Matraville Sports High School

2019 Annual Report

8249

Introduction

The Annual Report for 2019 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.

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

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

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1: Differentiation

Literacy

Numeracy

Parent/ caregiver engagement

Evaluation	Funds Expended (Resources)
All planned next steps from 2018 plan have been implemented and have improved teaching and learning across the school, including better communication with parents.	Flexible funding for AVID leader Beginning teachers funds for UNSW beginning teacher program School funds for COMPASS additional functions

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.

Improvement Measures

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.

Progress towards achieving improvement measures

Process 1:   **UNSW**

Aboriginal Education

TSP

Evaluation	Funds Expended (Resources)
2019 saw the realisation of several planned activities 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, the Sydney FC partnership added significant weight to our TSP program, leading to over 20 new enrolments for 2020.	Aboriginal flexible funding to be used for Clontarf in 2020 at approximately a $60,000 cost. Other initiatives provided by the relevant bodies free to MSHS.

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.

Improvement Measures

Increase in number of students achieving PBL recognition.

Increase in learning support team referrals.

Increased enrolments in Stage 5 VET courses.

Progress towards achieving improvement measures

Process 1:   LST

PBL

Student leadership

VET

Evaluation	Funds Expended (Resources)
VET in the school continues to be popular especially Hospitality and Sports Coaching – training of new staff for 2020 is critical. Duke of Ed has provided a leadership avenue for students that has proven to be popular – succession planning needed as it relies on only one teacher who is a temp. The PBL system still needs to be examined in full over time.	Behavability from professional learning funds, and RAM flexible funding. D of E program funded by student fees and minor expenditure of school educational delivery funds

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$116,242 flexible funds. $74,701 for staffing **Funding Sources:** • Aboriginal Background Flexible ($116 242.00)	Over 76% of Aboriginal students agree or strongly agree that they feel good about their culture when they are at school. In addition from an estimated 35 boys, we have 50 for Clontarf program in 2020. Students feel that 60% of teachers have a good understanding of their culture. (TTFM survey).
Low level adjustment for disability	$135494 total funding, of which $39,450 is flexible, i.e. can be spent by the school. **Funding Sources:** • Low level adjustment for disability ($135 494.00)	Funds to support students with disabilities are always supplemented by other funds by necessity. The TTFM survey notes that MSHS students are above NSW norms for positive learning climate which in part is a reflection of the correct expenditure of these funds.
Socio–economic background	Funds for SE background include $118526 of flexible funding and 0.7 of staffing. **Funding Sources:** • Socio–economic background ($193 228.00)	This is a key funding source for the school to use on maintaining equity of access to education for all students including subsidising the AVID program, providing additional funds for teacher professional learning, as well as hiring staff. TTFM survey of students finds that students think that effective learning time is high and above state average, as is relevance to them, and rigour is on par with the state average. Grades in science and English both at or above state mean.
Support for beginning teachers	Beginning teacher funds increased during the year. the funds were then tagged for the above program (UNSW). Flexible SEfunds used to pay for other courses. **Funding Sources:** • Support for beginning teachers ($50 000.00)	Pilot UNSW program was successfully implemented for 7 beginning teachers as a coaching initiative, which will continue into 2020 and has been costed over 2 years.
Talented Sports Program	SE flexible funds; student fees; community use partnerships and hire of facility fees. $20000 **Funding Sources:** • Student fees ($30 000.00)	The Blues Dinner night allowed current students and staff to reconnect with alumni and recognise the sporting success of our boys and girls in 2019. In addition the permanent appointment of Andrew Bobadilla as Director of Sport led to significant improvements in program delivery, cost saving to the school in timetabling, and the connection with many community organisations. Many of our partnerships are at no coat to the school yet yield significant results for students such as the new basketball court through Charity Bounce. Sydney FC MOU has been an outstanding success.

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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	167	158	191	203
Girls	88	86	98	104

Student attendance profile

School				
Year	2016	2017	2018	2019
7	87.7	89.5	87.4	87.5
8	86.8	84.9	86.1	76
9	81.4	90	85.9	77.7
10	83.7	82.9	79.7	72.7
11	78.1	79.7	74.7	73.7
12	74.6	81.7	74.7	70.9
All Years	82.5	84.4	81.8	76.6
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	10	18
Employment	0	3	54
TAFE entry	5	0	16
University Entry	0	0	10
Other	0	0	1
Unknown	0	0	1

Year 12 students undertaking vocational or trade training

57.50% of Year 12 students at Matraville Sports High School undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

88.6% of all Year 12 students at Matraville Sports High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	5
Classroom Teacher(s)	27.8
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.58
Other Positions	4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

|	2019 **Actual** ($)
Opening Balance	456,027
Revenue	7,215,815
Appropriation	6,897,025
Sale of Goods and Services	8,519
Grants and contributions	305,079
Investment income	4,992
Other revenue	200
Expenses	-7,048,460
Employee related	-6,320,445
Operating expenses	-728,015
Surplus / deficit for the year	167,355

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	1,742,935
Equity Total	545,249
Equity - Aboriginal	184,817
Equity - Socio-economic	193,228
Equity - Language	31,710
Equity - Disability	135,494
Base Total	3,539,226
Base - Per Capita	80,523
Base - Location	0
Base - Other	3,458,703
Other Total	726,666
Grand Total	6,554,076

