



UNSW
SYDNEY

UNSW Matraville Education Partnership

*The local
Aboriginal people
from La Perouse
would like to welcome
you to the building.*



Annual Report 2019

UNSW Matraverse Education Partnership



Clockwise from top left: UNSW students assisting with Talented Sports Program surf competition at Maroubra Beach, MSHS art students attending UNSW galleries, UNSW students assisting in the Inclusive Learning Centre, MSHS students at Homework Centre, MatraChef afterschool program



UNSW
SYDNEY

Contents

| | |
|---|----|
| Executive Summary | 3 |
| Extend the Student Experience | 4 |
| Key Components..... | 5 |
| After School Programs | 5 |
| Holiday Programs | 6 |
| Excursions and Incursions..... | 8 |
| Special Events..... | 9 |
| Material Resources..... | 11 |
| In-School Academic Support and Mentoring | 11 |
| Student Academic Outcomes..... | 12 |
| NAPLAN | 12 |
| HSC | 22 |
| Evaluation Results | 25 |
| Tell Them From Me Survey | 26 |
| Engage the School Community | 27 |
| MSHS Parent Community | 27 |
| Key Partnerships..... | 28 |
| Cultural Residents Project..... | 29 |
| Master of Teaching Indigenous Intensive | 29 |
| Enrich Initial Teacher Education and Applied Research..... | 32 |
| Initial Teacher Education..... | 32 |
| Overview..... | 32 |
| Professional Engagement Student Feedback | 32 |
| General Conclusions and Recommendations for Improvement | 34 |
| Applied Research..... | 34 |
| Enhance Teacher Professional Learning..... | 35 |
| Publicity | 38 |
| Challenges and Looking Ahead..... | 39 |

Executive Summary

The UNSW Matraville Education Partnership (MEP) is a significant contributor towards all goals of the UNSW 2025 Strategy. The partnership encourages academic excellence, has a positive social impact and supports our society through engagement with 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.

The MEP advances **research and facilitates sharing of knowledge** by supplying a rich location for pioneering pedagogical and social science research opportunities within UNSW's local community. The impact of local investigation is reciprocal and beneficial for both UNSW and Matraville Sports High School (MSHS), whose students have varied academic needs and come from diverse cultural and socioeconomic backgrounds. MSHS and surrounds reflect the broader, constantly gentrifying nature of many Australian communities. The MEP has facilitated ground-breaking and significant research via the Culture, Community and Curriculum Project (p. 28), which in 2019 received recognition with a Secretary's Award for Excellence for an Outstanding School Initiative. This project has evolved into the Cultural Residents program, which has received additional philanthropic funding and is being rolled out in selected local schools throughout 2020, growing opportunities for teachers and Aboriginal community members to collaborate. UNSW academics team up with the MEP for a range of significant research opportunities spanning the fields of accessible design, robotics, and Special and Inclusive Education.

Academic excellence is upheld not only through the undertaking of research but also through enhancing the UNSW student experience. This partnership enriches UNSW pre-service (undergraduate and postgraduate) teacher experience by facilitating real world in-school experience augmented with community-led Indigenous education course content. The MEP nurtures the development of workforce-ready graduates who have real world experience working with diverse local communities. Student feedback on the impact of undertaking placements at MSHS has been overwhelmingly positive, with most agreeing that a placement at MSHS improved their overall learning, helped affirm their career choice of teaching and better prepared them to teach students of varied ability levels and from diverse backgrounds (p. 32). UNSW MTeach students repeatedly rank the three-day Indigenous Intensive program as a standout experience in their degrees. Furthermore, the MEP positively influences the academic excellence of MSHS students, with gains in student NAPLAN and HSC results since UNSW involvement began.

Social engagement is an essential component of the MEP and its programs encourage and assist students who are socially and/or economically disadvantaged. The MEP increases aspirations of young people in the community and supports the UNSW 2025 strategy goals of **equity, diversity and inclusion** through the association of Gateway (formerly ASPIRE), as well as through activities such as school holiday programs providing HSC students with targeted tutoring and support.

