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UNSW Matraville Education Partnership Annual Report 2017



Clockwise from top: Students at Chifley Public School participating in the Culture, Community and Curriculum Project with Aunty Maxine Ryan; Senior Matraville Sports High students visit the Sydney Writers' Festival; Meet and Greet with the Advisory Committee, including Vice-Chancellor Ian Jacobs.

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Executive Summary

The UNSW Matraville Education Partnership (MEP) is a key initiative contributing to all aspects of the 2025 Strategy. It seeks to engage our local schools and community in partnership to enhance education, strengthen local research opportunities, grow the diversity within UNSW and facilitate knowledge exchange between UNSW and its local community.

The MEP improves **research quality and knowledge exchange** by providing a location for cutting edge educational and social science research that draws on and feeds back to the community local to UNSW. With a diverse population from many cultural and socio-economic backgrounds and a wide range of ability levels, Matraville Sports High School and its surrounds are a microcosm of the wider Australian community. A key initiative improving research quality is the Culture, Community and Curriculum Project (p. 23) which builds capacity of teachers and Aboriginal community members to engage with each other. Another important knowledge exchange activity, the Parent Public Lecture Series (p. 16), connects UNSW academics with audiences that can benefit from their expertise through a series of free local events.

Academic excellence is supported not just through research opportunities but also through improvements made to the quality of the student experience at UNSW. Because of the MEP, all pre-service education students (from both undergraduate and Master of Teaching programs) gain more practical experience in schools and community-supported coursework in Indigenous education. Students undertaking a placement at Matraville report improvements in their overall learning, in their confidence to teach students from diverse backgrounds and ability levels, and in their certainty that teaching is the right career choice for them (p. 20). Students consistently rank the Master of Teaching Indigenous Intensive program as a highlight of their degree (p. 18).

Social engagement is key to the MEP, whose initiatives that contribute to the engagement and cohesion of our local community with UNSW and create stronger support and aspiration for students who have been disadvantaged by educational and social systems to access higher education. This year the Skills Program for Individual Needs (SPIN) holiday program provided extra support for HSC students (p. 5), and programs such as ASPIRE On-Track Mentoring (p.7) and Nura Gili Pre-Programs (p.8) feed into UNSW's goals for **equity, diversity and inclusion**.

Finally, the MEP helps UNSW make a **global impact** through local service, by piloting local initiatives to improve outcomes for marginalised groups such as students from low socio-economic backgrounds, migrant backgrounds, and Indigenous backgrounds. The Partnership provides a service-learning experience for UNSW students from education as well as many other degree programs, and even provides a chance for staff to give back to their community (p. 17). Afterschool programs, excursions and enrichment opportunities engage students in exciting learning and extra help from UNSW students boosts academic outcomes (p.8).

The following pages enumerate the 2017 activities and accomplishments around our four strategic goals: **to extend the student experience, engage the school community, enrich initial teacher education and applied research, and to enhance teacher professional learning**.

Extend the Student Experience

The MEP aims to “share the wealth” of resources that UNSW has to offer with students at MSHS and the LBCOS who may experience educational disadvantage. Being a small school, MSHS cannot support extracurricular programs, excursions, guest speakers and technology to the same degree possible at larger schools. The following components and initiatives represent the opportunities MSHS students have received in 2017 as a result of the partnership.

Key Components

Before/Afterschool Programs

Homework Centre

UNSW students and MSHS staff support an afterschool Homework Centre three days per week (Monday through Wednesday, 3:00pm – 4:30pm), each week except the first and last week of every term. Students can receive homework help from UNSW students and volunteers, use computers and internet resources, have a snack, read, or play board games in a safe environment. The Homework Centre is also open to students in Year 3 and above from the LBCOS to encourage primary students to begin to feel comfortable at MSHS.

Total students served by the Homework Centre in 2017: 103

Primary students: 17%

Aboriginal students: 25%

Year 7-10: 58%

LBOTE students: 36%

Year 11-12: 25%

Biggest day: 38 attendees, Monday 13 March

Average attendance all year: 15.4 per day; highest attendance rates were in Term 2.



Music Ensemble

UNSW music students and those who play a musical instrument support the MSHS music teacher in an afterschool “band” that meets each Tuesday afternoon 3:00 – 4:30pm. Students work toward

building a performance repertoire for assemblies and special events, and when there are enough UNSW volunteers they break off into small groups for specific instrument or singing lessons. Many students at MSHS exhibit great musical talent but cannot afford private music lessons or their own instruments.

Drama

Led by UNSW Drama Education students who volunteer their time, Drama meets one afternoon per week and combines theatresports/drama games and confidence-building activities with performance preparation. In 2017, the group, comprising both mainstream and support students from years 7-11, performed two short “Fractured Fairy Tale” plays at three LBCOS primary schools.

Breakfast Club

Supported in 2017 by prize money from the UNSW Staff Excellence Awards in 2016, this initiative served a simple, healthy breakfast one day per week. Part way through the year, Souths Cares began a series of morning bootcamps which also included breakfast and they will support the breakfast program moving forward.

Holiday Programs

Skills Program for Individual Needs (SPIN)



This program, new in 2017, provided an academic tutoring opportunity in the school holidays, just for MSHS students. The program ran in the April and September school holidays, and M Teach student tutors were able to satisfy course requirements for EDST5116: Student Engagement while providing valuable academic enrichment to MSHS students. Students attended for half-days four days per week for both weeks of the holidays. While initially a lot of work to get up and running, the program proved very successful and student uptake was better than anticipated. The April program was open to students from all year levels, while the September program focussed on HSC readiness for Year 11 and 12 students. The tutors designed an individual program of study

for their students based on previous work samples, reports, and conversations with parents and teachers.

24 students and 14 tutors took part in the program across both semesters. Evaluation results from surveys completed by 15 students and 7 tutors are summarised below.

- 93% of students agreed that the program was a worthwhile experience, that they now felt more confident to approach a difficult text, problem or task, and that working with a tutor was helpful to their learning.
- 86% of students believed their marks would improve because of the program.
- 53% of students reported that working with a tutor made them more interested in going to university. It should be noted that an additional 40% marked “neutral” for this question, with one student’s explanatory comment saying that this was because she already “wanted to anyway”.
- 100% of tutors found the experience worthwhile, reported that it made them more confident to meet students’ literacy and numeracy needs, and agreed that it was an appropriate way to meet the course requirements of EDST5116.
- 86% of tutors reported that the experience made them more confident to work with students from diverse backgrounds and to meet the needs of students with varying ability levels. They also said that SPIN taught them more about the importance of student relationships and wellbeing in schooling.

Student comments:

- *“It was just perfect”.*
- *“I learnt a lot.”*
- *“The tutor was really understanding and it was so heartwarming when he understands my sufferings”.*
- *“She gave me feedbacks and motivation which allows me to unlock all stuff I haven’t learn.”*

One student with less favourable ratings of the program found it “too easy” and said it needed to be “made harder for smart people”. This is important to consider in the future in terms of preparing the tutors to differentiate for potentially gifted students and hold students to high expectations. The course outline for EDST5116 focuses on “underachieving students”, which is not always the case for students from MSHS who have chosen to take part in SPIN.

Students were charged \$50 to attend the SPIN program to cover food and materials costs and to help ensure more consistent attendance. All students surveyed reported that they found this cost

reasonable. Some families discussed financial hardship with the coordinator and were not made to pay.

GERRIC

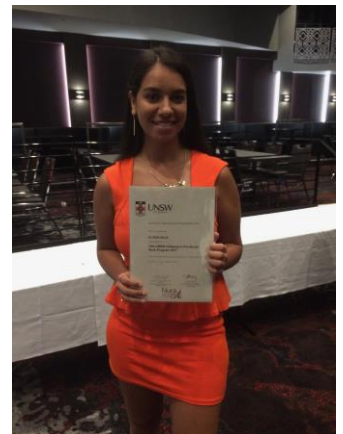
As in previous years, the GERRIC student programs were made available to MSHS students. Due to several students not showing up for the January programs after enrolling, the Community Engagement Committee decided to impose a \$50 fee for similar reasons to those listed above for SPIN, and to discontinue offering LBCOS schools scholarships due to the level of demand for Years 5-6 workshops.

Two MSHS students attended the September 2017 student programs.

Nura Gili Winter School and Pre-Programs

Nura Gili pre-programs were promoted to Aboriginal staff and students at MSHS. Unfortunately, no students were selected for Winter School, but Nura Gili provided a comprehensive explanation of how their applications could have been made more competitive, and also offered to have a staff member visit the school next year during the application period to help answer questions.

One Year 12 graduate, Alyssa Silva, attended the Pre-Social Work Program in December 2017 and received an offer to study at UNSW.



Excursions and Incursions

- Year 11-12 Advanced English students attended the Sydney Writers Festival in May, sponsored by UNSW Arts & Social Sciences.
- ASPIRE sponsored various excursions across the year, including meetings with On-Track mentors and group uni open days for various year groups.
- The Year 8 Science class working with Mr Morton-Ramwell and Dr Shane Ingrey (both UNSW graduates) as part of the Culture, Community and Curriculum project took an Aboriginal cultural walk in Kamay Botany Bay National Park with Kadoo Tours and learned about local Aboriginal botanical knowledge during Term 3.
- ABC News offered studio tour excursions and Jeremy Fernandez presented on “Fake News” to Year 12 English classes.
- UNSW Libraries offered memberships and a library excursion to Year 11-12 students and staff, and visited the school to help students with research techniques for their major projects.
- Michael Crouch Innovation Centre held several sessions at their on-campus Makerspace and students participated in the Sunswift solar car challenge alongside the International Grammar School.
- Two MSHS teachers and two Aboriginal community members collaborated on curriculum delivery as part of the Culture, Community and Curriculum Project (CCCP).
- Law students from the Kingsford Legal Centre presented several times across the year to senior geography and Aboriginal Studies students.
- Sydney Story Factory continued their creative writing workshops with various year groups, and MSHS student writing appeared in their “State of Mind” anthology.

