

2021 Annual Report

Matraville Sports High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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

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School vision

Matraville Sports High School is an inclusive, culturally nourishing and vibrant school where students and staff cooperate and collaborate to achieve the common goal of individual high performance in a caring and compassionate learning environment.

Matraville Sports High School equips students with the confidence and skills they need in order to thrive and become self-directed learners who succeed in reaching their full potential both intellectually and physically.

The school 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 Partnership program and learning lab to enable MSHS students to access extension and enrichment activities during and after school hours. This is staffed by UNSW staff and pre-service teachers. Through this partnership there are spin-off programs such as with the Sydney Story Factory.

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 Mandarin, Visual Art, Science and AVID to students in Years 4-6 from our partner primary schools. AVID (Advancement via Individual Determination) is a program across years 7-10 to underpin teaching and to support students in progressing to tertiary education. The school has 15 senior students involved in school based traineeships and apprenticeships.

MSHS has an Aboriginal student population of 35%, and 30% of students come from a non-English speaking background.

The school's staffing entitlement in 2021 was 47 teaching staff and 15 non teaching staff. In addition, the school employs two Head Teachers from school funds, one for the Inclusive Learning Centre, the other for Administration, and also employs strength and conditioning coaches, and specialist coaching staff for the talented sports program. RAM funding and integration funds are used to employ additional SLSOs to support students with additional learning needs across the school. Additional time allocation is offered to some staff to administer the UNSW partnership, AVID, and NESA requirements.

The sports high school operation has strong partnership links with Charity Bounce Basketball, Randwick Rugby, University of Sydney, University of NSW, and ESFA (Eastern Suburbs Football Association). We are a partner school with Sydney FC Football Club.

The school has close connections with the local AECG and local support groups providing care for children such as Kari, South's Cares, the La Perouse Lands Council and is undertaking a longitudinal research project with UNSW called the "Aboriginal Voices" project.



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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. Continuous improvement through excellence in teaching.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Highly Effective Teaching Practices
- Reading initiative
- HSC Performance Focus
- Data -driven self directed learning culture

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$51,000.00

Summary of progress

NAPLAN was not held in 2020, and 2021 results reflect students who are over a year into their schooling being disrupted by the pandemic, so these results should be read in that context, recognising there is great variation from one cohort to the next, and they may be of limited use for generalising about the school's progress. There is a disparity between Aboriginal and non-Aboriginal students, and male and female student performance which could be a variation within the particular cohort, but may also speak to the disproportionate impact of education disruption due to the pandemic on students who were already vulnerable within the education system. The proportion of Aboriginal students achieving at or above expected growth in NAPLAN measures is promising, showing that Year 9 students are achieving growth levels that exceed state averages (both for similar and all schools) in three out of five domains: reading, grammar & punctuation, and numeracy. This is true both for Aboriginal students and for the entire cohort. The best results were seen in Spelling and Grammar, with trends for all students improving, and Aboriginal students exceeding both state and similar school averages. The school also shows a value-add at above state averages for all student results between Years 7-9.

HSC data for small cohorts such as ours is extremely variable and not easy to extrapolate trends. However, in both 2020 and 2021 MSHS results in HSC exams matched or exceeded State averages in Chemistry, Hospitality, and Visual Arts, with an overall increase in the number of bands 4 and 5 achieved compared to the previous year.

A significant measure is that of the value added by the school between Years 9-12. MSHS has achieved parity with state averages for the first time since 2014.

The Advancement via Individual Determination (AVID) program had limitations in terms of staff professional development in 2021 as all face to face training was cancelled. New staff were still able to do AVID basic training online. The basic program was delivered to students in years 7 - 11. The school remains committed to AVID until the end of 2023 when it will be reviewed.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Improvement in the percentage of HSC course results in top three bands from 24% baseline trending towards the lower bound target.	2021 HSC data has the school tracking above its lower bound target with results showing a return to the upward trajectory visible prior to the COVID-19 interruptions of 2020. The 2021 HSC results show the highest percentage of students achieving the top bands in the past 10 years. The school has met the lower end of its own ambitious targets set prior to COVID-19. A significant measure is that of the value added by the school between Years 9-12. MSHS has achieved parity with state averages for the

