

2022 Annual Report

Matraville Sports High School



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Introduction

The Annual Report for 2022 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.

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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 2022 was 54 teaching staff and 17 non teaching staff. In addition, the school employs an additional Deputy Principal and two Head Teachers from school funds, one for the Aboriginal Centre of Excellence (ACE), 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. 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.

Our self-assessment 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>

Self-assessment using the School Excellence Framework

Elements	2022 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: 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: \$58,651.08

Per capita: \$17,000.00

English language proficiency: \$37,003.73

Low level adjustment for disability: \$155,172.59

Socio-economic background: \$50,000.00

Summary of progress

NAPLAN was not held in 2020, and 2022 results reflect students who are over two years 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 percentage of students achieving in the top two bands of reading and numeracy has almost doubled since the previous year.

In Writing, scores for both Aboriginal students and the general cohort exceeded similar school averages.

HSC data for small cohorts such as MSHS is extremely variable and not easy to extrapolate trends. However, there are some subjects which have performed consistently well in Visual Arts, for the last three years 100% of students have achieved in the top three bands. This year one Hospitality student achieved a result in the top band, and in several subjects between 40%-50% of students achieved in the top three bands: English Advanced, Hospitality, Music, Society and Culture, and Visual Arts.

A significant measure is that of the value added by the school between Years 9-12. MSHS has remained close to the state average.

The Advancement via Individual Determination (AVID) program is implemented across years 7-11. New teaching and executive staff participated in the annual AVID conference at the end of 2022. 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
HSC Top 3 bands HSC improvement in course results in	2022 HSC data has the school tracking just below its lower bound target for the top three bands, however results in the top two and top three bands are continuing to increase. The average course mark for MSHS when compared

top 3 performance bands above the baseline measure of 24% to be above the school's lower bound system-negotiated targets.	to statistically similar school group continues to be well above those schools in the group. A significant measure is the increase in the value added by the school between Years 9-12.
Aboriginal students NAPLAN Top 3 bands Increased % of Aboriginal Students in the top 3 NAPLAN bands for reading to be above the school's lower bound system-negotiated targets.	NAPLAN testing in 2022 has shown to be consistent with results from 2021 for Aboriginal students in Reading in years 7 and 9 combined sitting at 18.75%. Data however shows an increase of year 7 Aboriginal students in the middle bands for reading, an improvement in year 7 reading results for Aboriginal students.
Increased % of Aboriginal Students in the top 3 NAPLAN bands for numeracy to be above the school's lower bound system-negotiated targets.	NAPLAN testing in 2022 has shown to be consistent with results from 2021 for Aboriginal students in Numeracy for year 7 and 9 sitting at 11.11 % however there has been a downturn in results of year 7 Aboriginal students in numeracy. Year 9 Aboriginal student results show improvement in numeracy with the number of students now increasing in the top 3 bands as compared to the last three years.
NAPLAN - Top 2 bands Increased percentage of all students in top 2 NAPLAN bands for reading to be above the lower bound target of 12% for reading for all students including Aboriginal students	The 2022 year results show an increase in the percentage of students in top two NAPLAN bands by 2.13 % from 2021 however this is still just below the Annual Trajectory Lower Bound, based on year 7 and 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 twelve years when year 7 and 9 students are measured together.
Increased percentage of all students in top 2 NAPLAN bands for numeracy to be above the lower bound target of 11% for numeracy for all students including Aboriginal students	The school's Annual Trajectory Lower Bound has been exceeded in the 2022 results and has increased by over 4% from 2021 however it is just short of the lower bound target of 11% at 9.38%.
NAPLAN - At or above expected growth 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	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. There is no data to calculate student growth scores for 2022
Continued upward trend in all students achieving at or above expected growth in numeracy., with a baseline of for 59% for all and 50% for Aboriginal students in numeracy.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. There is no data to calculate student growth scores for 2022
All staff are aware of, and using WICOR strategies in all lessons. Evidence in programs. All staff are aware of and begin to use Literacy and Numeracy Learning Progressions in directing student learning goals.	10 staff sent to AVID Australia Summer Institute in Melbourne in November 2022. 8 new staff provided with PL on WICOR strategies throughout the year. WICOR strategies embedded into teaching practice across faculties. Dedicated AVID lessons for students with programs which include the introduction of WICOR strategies to be used across faculties.