- UNSW students crafted lessons around the HSC All My Own Work academic honesty modules which were delivered to all Year 10 students.

Mentoring



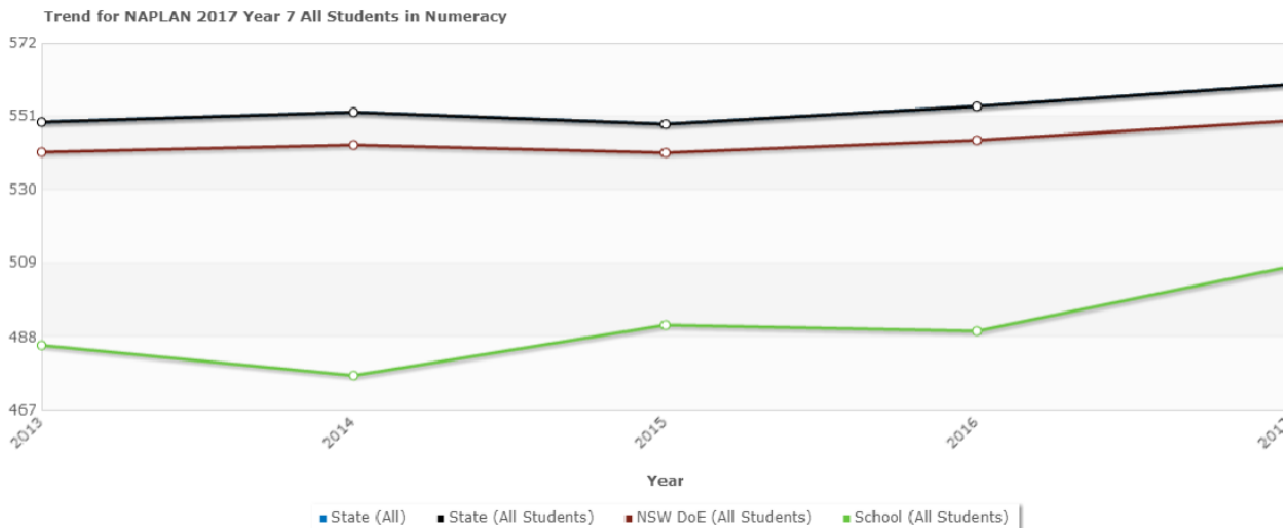
ASPIRE On-Track Mentoring was a new program piloted this year with MSHS before being scaled up to other schools. Senior UNSW staff (e.g. Dean and Vice President level) met with high-potential Year 11 students for mentoring activities three times in 2017, discussing career goals and aspirations as well as strategies to succeed in education. The mentoring pairs will meet on three more occasions in 2018 across the students' time in Year 12.

Year 7 and Year 9 students participated in **NAPLAN Literacy and Maths mentoring** across Terms 1 and 2. Master of Teaching INSTEP students worked each week on persuasive writing techniques with Year 9 students, with fantastic results. 63.2% of students achieved greater than expected growth in Writing, and the leap from the previous cohort in the percentage achieving Band 8 was very encouraging:

Percentage in Band 8 or above

	All Students	Aboriginal students
Reading	2015: 18% 2016: 22.2% 2017: 25%	2015: 0% 2016: 16.7% 2017: 44.4%
Writing	2015: 5% 2016: 3.6% 2017: 27.3%	2015: 0% 2016: 0% 2017: 10.5%

The School of Mathematics and Statistics piloted a program in which first year students in a Science Communication course worked each week with Year 7 students across Terms 1 and 2. The program was received enthusiastically by students and mentors alike, and their progress was also reflected in NAPLAN results: 70.4% of students achieved greater than expected growth, and the trend compared to previous years was on an upward trajectory.



Material Resources

Various departments at UNSW contributed a number of material resources to the school in 2017, such as:

- Binders and stationery for use in the AVID program (UNSW Human Resources)
- Five digital projectors (Technical Resource Centre)
- 65" HD display for art department (School of Education, in exchange for student artwork commission)
- 3-d printers, laser cutters, and Makerspace outfitting advice (Michael Crouch Innovation Centre)
- "Little Free Library" book exchange for MSHS library and foyer
- Gelato cart for MSHS Open Day (School of Education)
- Scholarships and prizes (School of Education, Nura Gili, Mr Stan Cowper)

Student Academic Outcomes

NAPLAN

Year 9 results in NAPLAN are considered the best available standardised measure of the school's impact on student literacy and numeracy, as Year 7 is more a measure of students' academic performance coming out of primary school. Both growth levels and cohort trends as compared to previous years are extremely positive for this year's Year 9 class, and while this cannot be attributed solely to UNSW involvement, these students' results are particularly significant because they have benefited for their full three years at MSHS from the activities of the UNSW Partnership, and are the first cohort to do so.

Greater than expected growth

	All Students	Aboriginal students
Reading	63.6%	66.7%
Writing	63.2%	50%

Numeracy	55%	75%
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Note: The UNSW literacy program, in which UNSW M Teach students worked one-on-one with MSHS Year 9 students on persuasive writing techniques for one period a week for six weeks leading up to 2017 NAPLAN, may be a factor in the boost seen in Writing results for 2017. Some students also focussed on these skills and numeracy skills in the optional SPIN school holiday tutoring program.

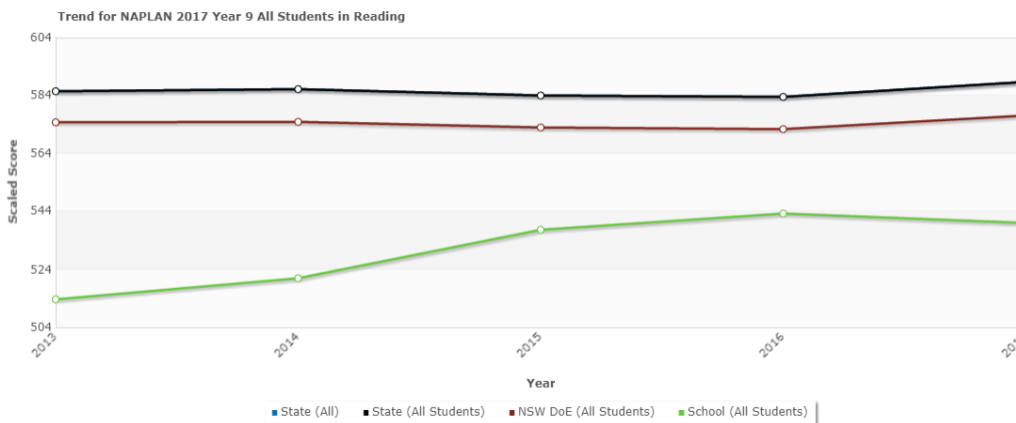
Percentage in Band 8 or above

This cohort are also the first to have the requirement to achieve Band 8 or higher in order to eventually receive their HSC. While many students (at MSHS and at most schools) will require additional support and retesting in order to achieve this, the percentage achieving these levels is much higher than in previous years.

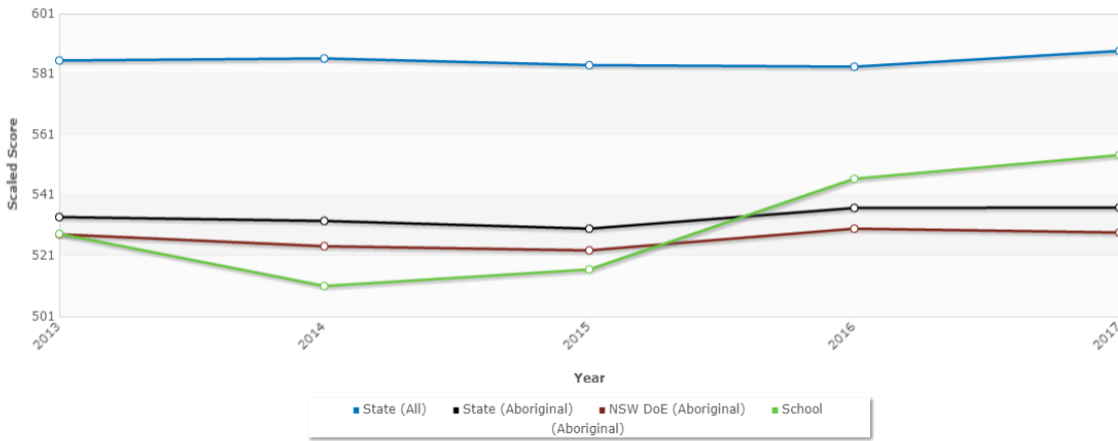
	All Students	Aboriginal students
Reading	2015: 18% 2016: 22.2% 2017: 25%	2015: 0% 2016: 16.7% 2017: 44.4%
Writing	2015: 5% 2016: 3.6% 2017: 27.3%	2015: 0% 2016: 0% 2017: 10.5%
Numeracy	2015: 4.9% 2016: 25.8% 2017: 22.7%*	2015: 0% 2016: 14.3% 2017: 37.5%

*In 2017, 50% of students achieved Band 7, a 27% increase in that band from the year before. This indicates quality is rising overall even for those students who fell short of Band 8.