Improvement in the percentage of HSC course results in top three bands from 24% baseline trending towards the lower bound target.	first time since 2014.
Increased % of Aboriginal Students in the top 3 NAPLAN bands for reading and numeracy (Year 9) to be above the school's lower bound system-negotiated targets.	Post COVID NAPLAN testing has shown a negative impact for Aboriginal students as compared to 2019 data and compared to non-Aboriginal students. Data however shows an increase of year 7 Aboriginal students in the middle bands for both reading and numeracy, a significant increase in year 7 reading results for Aboriginal students, and a return to the upward trend for year 7 Aboriginal students in numeracy. Year 9 Aboriginal student results show a downward trend in both reading and numeracy, taking into account a low sample size compared to year 7.
Increased percentage of all students in top 2 NAPLAN bands for reading and numeracy to be above the lower bound target of 12% for reading and 11% for numeracy for all students including Aboriginal students	The 2021 year results show a decline in the percentage of students in top two NAPLAN bands, based on year 9 data.. It is interesting to note however that the percent result overall for the Premier's Priority in reading and numeracy across the school is the highest it has been in ten years when year 7 and 9 students are measured together. The anomaly may be explained by the relatively low result of the small year 9 Aboriginal student cohort and the impact pf COVID-19 lock downs over the period.
Continued upward trend in all students achieving at or above expected growth in reading and numeracy., with a baseline of 55% for all and 46% for Aboriginal students in reading, and 59% and 50% respectively for numeracy.	The school's agreed target vs actual performance shows that we have exceeded our target in expected growth in numeracy increasing from 47% in 2019 to 78% in 2021. Achievement of expected growth in reading however has declined from 61% in 2019 to 50% in 2021. 2021 results reflect students who are over a year into their schooling being disrupted by the pandemic, so these results should be read in that context, recognising there is great variation from one cohort to the next, and they may be of limited use for generalising about the school's progress.
All staff are aware of, and using WICOR strategies in all lessons. Evidence in programs. Whole staff PL organised to ensure all staff are aware of Literacy and Numeracy Learning Progressions in directing student learning goals.	Top ten" used by head teachers in PDP process - WICOR observable in teaching programs across the school. Due to ongoing restrictions in time allocated for staff PL, AVID training continued online for some. The school literacy team delivers timetabled literacy lessons (4 per cycle). These lessons are based on the literacy learning progressions, tracked in year 7 - 10 literacy programs.



Community involvement

Strategic Direction 2: Highly effective student support practices

Purpose

To ensure all students and staff experience success at their highest possible level with all feeling valued and cared for, and all connect, thrive, learn and succeed in a culturally nourishing school. All staff will actively work with school teams to achieve this through supportive whole school well-being and learning support structures.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- UNSW Aboriginal Voices Project
- Collaborative Learning Support Practices
- Connective wellbeing practices
- High quality teaching of students with disabilities

Resources allocated to this strategic direction

Low level adjustment for disability: \$31,424.00

Socio-economic background: \$104,781.00

Summary of progress

A small number of Year 12 students in 2021 went on to enrol at university or TAFE. Unfortunately, no students enrolled at UNSW. Year 12 students from the 2021 cohort accepted offers at other universities - particularly the University of Sydney, where former MSHS Deputy Principal Jane Stanley is now the Director of Indigenous Student Programs. This speaks to the primacy of building relationships in students' decision-making process around choosing a university. Anecdotally, some students whose secondary schooling has been disrupted by Covid-19 are less inclined to consider further education than they might have been previously - they are turned off by the prospect of indefinite online learning, and the loss of the social component so integral to the university experience in a pre-pandemic world.

In 2020, MSHS signed on to be one of six high schools across NSW to participate in the Aboriginal Voices - Culturally Nourishing Schools (CNS) Project led by Dr Kevin Lowe. This project follows six case study schools as they attempt to implement whole-school reform that centres Aboriginal voice in the articulation of school policies, structures, and strategies, and in teaching and learning.

The recommendations for activities undertaken by the schools are derived from systematic reviews conducted of all relevant studies related to Indigenous education in the last 20 years. The necessary elements of a Culturally Nourishing School are: learning from Country, cultural/language inclusion, epistemic mentoring (of teachers by Aboriginal community members), and teacher professional change (via Aboriginal-led professional learning).

During 2021, the CNS involved a small group of teachers experiencing the first cycles of workshops, mentoring, and professional learning. They participated in two days of Learning from Country led by the local Aboriginal community, a series of eight Professional Conversations based around academic readings related to Aboriginal education, and a two-day curriculum workshop. Delays due to Covid-19 meant that "teaching bursts", observed by project leads and Aboriginal cultural mentors, were delayed to 2022, but the project is well underway at the school and is taken seriously by all involved.