The MEP achieves **social impact** through advancing local initiatives to enhance outcomes for marginalised groups such as students from low-socioeconomic (SES), migrant and Indigenous backgrounds. UNSW

education students, students from other degree programs and some UNSW staff gain the opportunity to contribute to their community through service-learning at MSHS. Excursions, incursions, afterschool programs and enrichment opportunities motivate student interest in innovative learning, and the support provided by UNSW students boosts academic outcomes for both university and MSHS students.

This report details the 2019 MEP activities and achievements and focus on 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



(Above: MSHS visual arts students visit UNSW's Art and Design)

A major aim of the MEP has been to share the range of resources that UNSW has to offer with school students experiencing social and/or educational disadvantage. UNSW provides technology, special programs, incursions, excursions, and afterschool activities that would otherwise be unavailable at MSHS due to its school profile, student numbers and SES status. In 2019 the partnership provided MSHS students with numerous programs and opportunities, which are outlined below.

Key Components

After School Programs

Homework Centre

MSSH teachers and UNSW students staff the afterschool Homework Centre, held in the MSSH School Library three afternoons per week (Monday, Tuesday, Wednesday, 3:00 - 4:30pm. MSSH and LBCOS students can undertake tutoring and receive assistance with their homework from UNSW students and



A snapshot

- The Homework Centre had 15 - 25 students attend each day in 2019.
- The Homework Centre was attended by a diverse range of MSSH students in 2019, including students in the Inclusive Learning Unit, reflecting the school community.
- Over 70% of MSSH students attended the Homework Centre in 2019, and all express that this assisted them with their learning and strengthened their overall results.

volunteers. They can access the library's computer and internet resources, read, play board games, and enjoy healthy refreshments in a calm environment. The Homework Centre welcomes students in Year 3 and above from the LBCOS to encourage primary students to begin to familiar with MSSH.

Music Ensemble

UNSW music students support the MSSH music teacher to run an afterschool band workshop that meets each Tuesday afternoon from 3 – 4pm. Students work toward creating music pieces for performance at special events and school assemblies. When there are enough UNSW volunteers available for supervision, the workshops break into smaller groups for specific singing and/or instrument lessons. Music is a popular subject at MSSH and many students are talented in this area despite being unable to access private music tuition or purchase their own instrument.

MatraChef Program

Every month on a Thursday afternoon, UNSW supported the MatraChef Cooking and Chemistry

Program. The program was run by MSHS teaching and support staff who supervised the making of a different recipe each month. This was an extremely popular program attended by many enthusiastic aspiring chefs.



Above: Tem and Diego at the MatraChef afterschool program.

Holiday Programs

School holiday opportunities for MSHS students in 2019 were maintained, with a music tutoring immersive experience held in April and academic support for senior students in the September holidays. Adjustments were made to offerings from prior years, necessitated by the change to the T3 UNSW academic schedule. The T3 structure meant that UNSW study breaks no longer coincided with the school holidays, which made recruiting UNSW volunteers available to tutor and coach more challenging than in previous years.

TEMPO (Tutoring and Extension in Music Performance Opportunity)

The April 2019 holiday program had a music focus and was open to all high school age groups. TEMPO was facilitated by the Program Manager, MSHS music teacher, and two UNSW Master of Teaching students who received course credit for the planning, delivery and assessment of the program as part of EDST5116: Student Engagement. Participants had the opportunity to play new musical instruments, learn to use the computer program GarageBand, and experience collaborating through rehearsing and performing as a band.

TEMPO was attended by ten MSHS students from years 9 and 10. Evaluation survey results completed by 8 students are condensed below:

- All students agreed or strongly agreed that the TEMPO program was a worthwhile experience
- All students agreed or strongly agreed that that the program made them feel more confident about their musical ability
- 90% of students agreed or strongly agreed that they believed that their marks in music class would improve because of the program
- 25% of students reported that working with UNSW tutors made them more interested in going to university.

