

# 2020 Annual Report

## Matraville Sports High School



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# Introduction

The Annual Report for 2020 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

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Matraville Sports High School

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## Message from the principal

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2020 was a challenging year for the whole community as we managed the issues presented to us by the COVID-19 pandemic. The whole school community worked collaboratively during this period of high stress for staff, parents and students as we worked through online learning, heavy restrictions on normal school activities (with most cancelled), and eventually most students and staff working from home. A highlight of 2020 has been the continuing success of the school's external partnerships and their support of students. The UNSW Matraville Education Partnership (UNSW MEP) continued to support HSC students throughout this time, Clontarf delivered computers and food packages to needy families, school staff made home visits to families in need, and the school purchased and made available an additional 60 devices to students without one.

All year 12 students graduated successfully with a delayed graduation ceremony and formal held in November, all met the HSC minimum standards, and many were offered university placements prior to the HSC because of COVID.

In spite of its challenges, 2020 was a successful year for us, with continued enrolment growth into year 7..

Nerida Walker

Principal

## School vision

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 is a co-educational selective sports high school located in Sydney's eastern suburbs with an enrolment of 366.

The school provides a supportive and inclusive learning environment for all students including 35% from an Aboriginal or Torres Strait Island background and 14% from a language background other than English, and a support unit for students with intellectual disabilities and autism spectrum disorder.

Matraville Sports High School is a member of the NSW Sports High Schools Association and provides elite coaching and performance pathways for athletes in reaching academic and sporting goals.

In addition the school is home to the UNSW-Matraville Education partnership which aims to extend the student experience through gifted and talented enrichment opportunities, enhanced teacher professional learning, and engagement with the school community. Clontarf Academy support 52 Aboriginal boys.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2020 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)
<p>Due to Covid-19, NAPLAN was not administered in 2020 and thus many of our usual quantitative markers of student academic achievement are unavailable.</p> <p>Year 12 students all met HSC minimum literacy and numeracy standards.</p> <p>Number of parent surveyed through TTFM and UNSW - comments reinforced the importance of our communications with them about learning.</p>	<p>UNSW-MEP - record numbers of pre-service teachers from September to December post COVID supported students and teachers in class, especially student requiring remedial support during or after school.</p> <p>Entitlement (staffing) to allocate staff time to administer UNSW program and replace UNSW coordinator on leave.</p> <p>School funds to hire additional SLSOs and for teacher release.</p>



Visual Art class

## 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)
<p>TSP numbers increased by 20 students into the school just for football leading to overall school growth. COVID 19 stopped most sporting events in 2020. Athlete testing programs was completed by USYD students.</p> <p>Aboriginal Education - increased numbers into Clontarf Academy. Continued growth trend in Aboriginal retention to year 12.</p> <p>NAPLAN not administered in 2020 to gauge trend data for Aboriginal literacy and numeracy.</p> <p>UNSW-MEP</p> <ul style="list-style-type: none"><li>• The Homework Centre had about 10-15 students attend each day in Sept - December 2020.</li><li>• The Homework Centre was attended by a diverse range of MSHS students in 2020, including students in the Inclusive Learning Centre, reflecting the school community.</li><li>• 54% of MSHS students report that the afterschool programs offered by UNSW are an important part of their school experience</li></ul> <p>MSHS has allocated staff members to assist with many aspects of the partnership's operations, and this is integral to its success. However, there are challenges associated with the fragmentation of duties between the Program Manager and School-based Coordinator positions. For sustainability and success of the MEP, it is recommended that UNSW support a full-time continuing position for the MEP Program Manager role and recognition of the MEP Director role as part of academic workload allocation.</p>	<p>TSP - coaching staff additional; strength and conditioning staff; Sydney FC coaching staff; Charity Bounce Partnership. Resources drawn from student fees paid; school hiring of facilities used to subsidise costs</p> <p>Aboriginal Education resources: Staffing entitlement; School funds; Aboriginal funding for Clontarf and SLISO costs.</p> <p>UNSW-MEP - RAM equity funds used to pay for additional 0.4 allocation to administer program on site.</p>