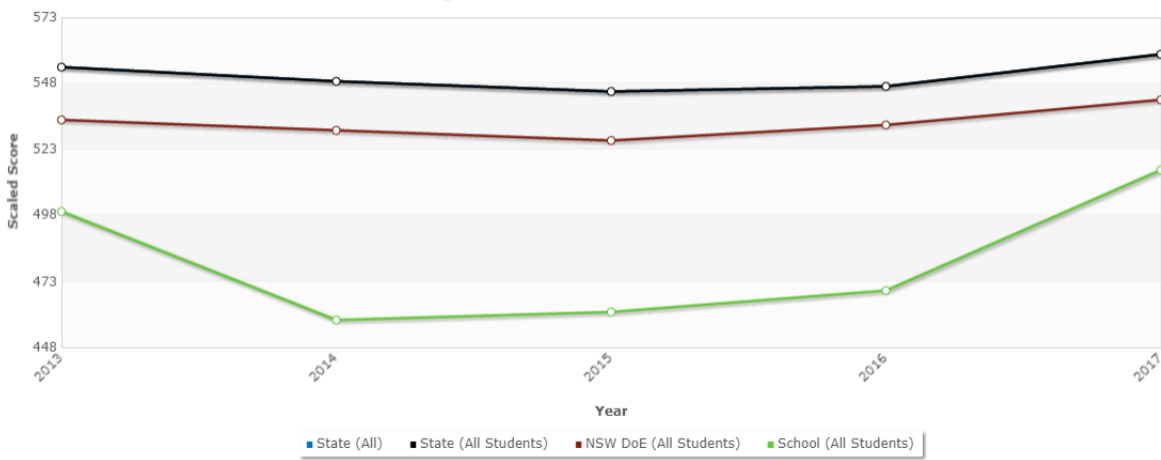
Trend data



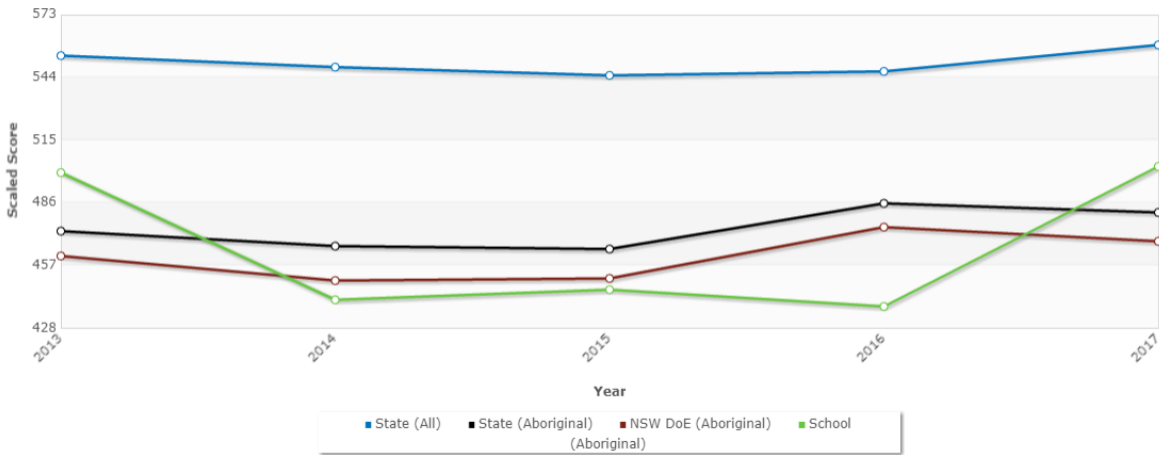
Trend for NAPLAN 2017 Year 9 Aboriginal in Reading

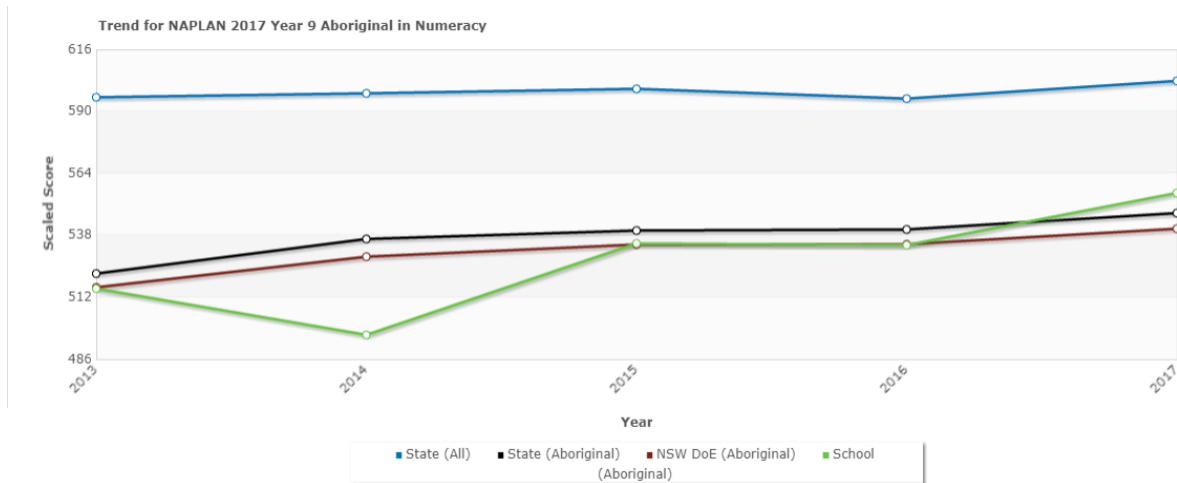
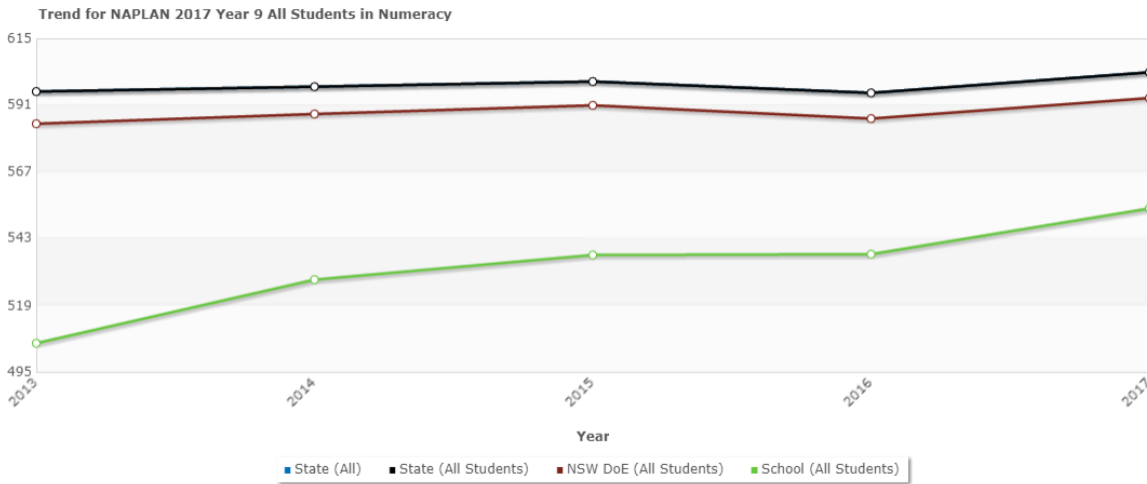


Trend for NAPLAN 2017 Year 9 All Students in Writing



Trend for NAPLAN 2017 Year 9 Aboriginal in Writing





HSC

HSC results were not yet publicly available at the time of writing this report. However, the level of academic engagement of this year's Year 12 cohort was impressive, with many staff commenting on a shift in school culture and attitudes toward studying. Ten members of the Year 12 cohort attended the SPIN school holiday program for HSC preparation in September, for example.

Evaluation Results

Tell Them From Me Survey

Each year since 2014, MSHS has conducted the Department of Education's "Tell Them From Me" survey, which collects students' impressions of how their school addresses both academic and wellbeing issues. Below is a chart showing Tell Them From Me data since 2014 – the year before our partnership began. Areas in which the school improved in 2017 are highlighted in green, whereas areas where the school declined are highlighted in pink. (Note that different students and different sample sizes complete the survey each year, so many factors could contribute to

perceived improvement or decline). Areas in which the school exceeds state norms for that measure have been given an asterisk.

	2014	2015	2016	2017
Students who participate in extracurricular activities	25%	38%	33%	35%*
Students with a positive sense of belonging	69%	70%	68%	60%
Students who value schooling outcomes	75%	75%	69%	62%
Students with positive homework behaviours	39%	44%	39%	48%
Students with positive intellectual engagement	52%	46%	46%	45%
Teachers use class time effectively (score out of 10)	6.2	6.2	6.2	6.4*
Learning is relevant	6	6.1	5.9	5.7
The curriculum is rigorous	6	6	6	6.2*
Students have positive teacher-student relationships	5.9	6.4	6.1	6.4*
The school has a positive learning climate	5.7	6.1	6	6.2*
Teachers have high expectations for student success	6.7	7.1	6.5	6.8*
Students who plan to finish Year 12	80%	79%	76%	66%
Students who plan to pursue an apprenticeship or TAFE	56%	33%	48%	33%
Students who hope to attend university	52%	49%	51%	42%
Aboriginal students who “feel good about their culture at school”	n/a	91%	83%	75%
Aboriginal students who feel their teachers have a good understanding of their culture	n/a	82%	74%	69%

Results suggest that the school is improving in terms of extracurricular participation, which can be directly correlated to UNSW programs. Positive learning climate and behaviours are also promising. It is unclear why student expectations that they will finish Year 12 or go on to university have declined so drastically across the four years. This bears further investigation.

UNSW MEP End-of-Year Survey

In November 2017, Matraville students were surveyed about the MEP activities that occurred during the year, including afterschool and enrichment opportunities, in-school support, and the experience of having so many pre-service teachers assisting in their classrooms.

106 students (about half of the mainstream student population) across years 7-12¹ completed a voluntary end-of-year evaluation. They were evenly distributed across year groups, with a slightly higher percentage (29%) of respondents in Year 8 than other years. 38% of the respondents

¹ The survey was given in Term 4; hence students who were in Year 11 for most of 2016 are now considered officially in Year 12, and there are technically no Year 11 students.

identified as Aboriginal or Torres Strait Islander. 20% of respondents said that English was not the main language spoken in their home.

Respondents indicated what partnership activities they had been involved in this year. A high percentage of students (60%-70%) had attended Homework Centre and had UNSW students assisting in their classes. Almost 45% of respondents had taken an excursion to UNSW, and 32% had experienced a special in-school program, such as those delivered by Sydney Story Factory or Creating Chances. All of these numbers represent modest improvements since 2016.

Students were asked to rate 6 statements on a Likert scale of 1-10 (1 = Strongly Disagree; 10 = Strongly Agree. Values of 4, 5 and 6 were recorded as “Neutral”²).

