent Development Program Athlete testing research project. A PhD student was employed as part of this to test students and produce a report for parents. Students in TSP went to the NSW Institute of Sport for their annual camp. UNSW exercise science students assisted with student strength and conditioning. "Hudl" video analysis software was purchased. MOU with Surfing NSW was signed.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	143	167	158	191
Girls	94	88	86	98

Projected student enrolment into year 7 was 270, by the end of 2018 total school enrolment had increased to around 300. The school also increased the number of specialist classes in the support unit (autism) from one class to three classes by the end of 2018. The total number of support classes therefore increased to 7 classes, plus the Urban Koori specialist class. Talented Sports Program student numbers were approximately 80 students. Total Aboriginal student numbers as at the mid year census was 102.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	89.8	87.7	89.5	87.4
8	84.8	86.8	84.9	86.1
9	85.2	81.4	90	85.9
10	80.4	83.7	82.9	79.7
11	74	78.1	79.7	74.7
12	79	74.6	81.7	74.7
All Years	81.5	82.5	84.4	81.8
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Student attendance is monitored in 2018 using a new electronic system – COMPASS. The school has had numerous teething issues with this program, and attendance data was unreliable at the start of 2018, with issues solved throughout the year. Student absences are actively monitored and reported to

parents via SMS, then by year advisers who have developed a systematic approach to supporting students in ensuring attendance at school is monitored and managed. 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 the TSP program is determined by attendance rates – non attendance means students are not allowed to play. Clontarf Academy (to be in in 2019) has attendance targets and incentives for Aboriginal male student attendance. COMPASS portal will be opened to parents to see attendance in 2019.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	12	4	10
Employment	4	4	28
TAFE entry	0	4	26
University Entry	0	0	30
Other	0	0	3
Unknown	0	0	3

- The trend over the past 3 years has been an increase in the proportion of year 12 students enrolling in a range of courses at university and TAFE. University places or deferred places increased from 18% in 2018 to 30% in 2019. TAFE entry also increased marginally to 26%
- Information from the Careers Department indicates that many also gain entry to university/TAFE after taking a one-year gap year.
- Of the 28 % employed and the 3% other, a number are still seeking their careers to hopefully become professional sportsmen.
- 16% percent of students of the Year 12 cohort undertook vocational or training in a variety of areas.
- All of our 2018 students with an intellectual disability whose parents wanted them to go on to post school options have found a meaningful placement to go to, supported by such agencies and organisations as Job Support, DSA, Windgap Enterprises, Eastern Respite, Choice Solutions, NOVA Employment or TAFE.

Year 12 students undertaking vocational or trade training

16% percent of mainstream students of the Year 12 cohort undertook vocational or training in a variety of areas during the course of year 12, especially in

construction trades and health and beauty.

For students with a disability, the Community Living Skills Program continues to be a very important part of each student's learning. This involves accessing the community for travel training, shopping and learning daily routines. All 2018 school leavers with a disability, whose parents wanted them to go on to Post School Options have found a meaningful placement to go to, supported by such agencies and organisations as Job Support, DSA, Windgap Enterprises, Eastern Respite, Choice Solutions, NOVA Employment or TAFE. Work experience in year 12 and TAFE Retail courses at Randwick prepare students for life after school. Supportive organisations include Coles, Woolworths, Trade Secret (Hillsdale), Mitre 10, Windgap Enterprises, Disability Services Australia, Malabar Library, Target, local pre-schools, Myers, Beauty Salons and the Pet Shop (Eastgardens).

Year 12 students attaining HSC or equivalent vocational education qualification

30 students completed their HSC in 2018 attaining the HSC or equivalent. 30% of those students enrolled in university, an increase on previous years including several students utilising the UNSW–Matraville Partnership opportunities to gain entry to UNSW courses.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	24.6
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	13.58
Other Positions	4

*Full Time Equivalent

Matraville SHS has one Aboriginal Deputy Principal, one Aboriginal Education Officer, 2 Aboriginal School Learning Support Officers, two Aboriginal teachers, and several Aboriginal community members working with the school on research projects with UNSW. Our rugby league coach is Aboriginal. Approximately 16% of the workforce is Aboriginal. The school has 37 teachers and 7 SASS staff plus extra staff on temporary engagements and coaching staff required for us to fulfill

our mandated purpose of being a Selective Sports High School.