Students comments about the UNSW tutors:

- *"I want to thank them for helping me play other instruments like the guitars and bass guitars"*
- *"They taught me well"*
- *"They were both patient and very cool"*

Student comments on the most valuable part of the experience for them:

- *"Learning GarageBand because now I can make any type of music"*
- *"Learning new techniques and knowing the UNSW students"*
- *"Learning bass guitar"*
- *"Knowing what it is like to be in a band"*
- *"Learning more techniques"*

Students were charged \$20 to attend the April TEMPO program to cover the cost of refreshments and materials, and to help ensure more consistent attendance. Any families who discussed financial hardship with the manager were not asked to pay.

Skills Program for Individual Needs (SPIN)

The October school holiday program concentrated on HSC readiness for Year 11 and 12 students. Tutors from the Bachelor of Education program helped students with subject content review, study skills and exam preparation. MSHS teachers also attended to tutor in specific subject areas and review past exam papers with the students. More than 25 students, 8 teachers and 6 UNSW tutors took part in the October SPIN program. Most of the students who attended were in Year 12, preparing for their HSC exams. Some senior students also undertook CV preparation and job and traineeship applications throughout this week, with staff and UNSW tutors able to assist.

The structure of the week was a "drop in" study centre, with some students attending all week, and others for blocks of time throughout the week. Teacher and tutor rosters were designed to let students know ahead of time when subject specific study help was available, e.g. the afternoons were maths and science focused. Students were asked for a gold coin donation for each day's attendance to cover the costs of program incidentals; if they did not have money they were not excluded from attending. Whilst some MSHS students had work and family commitments that meant that they could not attend every day, participation was reasonably solid throughout the week, except for the final rainy day. Student feedback throughout the week expressed much appreciation for the program, grateful for the continuity in study that this holiday drop-in format provided in the lead up to exam time.

GERRIC – Gifted Education

As usual, the GERRIC student programs were made available to MSHS students. However, in 2019 no MSHS students attended due to competing commitments. It is expected that more MSHS students will participate in GERRIC programs in the future for a fee of \$50 fee to ensure attendance.

The 2019 GERRIC Winter Programs took place onsite at MSHS. In previous years this program occurred on campus as facilities there were available during the UNSW midyear break. However, the new T3 structure meant that campus facilities were not available for GERRIC as they had been in the past. MSHS successfully hosted the program that offered 13 workshops to over 180 students from years 3 – 10. (with several MSHS staff employed to lead workshops or to assist with site access). The MSHS facilities suited the program, with feedback from parents appreciating the ease of parking that made student drop-offs and pick-ups hassle free, and workshop presenters appreciated the playground, general familiar school environment and appropriate facilities (such as science labs).

The GERRIC Winter School program may be held at MSHS again in the future if required.

Nura Gili Winter School and Pre-Programs

Nura Gili pre-programs are promoted to Aboriginal staff and students at MSHS, with ongoing discussions taking place with Nura Gili about how to strengthen linkages with the school and community. Three year 10 MSHS students applied to attend the Winter School in 2019. One student was successful in her application, attended and subsequently reported having an amazing week and very positive learning experience on this program. That same student went on to undertake her two-week work experience placement at UNSW with Nura Gili and UNSW Art & Design.

Excursions and Incursions

- Twenty Matraville students took part in the TalkLaw program, which is an Australian community legal initiative run by King & Wood Mallesons (KWM) Pro Bono Legal Services, targeting year 10 students in schools with significant cohorts of low-socioeconomic status (SES) students and provides practical workshops on legal issues relevant to young people. KWM were assisted by members of the UNSW Legal Office who volunteered. Session 1 was held in the UNSW building at MSHS where issues such as social media, police powers and casual work were discussed. Session 2 was held at KWM's city offices and students participated in a mock trial about employment law.