Sydney FC Program

### 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)
<p>After VET Construction was re-instated at the school, (and after HSC analysis) it was decided that IT Timber be not offered in 2021 subject selection - increased numbers in Construction for 2021 as a result. ITT to be reinstated in 2022. Stage 5 VET investigated during 2021 - also to be implemented in 2022. Vet Hospitality continued to increase in numbers; decline in VET Retail, although the course was well subscribed by students with disabilities.</p> <p>LST had increased contribution to year 12 minimum standard testing; LST continued to support students at lower ranges of literacy, and those with disabilities in the mainstream.</p>	<p>VET funding</p> <p>School and equity funds for leadership activities</p> <p>Beginning teacher funds for further behaviour training of staff</p> <p>0.2 RAM funds to increase learning support teacher time on site</p> <p>Staffing entitlement to provide allocation to Dof E teacher</p>



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Equity Loading Aboriginal Background - \$204,699 total; \$135,110 flexible; \$76,569 staffing (AEO). SLSO (Aboriginal) part of entitlement costed at \$66442.</p> <p>RAM Aboriginal funds - Clontarf Academy pro rata; Additional SLSO salary (0.2)</p> <p>School funds - casual teacher relief for staff training</p> <p>Teacher time after hours</p> <p>Support from M. Ryan (due to COVID) additional support was provided to Aboriginal students for learning</p>	<p>Increase in # Aboriginal boys in Clontarf Program</p> <p>Increase in TTFM survey data results for "Aboriginal students who feel good about their culture"</p> <p>Increase in number of Aboriginal year 12 graduates as a proportion of the year group - 4 offered university placements prior to HSC.</p> <p>No NAPLAN data to report on literacy initiatives.</p> <p>All Aboriginal year 12 students met minimum literacy and numeracy standards.</p> <p>Urban Koori program supported 12 students in 2020</p>
<b>Low level adjustment for disability</b>	<p>Total funds - \$142,611: 0.9 staff @\$98446 and \$44,165 flexible funds</p> <p>SLSO employment</p> <p>Staffing entitlement</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$142 611.00)</li> </ul>	<p>No NAPLAN data for 2020, however school trend is upwards for NAPLAN number of student at or above expected growth for all students.</p> <p>STAR program planning occurred in 2020, and students with disabilities identified early in 2020 ready for 2021 year 7 intake. Staff allocated to STAR program.</p>
<b>Socio-economic background</b>	<p>Total funds - \$211,679; \$135,110 flexible funds including staff of 0.7 (\$76,569)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$211 679.00)</li> </ul>	<p>Due to Covid-19, NAPLAN was not administered in 2020 and thus many of our usual quantitative markers of student academic achievement are unavailable.</p> <p>Increase in numbers of students in top 2 bands (reading and numeracy)</p> <p>Increase in HSC top 3 bands trend</p> <p>Increasing average VALID (Science testing) scores</p> <p>Increased whole school enrolment</p> <p>Improved measures of 'expectations of success', slight decline in sense of belonging although figure is still around state average.</p>
<b>Support for beginning teachers</b>	<p>Beginning teacher funds as a budget adjustment as well as funds rolled forward from unspent in 2019.</p> <p>Additional funds from RAM Equity</p> <p>Staffing release time -</p>	<p>Covid-19 severely impacted on our planned activities. In her role as incoming Director of the MEP, Dr Karen Maras offered two sessions to the full staff of MSHS during staff meetings: an update on the NSW Curriculum Review and a workshop on integrating the ACARA General Capabilities in teaching. This was in addition to her work as "Academic in Residence" where, through her Mentoring</p>