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.

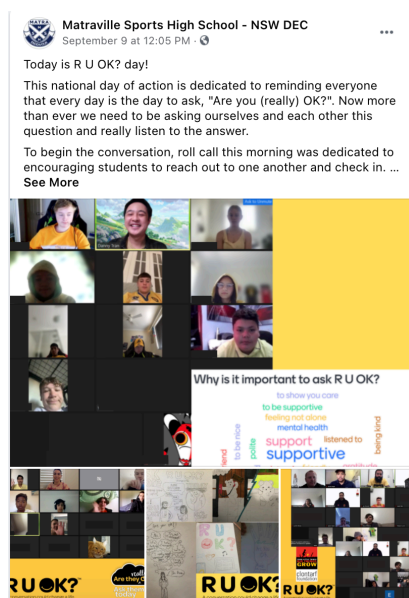
One item which had a very positive result for MSHS compared to state norms, was "Positive teacher-student relations: Students feel their teachers are responsive to their needs and encourage independence with a democratic approach". MSHS achieved a 6.2 vs the state norm of 5.7.

The high levels in the "belonging" measure may speak to the level of outreach and wellbeing support that teachers engaged in during online learning periods. The increases in Aboriginal student cultural support may be related to MSHS' participation in the Culturally Nourishing Schooling project as part of the UNSW Partnership.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increased number of Aboriginal students completing year 12 as a proportion of those starting preliminary HSC 80% completion rate as a goal.	In the 2020-2021 period, 40% of the cohort are Aboriginal students, and in year 12 of the final graduating class, 28% are Aboriginal. Retention rate is 46% overall.
Improvement upon 2019 baseline measurable in all 4 chosen measures. <ul style="list-style-type: none"> • Students with a positive sense of belonging • Students with positive intellectual engagement • Aboriginal students who "feel good about their culture at school" • Aboriginal students who feel their teachers have a good understanding of their culture 	In comparison to the 2019 baseline measure: <ul style="list-style-type: none"> • Student sense of belonging decreased slightly echoing the state trend over this period. • Students with positive intellectual engagement showed an understandable decline by 6%, reflecting significant amounts of time not at school due to the pandemic. • Aboriginal students who "feel good about their culture at school increased by 6% • Aboriginal students who feel their teachers have a good understanding of their culture increased by 4%
Increased overall student attendance rate to between 75-80%. Increase in number of students attending 90% or better.	Overall student attendance in 2021 has remained below the lower bound trajectory. Parents are sent daily SMS notification about student attendance, we employ an SLSO 0.2 to communicate with Aboriginal families to keep attendance rates up, and we have many other programs to engage students.
Leadership of the initiative is established and Individualised learning plans for all students who legislatively require one in the school are observable on COMPASS.	The school was allocated a new Deputy Principal position at the end of 2021, specifically to lead Inclusion and Support within the school, including individual planning for students.. Additional funds held to employ additional Deputy Principal were rolled over into 2022, with recruitment successful. All Deputy Principals are tasked with leading this initiative with evidence visible to staff on COMPASS.



Strategic Direction 3: Excellent programs and partnerships

Purpose

To provide nurturing and productive programs both inside the school and with external organisations critical to the success of all students including those in the talented sports program. The school leadership group to lead effective school partnership programs such as UNSW, the NSW Sports High School Association, and Aboriginal Education.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- UNSW-Matraville Education Partnership
- Talented Sports Program
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$89,694.00

: \$20,000.00

Aboriginal background: \$134,507.00

Summary of progress

For the last six years, the UNSW Matraville Education Partnership (MEP) has been significant for the school. The partnership encourages academic excellence, has a positive social impact and supports engagement between the local schools and the community. Its purpose is to enhance learning and teaching, enrich UNSW's diversity and enable collaboration between UNSW and the local community.

Unfortunately, the COVID-19 pandemic continued throughout 2021 meaning that many of the usual activities of the MEP didn't happen. Some planned excursions became virtual incursions; meetings went virtual and made connecting with people in other states and countries much easier and more commonplace. The school community hosted many UNSW students on virtual and hybrid placements, devising ways they could help with online learning and welcoming them back into class when that was once again possible. Despite the flagship Master of Teaching Aboriginal Education Immersion Program needing to move online at the very last minute, it managed to go ahead and received a UNSW Vice-Chancellor's Teaching Award for Programs that Enhance Learning.