Above: MSHS students in the TalkLaw mock trial at KWM offices at Governor Macquarie Tower.

- UNSW Art & Design students undertaking a subject on accessible design toured the MSHS Support Unit classrooms and a lecture was held onsite. These UNSW students later returned to MSHS to represent their group designs to their lecturers, Support Unit teaching staff and students as a

market presentation. The design students came up with many innovative and interesting accessible designs that included self-stimming jewellery, time-out tents and a sensory garden.

- MSHS visual arts students benefited from an education partnership with UNSW Art and Design. In 2019 MSHS students attended a series of regular education and engagement activities, located at the UNSW Galleries and other locations within the Paddington campus. This provided students with greater opportunities to engage with practising artists and art students, boosted student engagement with the arts, and provided Matraville students with the opportunity to learn about post-school pathways into university.



(Above: MSHS Visual Arts students visit UNSW Art and Design)

- UNSW's Gateway program (formerly ASPIRE) again sent staff to Matraville to help Year 12 students complete their UAC applications, with half of the 2019 Year 12 cohort applying to undertake further study.
- Sydney Story Factory continue to regularly hold creative writing workshops at MSHS with assorted year groups in English classes throughout the school year.
- Six Matraville Year 10 students attended work experience placements at UNSW. These MSHS students worked with the School of Biotechnology and Biomolecular Sciences, Gateway, UNSW School of Education, Art & Design, and Nura Gili.

Special Events

- Once again in 2019, Music students from MSHS performed at the School of Education annual awards night in March.
- MSHS year 10 student Cianna Walker gave an Acknowledgement of Country and a moving performance of the Australian National Anthem in Aboriginal language at The NSW Deans of Education Conference hosted by UNSW on 29th August.
- On Thursday 26th September (2019) a screening of THE FINAL QUARTER took place in the MSHS school hall, attended by over 70 MSHS students from years 9 to 11, as well as teaching and support

staff. The film documents the experience of Adam Goodes, champion AFL footballer and Indigenous leader. This screening at MSHS coincided with Shark Island Institute’s launch of the film’s education resources and screening guide materials, which are freely available to every school and registered sporting club in Australia (www.thefinalquarterfilm.com.au/education). The film’s Director Ian Darling and Shark Island’s Education Director Alex Shain were present, as well as a journalist and video journalist from the SMH. Following the screening MSHS principal Nerida Walker facilitated a student debrief and the Shark Island team were available to answer questions about the film and hear students’ responses to it. Particular MSHS students were keen to be interviewed by the SMH journalist, and in doing so they affirmed that the film was powerful and important, and expressed appreciation that the film would be shown more widely with learning resources to facilitate ongoing discussion about racism, in sport, schools and society. Shark Island also kindly donated some resources and materials to the school to support learning in English and CAFS curriculum.

- In November MSHS celebrated International Day of People with Disability (IDPWD) by holding a *Grow Inclusion Within Our Community - Film Screening Event*, supported by UNSW’s School of Education. MSHS students catered, performed at and staffed the event.