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 2018 3 staff members were accredited at Proficient. 6 staff members are required to complete their Proficient accreditation by April 2019. All staff participated in at least 4 professional development activities after school hours around AVID, and emotional intelligence as part of Strategic Direction 1. In addition as part of the same direction, 10 staff attended Summer Institute for AVID, and 6 Winter Institute. The new SAM attended 2 days of training in WBS/IO structures, 3 days on EFPT and budgeting and attended mentoring which is ongoing. School support unit staff attended the Redbank Conference and two other specialist conferences, including SLSOs. Four MSHS teachers and two Aboriginal community members collaborated on curriculum delivery as part of the Culture, Community and Curriculum Project (CCCCP) with UNSW.

Free professional learning through UNSW undertaken by staff in 2018: 3 MSHS staff attended enhancing teacher assessment literacy to improve student literacy assessment. 3 MSHS staff attended how to create effective individual education plans for students with a disability (Special education). 4 MSHS staff attended a free lecture by Pasi Sahlberg about equity in education. 2 MSHS staff attended teaching students with autism spectrum disorder in high schools. 20 MSHS staff attended Addressing Challenging Behaviours in Students with Autism. 6 MSHS staff attended 3D Printing and Laser Cutting Workshops.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	375,484
Revenue	6,550,763
Appropriation	6,252,835
Sale of Goods and Services	10,246
Grants and Contributions	282,739
Gain and Loss	0
Other Revenue	100
Investment Income	4,842
Expenses	-6,470,219
Recurrent Expenses	-6,470,219
Employee Related	-5,875,828
Operating Expenses	-594,392
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	80,544
Balance Carried Forward	456,027

The expenditure of school funds is overseen by the budget committee, school executive, SAM and principal. As part of ongoing financial reform, support was received from the department of education team to assist with budget planning. A new SAM was appointed in 2018. Additional unspent RAM funding was identified at the end of 2018, to be spent in 2019 on additional teaching staff and SASS to support the efficient running of the school. GO Foundation Scholarship funds (\$26,000) are held in trust for students and spent at their parents' request on items that meet Go Foundation criteria. Community use agreements continue to provide a valuable income source to the school and allow the school to be used by the community out of hours.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	3,324,315
Base Per Capita	57,825
Base Location	0
Other Base	3,266,490
Equity Total	445,296
Equity Aboriginal	96,692
Equity Socio economic	173,047
Equity Language	52,128
Equity Disability	123,428
Targeted Total	1,512,033
Other Total	523,096
Grand Total	5,804,740

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.

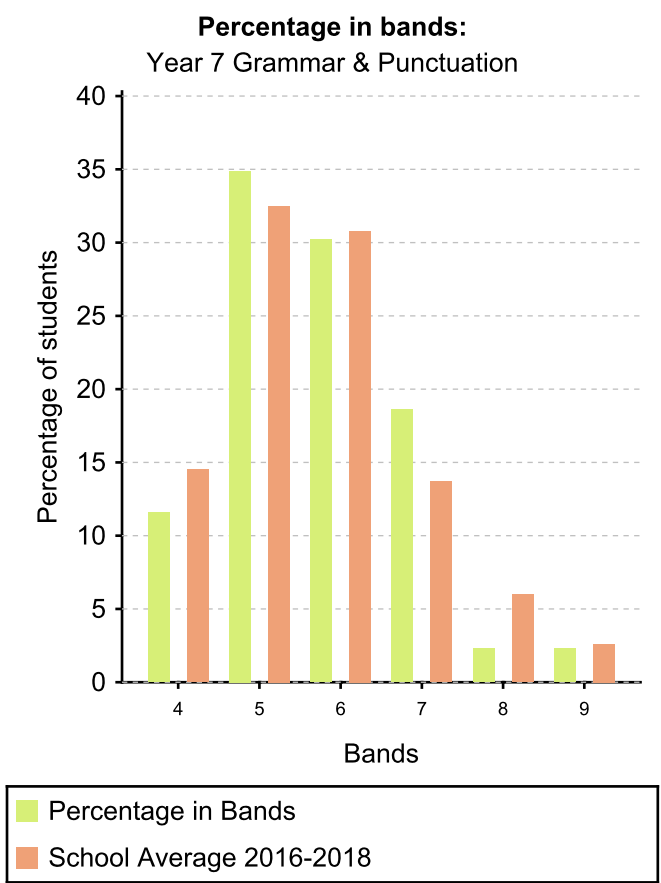
Trend data for this year's NAPLAN paints a complex picture. Numeracy results are the strongest, with Aboriginal students far exceeding state averages and the rest of their cohort. Reading and writing indicate a dip but, in the case of writing, there is also a decline in scores at state level and from similar schools. Notably, Aboriginal female students are exceeding state averages for every domain.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