The Homework Centre had about 10-15 students attend each day in March-June 2021, until COVID disrupted the rest of the year. The Homework Centre was attended by a diverse range of MSHS students in 2021, including students in the Inclusive Learning Centre, reflecting the school community.

The COVID-19 situation made it impossible to run any holiday programs, and even the GERRIC Student Programs, which are available to Matraville students at a reduced rate, were not able to go ahead.

UNSW Gateway's in-person assistance with UAC applications, Sydney Story Factory incursions, Work Experience placements, and UNSW campus visits were not able to take place in 2021 due to COVID-19 restrictions.

In March 2021, the School of Mathematics and Statistics **donated 10 calculators** to the MSHS maths department. Toward the end of the year, **a donation of 20 computers** was facilitated by the ADA Technical Resource Centre. These computers have provided a full technology upgrade for the MSHS Library

The School of Education sponsored the Principal's Awards at the MSHS Presentation Day - a \$250 award for each recipient in years 7-12.

One bright spot among the many offerings that had to be placed on hold were the ongoing scholarship opportunities that the MEP has helped bring to MSHS.

The GO Foundation offers scholarships to Indigenous students in years 8-12, and the Harding Miller Foundation to girls from Year 8 onwards, with special consideration for Matraville students. Two scholarships for study at UNSW have been established and are currently awarded to MSHS alumni studying at UNSW.

Formal programs in literacy and maths mentoring were not undertaken in 2020 due to restrictions. Placements that began in June were disrupted by the COVID lockdown and resumed later in the year, and other students' placements went ahead as online or hybrid experiences in the latter half of the year.


The Talented Sports Program grew in number in 2021, growing from 95 students in 2020 to 150 students in 2021. The number of local TSP students in 2021 is 68 and 82 non-local. The majority of students in the program are for football, then rugby sports including league and union. The program was reviewed in 2020 with recommendations implemented from 2021 onward under the new leadership of Ante Juric. A new synthetic field was approved and commenced construction at the end of 2021. Total school enrolment depend heavily on this program and led to an increase in year 7 enrolment in 2021, especially for football.

Aboriginal student retention to year 12 is a goal of both the UNSW-MEP and the TSP. The school has also increased the number of students undertaking school -based apprenticeships and traineeships, leading to some Aboriginal students leaving in year 11 and 12 before HSC completion.


Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.


Annual progress measure	Progress towards achievement
2021 data dashboard measures of the UNSW-MEP show improvement against the 2015 baseline.	2021 highlights include: <ul style="list-style-type: none"> • Increased value-add in academic results for Years 7-9 and 9-12 • Marked increases in MSHS Aboriginal students reporting that they feel good about their culture at school and their teachers have a good understanding of their culture, perhaps attributable to the school's participation in the Culturally Nourishing Schools Project • The Cultural Residents Project highlighted as a proof-of-concept for the nationwide Know Your Country Campaign • Marked increases in staff morale and sense of the school as a site for innovative practice • Marked increases in staff reporting that working with UNSW students has helped them feel more energised/engaged with the teaching profession
Increased year 7 student numbers on tracking sheet to be above enrolment baseline of 72 (2021).	2021 enrolments showed an increase of nearly 20 students compared to 2020. The school total enrolment is growing.
Year 12 retention rates above 60% for Aboriginal students	Retention rate for this cohort is 48%, a statistic reflecting a range of factors.



Matto Memo
Term 2, 2021



The Clontarf Foundation exists 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 more meaningfully in society.



All staff and partners are welcome to attend Clontarf Weekly Activities!! These Are:

Monday	Tuesday	Wednesday	Thursday	Friday
Academy	King of Pong	Morning	Academy	Good
Afternoon	Tournament	Training	Afternoon	Bunch
Activity	Recess/Lunch	7:15am	Activity	Lunch