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

Per capita: \$34,000.00

Integration funding support: \$190,811.00

Aboriginal background: \$79,603.00

Professional learning: \$0.00

Summary of progress

A small number of Year 12 students in 2022 went on to enrol at university or TAFE. Two students enrolled at UNSW, one was the recipient of the E & FJ Cowper award is now studying Bachelor of Science with a major in Psychology. Year 12 students from the 2022 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.

Several students are now pursuing their sporting dreams by playing professionally for soccer teams in the UK and one student is participating in the World Ski Championships on the international stage.

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 2022, 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:

- Students with a positive sense of belonging in 2022 was 62% an increase by 8% since 2019.
- Teachers having high expectations for student success also increased.
- Students feel teachers are responsive to their needs also increased compared to previous years.

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. 90%+ completion rate as a goal.	73% of students who identified as Aboriginal completed year 12 in 2022.
Improvement 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 increased from 54% to 62%. • Students with a positive intellectual engagement has continued to a decline to 39% this in part is the impact of the pandemic. • Aboriginal students feel good about their culture at school has decreased by 3%. • Aboriginal students who feel their teachers have a good understanding of their culture dropped by 1% but was in stark contrast to the teacher survey stating that teachers feel increasingly more confident about Aboriginal culture, this may be due to the staff participating in the Culturally Nourishing Schools Project.
Increased overall student attendance rate to the network average of 83.5%. Increase in number of students attending 90% or better.	Overall student attendance in 2022 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. The Deputy Principal Wellbeing and Deputy Principal Inclusion and Support have worked collaboratively with the SKT team and Home School Liaison Officer to update the school attendance policy and procedures.
Individualised learning plans for all students in the school are observable, and on COMPASS.	The Deputy Principal Inclusion and Support leads the Learning and Support Team, Inclusive Learning Centre (ILC) faculty, Aboriginal Education Team and STAR program coordinator to develop, implement and disseminate Individual Learning and Support Plans to staff via COMPASS. Most students have plans uploaded on COMPASS. In an effort to engage more Aboriginal families in the Personalised Learning Plan (PLP) process the Aboriginal Education team in collaboration with DP Inclusion and Support developed an online PLP proforma to provide to parents online. This allowed for parents to engage in this process that were otherwise reluctant in the process. An online goal setting PLP proforma was also developed for Aboriginal students to complete and this was embedded as part of the Wellbeing program and provided an opportunity to engage more successfully in the goal setting process.

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
- Excellent Programs

Resources allocated to this strategic direction

Per capita: \$50,425.63

Socio-economic background: \$219,223.87

Aboriginal background: \$168,937.48

Summary of progress

For the last seven 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 restrictions were in place throughout 2022 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.

The Homework Centre was attended by a diverse range of MSHS students in 2022, including students from the Inclusive Learning Centre, reflecting the inclusive nature of the school community.

Year 12 students were invited to two "Work Hard Wednesdays" sessions, involving MSHS staff and UNSW student tutors across a variety of HSC subjects. The sessions were attended by Year 12 students.

UNSW Gateway offered their online Year 12 Winter Gateway program, to assist students in the uni application process and HSC success leading to a Gateway Early Conditional Offer. Some MSHS students completed the program, and one of those ultimately enrolled at UNSW.

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

26 Year 10 students attended work experience placements at UNSW or its industry partners, with all parties involved reflecting on the positive nature of the experience.

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.