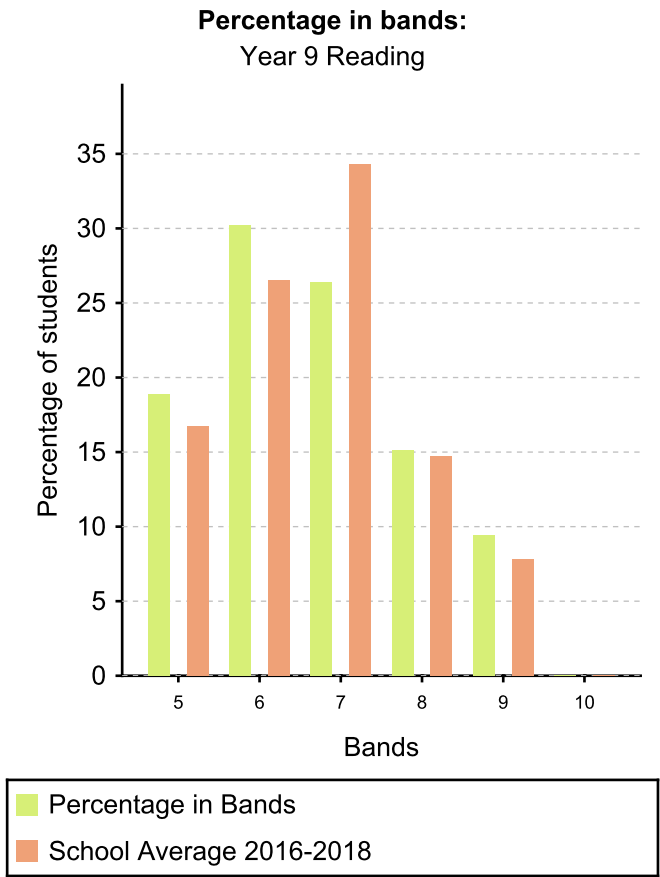
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 the results for students at or above expected growth in reading was 53.2% for all students and 47.8% for Aboriginal students. Aboriginal student data exceeds state averages. For writing it was 38.8% for all and 39.1% for Aboriginal students. Overall the numbers of students in the top 2 bands increased. The school attributes the results to our UNSW partnership programs such as Sydney Story Factory, and our commitment to the AVID learning program.

Percentage of all students in the top two bands in reading is 9.4%, double that of 2017. For Aboriginal students in reading, it was 3.8% in 2018, almost double the state average for Aboriginal students.