Survey item	2016 results	2017 results	Gain or loss
I like having UNSW students and staff at my school	73% agree 23% neutral 4% disagree	60% agree 30% neutral 10% disagree	-13%
The afterschool programs offered by UNSW are an important part of my school experience	46% agree 41% neutral 13% disagree	38% agree 42% neutral 20% disagree	-8%
The Homework Centre or help from UNSW students has improved my marks and study habits this year	48% agree 35% neutral 17% disagree	43% agree 37% neutral 20% disagree	-5%
Having UNSW students assisting in my classes helps me learn	54% agree 32% neutral 14% disagree	52% agree 36% neutral 11% disagree	-2%
Working with UNSW students has made me want to go to university	41% agree 38% neutral 21% disagree	33% agree 38% neutral 29% disagree	-8%
The UNSW Partnership makes me more proud of my school	47% agree 38% neutral 15% disagree	39% agree 42% neutral 19% disagree	-8%

These results are curiously lower than the feedback from adults involved in the partnership (MSHS staff and UNSW students). It is unclear why the first item about generally liking having a UNSW presence at the school would have declined so extremely since the previous year. There are issues with the timing of the survey both years being given in Term 4 when the Year 12 class has finished, and those senior students have typically participated in Homework Centre and, this year, the school holiday programs, in higher numbers. Perhaps in 2018 a point can be made to survey Year 12 students at the end of Term 3, and other year groups at the end of the year, to get a more balanced representation. Still, the fact that a majority of students like the UNSW presence and believe it helps their learning is promising, and for nearly 40% to assert the benefit of the afterschool programs is a positive result.

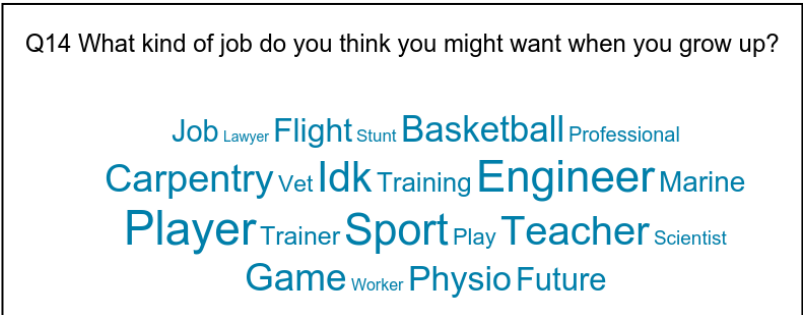
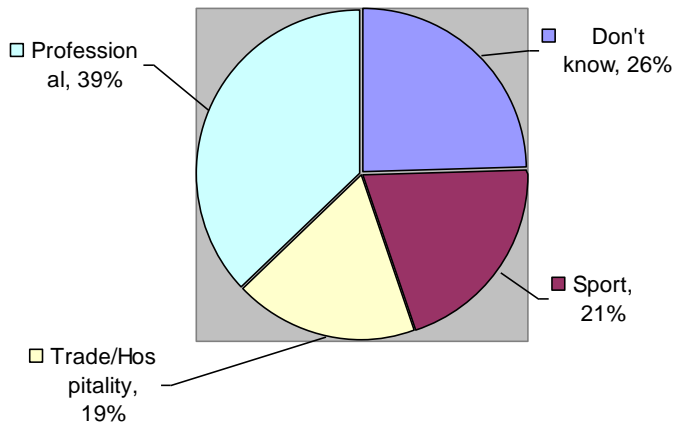
The item about students’ desire to go to university mirrors the decline documented in the Tell Them From Me data, indicating a need for explicit counselling on post-school options and offering greater support for students to understand the breadth of options available to them. While we would like this figure to be higher, it is perhaps understandable given the school’s past university

² In 2016, only responses of 5 and 6 were treated as “neutral”.

enrolment rates, and the fact that many of the students surveyed are still in their junior years and may not be accustomed to thinking about a possibility so far in the future.

It is possible that some students read the final question literally and, if they were already proud of their school the previous year, did not ascribe feeling “more proud” to UNSW influences.

Other interesting items included an open-ended question about students’ career aspirations, which yielded the following major categories and word cloud:



Students listed many favourite things about attending MSHS, summarised in the word cloud below. It is notable that “program”, “club”, “learning”, “support”, “teachers”, and “staff” appear so regularly in students’ responses alongside sport and social factors.

Q15 What is your favourite thing about going to Matraville Sports High?



Suggestions for new programs and opportunities they would like to see included:

- “I think we have a lot and don’t need more.”
- Sports
- Excursions
- Food
- Horses
- Technology/coding
- Aboriginal culture and dance classes
- Pacific Islander teachers and cultural programming

Engage the School Community

Key Partnerships

The two most important partnerships within the MEP remain the Little Bay Community of Schools (LBCOS) and the Aboriginal Education Consultative Group (AECG). It is through ongoing positive relationships with the individuals and schools that make up these organisations that we are able to undertake many of our research and teaching initiatives. The Matraville Partnership Coordinator attends the quarterly meetings of these groups to report on activities and seek approval for future work.

Additionally, a number of community organisations and other divisions within UNSW have been keen to contribute to the MEP. In 2017, outside organisations have included the Sydney Story Factory, ABC News, and Ngala Nanga Mai Parent Group. UNSW departments have included the Michael Crouch Innovation Centre, Kingsford Legal Centre, Football United (School of Medical Sciences), Exercise Physiology, Arts and Social Sciences (Sydney Writers Festival), ASPIRE (On Track Mentoring, campus excursions and subject selection advice), School of Mathematics and Statistics, UNSW Legal Office, TRC (technology donations), UNSW Heroes Program and the UNSW Libraries.

Also in 2017, the Division of Philanthropy has helped connect MSHS with scholarship opportunities through the GO Foundation and Harding Miller Education Foundation, with 16 guaranteed scholarship places from GO and two guaranteed places from Harding Miller. The Division is also in discussion with a donor regarding a future endowment for an annual equity scholarship to UNSW for an MSHS student.

Parent Public Lecture Series

Among the new initiatives in 2017 was the Parent Public Lecture Series, which harnessed academic expertise from the School of Education into a valuable knowledge-translation exercise made available to the wider community. Held at MSHS, these six free events spanned a variety of topics of potential interest to parents, and were scheduled on weekday evenings and promoted to local MSHS and LBCOS parents, as well as via Facebook and email blasts to wider School of Education and GERRIC contacts. Attendees came from far and wide across the Sydney area, with a strong showing from local primary school parents.

Lectures were well-received by those who attended, but numbers varied considerably (between 10-45 attendees per event) and RSVPs were not always a reliable indicator of actual attendance. A greater effort should be made in 2018 to repeatedly promote to MSHS parents and to send multiple reminders to those who have registered.

2017 lectures:

Date	Presenter	Topic
Tuesday 28 February	Dr Paul Evans	Motivation, Engagement, and Success at School

Wednesday 22 March	Dr Susen Smith	Parenting a Gifted Child: What Supports or Hinders Talent Development?
Monday 8 May	Prof Chris Davison	Assessment A-Z: What Does It All Mean?
Thursday 8 June	A/Prof Terry Cumming	Surviving Your Child's Adolescence
Wednesday 23 August	Prof Andrew Martin	How to Boost Boys' Motivation at School
Wednesday 25 October	Dr Peta Hay	Making Connections: Advocating for your Gifted Child

Volunteer groups – School of Mathematics and UNSW Legal and Governance Teams

While in previous years, volunteers joined the MEP on an individual, ad hoc basis to help with afterschool programs or gain classroom experience, two larger-scale efforts were successfully piloted in 2017, one focussing on student volunteers and one on staff volunteers.

The School of Mathematics and Statistics had an interest in connecting further with the MEP and aligned the curriculum of one of their first year Science Communication courses to support the UNSW maths students working each week with Matraville Year 7 students during their Friday afternoon maths class. All parties involved spoke positively about the experience – Principal Nerida Walker described Year 7 students running excitedly to their maths lesson for the last period of the week (an unusual phenomenon in any high school) and the positive rapport the tutors created with their students. The academics in the School of Mathematics felt it was worthwhile for their students, and at least one student chose to add a Bachelor of Education to his mathematics degree as a result of the experience. The initiative will be repeated in 2018 focussing on both Year 7 and Year 9 NAPLAN-assessed skills.

Separately, the UNSW Legal Office contacted the MEP coordinator hoping to set up a staff volunteer opportunity. They created a roster of staff members from their team and the Governance team to attend the afterschool Homework Centre as volunteers during key times of year when Education students were not available to assist as part of their placement. Usually two staff members came per day, and each staff member came on two separate occasions. This helped ensure enough tutors were available during the hard-to-staff times of year, and most volunteers found it to be a worthwhile experience. There were some minor logistical difficulties in coordinating schedules and ensuring all volunteers had a Working With Children Check, but these could easily be streamlined if the initiative is repeated. It provides a potential model for other staff teams to consider in terms of using UNSW resources to give back to our local community.

Master of Teaching Indigenous Intensive

For the third year in a row, a three-day Indigenous Education Intensive was planned and implemented in partnership with the Aboriginal Education Consultative Group (AECG) as part of EDST5134: Addressing Learner Diversity, a compulsory subject for all Master of Teaching students. The intensive took place at MSHS, involved MSHS and LBCOS Aboriginal staff as guest presenters and tutors, and included an on-country walk in Kamay Botany Bay National Park.

For the first time in its three years, all sessions were led or co-led by Aboriginal presenters, a testament to the breadth and depth of relationships built within the community during that time. Feedback was overwhelmingly positive, with 90% or higher responses indicating that students gained valuable knowledge from each of the presentations. Particularly notable were the students' responses to the Cultural Walk and to the Kinship presentation by Dr Lynette Riley of the University of Sydney. The program will be repeated in a similar format in 2018, involving both the Primary and Secondary M Teach cohorts.