The Talented Sports Program grew in number in 2022, growing from 150 students in 2021. The number of local TSP students in 2022 is 200. The majority of students in the program are for football, then rugby including league and union. A new synthetic field was completed in 2022 and has made a positive impact on future enrollments. Total school enrollment depend heavily on this program and led to an increase in year 7 enrollment in 2022, especially for football.

The school has also secured a \$2,000,000 grant to upgrade the gymnasium and build 2 tennis courts and a basketball court on school grounds. These should be completed by the end of 2023.

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
2022 data dashboard measures of the UNSW-MEP show improvement against the 2015 baseline.	2022 highlights include: <ul style="list-style-type: none"> • Increased value-add in academic results for Years 7-9 and 9-12 • 26 students including students from Inclusive Learning Centre participated in work experience placements at UNSW. • 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 enrolment numbers above baseline of 72.	2022 enrollments showed an increase of 11 students compared to 2021. The total school enrollments is growing.
Year 12 retention rates above 75% for Aboriginal students	73% of students who identified as Aboriginal completed year 12 in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$190,811.00</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"> • Collaborative Learning Support Practices <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 • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of [strategy] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Students in the STAR program have been provided with intensive support to increase their ability to self regulate and engage in their learning and reduce negative behaviours and suspensions. With an increase in student numbers receiving IFS funding additional staffing was increased with more SLSO support provided to the targeted students.</p> <p>After evaluation, the next steps to support our students will be: The STAR program will continue into 2023. More staff employed and trained to work with targeted students and greater collaboration to take place with external providers, DoE staff and the WHIN nurse to provide holistic support.</p>
<p>Socio-economic background</p> <p>\$269,223.87</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"> • Talented Sports Program • Data -driven self directed learning culture • Excellent Programs <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • resourcing to increase equitability of resources and services • employment of additional staff to support students in the TSP program. • employment of external coaches to provide support to students. <p>The allocation of this funding has resulted in the following impact: 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.</p>

<p>Socio-economic background</p> <p>\$269,223.87</p>	<p>After evaluation, the next steps to support our students 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 2023 due to the COVID disruptions, 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>\$248,540.48</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"> • Connective wellbeing practices • Excellent Programs <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • 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 following impact: The expansion of the CLONTARF program to support 48 Aboriginal boys; employment of local Aboriginal staff as SLSOs to support Aboriginal families with engagement and 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, and provide equity of access for students to participate in a range of activities. 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.</p> <p>After evaluation, the next steps to support our students will be: The majority of initiatives funded by this resource will continue into 2023. In addition the allocation of funds to be used to employ an additional Head Teacher, Teacher and SLSO to establish an Aboriginal Centre of Excellence to increase student retention and engagement in year 9-12. 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 2023, and to provide time and teacher relief for adequate planning and leadership of the program.</p>
<p>English language proficiency</p> <p>\$37,003.73</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</p>

<p>English language proficiency</p> <p>\$37,003.73</p>	<p>including:</p> <ul style="list-style-type: none"> • Reading initiative <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 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact: Staff worked with targeted students to provide ongoing support in small groups and/or in class support.</p> <p>After evaluation, the next steps to support our students will be: Continued employment of an EALD teacher (0.3) depending on the 2023 allocation to support students and provide continuity of individualised planning and communication across the school. .Provide teaching staff with PL opportunities on how to assist EALD students in their classrooms to increase the rate of student progression through the EALD phases.</p>
<p>Low level adjustment for disability</p> <p>\$155,172.59</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"> • Data -driven self directed learning culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Employment of additional LaST teacher time. The operations of the school Learning Support Team were reviewed externally in 2022 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. Implementation of the Yarra Bay Program to support students in Year 10 that were disengaged and had challenging behaviours. Additional funds were applied to support the teaching allocation of one teacher and careers advisor to support the students to participate in TAFE, work experience and school to work programs.</p> <p>After evaluation, the next steps to support our students will be: Additional funds will be applied to support the continuation of the 'Yarra Bay' project targeted at disengaged year 10 students to assist them to complete year 10 and obtain their ROSA.</p>
<p>Professional learning</p> <p>\$58,651.08</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</p>