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

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.
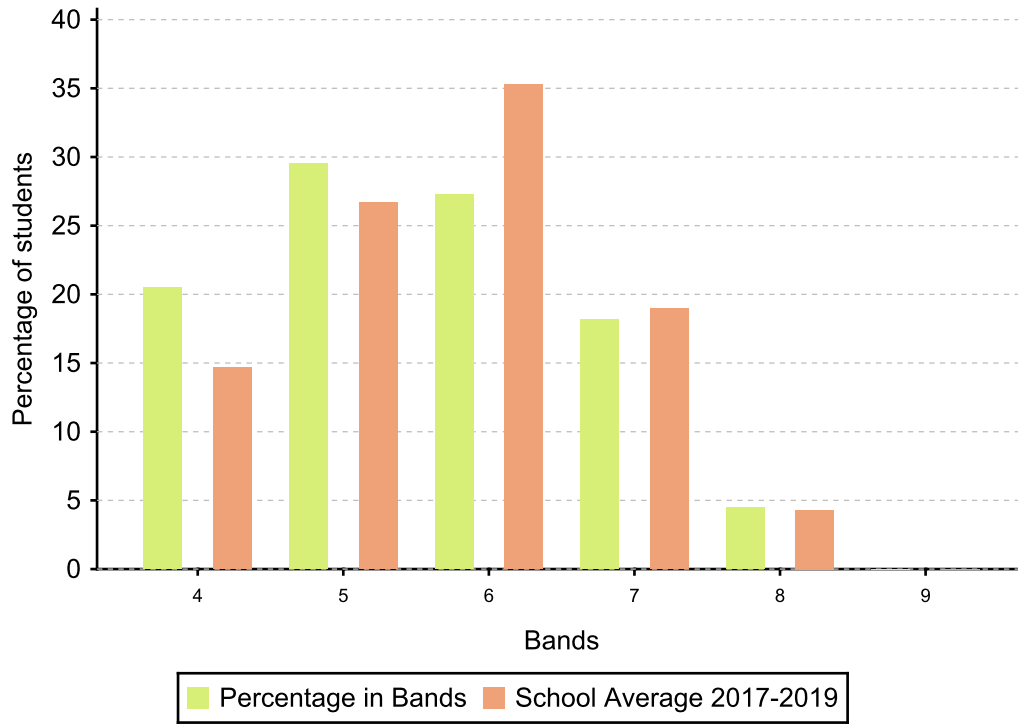
Literacy and Numeracy Graphs

Percentage in bands:
Year 7 Grammar & Punctuation
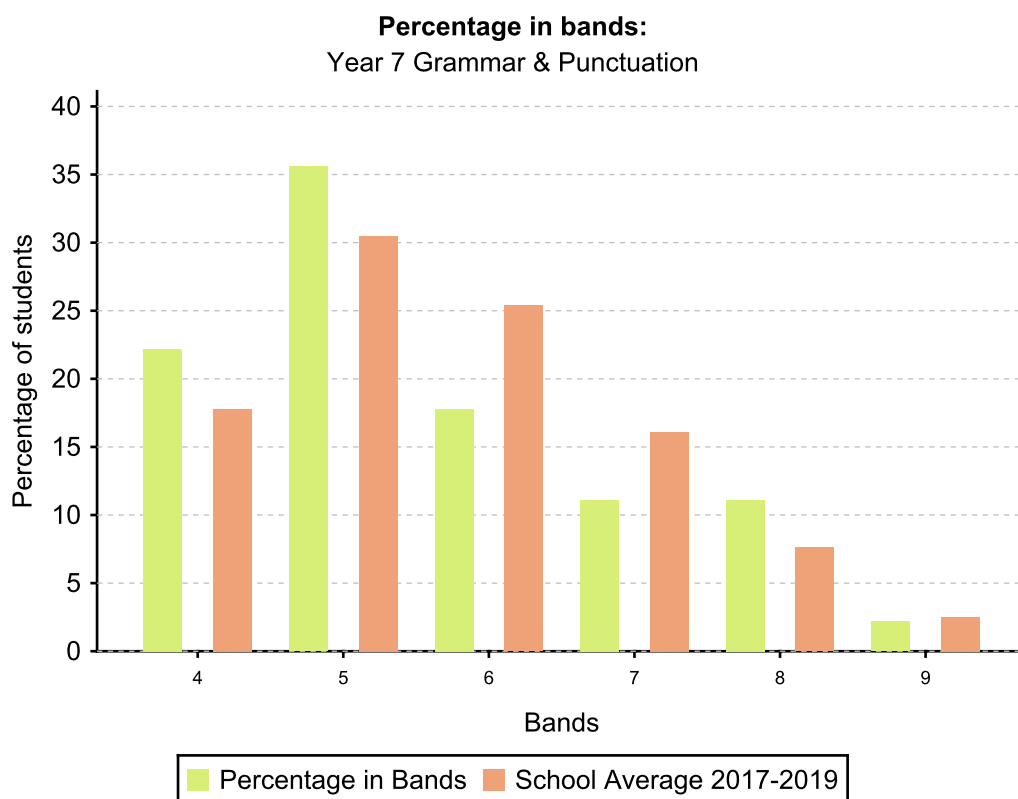
Band	4	5	6	7	8	9
Percentage of students	22.2	35.6	17.8	11.1	11.1	2.2
School avg 2017-2019	17.8	30.5	25.4	16.1	7.6	2.5

Percentage in bands:
Year 7 Reading

Band	4	5	6	7	8	9
Percentage of students	20.5	29.5	27.3	18.2	4.5	0.0
School avg 2017-2019	14.7	26.7	35.3	19	4.3	0