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$57,503.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Matraville Sports High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Expansion of the STAR program to years 7-11 after a pilot program in 2020. The allocation of one full time SLSO and one full time teacher to the Supporting Transition Across the Mainstream) STAR program which case manages 9 students, most of whom are on integration funding. Student progress is reviewed systematically every 3 weeks; students are supported to remain in their mainstream class groupings with support provided when necessary by the staff, school counselling team, and WHN Nurse, and parents.</p> <p>After evaluation, the next steps to support our students with this funding will be: Expansion of the program to 14 students (capped). Employment in 2022 of an additional SLSO for outreach services to students in mainstream.</p>
<p>Socio-economic background</p> <p>\$245,475.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Matraville Sports High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • HSC Performance Focus • Talented Sports Program • UNSW-Matraville Education Partnership • Connective wellbeing practices • High quality teaching of students with disabilities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support TSP program implementation, to provide additional LaST support, an extra SLSO for the Inclusive Learning Centre, and additional teacher time to meet program requirements. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through ATOMI, AVID, and other HSC PL to support student learning • additional staffing to support identified students with additional needs <p>The allocation of this funding has resulted in: Increased time for teacher release, specifically focusing on HSC teaching expertise and data analysis and its application in the classroom. It has also resulted in equity of access to all school activities and resources for students whose families are of low-socio-economic status due the high FOEI of the school. Resources include an additional Deputy Principal, sit licences for ATOMI to supplement small HSC class sizes and a young teaching workforce; access to strength and conditioning coaching for all TSP students as part of the mandated operation of the school; improved classroom facilities and resourcing including furniture, banks of laptops for</p>

<p>Socio-economic background</p> <p>\$245,475.00</p>	<p>student use at school, and to take home during COVID as well as to offset stock loss of computers and books not returned after 2020 COVID.</p> <p>After evaluation, the next steps to support our students with this funding will be: Allocation of RAM resources to be dedicated to support the implementation of the high performance and gifted education policy across the school, including an additional Deputy Principal tasked with HSC success. Other current staffing strategies will be continued into 2022 due to the COVID disruptions in 2021 preventing a fair evaluation of outcomes. Additional LaST teacher supplementation is required after data showed a significant decline in some aspects of NAPLAN. Furthermore, the additional Deputy will lead the SIP review to streamline data collection and evaluation processes across the school as part of the LEED project.</p>
<p>Aboriginal background</p> <p>\$134,507.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Matraville Sports High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in: The expansion of the CLONTARF program to support 52 Aboriginal boys; employment of local Aboriginal staff as SLSOs to support Aboriginal families in attendance, in class and also to provide support for Aboriginal students with disabilities in the Inclusive Learning centre (ILC). It has also resulted in an increase of girls attending the Sista Speak program when it was able to operate in 2021, and provide equity of access for students to participate in the Bangarra Dance program during 2021. The funding also resulted in an AEO full time employed to support all Aboriginal students and their families in attendance and engagement with the school. The UNSW Aboriginal Voices Project resulted in 6 teachers participating in a year long study and subsequent teaching 'burst' to improve cultural awareness across the school. Funds were also allocated to provide computers and furniture to the Urban Koori program allowing students to access learning from home, and to provide computer and internet access for all students, especially HSC students to assist in completing their work. One notable results was 3 Aboriginal female students in year 12 being accepted into the University of Sydney in 2022.</p> <p>After evaluation, the next steps to support our students with this funding will be: The majority of initiatives funded by this resource will continue into 2022 except the Bangarra Dance initiative which was for 2021 only. In addition the allocation of funds for SLSO support will be increased in 2022 to improve identified areas of weakness in 2021 NAPLAN results, and additional LaST support for year 11 and 12 students in semester 2 2022. The UNSW Aboriginal Voices Project will be expanded to continue with the original teacher group, the expanded to another 9 staff including SASS staff for 2022, and to provide time and teacher relief for adequate planning and leadership of the program</p>

<p>English language proficiency</p> <p>\$23,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Matraville Sports High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in: Employment of 0.3 staff to oversee individual planning and support for EALD students in the school, working with the LaST and additional Deputy Principal to better plan for individual student needs across the school. Improved communication to staff through better use of the COMPASS platform is the other result of this program.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued employment of an EALD teacher (0.3) depending on the 2022 allocation to support students and provide continuity of individualised planning and communication across the school. The EALD function of the program will be evaluated in semester 2 2022 prior to 2023 budget allocations with a view to improving processes.</p>
<p>Low level adjustment for disability</p> <p>\$31,424.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Matraville Sports High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Learning Support Practices • High quality teaching of students with disabilities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher (0.2) • relief for the development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the needs of identified students <p>The allocation of this funding has resulted in: Employment of additional LaST teacher time. The operations of the school Learning Support Team were reviewed internally in 2021 and resulted in a strengthening of practice, which was supported with this teacher allocation. In addition some of the SLSO support purchased with these funds was applied to the STAR program, assisting the allocated teacher through additional SLSO time, resulting in reduced suspension time for these students, and improved attendance for several.</p> <p>After evaluation, the next steps to support our students with this funding will be: The newly created role of Deputy Inclusion and Support in 2022 will further improve practice and communication within the school and to parents. Any additional funds will be applied to support the 2022 'Yarra Bay' project, a new initiative to support year 10 students disengaged with school who have behavioural challenges which interfere with their learning. Funds will be used to supplement additional careers advisor time as well as limited SLSO</p>