<b>Support for beginning teachers</b>	<p>school funds</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$51 118.00)</li> <li>• Socio-economic background (\$20 000.00)</li> </ul>	<p>Project, Dr Maras met regularly with MSHS Early Career Teachers on areas they identified for further development and support. This involved meetings as a community of practice and structured observations and feedback sessions.</p>
<b>Talented Sports Program</b>	<p>\$62400 from school funds used to operate the TSP program; derived from \$54434 of student fees with the shortfall from hire of facilities.</p> <p>\$150000 of school generated revenue set aside for synthetic field upgrade should the metro renewal grant be successful.</p> <p>1.0 staffing from entitlement</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$30 000.00)</li> </ul>	<p>Increased whole school enrolment from football program - increased funds and staffing</p> <p>COVID meant sporting fixtures were cancelled for most of 2020, training continued before school, with increased numbers attending from 7.30am</p> <p>Metro renewal grant successful - new synthetic pitch to be installed in 2021</p> <p>External review of TSP program conducted by NSW Sports HS Association highly commended with noticeable improvements in program delivery</p>



Year 7 Camp 2020

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	158	191	203	229
Girls	86	98	104	115

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	89.5	87.4	87.5	86.5
8	84.9	86.1	76	83.5
9	90	85.9	77.7	79.2
10	82.9	79.7	72.7	79.3
11	79.7	74.7	73.7	74.4
12	81.7	74.7	70.9	79.6
All Years	84.4	81.8	76.6	80.4
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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	20
Employment	0	10	50
TAFE entry	0	0	10
University Entry	0	0	10
Other	0	0	5
Unknown	0	1	5

### Year 12 students undertaking vocational or trade training

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72.34% of Year 12 students at Matraville Sports High School undertook vocational education and training in 2020.

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

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92.7% of all Year 12 students at Matraville Sports High School expected to complete Year 12 in 2020 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)	30.9
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.98
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
<b>Opening Balance</b>	623,382
<b>Revenue</b>	7,557,633
Appropriation	7,369,951
Sale of Goods and Services	5,179
Grants and contributions	180,435
Investment income	1,968
Other revenue	100
<b>Expenses</b>	-7,637,343
Employee related	-6,801,617
Operating expenses	-835,726
<b>Surplus / deficit for the year</b>	-79,711
<b>Closing Balance</b>	543,672

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.



Clontarf Academy

## Financial summary - Equity loadings

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	31,679
<b>Equity Total</b>	586,635
Equity - Aboriginal	204,699
Equity - Socio-economic	211,679
Equity - Language	27,647
Equity - Disability	142,611
<b>Base Total</b>	5,854,645
Base - Per Capita	88,727
Base - Location	0
Base - Other	5,765,918
<b>Other Total</b>	726,772
<b>Grand Total</b>	7,199,731