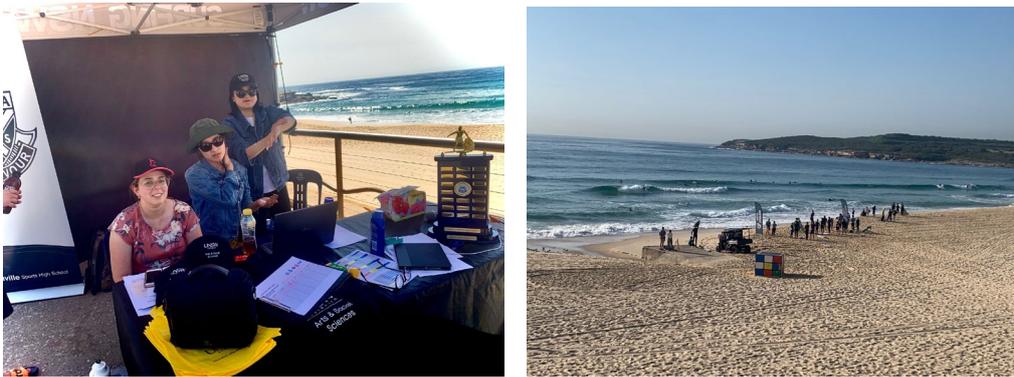
Guest speakers were Iva Strnadová, Professor of Special Education and Disability Studies at UNSW, and Martin Wren, Founder of *Focus on Ability Film Festival* & CEO of NOVA Employment. This event was attended by many special guests such as the Honourable Member for Kingsford-Smith as well as the Mayor of Randwick, UNSW School of Education representatives, members of the MSHS community, former MSHS students, and guests from disability organisations and the community sector.



Clockwise:

MSHS students hosting and performing at the *Grow Your Inclusion* event; special guests, the Honourable Matt Thistlethwaite Member for Kingsford Smith and UNSW School of Education VIPs; guest speakers Iva Strnadová, and Martin Wren talk with former MSHS student and family.

- MSHS held a Surfing Competition at Maroubra Beach in October. This event was judged by Surfing NSW who also ran a rescue 24/7 workshop on the day, and included competitors from Randwick
- Boys HS, Waverley College, Cronulla HS and the Lycée Condorcet the International French School of Sydney. UNSW set up in the promotional tent and UNSW Professional Experience and MTeach students assisted on the day, undertaking tasks such as registering surfers, marshalling and recording scores. This community event highlighted the fact that surfing is a MSHS Talented Sports Program (TSP) sport and was of interest to many residents and passers-by.



Above: The MSHS Surf Carnival at Maroubra Beach; UNSW students working at the carnival tent.

Material Resources

UNSW departments continued to support Matraville by donating resources to the school in 2019. Items include:

- 39 all-in-one HP computers/monitors and 5 iMacs (FASS Technical Resource Centre)
- UNSW show bags for Open Days and MSHS community events (School of Education)
- Contribution towards catering cost (\$500) for International Day of People with Disability by holding a *Grow Inclusion Within Our Community - Film Screening Event* (School of Education)
- Scholarships and prizes (School of Education, Nura Gili, School of Mathematics and Statistics)

NAPIn-School Academic Support and Mentoring

Literacy and Maths Mentoring

Year 10 students participated in Literacy mentoring across in Terms 1 and 3. Master of Teaching INSTEP students worked each week on NAPLAN literacy preparation with year 9 in Term 1, and on writing techniques with year 10 students in Term 3, guided by MSHS Learning and Support teachers.

UNSW's School of Mathematics and Statistics tutoring program at MSHS was maintained in 2019. UNSW Mathematics student tutors were at MSHS 1-2 days per week, working with year 7 and year 9 students in terms 1, 2 and 3. Matraville maths teaching staff worked collaboratively with the UNSW maths lecturer and MSHS students responded very well to the sessions as they were in small groups and felt comfortable enough to answer questions and receive feedback without being intimidated.

Student Academic Outcomes

NAPLAN

Small cohorts with high concentrations of disadvantaged students mean there is great variability in NAPLAN scores by cohort each year. Levels of growth for this year's cohort were maintained in reading, improved in writing, and declined in numeracy.