Percentage in bands:
Year 7 Spelling
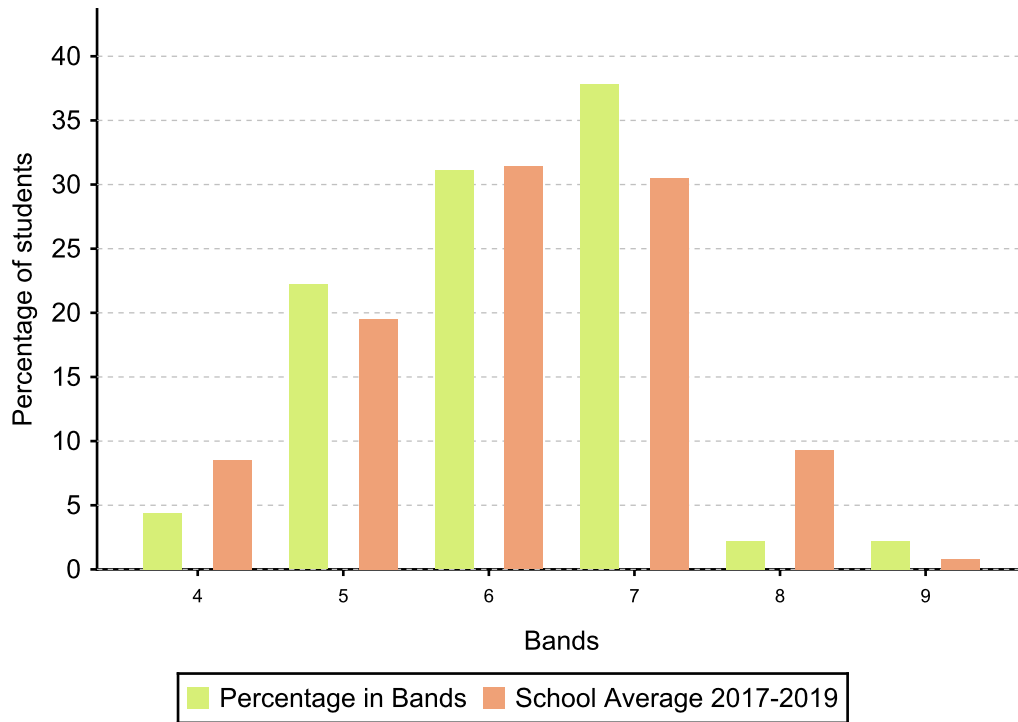
Band	4	5	6	7	8	9
Percentage of students	4.4	22.2	31.1	37.8	2.2	2.2
School avg 2017-2019	8.5	19.5	31.4	30.5	9.3	0.8

Percentage in bands:
Year 7 Writing
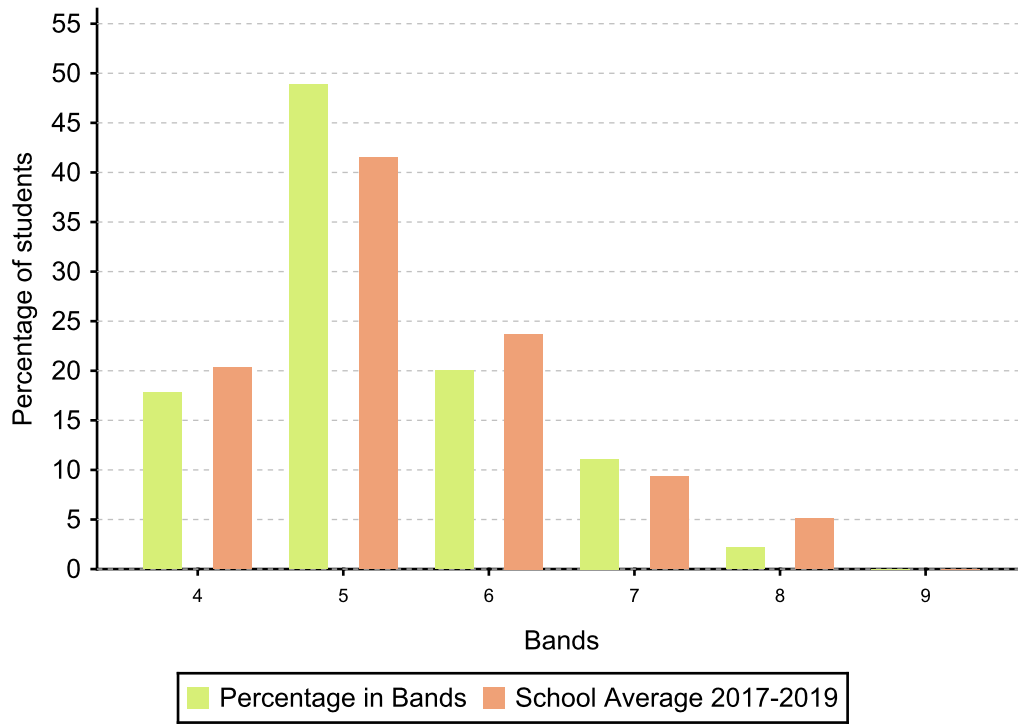
Band	4	5	6	7	8	9
Percentage of students	17.8	48.9	20.0	11.1	2.2	0.0
School avg 2017-2019	20.3	41.5	23.7	9.3	5.1	0

Percentage in bands:
Year 9 Grammar & Punctuation
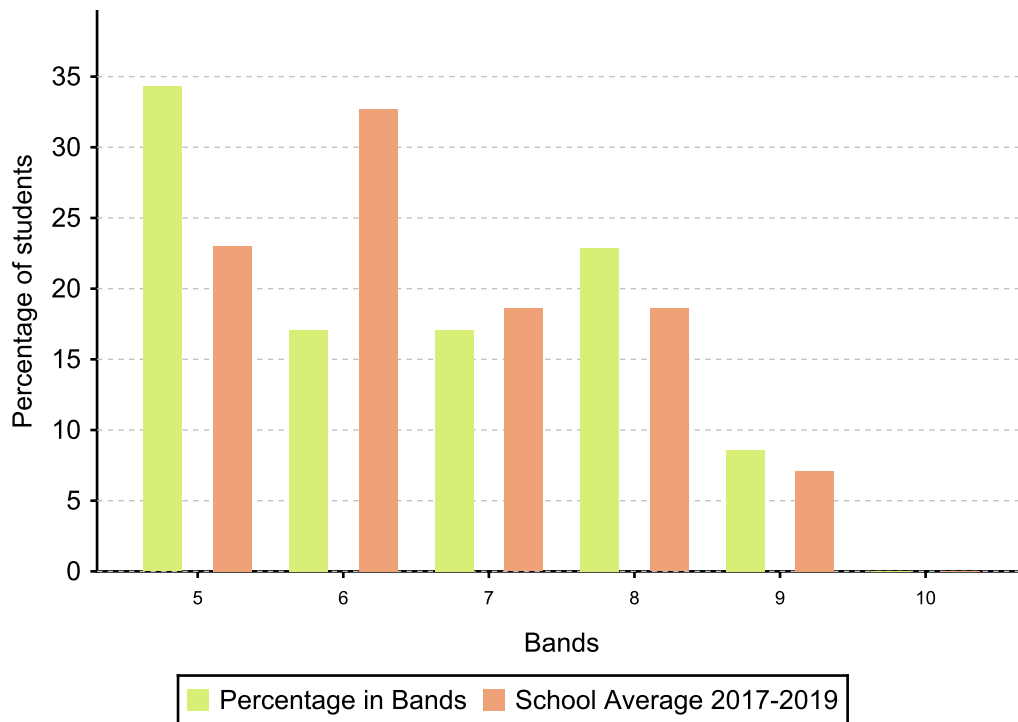
Band	5	6	7	8	9	10
Percentage of students	34.3	17.1	17.1	22.9	8.6	0.0
School avg 2017-2019	23	32.7	18.6	18.6	7.1	0