<p>Low level adjustment for disability</p> <p>\$31,424.00</p>	<p>time to implement the project.</p>
<p>Professional learning</p> <p>\$10,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Matraville Sports High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Course fees for initiatives identified in the school plan - AVID; HSC PL; Positive behaviour management; High Performance and Gifted Education. • Teacher relief for targeted programs <p>The allocation of this funding has resulted in: All staff (48 teachers and 15 support staff) completing CPR and first aid training; 5 teaching staff to attend AVID Digital XP training; staff upskilling in positive behaviour management; all HSC teachers required to enrol in and complete HSC PL for their specific subject - extended to year 11 teachers where possible. It has also resulted in a greater awareness of the high performance and gifted education policy, although further work on this was not possible in 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to link PL priorities to the SIP particularly in planning teacher relief time to implement school and department priorities based on NAPLAN identified areas of focus. AVID Australia will resume face to face training in 2022, therefore a significant amount of PL money will be applied to send 10 staff to Melbourne for intensive training in November and to provide teacher relief. As inclusion and support policy changes roll out in 2022, application of PL funds will be required but are as yet unknown.</p>
<p>School support allocation (principal support)</p> <p>\$13,605.00</p>	<p>School support allocation funding is provided to support the principal at Matraville Sports High School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • SASS staff supplementation <p>The allocation of this funding has resulted in: Additional SASS staff time for the school front office operations (0.2) providing support for newly appointed Deputy Principal and alleviating principal workload.</p> <p>After evaluation, the next steps to support our students with this funding will be: Indirectly, by improving front office operations student wellbeing is better supported, and other SASS time can be redirected to laboratory assistant role, library assistance and other necessary tasks. The amount of money is limited.</p>
<p>COVID ILSP</p> <p>\$150,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p>

<p>COVID ILSP</p> <p>\$150,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in:</p> <p>Two teachers and additional SLSO time for small group tuition especially focusing on reading in year 7 and 8. Funds also used to plan for 1:1 reading initiative and teacher relief to plan for numeracy support. Funds used to purchase online testing licences.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Next steps to include use of AVID periods to deliver COVID intensive support, continuation of the program into 2022 and if funds allow, additional time for leadership of the program.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	191	203	229	222
Girls	98	104	115	127

Student attendance profile

School				
Year	2018	2019	2020	2021
7	87.4	87.5	86.5	85.9
8	86.1	76	83.5	81.5
9	85.9	77.7	79.2	74.6
10	79.7	72.7	79.3	70
11	74.7	73.7	74.4	72.8
12	74.7	70.9	79.6	67.6
All Years	81.8	76.6	80.4	76.3
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability

with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	0	10
Employment	5	5	25
TAFE entry	2	5	20
University Entry	0	0	25
Other	5	10	10
Unknown	5	2	10

Year 12 students undertaking vocational or trade training

67.31% of Year 12 students at Matraville Sports High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

61.7% of all Year 12 students at Matraville Sports High School expected to complete Year 12 in 2021 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)	32.8
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	543,672
Revenue	8,287,817
Appropriation	8,083,464
Sale of Goods and Services	7,775
Grants and contributions	195,788
Investment income	790
Expenses	-8,292,945
Employee related	-7,419,349
Operating expenses	-873,596
Surplus / deficit for the year	-5,128
Closing Balance	538,543

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.