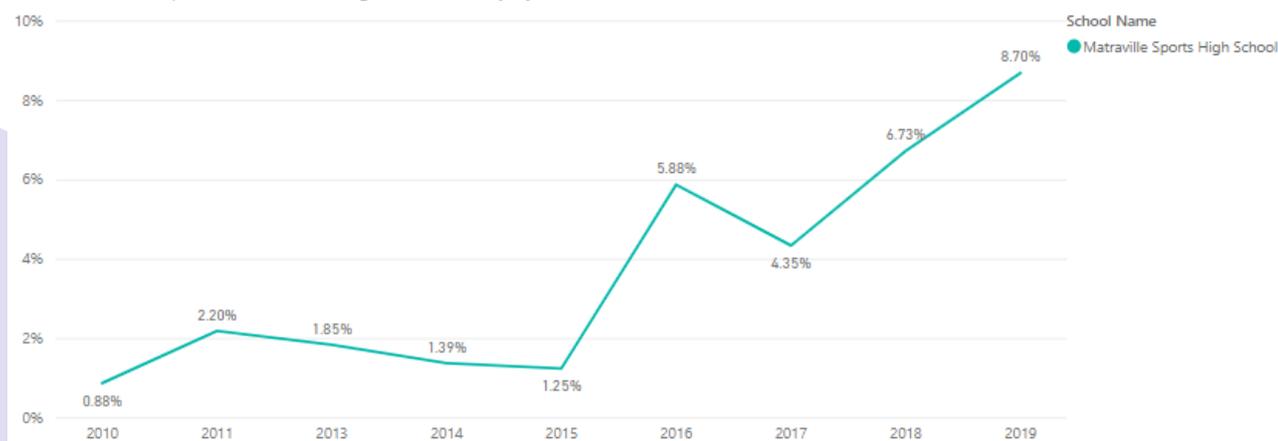
At or above expected growth

| | All Students | Aboriginal students |
|----------|---|---|
| Reading | 2015: 55.9% 2016: 70.8% 2017: 29.7% 2018: 53.2% 2019: 55% | 2015: 40% 2016: 83.3% 2017: 66.7% 2018: 39.3% 2019: 46% |
| Writing | 2015: 28.6% 2016: no data 2017: 33.3% 2018: 28.8% 2019: 49% | 2015: 27.3% 2016: no data 2017: 50% 2018: 32.1% 2019: 21% |
| Numeracy | 2015: 63.9% 2016: 62.5% 2017: 34.3% 2018: 66.7% 2019: 59% | 2015: 66.7% 2016: 71.4% 2017: 75% 2018: 72% 2019: 50% |

Percentage in Top Two Bands

This measure is encouraging as it shows a meaningful shift toward the higher bands in the last two years.

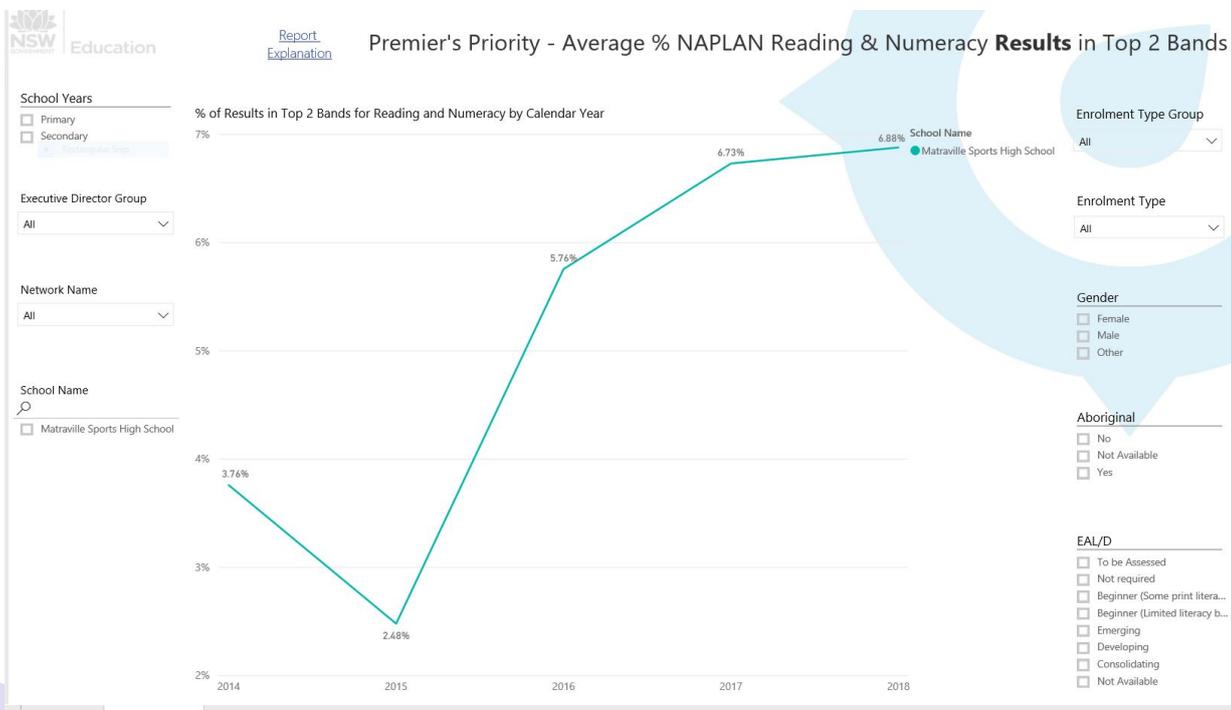
% of Results in Top 2 Bands for Reading and Numeracy by Calendar Year