Percentage in bands:
Year 9 Reading
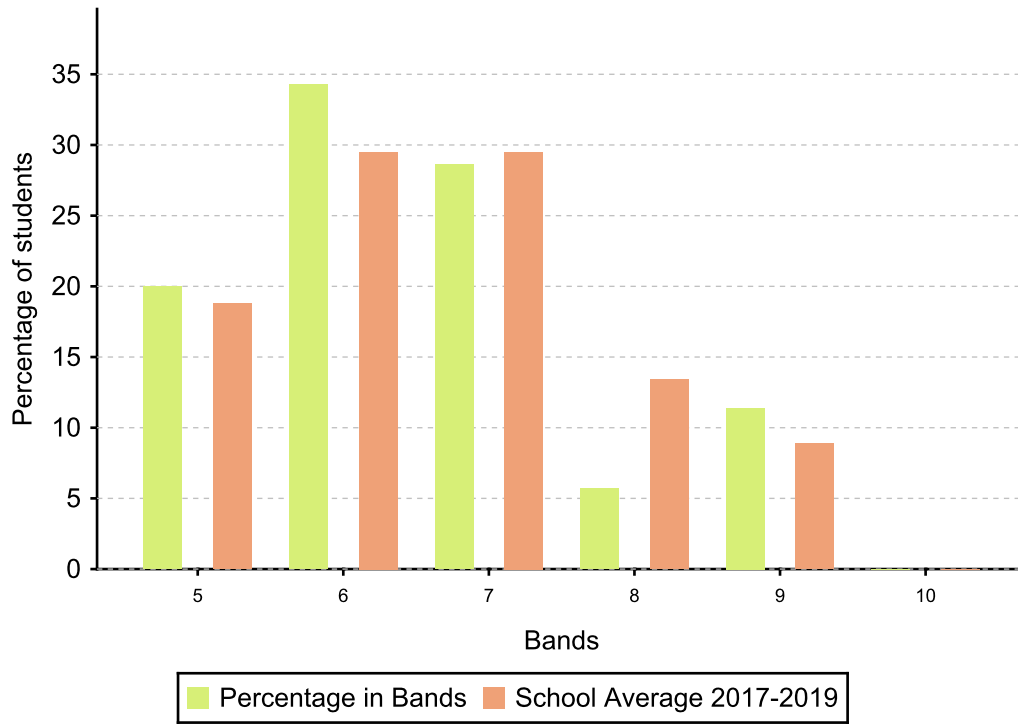
Band	5	6	7	8	9	10
Percentage of students	20.0	34.3	28.6	5.7	11.4	0.0
School avg 2017-2019	18.8	29.5	29.5	13.4	8.9	0

Percentage in bands:
Year 9 Spelling
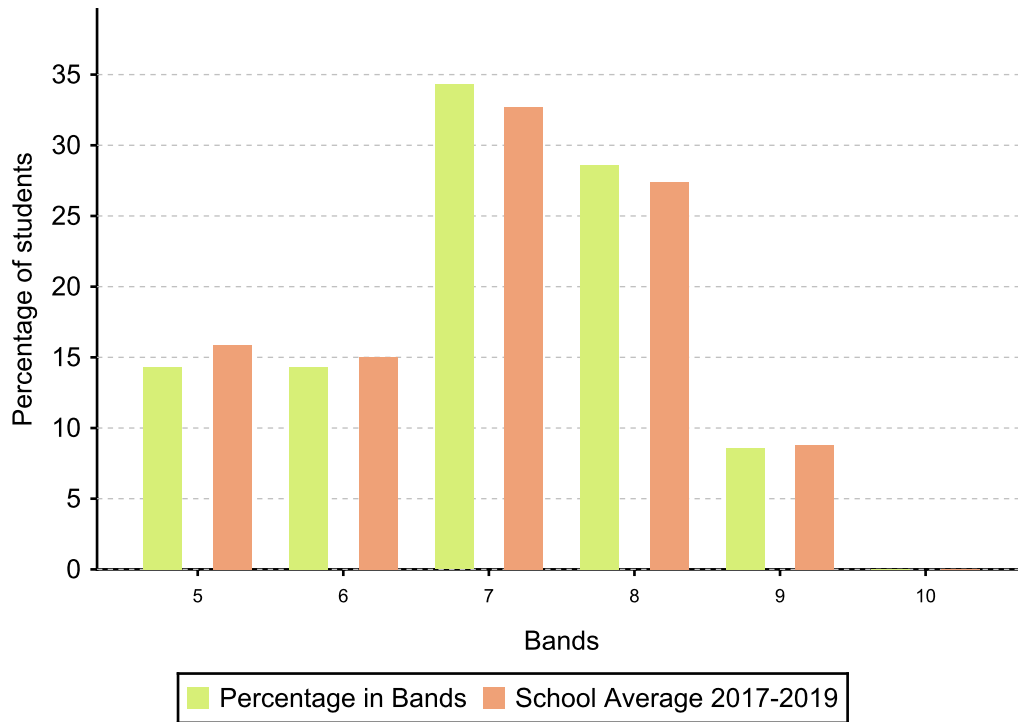
Band	5	6	7	8	9	10
Percentage of students	14.3	14.3	34.3	28.6	8.6	0.0
School avg 2017-2019	15.9	15	32.7	27.4	8.8	0