Band	4	5	6	7	8	9
Percentage of students	11.6	34.9	30.2	18.6	2.3	2.3
School avg 2016-2018	14.5	32.5	30.8	13.7	6	2.6

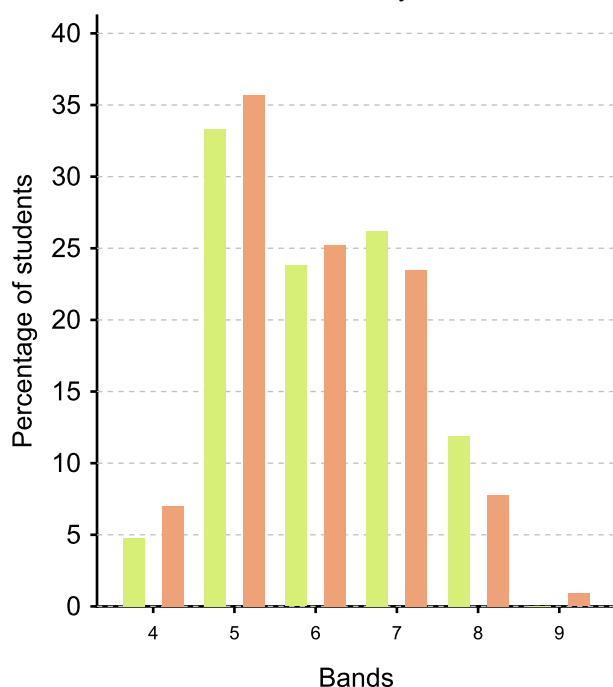


Band	5	6	7	8	9	10
Percentage of students	18.9	30.2	26.4	15.1	9.4	0.0
School avg 2016-2018	16.7	26.5	34.3	14.7	7.8	0

In 2018 the results for students at or above expected growth in numeracy was 72.3% for all students and 78.3% for Aboriginal students. Both of these results are outstanding and reflect the UNSW mathematics tutoring program which support students in year 7 and 9.

Percentage of all students in the top two bands in numeracy is 3.9%. For Aboriginal students in numeracy, it was 0 in 2018, although it must be stressed that the year 9 performance in numeracy overall far exceeds the state averages for both government and non-government aboriginal students.

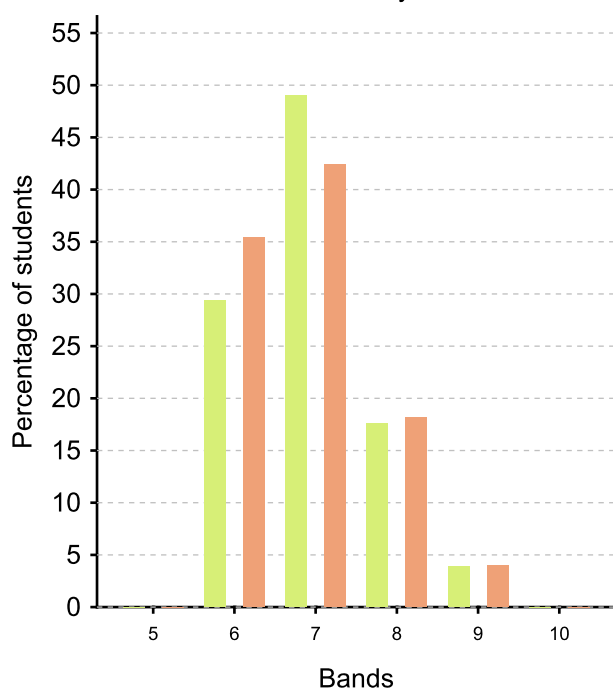
Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	4.8	33.3	23.8	26.2	11.9	0.0
School avg 2016-2018	7	35.7	25.2	23.5	7.8	0.9