| | All Students | Aboriginal students |
|---------|--|--|
| Reading | 2015: 2.6% 2016: 8.0% 2017: 4.2% 2018: 9.4% | 2015: 7.7% 2016: 0% 2017: 0% 2018: 3.8% |

| | | |
|----------|--|--|
| | 2019: 11% | 2019: 9% |
| Writing | 2015: 0% 2016: 0% 2017: 0% 2018: 1.8% 2019: 3% | 2015: 0% 2016: 0% 2017: 0% 2018: 3.8%* 2019: 9% |
| Numeracy | 2015: 0% 2016: 3.8% 2017: 4.5% 2018: 3.9% 2019: 6% | 2015: 0% 2016: 0% 2017: 12.5% 2018: 0% 2019: 10% |

Particularly, the Premier's Priority areas show a sharp upturn over the years of the partnership:

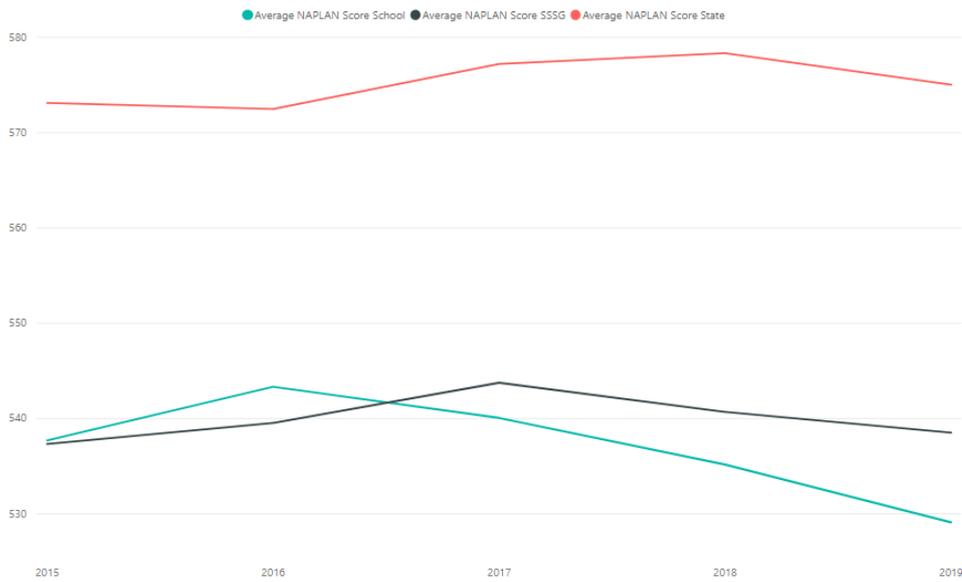


Other Trend data

Trend data for this year's NAPLAN paints a complex picture. The most exciting results show that Aboriginal male students are far exceeding state averages in every domain. Reading results are the least encouraging for all students and female students, but they follow the trends of state scores. Writing scores are on the rise for all students, and this could be related to UNSW support in writing via the INSTEP program, and connections with Sydney Story Factory's writing workshops for all year groups.