EDST 5134 Master of Teaching Indigenous Program Schedule 2017

Wednesday, 19 July	Thursday, 20 July	Friday, 21 July
10:00am – 10:10am Welcome to Country - Aunty Barbara Simms-Keeley	10:00am – 11:00am How Policy Impacts You as Teachers - Jane Stanley, Deputy Principal, MSHS	10:00am – 12:20pm Kinship Presentation - Dr Lynette Riley, University of Sydney
10:10am – 10:30am Welcome to MSHS - Nerida Walker, Principal General Housekeeping & EDST5134 info - Katherine Thompson & Chris Grima-Farrell	11:00am – 12:20pm Reflect, Direct: Knowing and embedding 'perspectives' - Michelle Bishop, UNSW	12:20pm – 1:30pm Student/Parent/Carer Panel Discussion ¹ and barbeque lunch
10:30am – 11:20am Working with Aboriginal Communities - Julie Welsh and Michelle Lester	12:20pm – 12:50pm Lunch	
11:20am – 12:20pm Language and Aboriginal English: - Laura Doig, Sydney Children's Hospital Calita Murray and Pauline Beller, AECG	12:50pm – 2:20pm Tutorial – working with Community in your classroom - Teachers and community members involved in the Culture, Community and Curriculum Project	1:30pm – 2:30pm Tutorial – reflection on the week
12:20pm – 12:50pm Lunch		2:30pm – 3:00pm Break + Transit time for Group C
12:50pm – 2:20pm Respect, Connect: Perspectives of Knowledge - Michelle Bishop, UNSW		
2:20pm – 3:00pm Break + Transit time for Group A ²	2:20pm - 3:00pm Break + Transit time for Group B	3:00pm – 5:00pm Group C: Cultural Walk; Group A: <i>Brave New Clan</i> viewing and discussion; Group B: Tutorial
3:00pm – 5:00pm Group A: Cultural Walk ³ ; Group B: <i>Brave New Clan</i> viewing and discussion; Group C: Tutorial	3:00pm – 5:00pm Group B: Cultural Walk; Group C: <i>Brave New Clan</i> viewing and discussion; Group A: Tutorial	

¹ Panel to comprise a selection of Koori students, parents and family members, to be moderated by a UNSW staff member or AECG member. M Teach students may submit questions to the panel in advance.

² Carpooling is encouraged. If taking public transport, the L94 bus stops at Anzac Parade and Austral St. at 2:47pm. Later buses will get you to La Perouse after 3:00pm. Please plan accordingly on your walk day.

³ Cultural walks in Kamay Botany Bay National Park will be led by Dean Kelly, National Parks Liaison Officer and Tim Ellis, Kadoo Tours. Self-drive or carpool to La Perouse or take 354/L94 bus. You will need to catch the bus back toward the city from La Perouse at the end of the tour.

Sample feedback comments:

- *'I feel so privileged to have had the opportunity to participate in this program, I have learned so much and still have so much to learn. Everyone that lives in this country should have an understanding of indigenous culture and history from an Aboriginal perspective/experience. ...I hope that I can incorporate this effectively in my pedagogy. Thank you so much to everyone who shared their knowledge and experiences with us.'*
- *'I learnt about a lot of things that I had never thought about before and it has been eye-opening, amazing, informative and so valuable for me as a future teacher.'*
- *'Firstly, I would like to thank you for developing this course for us to build our awareness on the Aboriginal culture. I am from an area which has a high Aboriginal population and went to a high school with a significant proportion of indigenous students.
For some reason, whether it be the lack of education or the school community, my perspective of Aboriginals was heavily founded on the crime, violence and addiction issues that surround the community. I had grown up seeing that perhaps these issues were just the Aboriginal culture and that was the way it is.'*

However, this course has truly opened my eyes and heart to understanding the richness of the culture and spirituality of Aboriginal people. It is clear that the issues mentioned are brought upon by a bitterness and pain from their past. I loved hearing from the elders and other community members the efforts they are going to move the Aboriginal community into the future as confident leaders.

Thank you for providing this course so that I can bring my appreciation into my future classroom.'



Enrich Initial Teacher Education and Applied Research

Initial Teacher Education

Overview

In total, 55 UNSW undergraduate education students completed a 15-day placement in 2017 as part of EDST2002: Professional Engagement (their first formal placement in a school as part of their Bachelor of Education). An additional 25 Master of Teaching students participated in a semester-length placement as part of the In-school Teacher Education Program (INSTEP), and eight students completed longer-term placements for Professional Experience 1 and 2. Feedback summarised in this report focuses on the EDST2002 undergraduate cohort as the other placement types are evaluated separately by the School of Education.³

Professional Engagement Student Feedback

Of the 55 Professional Engagement students placed at MSHS across the year, 24 completed a voluntary end-of-semester evaluation of their experience (44% response rate).

In addition to an array of short-answer questions, students were asked to rate 11 statements on a Likert scale of 1-10 (1 = Strongly Disagree; 10 = Strongly Agree):

For eight of the statements, **79% or more of students responded in the “Agree” range (7-10):**

I learned a lot about teaching from this placement. (79%) (↑ 14% from last year)

This placement helped me confirm whether teaching is the right career choice for me. (79%) (↓ 1% from last year)

This placement helped prepare me to teach students from diverse backgrounds. (79%) (↑ 4% from last year)

This placement helped prepare me to teach students with a range of abilities. (79%) (↑ 4% from last year)

This placement taught me about the role of student relationships and wellbeing in schooling. (79%) (↓ 1% from last year)

The teaching staff at the school were helpful and made me feel welcome. (88%) (↑ 8% from last year)

This placement was convenient for me. (79%) (↑ 24% from last year)

I had a positive experience overall in my Matraville placement. (87%) (↑ 12% from last year)

The remaining three statements still yielded positive results overall:

³ Note: an important component of the MEP’s work in “enriching initial teacher education” is the Master of Teaching Indigenous Intensive program held at MSHS and implemented in partnership with the AECG each July. This initiative is discussed in detail in the “Engage the School Community” section.

This placement taught me a lot about behaviour management in the classroom. (71%) (↑ 1% from last year)

It was helpful to have a UNSW staff member on site at Matraville. (63%) (↑ 8% from last year)

The afterschool programs were a valuable part of my experience. (58%) (↓ 7% from last year)

These results indicate that we did well addressing student concerns from previous years with regards to commute, positivity, and being made to feel welcome at the school. They also show that students feel they are gaining more exposure to quality teaching that enriches their pre-service training. Results and rate of return are generally higher and more positive than last year. Compared to previous years, teachers generally became the direct point-person for their assigned students, so that the need for intervention of the MEP coordinator was less frequent (the coordinator was also away one day per week and thus students assigned to that day did not interact with her). Many students commented on feeling superfluous in their role at the afterschool programs. Measures are being put in place next year to ensure more formal tutoring/working arrangements during Homework Centre and incentivising more consistent MSHS student attendance across afterschool programs through the school's Positive Behaviour for Learning (PBL) system.

Further general comments:

It was an eye-opener with regards to the diversity within the education system.

Great learning experience. I was able to see how the school functions, and the interactions between teachers and students.

I really enjoy the working experience with special needs students. I learned a lot from learning support teacher and I have learned from my students as well.

It has been great for helping my understanding of how to set up a classroom and it's hidden curriculum at the start of the year. It has also allowed me to see the day to day running of a school in a more consistent way than coming once every week could have.

Very good learning experience. I was given a good insight into how the school functions as well as learning about the importance of relationships between students and teachers.

It is a useful experience that we could get our theories from university into practice. Teachers are helpful as well.

Overall, my experience in Matraville means a lot to me. I learned from the teachers and also the students. It gave me a clear understanding of what's teachers' role in school and what should I do and how should I behave as a future teacher.

My experience at Matraville showed me the multi-faceted nature of education and the importance of a close school community.

My experience at Matraville was eye opening and invigorating. I saw the working of a school with financial difficulty, but also reinforced my passion for education.

An engaging and worthwhile experience that gave me an insight into all dimensions of school life

An overwhelming sense of connection and community.

Good to have the experience of a school very different to my own when going through high school.

Teachers were interesting to observe and the way in which theory was applied.

My experience at Matraville Sports High School was both enlightening and challenging. I gained a deeper insight into learning how teachers know about students and how they learn and how to differentiate teaching strategies in comprehensive classrooms.

Notably, individual positive comments about staff members and departments spanned all faculties, including support and mainstream, academic and elective departments. “Standout” people and projects noted included the leadership of Principal Nerida Walker, working with other UNSW pre-service teachers and new graduates, the high quality of the creative arts and special needs departments, and participation in the afterschool drama program. Several students praised the participation in the All My Own Work program, in which the school librarian guided the EDST2002 students in presenting lessons on plagiarism and academic honesty to students about to start HSC. For many of the pre-service teachers, this was their first experience planning and implementing a lesson and they found it very rewarding.

In response to a question about advice they would give a friend who was about to undertake a placement at Matrville, students noted the importance of being open-minded and not making assumptions based on the school’s “tough” reputation, of making an effort to get to know students and teachers, and of showing initiative in order to get the most out of the experience. These comments were positive in that they align with the advice given to students in lectures and their handbook before they undertake the placement.

General Conclusions and Recommendations for Improvement

UNSW student impressions this year were generally more positive than last year. There are a balanced proportion of those who like or dislike participating in the afterschool programs, or who are happy or unhappy with the arrangement of having one versus two cooperating teachers, and so forth. However, the increase in the students’ impressions of feeling welcome and useful to the school, and to learning through observing quality teaching, shows the effectiveness of a coordinated approach with MSHS staff in which staff feel a greater sense of collective ownership of the partnership. There is now a higher proportion of staff who are positive about their work as teachers and about sharing that with pre-service teachers. The participation in the UNSW Mentoring and Coaching modules, identified in last year’s evaluations as a possible way to improve these collegial mentoring relationships, may also have contributed to this upward trend.