Percentage in bands:
Year 9 Numeracy



Percentage in Bands
School Average 2016-2018

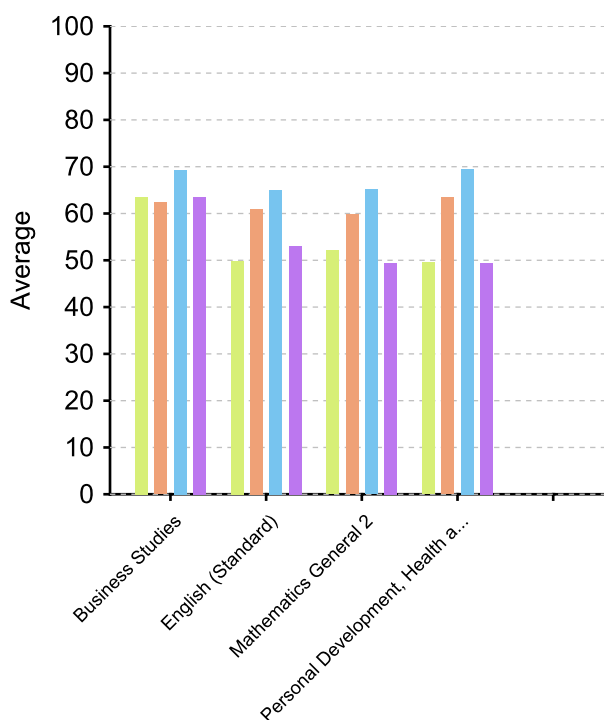
Band	5	6	7	8	9	10
Percentage of students	0.0	29.4	49.0	17.6	3.9	0.0
School avg 2016-2018	0	35.4	42.4	18.2	4	0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Aboriginal students far exceed state averages and the rest of their cohort. Reading and writing indicate a 'dip' however in the case of writing, there is also a decline in scores at state level and from similar schools. Notably, Aboriginal female students are exceeding state averages for every domain and school trend data is continuously upward.

Higher School Certificate (HSC)

HSC results are highly variable from year to year with such small cohorts, and so finding meaningful trends is difficult. Most notable this year is that 100% of English Advanced students achieved Band 4 or above. Several students excelled across the board, with Band 5 scores across multiple subjects and competitive ATARs. One student's work was accepted to ArtExpress and shown in the Art Gallery of New South Wales.



School 2018 SSSG Average 2018
State Average 2018
School Average 2014-2018

In 2018 the number of band 5 results overall tripled, reflecting the school's commitment to long term academic success through our UNSW partnership and using AVID (Advancement via Individual Determination)

in all year groups. In addition, the percentage of students going to university increased to 30%. Business Studies, English Advanced, Geography, Hospitality, English Standard, Legal Studies and Visual Arts all showed dramatic improvement in results achieving at least one band 5 result, reflecting improved teacher performance

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey.

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. Areas in which the school improved in 2018 are teacher use of class time**, teacher's high expectations of students**, percentage of students intending to complete year 12, go to TAFE and/or university, and Aboriginal students 'feeling good' about their culture.. ** exceeds state norms.

UNSW MEP EndofYear Survey (Matrville Education Partnership)

In November 2018, Matrville students were surveyed about the MEP activities that occurred during the year, including after-school and enrichment opportunities, in-school support, and the experience of having so many pre-service teachers assisting in their classrooms. 92 students (about one third of the student population) across years 7–12, mainstream and support unit, completed a voluntary end-of-year evaluation. They were evenly distributed across year groups, with a slightly higher proportion of respondents in the younger years. 43% of the respondents identified as Aboriginal or Torres Strait Islander. 19% 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. Two thirds of students had attended Homework Centre and had UNSW students assisting in their classes. Only 28% of respondents had taken an excursion to UNSW (down from 45% last year, which may be related to the withdrawing of ASPIRE from MSHS under their new allocation of schools), and 30% had experienced a special in-school program, such as those delivered by Sydney Story Factory or Creating Chances. Homework Centre ranked as students' favourite activity, with many students also listing excursions, UNSW students helping in their classes, and school holiday programs as their favourite.

These results are encouragingly higher than the previous year. All items have improved to some extent, and the uptake of after-school programs participation, as well as reflection that these are important to their learning, is a very positive result. Regarding wanting to go to university, students may interpret this question in different ways – some may already want to, and thus "working with UNSW students" has not influenced that preference. Taken alongside the "Tell Them From Me" data, there seems to be a positive upswing in students

considering further education this year.