Percentage in bands:
Year 9 Writing
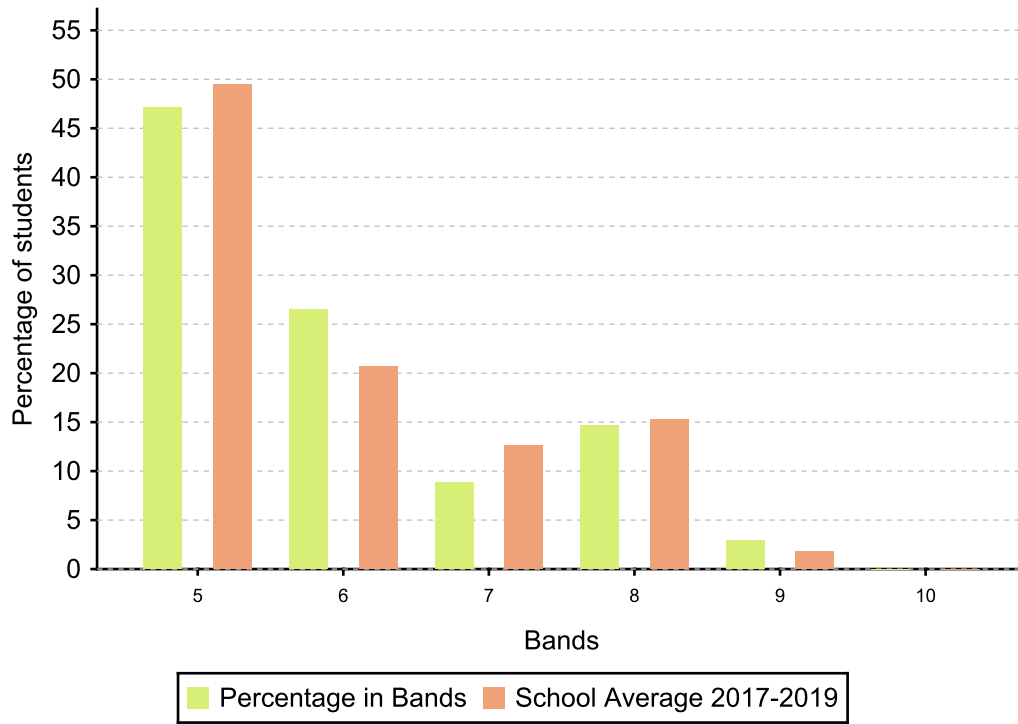
Band	5	6	7	8	9	10
Percentage of students	47.1	26.5	8.8	14.7	2.9	0.0
School avg 2017-2019	49.5	20.7	12.6	15.3	1.8	0

Percentage in bands:
Year 7 Numeracy
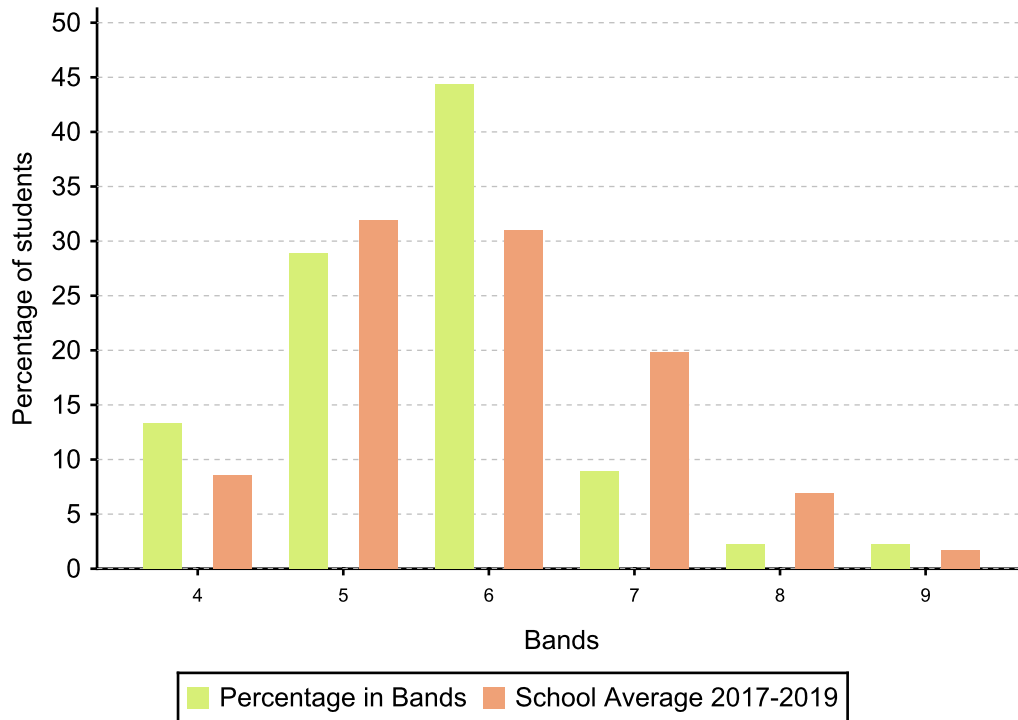
Band	4	5	6	7	8	9
Percentage of students	13.3	28.9	44.4	8.9	2.2	2.2
School avg 2017-2019	8.6	31.9	31	19.8	6.9	1.7

Matraville Sports High School 8249 (2019)