As outlined previously, more structure will be given to afterschool programs next year to ensure that the UNSW students feel they are a worthwhile experience. A general orientation on students’ first morning in which they meet not only their own cooperating teachers but those from other faculties may be an option to help students feel more comfortable approaching other staff about ways to get involved with them. This may be difficult because students come on different days of the week so the orientation would need to happen five times, but is worth considering. After three years of doing this, it is clear that maintaining a “healthy” number of students placed at the school on a given day is key to the quality of the experience as well. Between 7-12 students on a given day is manageable and ideal; more than this can become unwieldy.

Applied Research

MSSH and the Little Bay Community of Schools (LBCOS) continued to be willing and open to collaborating with UNSW researchers in 2017. The flagship example of this was the Culture, Community and Curriculum Project, which flourished this year at five of the six schools in the LBCOS. Ten Aboriginal community members and twelve teachers were involved and contributed to teaching and learning in the schools across all four terms of 2017. Several members of the research team as well as several of the community members contributed to a collaboratively authored book chapter that will be published in a collection on conducting autoethnographic research across cultures. Both project goals, of building capacity of Indigenous community members to engage with schools and of building teacher capacity to engage with the Indigenous community (and with teaching about their knowledges, histories and cultures) have been successful and are continuing to deepen and blossom. Teacher, student and community member feedback on their experiences within the project has been overwhelmingly positive and the project was featured in this year's UNSW Donor Report produced by the Division of Philanthropy.

Professor Andrew Martin has made initial school and community consultation on a project to look at resilience factors for Aboriginal students in the transition to high school, which will get underway in early 2018. Dr Greg Vass has also drafted an initial article based on his research into Culturally Responsive Schooling conducted at MSSH, which will be published in early 2018.

The Skills Program for Individual Needs (SPIN) holiday program held at MSSH, and aligned with Master of Teaching students' course EDST5116: Student Engagement, provided an opportunity for pre-service teachers to engage in action research. M Teach students were matched one-on-one or in small groups with MSSH students who signed up for a holiday tutoring program in both the April and September holidays. This program is discussed further in the "Extend the Student Experience" section, but it bears noting here that the M Teach students overwhelmingly reported that the placement was an appropriate and positive way to meet their course requirements for EDST5116 and the quality of their action research reports was consistently very high. Comments included:

- "I have enjoyed working on a one-on-one basis with my student and have seen his work develop over the course of two weeks. From the first day I worked with him to where he is now, I have loved watching the progress and the implementation of the strategies that I have taught him."
- "Being able to develop relationships with the students, and see improvements in their skills/knowledge was very rewarding. I am not teaching at the moment and this experience also provided me with the opportunity to apply theoretical knowledge to my teaching practice."

Enhance Teacher Professional Learning

In November 2017, Matraville staff members were given a survey requesting feedback on the UNSW Matraville Education Partnership activities that occurred during the year, including professional learning opportunities, attitudes toward the school, and the experience of having so many pre-service teachers assisting in their classrooms.

31 staff members completed a voluntary end-of-year evaluation. In addition to short-answer questions, teachers were asked to rate 10 statements on a Likert scale of 1-5 (1 = Strongly Disagree; 5 = Strongly Agree).

All associations were generally positive, with the strongest being:

Survey item	2015 results	2016 results	2017 results	Gain or loss
The UNSW partnership adds value to our school	96% agree	96% agree	97% agree	+ 1%
The UNSW partnership is mutually beneficial	83% agree	92% agree	93.5% agree	+ 1.5%
I am proud to say I work at Matraville	96% agree	88% agree	97% agree	+9%
The uni partnership has changed my feelings about this school for the better	83% agree	76% agree	79% agree	+3%
Matraville students have benefited from the partnership	87.5% agree	92% agree	90% agree	-2%
I felt I was able to share valuable knowledge and experience with the PSTs I worked with	82% agree	75% agree	90% agree	+15%
It is useful having a UNSW staff member on site at our school.	74% agree	96% agree	80% agree	-16% ⁴

The three most evident areas for improvement are the following:

Survey item	2015 results	2016 results	2017 results	Gain or loss
I feel my voice is valued by those administrating the partnership	63% agree 33% neutral 4% disagree	64% agree 32% neutral 4% disagree	52% agree 45% neutral 3% disagree	-8%
The UNSW partnership has allowed me to update my skills/pursue professional learning opportunities	45.5% agree 37.5% neutral 17% disagree	44% agree 48% neutral 8% disagree	43% agree 52% neutral 5% disagree	Essentially 0 (more neutral)
I learned things from the PSTs I worked with	55% agree 36% neutral 9% disagree	55% agree 36% neutral 9% disagree	60% agree 30% neutral 10% disagree	+5%

Notably, these are the same three areas that have needed improvement all along, although promising gains were made in terms of the positive contributions of the PSTs to professional dialogue (this is also reflected in qualitative comments, which will be discussed later). Various strategies have been tried to strengthen our communications with teachers, including a quarterly e-newsletter, notes in staff boxes, periodic updates at

⁴ The remaining responses to this question were neutral. In some faculties most communication from the MEP Coordinator goes through the head teacher and there is less daily interaction with other staff.

staff and executive meetings, and weekly announcements at Monday morning “muster”. This has been raised with the executive team as it seems that sometimes communications via head teachers do not reach all staff. Further suggestions made identified wanting more consistency of students being present across the year, and the suggestion to rotate students to different supervisors every 4-5 weeks. Greater parent involvement was suggested by the Community Liaison Officer, who offered to help more with parent communications.

Results on almost all areas have improved this year, and with so many extremely positive responses (above 90%) it is likely that only minor growth or maintenance of these levels can be expected in future years. Most teachers (60%) said they were happy with their level of involvement in the partnership, and the remainder wanted more involvement – no one wanted less. They saw the biggest benefit of the partnership being support and opportunities for MSHS students and staff, with this being identified (through an open-ended response) by 38% of participants. 59% of teachers said they altered their pedagogy due to having PSTs in the classroom, implementing more group work, ICT, problem-based learning, science practical activities, or offering individual one-on-one support to particular students. One respondent wrote that this “made me a bit more conscious of my interactions/practice”, and another said “I reflected more on why I do what I do.”

This year, nearly all staff benefited from at least one professional learning course through UNSW, since the Mentoring and Coaching modules were delivered as part of compulsory staff meetings during the first half of the year. While not all teachers may have identified this as an opportunity they received, it is likely that completion of these modules may be a factor in improved experiences reported by PSTs in the quality of the mentoring they received and thus the value of the learning experience of the Matraville placement. This positivity, or openness of the teachers to engage in dialogue with the PSTs they are working with, may reflect the growth in learning from those students, and also the number of teachers (23%) indicating that a positive thing about the partnership was the professional dialogues, reflection and knowledge-sharing that they engaged in with the PSTs they worked with.

Free professional learning through UNSW undertaken by staff in 2017:

Number of Staff	School(s)	Course	Topic
3	MSHS	Mini-Certificate of Gifted Education	Gifted
13	MSHS, Chifley PS, Matraville PS, La Perouse PS, Soldiers' Settlement PS	Culture, Community and Curriculum Project training	Indigenous Education
35	MSHS	Mentoring & Coaching (Modules 1, 2, 3)	Mentoring
1	MSHS	Inquiry Based Learning in Mixed Ability Classrooms	Curriculum/ Differentiation

Teachers listed “how to teach Aboriginal students”, “engaging students with learning difficulties”, and “3-d printing/laser cutting” as areas in which they would like professional learning opportunities in the future.

Special Events

A variety of special events associated with the MEP provided opportunities for the UNSW and MSHS communities to interact, and showcased the talents and potential of MSHS students.

In March 2017, for the second year in a row, MSHS music students performed at the School of Education annual awards evening. Two senior Aboriginal students gave a Welcome to Country and unveiled three artworks commissioned by the School of Education, which now hang proudly in the hallway of Goodsell Building.

The Advisory Committee combined their semi-annual meetings with meet-and-greets; the first with parents and community members at UNSW in March, and the second with MSHS students and staff in October (alongside an informal art and music showcase).

The afterschool drama club, comprising students from Years 7-11 from both mainstream and support classes, mounted a production of “The True Story of the Three Little Pigs” and “The Frog Prince, Continued” which they performed at three of the LBCOS primary schools.

UNSW contributed to important MSHS events such as Open Day, Subject Selection Evening, Presentation Day, and Graduation with both material sponsorship and connections to important people. At the subject selection evening, Will de Lima from ASPIRE counselled Year 10 students on choosing subjects that would prepare them for various tertiary degrees, and through UNSW connections champion boxer Billy Dib agreed to be the graduation day speaker. Several awards with cash prizes were supported by UNSW at presentation day, from not only the School of Education but also the School of Mathematics and Statistics, Nura Gili, and an anonymous donor.



Above left: MSHS students presenting their commissioned artwork at the annual School of Education Awards evening.
Above right: Billy Dib at MSHS Graduation ceremony.

Publicity

In 2017, traction was gained in terms of local publicity for the school and MEP via a contact with the *Southern Courier* who ran several positive stories across the year, alongside UNSW-driven publicity in the UNSW Newsroom and Donor Report from the Division of Philanthropy. Early in the year, the *Southern Courier* covered the pre-service teachers who assisted in the classroom for the first three weeks of the school year, and followed this with coverage of the Culture, Community, and Curriculum Project at Chifley Public School.

A Foxtel documentary, "Once Upon a Sport", aired in May 2017 featuring each of the NSW sports high schools. The Matraville segment devoted a significant amount of airtime to the UNSW partnership. Digitally, we have cultivated a stronger online presence this year with a quarterly e-newsletter, weekly Facebook posts to both the UNSW School of Education group and MSHS Facebook page, and access to updating the MSHS outdoor electronic sign facing commuter traffic on Anzac Parade.

An infographic brochure (Appendix A) was created, summarising various MEP outcomes and activities. This has been an invaluable tool to give to prospective partners and funders and to add to our website.