Policy requirements

Aboriginal education

At Matrville Sport High, we are committed to closing the achievement gap for Aboriginal and Torres Strait Islander students. As a school community, we understand the importance of nurturing and valuing the cultural identity of our students in order to assist them to be successful learners. We welcome Aboriginal and Torres Strait Islander family members, parents and community members to our school so that we can get to know each other, learn about the local Aboriginal community and develop shared goals and plans for the aspirations of our Aboriginal and Torres Strait Islander students. Our main aim is for all students to complete year 12 with high levels of literacy and numeracy through whole school foundation programs such as AVID. In addition we offer:

Urban Koori Program: A 14–student placement program aimed at building on the social, emotional and academic needs of students in years 7–12. Urban Koori staff work closely with the students, their families, the community, outside support networks as well as classroom teachers to ensure that the needs of the students are met holistically. Based upon reaching personal and academic goals, structured support is given in the classroom, one-on-one and in small collaborative groups.

Sista Speak: The Sista Speak program aims to support our young Aboriginal women aged between 13–16 to make informed decisions and increase awareness surrounding sexual health, the importance of personal hygiene, cyber safety, personal developmental, positive mental wellbeing, drug & alcohol and its consequences.

Clontarf Academy: The Clontarf Foundation aims to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men and by doing so equips them to participate meaningfully in society. Using a comprehensive approach of supportive relationships, a

welcoming environment, and a diverse range of activities, the students develop improved self-esteem and confidence. Academy activities are planned within the focus areas of education, leadership, employment, healthy lifestyles, life skills and football.

UNSW Indigenous Science & Engineering Program:

ISEP is a multi-year fully supervised 3-day residential program. Aimed at secondary students in years 7–9, this program provides an opportunity for students to experience UNSW's Faculty of Science and the Faculty of Engineering as well as other learning environments.

AECG STEM program: The STEM camp contributes to creating generational changes required for students to achieve better outcomes at school and access post-school learning and employment pathways, in the areas of Science, Technology, Engineering, Art and Mathematics.

South Cares– School to work program: Working with Aboriginal students from years 9–12 the aim of the program is to halve the gap for Indigenous students in year 12 equivalent attainments by 2020 and halve the gap in employment outcomes between Indigenous and non-Indigenous Australians within a decade. Support includes industry visits, in class support and career workshops.

Sydney Opera House First Nations Work Experience Program:

The Sydney Opera House First Nations work experience program provides students with opportunities that reach beyond the scope of other companies in Sydney. The focus during the week will be getting to know the intricacies of areas and spaces within the Sydney Opera House, exposing students to all the processes that are involved in staging productions surrounding the Learning and Development team and other creative art productions.

Young Mob Leaders Program: The Young Mob Leadership Program enables Aboriginal youth to gain skills in public speaking, conflict management, positive thinking and leadership to improve confidence and self-esteem. It also offers opportunities to learn more about their culture and have the chance to exchange knowledge with other Aboriginal and Torres Strait Islander communities.



Multicultural and anti-racism education

2018 was the last year of funding from the Ian Potter Foundation to support the Culture, Community and Curriculum Project. The AECG and schools involved were sad to see the project end but happy with its outcomes and hopeful about securing more funding in the future for an expanded version called the "Cultural Residents" project, which UNSW Philanthropy hope to secure funding for in 2019. A book chapter was published in the volume Questions of Culture in Autoethnography (Stanley & Vass, Eds., 2018) entitled 'Whose story is it anyway?: Reflecting on a collaborative research project with/in an educational community'. This involved named authorship of several teachers and Aboriginal community members engaged with the project as well as the research team. Outcomes from the CCCP were presented at the AARE Conference in December 2018. A video was also created capturing the impact and participant experiences of the project. The project and its future continuation were formally endorsed by the AECG at their final meeting of 2018.

The school has a full time SLSO from a Maori background who also acts a student support person for student from a Pacific Island background. Our largest non-English speaking cohort come from New Zealand (Maori), Tonga and Samoa. we also have a small proportion of students who are members of the Sydney Jewish community. We employ 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 celebrate our diversity in different ways (69 students from a language background other than English) including at our annual Cultural Diversity Day in March each year, and we have an anti racism contact officer to address issues that may arise.