Percentage in bands:
Year 9 Numeracy
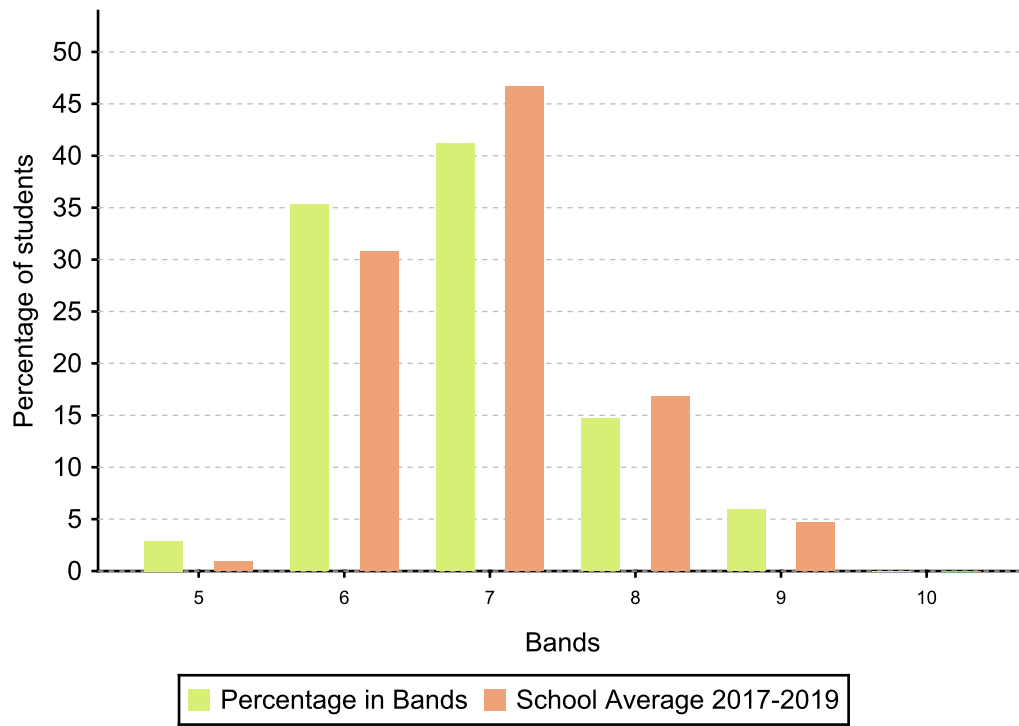
Band	5	6	7	8	9	10
Percentage of students	2.9	35.3	41.2	14.7	5.9	0.0
School avg 2017-2019	0.9	30.8	46.7	16.8	4.7	0

School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.
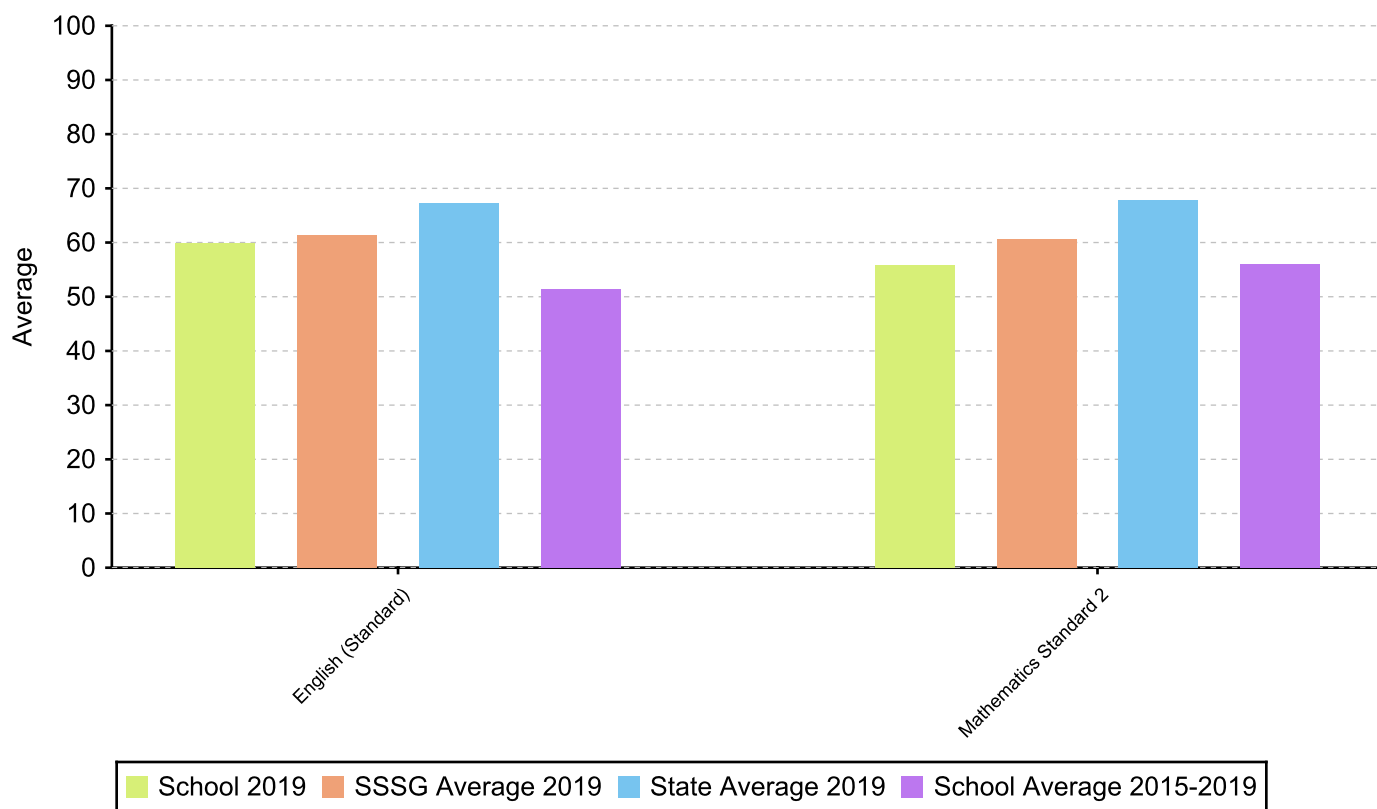

Subject	School 2019	SSSG	State	School Average 2015-2019
English (Standard)	59.8	61.4	67.3	51.3
Mathematics Standard 2	55.9	60.6	67.7	55.9

Parent/caregiver, student, teacher satisfaction

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. We use the TTFM survey to gauge parent opinion, and started this process in 2019. The report provides results based on data from respondents in this school who completed the Parent Survey between 10 Sep 2019 and 24 Oct 2019. We hope for more responses in 2020. The main next steps from the parent survey is to reinstate the P and C in 2020, and to increase parent use of COMPASS portal, and completion of the TTFM surveys. The survey found that 83% of parents agree that they are satisfied with general communication from the school and that 69% would recommend the school to primary students' parents.