<p>Professional learning</p> <p>\$58,651.08</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Highly Effective Teaching Practices • Connective wellbeing 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 the following impact: All staff completing CPR and first aid training; 8 staff to attend AVID Conference in Melbourne; 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, more work to be undertaken in 2023 to further develop this.</p> <p>After evaluation, the next steps to support our students 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. The AVID program will continue and 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. Changes in curriculum will require additional PL time for teachers to participate in training and implementation. The new subject choices offered to students in year 9 will require teacher requiring PL and to provide class cover so they can implement the new courses in 2023.</p>
<p>COVID ILSP</p> <p>\$222,430.00</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 2022.</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: 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.</p> <p>After evaluation, the next steps to support our students will be: The program will continue in 2023, funds to be allocated for additional staff providing they can be sourced. Additional time provided for the Head Teacher Learning and Support to oversee the program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	203	229	222	227
Girls	104	115	127	129

Student attendance profile

School				
Year	2019	2020	2021	2022
7	87.5	86.5	85.9	84.1
8	76.0	83.5	81.5	71.1
9	77.7	79.2	74.6	73.5
10	72.7	79.3	70.0	71.7
11	73.7	74.4	72.8	66.1
12	70.9	79.6	67.6	60.1
All Years	76.6	80.4	76.3	72.1
State DoE				
Year	2019	2020	2021	2022
7	91.2	92.1	89.7	85.5
8	88.6	90.1	86.7	82.1
9	87.2	89.0	84.9	80.5
10	85.5	87.7	83.3	78.9
11	86.6	88.2	83.6	80.0
12	88.6	90.4	87.0	83.9
All Years	88.0	89.6	85.9	81.7

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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	4
Employment	0	2	9
TAFE entry	0	2	6
University Entry	0	0	4
Other	5	1	12
Unknown	3	4	2

Year 12 students undertaking vocational or trade training

74.51% of Year 12 students at Matraville Sports High School undertook vocational education and training in 2022.

Year 12 students attaining HSC or equivalent vocational education qualification

76.2% of all Year 12 students at Matraville Sports High School expected to complete Year 12 in 2022 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)	33.4
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Counsellor	2
School Administration and Support Staff	16.38
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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	331,859
Revenue	9,706,081
Appropriation	9,335,942
Sale of Goods and Services	5,491
Grants and contributions	358,403
Investment income	6,146
Other revenue	100
Expenses	-9,754,131
Employee related	-8,782,013
Operating expenses	-972,118
Surplus / deficit for the year	-48,049
Closing Balance	283,809

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.

	2022 SBAR Adjustments (\$)
Targeted Total	190,811
Equity Total	709,941
Equity - Aboriginal	248,540
Equity - Socio-economic	269,224
Equity - Language	37,004
Equity - Disability	155,173
Base Total	6,638,829
Base - Per Capita	101,426
Base - Location	0
Base - Other	6,537,404
Other Total	968,130
Grand Total	8,507,711