	2021 SBAR Adjustments (\$)
Targeted Total	138,296
Equity Total	671,088
Equity - Aboriginal	248,400
Equity - Socio-economic	254,243
Equity - Language	23,374
Equity - Disability	145,071
Base Total	6,167,883
Base - Per Capita	99,805
Base - Location	0
Base - Other	6,068,078
Other Total	805,765
Grand Total	7,783,032

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

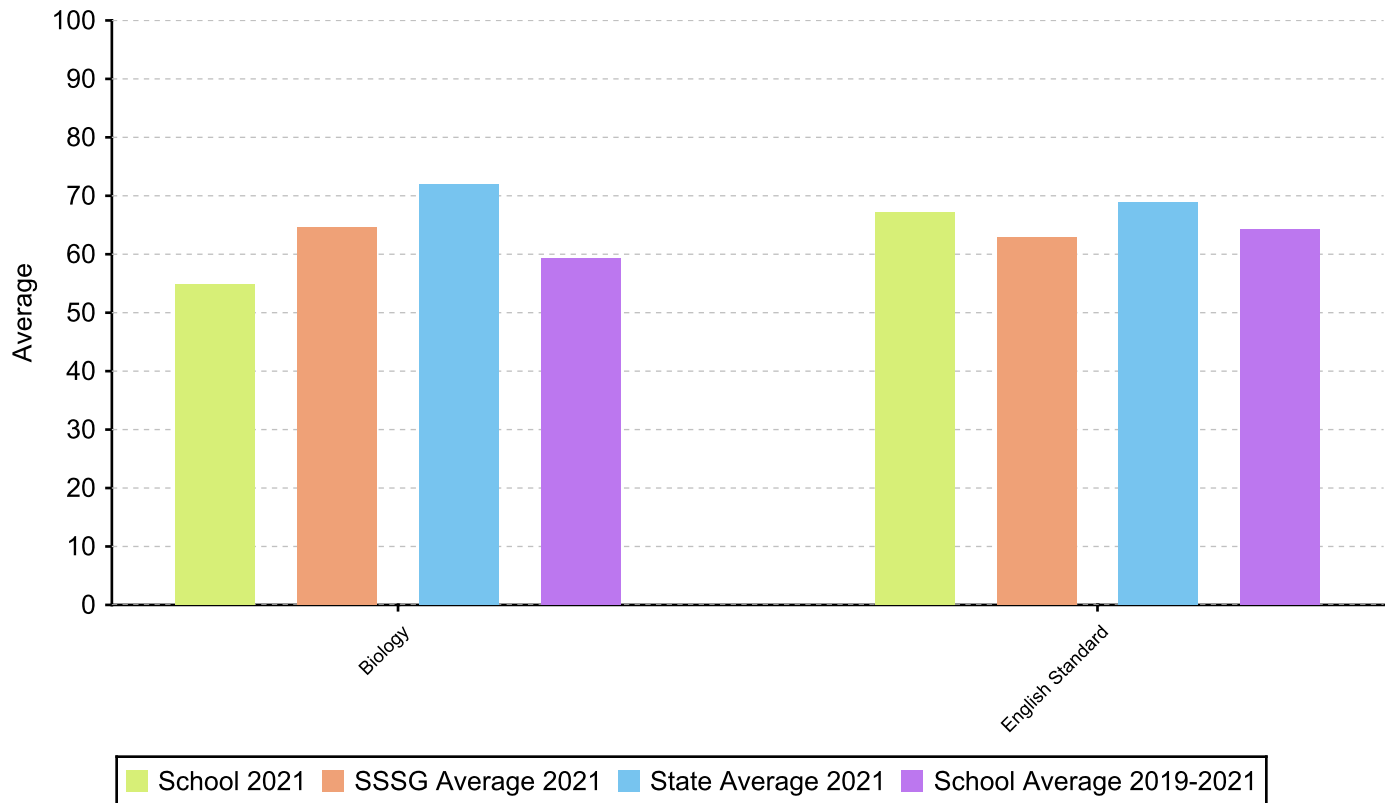
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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 2021	SSSG	State	School Average 2019-2021
Biology	54.8	64.6	71.9	59.3
English Standard	67.2	62.9	68.8	64.3

Parent/caregiver, student, teacher satisfaction

For the third year in a row, MSHS conducted a Tell Them From Me Parent Survey. Results in most areas improved from the previous year, when a dip had occurred presumably to do with COVID-19, the difficulty of remote schooling and reduced extracurricular activities which drew many families to the school.

The school performed well around being inclusive and keeping parents informed.

While most areas improved, 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:

- 75% of parents report that their child is at their first choice of public school, up from 64% in the previous year
- 69% of parents would recommend the school to others, up from 61% in the previous year
- 57% of parents expect their child to go to university, up from 29% the previous year
- 90% of parents expect their child to finish Year 12, up from 71% the previous year

In 2021 COVID - 19 again changed 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 again proved also to be a positive way to interact with parents.

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.