Student surveys were completed by many and provided pluses and things for us to consider. Our student mean for interest and motivation in learning is 33%, over the state mean by 5%. Drivers of student outcomes including effective learning time were also above state mean. Students felt overall that they were well advocated for at school, and we had high expectations for success. The majority of Aboriginal students feel good about their culture at school, and generally the majority of students feel proud of their school.

Teacher surveys were of differing type and only had 13 respondents, leading to a mixed result. Overall staff feel that students focus on learning, have a positive sense of belonging, and that we cater for difference well. Staff overall have a good use of technology in their classrooms with room for improvement. Overall morale is good and with a new school plan due in 2020, it is timely to re–survey staff to plan for the next 4 years.
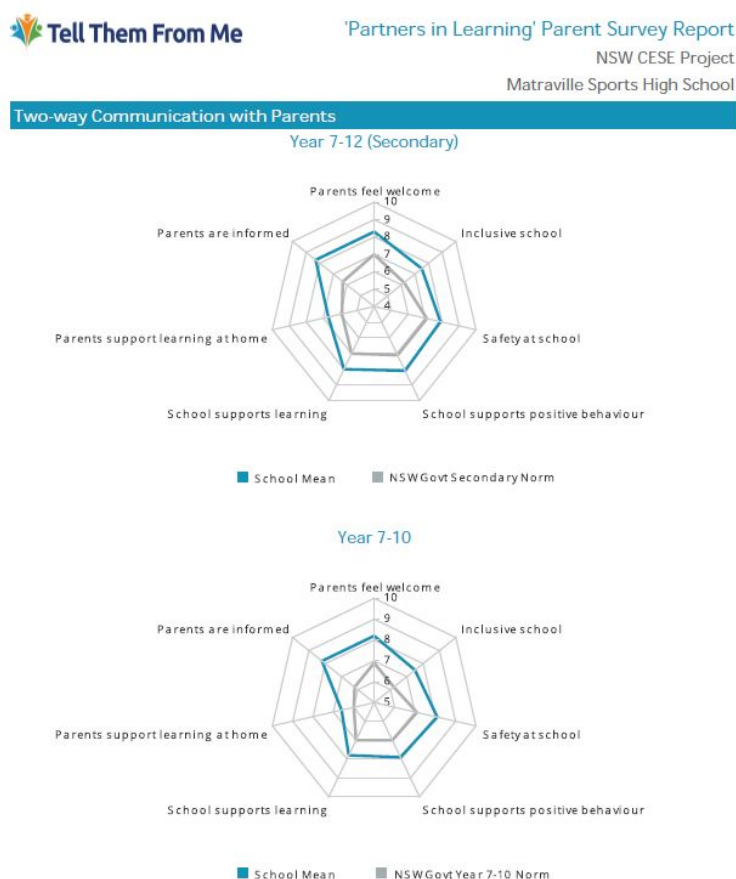
Social-Emotional Outcomes
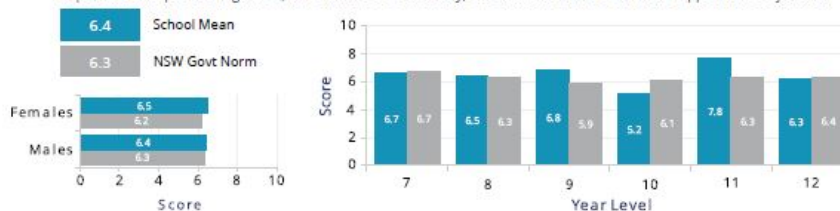
Students who are interested and motivated
Students are interested and motivated in their learning.

33%	School Mean
28%	NSW Govt Norm

Females: 28 / 26
Males: 36 / 29

Year Level chart:
- 7: 29 / 40
- 8: 25 / 28
- 9: 32 / 23
- 10: 26 / 22
- 11: 61 / 27
- 12: 36 / 26

DRIVERS of Student Outcomes

Effective learning time
Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
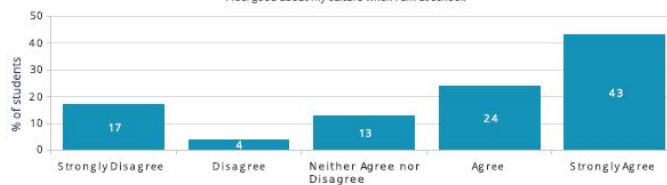
6.4	School Mean
6.3	NSW Govt Norm

Females: 6.5 / 6.2
Males: 6.4 / 6.3

Year Level chart (Score):
- 7: 6.7 / 6.7
- 8: 6.5 / 6.3
- 9: 6.8 / 5.9
- 10: 5.2 / 6.1
- 11: 7.8 / 6.3
- 12: 6.3 / 6.4

Rigour
Students feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
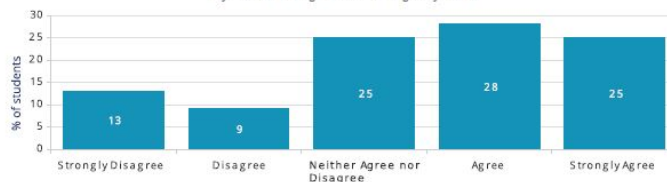
NSW DoE Custom Measure(s)

Aboriginal students: I feel good about my culture
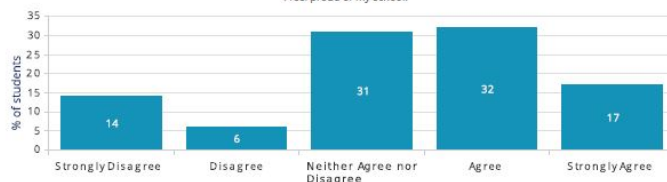I feel good about my culture when I am at school.