Internal UNSW communications from the Vice-Chancellor's Office highlighted the MEP as a key initiative addressing the 2025 strategy and recognised the MEP Coordinator, Katherine Thompson, in a nomination for a President's Award for Collaboration. Promotion and planning of the new Gonski Institute for Education (GIE) recognised Matraville as an important partner in projects and research that the institute will undertake, with former Minister for Education and Director of the GIE, Adrian Piccoli, taking a seat on the MEP Advisory Committee.



Teachers Amillo Mancia (left), Amy Cheng, Eric Grella, Lily Gore and Lila Peach. Picture: Danny Aarons

CHIFLEY

First-class work for budding teachers

University students go back to school for lessons

Melissa Seiler

SCHOOL is back in session for students at Matraville Sports High School – and the start of term also marks a fresh year in the classroom for education students from the University of NSW.

Fifteen pre-teachers will be shadowing educators at the Chifley school for the next three weeks, working as classroom assistants to gain valuable experience in a variety of subjects.

They will also get to work with students one-on-one in the UNSW-led Homework Centre, and assist with after school tuition in music, drama and other programs.

Third year education student Lila Peach, of Randwick, said she was feeling a mixture of nerves and excitement about going "back to school".

"It's been a few years since I was in high school, but I remember being excited myself going back after a long break, so I can imagine how they are feeling in these first few days," Ms Peach said.

"It's pretty exciting that we will get to see them ready to go and driven to succeed... I know through my own experiences how teachers are able to hone in and get them on track."

A biology major herself, Ms Peach was hoping to gain

valuable experience in the school's science program.

"I would love to be teaching HSC biology after I graduate, but I am aware I would be lucky to get into that quickly," she said.

"I can teach chemistry, geology and physics at the Year 7 to Year 10 level, anything beyond that might be a bit daunting at this stage."

Ms Peach will also be a part of the Homework Centre program.

"I'm looking forward to seeing where the students are at and seeing what methods work for different people," she said. "I find the psychology behind learning fascinating."

Links to selected media:

24 Jan 2017	Southern Courier	"Elders team up as classroom partners"	http://newslocal.newspaperdirect.com/epaper/viewer.aspx
7 Feb 2017	Southern Courier	"First-class work for budding teachers"	http://newslocal.newspaperdirect.com/epaper/viewer.aspx
10 Feb 2017	UNSW Newsroom	"Indigenous team-teaching initiative promotes huge benefits for students, teachers and local community"	https://www.arts.unsw.edu.au/newsroom/articles/indigenous-team-teaching-initiative-promotes-huge-benefits-for-students-teachers-and-local-community/
1 May 2017	Foxtel	"Once Upon a Sport" documentary	https://vimeo.com/216416297
6 Jun 2017	Southern Courier	"Bard's work in focus"	http://newslocal.smedia.com.au/southern-courier/shared/ShowArticle.aspx?doc=NLSNC%2F2017%2F06%2F06&entity=Ar02302&sk=572D18CF
13 Jun 2017	Southern Courier	"The future is here and it is three-dimensional"	http://newslocal.smedia.com.au/southern-courier/shared/ShowArticle.aspx?doc=NLSNC%2F2017%2F06%2F13&entity=Ar02101&sk=436145D9
6 Sept 2017	UNSW Newsroom	"Adrian Piccoli joins UNSW to lead new education institute"	https://newsroom.unsw.edu.au/news/social-affairs/adrian-piccoli-joins-unsw-lead-new-education-institute
1 Dec 2017	UNSW Donor Impact Report	Feature stories on MEP and CCCP, pp.7-10	https://gallery.mailchimp.com/9de80af17c667f70e679b253c/files/8559ce0a-4734-4073-baab-cafff860e65e/UNSW_Donor_Impact_Report.pdf?utm_source=Donor+Impact+Report+2017&utm_campaign=aa9ae2597f-EMAIL_CAMPAIGN_2017_12_06&utm_medium=email&utm_term=0_bc728fee68-aa9ae2597f-

Challenges and Looking Ahead

Many issues raised in previous years were addressed and streamlined in 2017. Ongoing relationships within the school and community have enabled existing initiatives to grow stronger (such as the M Teach Indigenous Intensive, or the placement of EDST2002 students at MSHS) and laid the groundwork for new initiatives to thrive (e.g. SPIN and the Parent Public Lecture Series). Challenges will always exist when working with such diverse stakeholders and within the constraints of bureaucracy as well as the issues faced by communities traditionally disadvantaged by the education system. Resourcing is also a challenge, with most initiatives actioned by passionate staff members and pre-service teachers keen to gain experience, but not having a specific budget available to them.

The biggest challenge that remains unresolved is addressing community and public perception of MSHS, combating existing preconceptions and having the great work being done there translate into positive growth for the school in terms of student (and therefore staff) numbers. The Advisory Committee is helping to address this issue by providing UNSW and Department of Education resources toward a positive publicity campaign for the school, and time will continue to reinforce more current positive messaging.

2018 will bring the chance to continue existing programs, including giving a second round to the new initiatives of 2017, and to broaden our scope once more. MSHS will complete its on-site Makerspace with the assistance of the Michael Crouch Innovation Centre and an afterschool STEM club called “Kodo Academy” will be added to the suite of afterschool programs in partnership with the UNSW Heroes Program, after a brief pilot toward the end of 2017. The M Teach Primary program will start in March with most classes and placements taking place on-site in the MEP building and within the Little Bay Community of Schools and a cohort of 30 new primary teachers being trained.

The MEP will also become situated under the umbrella of the new Gonski Institute for Education (GIE) at UNSW, becoming a flagship location for GIE initiatives aimed at increasing educational equity for disadvantaged populations, including research and “impact labs” that will combine researcher and teacher expertise to achieve student progress. This will open up further opportunity to expand the scope of the MEP, situating MSHS as a key “demonstration school” for Gonski Institute initiatives, including “impact labs” to pilot cutting edge research. We look forward to the possibilities and opportunities that 2018 brings.

Appendix A: MEP Infographic Brochure



Arts & Social Sciences UNSW Matraville Education Partnership

Established in 2015, the UNSW Matraville Education Partnership is a first-of-its-kind school-university collaboration, in which academics and students from UNSW are working with Matraville students, teachers, and the wider public toward social cohesion and educational advancement for the whole community. This is a snapshot of our story.

Partnership goals

- Extend the student experience
- Engage the school community
- Enrich teacher education and research
- Enhance teacher capacity and professional development

Matraville Sports High School Students

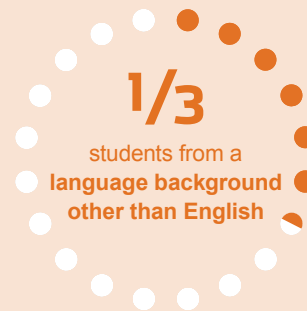


250
students



22 language
backgrounds

are represented in the student body



Area profile

MSHS is located in Sydney's southeastern suburbs, home to Kamay Botany Bay National Park, Port Botany, the La Perouse Aboriginal Community, gorgeous golf clubs and beaches, the Prince Henry Centre, numerous public housing estates, and the Long Bay Gaol.



Extend the student experience



1:1 maths tuition

from UNSW Maths students



Expert talks

from UNSW Kingsford Legal Centre and others



Breakfast Club

offered one day per week, funded by UNSW



Music program

after school



Drama program

after school



Sydney Story Factory

creative writing workshops



UNSW Libraries

Access to UNSW Libraries for teachers and senior students



50 computers

donated by UNSW in 2016



5 work experience placements

at UNSW since 2015



Excursions to UNSW

At least 1/3 of MSHS students attended a program or excursion to UNSW in 2016 such as: Nura Gili holiday programs, ASPIRE Three-Minute Thesis Competition, Museum of Human Disease and Women in Science days



School holiday tuition program

provides extra support for students

Engage the school community



Aboriginal Community

Members of the local La Perouse Aboriginal Community advise on and contribute to all UNSW Indigenous Education programs. UNSW staff now attend meetings of the **local Aboriginal Education Consultative Group (AECG)**



Parent Public Lecture Series

brings together parents from the local community and across Sydney to learn from UNSW researchers about how to support their children throughout schooling

Advisory Committee

Our Advisory Committee includes prominent members of the school, university, and wider communities. This connects MSHS to opportunities through local MPs, sport clubs, philanthropic groups and university departments.

Professor Ian Jacobs
President & Vice-Chancellor,
UNSW (Chair)

Mr John Bush
Associate Director, Education,
Social Ventures Australia

**The Honourable
Dr Bob Carr**
Director, Australia-China
Relations Institute

Mr Stanley Cowper
Alumnus, UNSW

**The Honourable
Mr Michael Daley MP**
Member for Maroubra

Professor Chris Davison
Head of School,
UNSW Education

Professor Susan Dodds
Dean, UNSW Arts &
Social Sciences

Ms Calita Murray
Regional Representative,
Eastern Suburbs Local
Aboriginal Education
Consultative Group

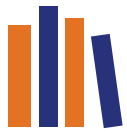
Mr Peter Noble
Chief of Staff and
Vice-President, UNSW

Dr Nicholas Pappas AM
Chairman, South Sydney
Rabbitohs Football Club

Ms Susan Shelley
Director, Public Schools NSW

**The Honourable Matt
Thistlethwaite MP**
Federal Member for
Kingsford Smith

Ms Nerida Walker
Principal, Matraville
Sports High School



Norma Cowper Literacy Program

The NCLP provides individualised mentoring and literacy support to MSHS students, alongside exposure to creative opportunities and guest teaching artists. Students are equipped with essential skills for success across all subjects and form meaningful relationships with UNSW mentors. We have already seen positive NAPLAN growth and student self-efficacy as a result of this program.

30

UNSW Education students are mentors



Sydney Story Factory

50+

MSHS students benefit each year



Sydney Writers' Festival



JAMES N. KIRBY
FOUNDATION

Supported by the James N Kirby Foundation and in memory of the late Norma Cowper



Culture, Curriculum & Community Project

The CCCP brings Aboriginal community members and teachers together for team-teaching in local primary schools. Local Aboriginal community members are positioned as equal leaders in the classroom, having decision-making control and capacity in developing content and pedagogical processes. The project will develop and document what 'success' looks like, with shared ownership over the findings that can then be used by schools as a roadmap to partnering with their local Aboriginal communities.