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

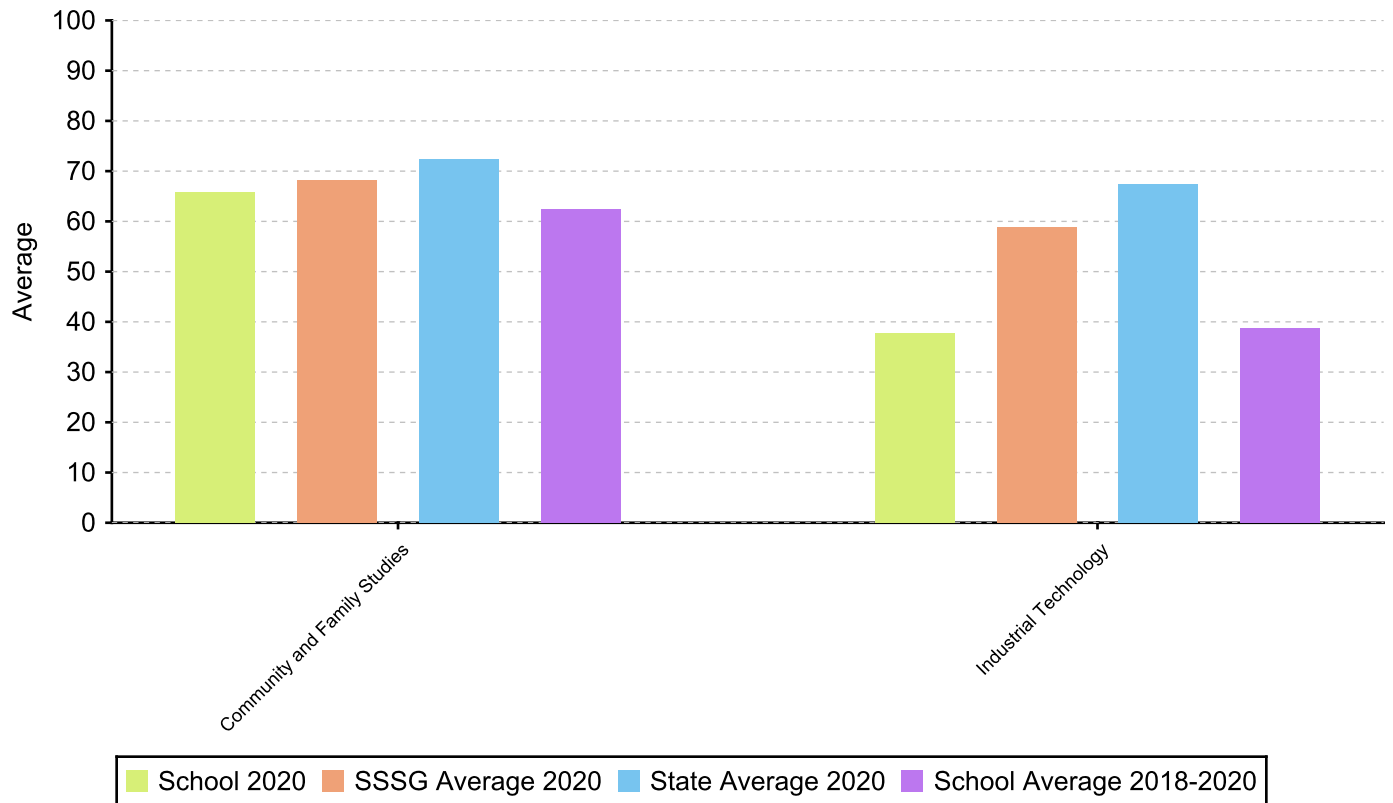
The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.



## 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 2020	SSSG	State	School Average 2018-2020
Community and Family Studies	65.8	68.2	72.4	62.5
Industrial Technology	37.8	58.8	67.5	38.7

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me report was completed by 14 parent respondents in 2020. The school performed well around being inclusive and keeping parents informed.

The weakest area remained in parent support for learning at home, with fewer parents than average saying they "discuss how well your child is doing in his or her classes", "talk about how important schoolwork is", "ask about any challenges your child might have at school", or "take an interest in your child's school assignments". This is interesting as these are results from parent self-reporting, not teacher perception.

Other items of interest from this survey are that 64% of parents report that their child is at their first choice of public school, and 93% agree that students with special needs are made to feel welcome. 61% of parents would recommend the school to others.

COVID - 19 restricted parent interaction with the school in the usual way (PT nights; subject selection, etc.), however parents engaged more with our learning management system COMPASS for online learning from home which has been a positive result overall. Zoom parent meetings including parent teacher night via zoom proved also to a positive way to interact with parents.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.

## Other School Programs (optional)

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The Inclusive Learning Centre for students with diagnosed disabilities supported students and families in need during the COVID crisis by attending homes, providing school work, food hampers and computers where needed. Students in the ILC were restricted in the workplace transition activities they could attend, however transition to post-school options was planned in partnership with families for the graduating students in year 12 who also attended the year 12 formal in November.

The Support unit (Autism) continued its support for the 3 class groups and for students with autism in the mainstream.