% of students:
- Strongly Disagree: 17
- Disagree: 4
- Neither Agree nor Disagree: 13
- Agree: 24
- Strongly Agree: 43

Aboriginal students: Teachers understand culture
My teachers have a good understanding of my culture.

% of students:
- Strongly Disagree: 13
- Disagree: 9
- Neither Agree nor Disagree: 25
- Agree: 28
- Strongly Agree: 25

School pride
I feel proud of my school.

% of students:
- Strongly Disagree: 14
- Disagree: 6
- Neither Agree nor Disagree: 31
- Agree: 32
- Strongly Agree: 17

How often did you use technology for learning in the classroom?

More Details

🔵	Most lessons	11
🟠	At least once per day	7
🟢	At least once per week	1
🔴	Less than once per week/never	3
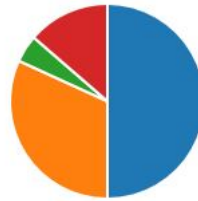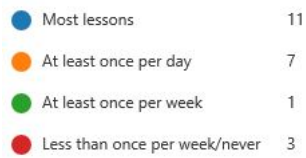
Which of the following websites did you regularly use in the classroom?

More Details

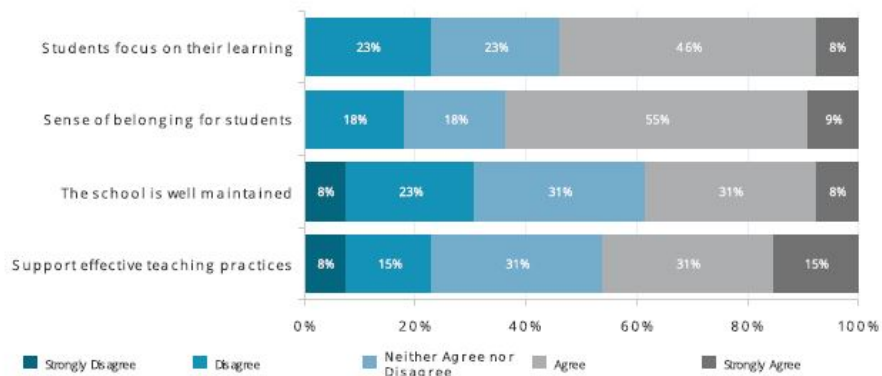|		
🔵	Compass	11
🟠	Google Classroom	10
🟢	Education Perfect	7
🔴	ATOMI	4
🟣	Mathspace	2
🟤	YouTube	14
🩷	ClickView	2
⚪	Other	6
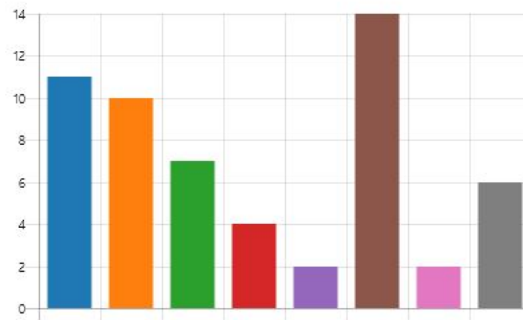
NSW DoE Custom Measure(s)

Perceptions of School Facilities

How strongly do you agree with each of the statements:

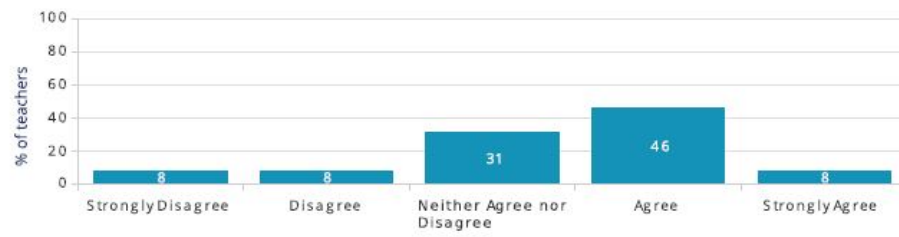| Statement	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
Students focus on their learning		23%	23%	46%	8%
Sense of belonging for students		18%	18%	55%	9%
The school is well maintained	8%	23%	31%	31%	8%
Support effective teaching practices	8%	15%	31%	31%	15%

Students with Disabilities or Special Needs

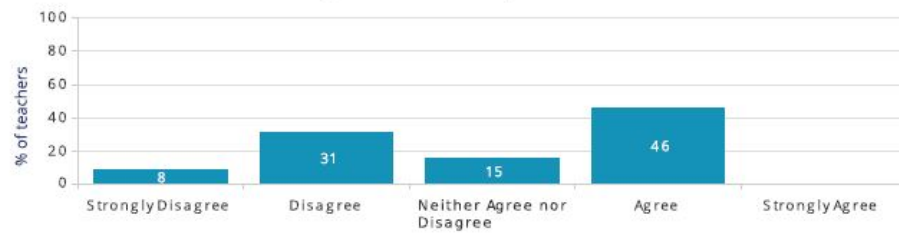I have the skills and confidence to meet the needs of students with disability or special needs.

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
% of teachers		23	8	38	31
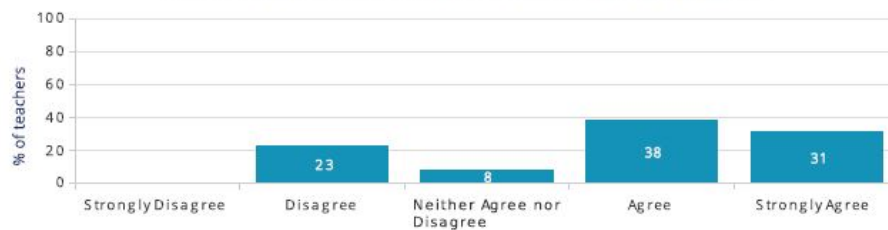
School leaders leading improvement and change

School leaders in my school are leading improvement and change.

% of teachers

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8	8	31	46	8

Communication of strategic vision

School leaders clearly communicate their strategic vision and values for our school.

% of teachers

Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
8	31	15	46	

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:
- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.