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

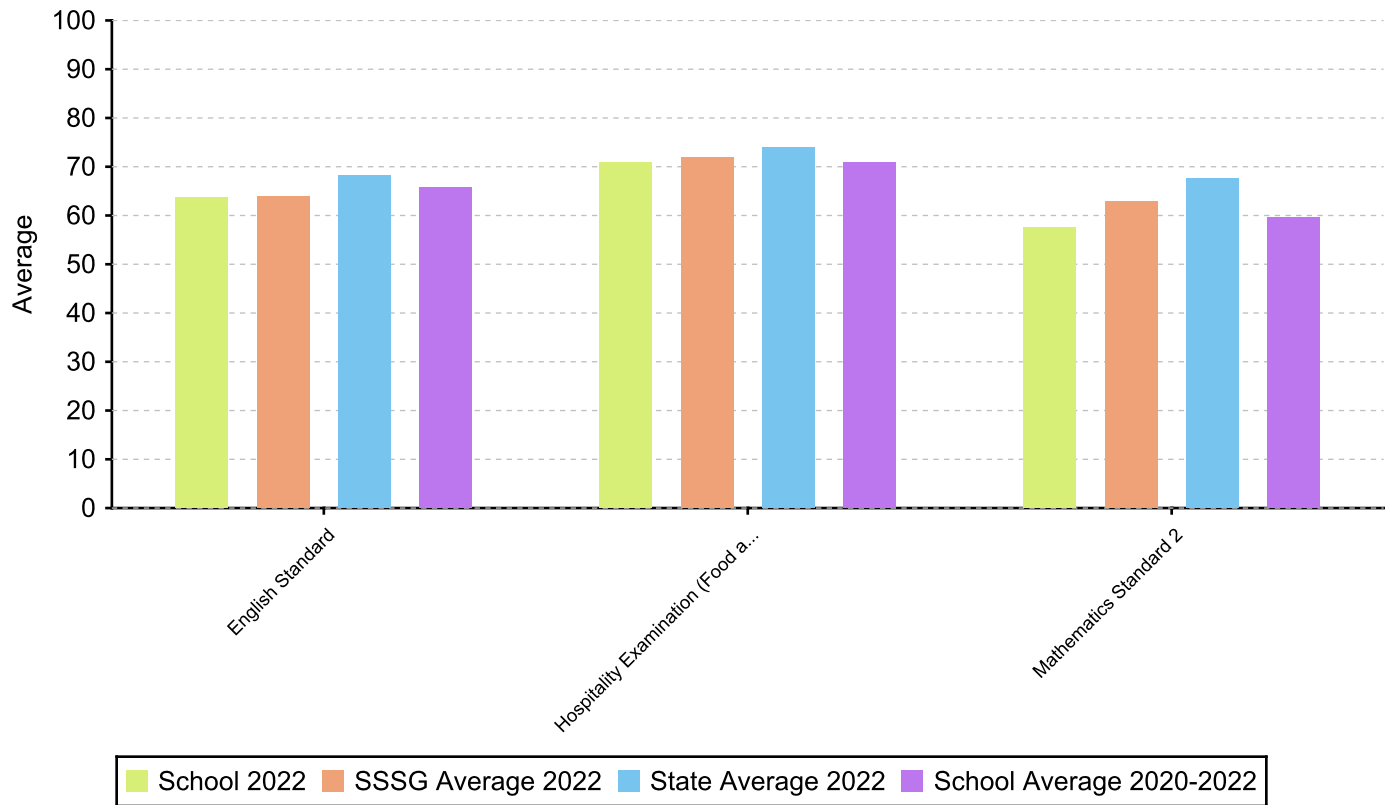
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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 2022	SSSG	State	School Average 2020-2022
English Standard	63.7	63.9	68.1	65.7
Hospitality Examination (Food and Beverage)	70.9	71.9	74.0	70.9
Mathematics Standard 2	57.5	62.9	67.6	59.5

Parent/caregiver, student, teacher satisfaction

For the fourth year in a row, MSHS conducted a Tell Them From Me Parent Survey. Results in most areas improved from the previous year.

The school performed well in the following areas; school supports learning, inclusivity and parents feel welcomed.

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:

- 83% of parents report that their child is at their first choice of public school, up from 75% in the previous year
- Parents feel welcomed when visiting the school is above the state average
- 93% of parents would recommend the school to others, up from 61% in the previous year
- 86% of parents expect their child to go to university, up from 29% the previous year
- 100% of parents expect their child to finish Year 12, up from 71% the previous year

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.