300

primary school students

12

teachers

6

primary schools

8

Aboriginal community members



The Ian Potter
Foundation

Supported by the Ian Potter Foundation



Homework Centre

An afterschool Homework Centre open to both primary and high school students offers free tuition and homework help until 4:30pm, every Monday, Tuesday and Wednesday. Students have a safe place to spend critical afterschool hours and the support and structure needed to complete their homework and assessment tasks.

126

students attended in 2016

18-40

students per day, 3 days per week



Supported by UNSW and Matraville staff who volunteer their time



Gifted and Talented Program

The afterschool gifted and talented program enriches the extra-curricular life of high-potential MSHS students by involving them in challenging project-based learning and opportunities to access UNSW and industry-based facilities. Their individual learning needs are met through extension opportunities and their accomplishments boost the profile of MSHS.

15

students each term

15

scholarships to the GERRIC School Holiday Program at UNSW

Enrichment programs

hosted by Michael Crouch Innovation Centre



Michael Crouch
Innovation Centre



"Archibull" Prize winners

Grand Champion in 2015 and 2016



Supported by an anonymous donor

Enhance teacher capacity



Research Projects

MSSH has opened its doors to UNSW Education research projects in culturally responsive schooling, Indigenous education, gifted education, and educational leadership



Professional Learning

UNSW Education professional learning opportunities are free for MSSH teachers

✓ **100%**

of teachers want the same or higher levels of involvement in the partnership in future years

✓ **96%**

of Matraville teachers feel that the partnership adds value to their school

Mentoring and Coaching

training given to all staff by UNSW

"Mini Certificate of Gifted Education"

training undertaken by 1/3 of staff



Enrich teacher education and research

100 UNSW Education students

completed a placement at Matraville in 2016



75% or higher of UNSW students completing placements at MSSH report that:



they feel better prepared to teach **students from diverse backgrounds**



they feel better prepared to teach students with a **range of ability levels**



they are now more certain that teaching is **the right career choice for them**

500+ UNSW students

have experienced explicit coursework in Aboriginal and Torres Strait Islander education since 2015 through partnership with the local AECG

"The focus on Indigenous education has easily been the best part of the degree so far. I'm quite sure the experience will have a lasting impact on how we interact with Aboriginal students, families and communities."

Master of Teaching student, 2016

Learn more – Get involved – Share in our story

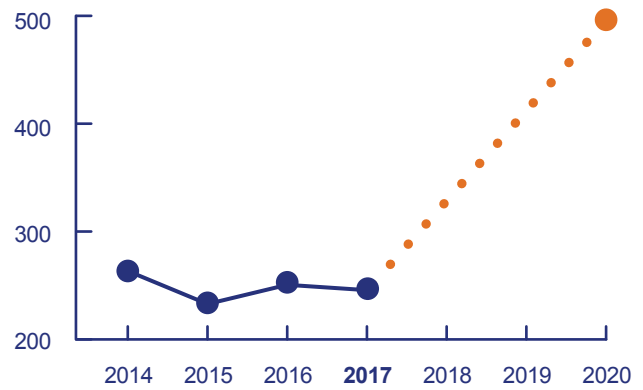
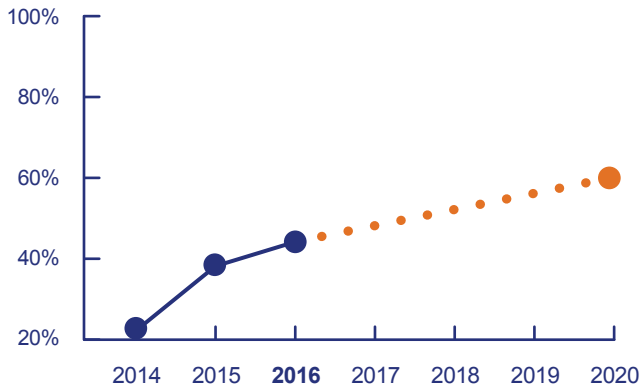
Progress toward our goals



Percentage of Year 12 cohort going to university or TAFE



Number of MSHS student enrolments



HSC

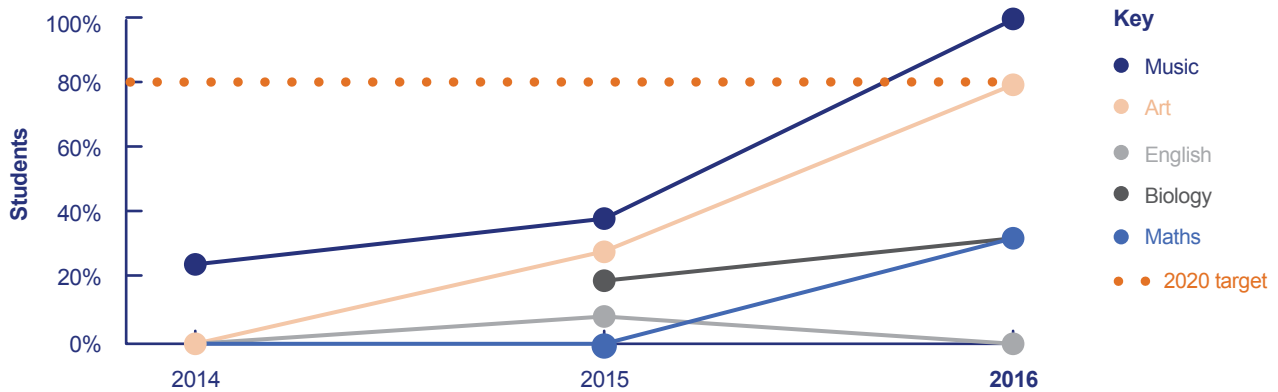
HSC results are gradually improving, and students are even devoting their holidays to study, with UNSW tutors available to HSC students in the April and September school holidays.

Our goal by 2020 is that at least 80% of students achieve Band 4 or higher* across all subjects.

*HSC performance is measured in six bands, with Band 6 indicating the highest achievement.



HSC percentage in Band 4 or higher

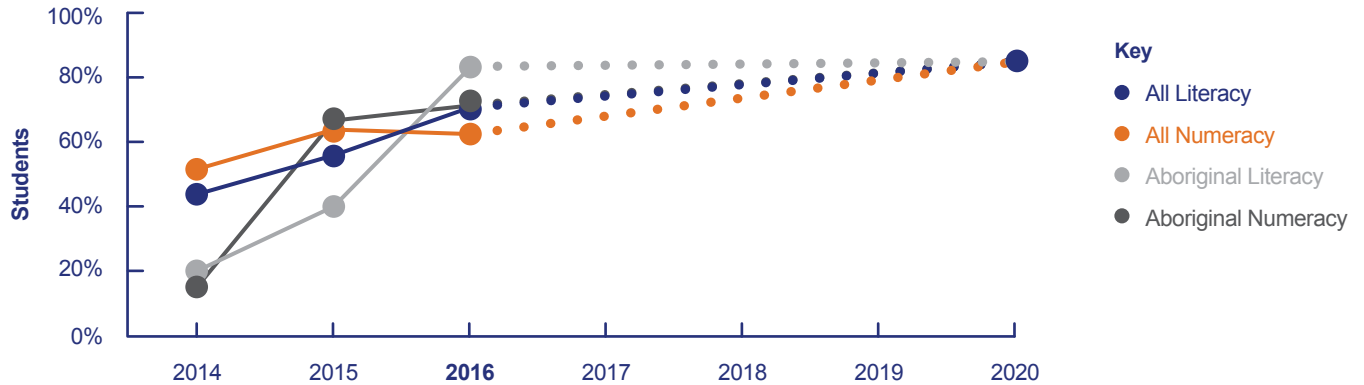


NAPLAN



Greater than expected growth for Year 9 students in literacy and numeracy

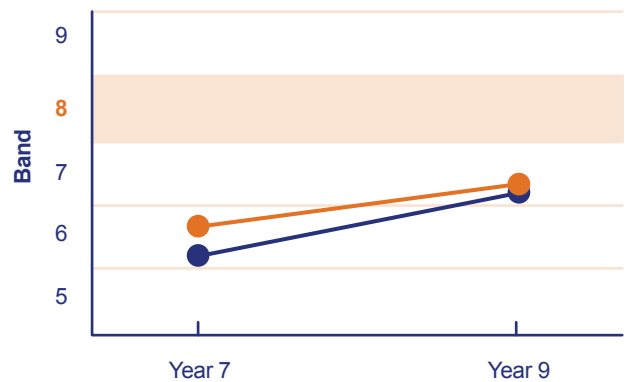
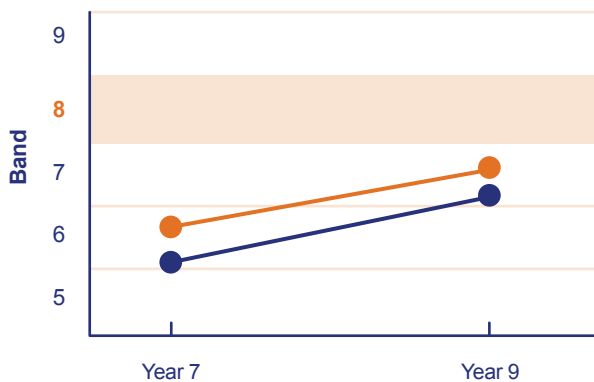
Improvement has been steady from 2014–2016 since the university partnership has been in place. Year 9 literacy scores have risen steadily since 2014, and in particular, Year 9 students are demonstrating greater than expected growth across the board, with profound increases for Aboriginal students.



Student Gain – Numeracy



Student Gain – Reading



As of 2017, all students must achieve Band 8 or higher to receive their HSC

Key

- Average achievement of MSHS students
- Average achievement of students in similar schools



“We have more opportunities at our school since we are partnered with UNSW”

MSHS Year 8 student, 2016