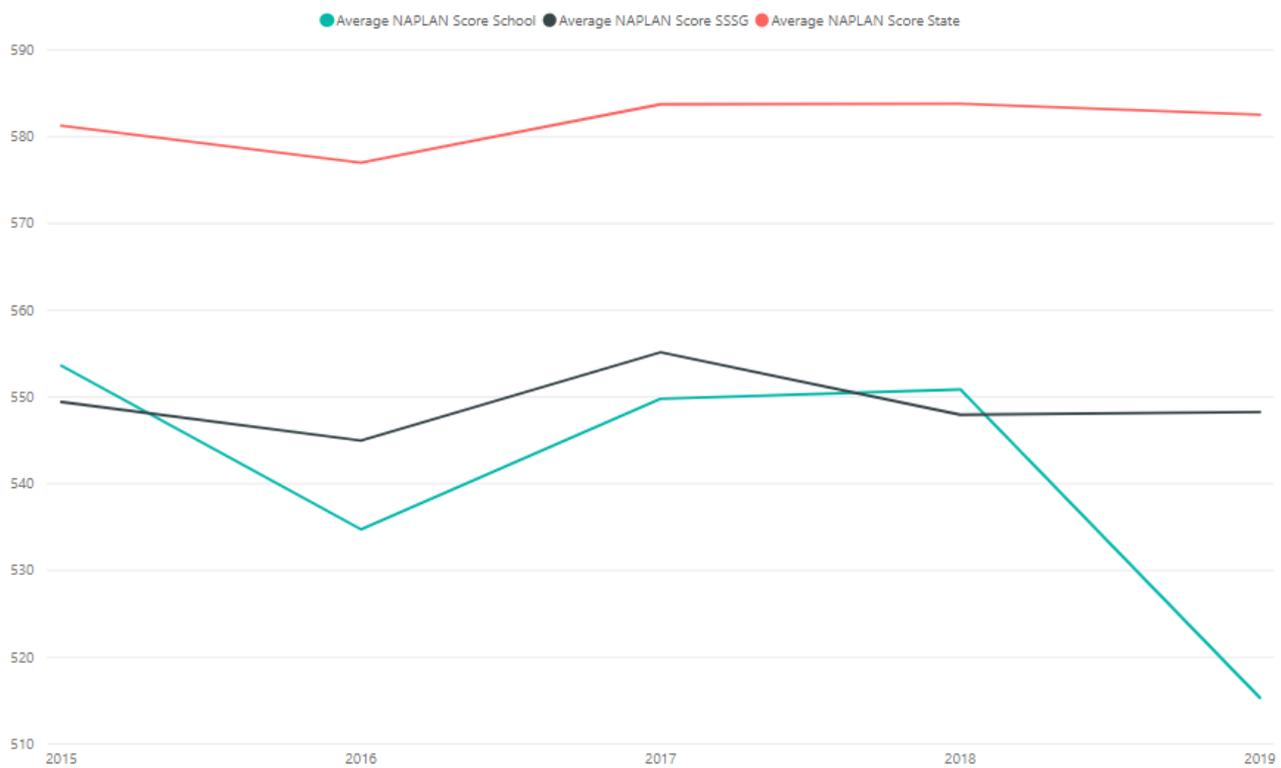
Reading – All students

Average NAPLAN Score - School, SSSG and State



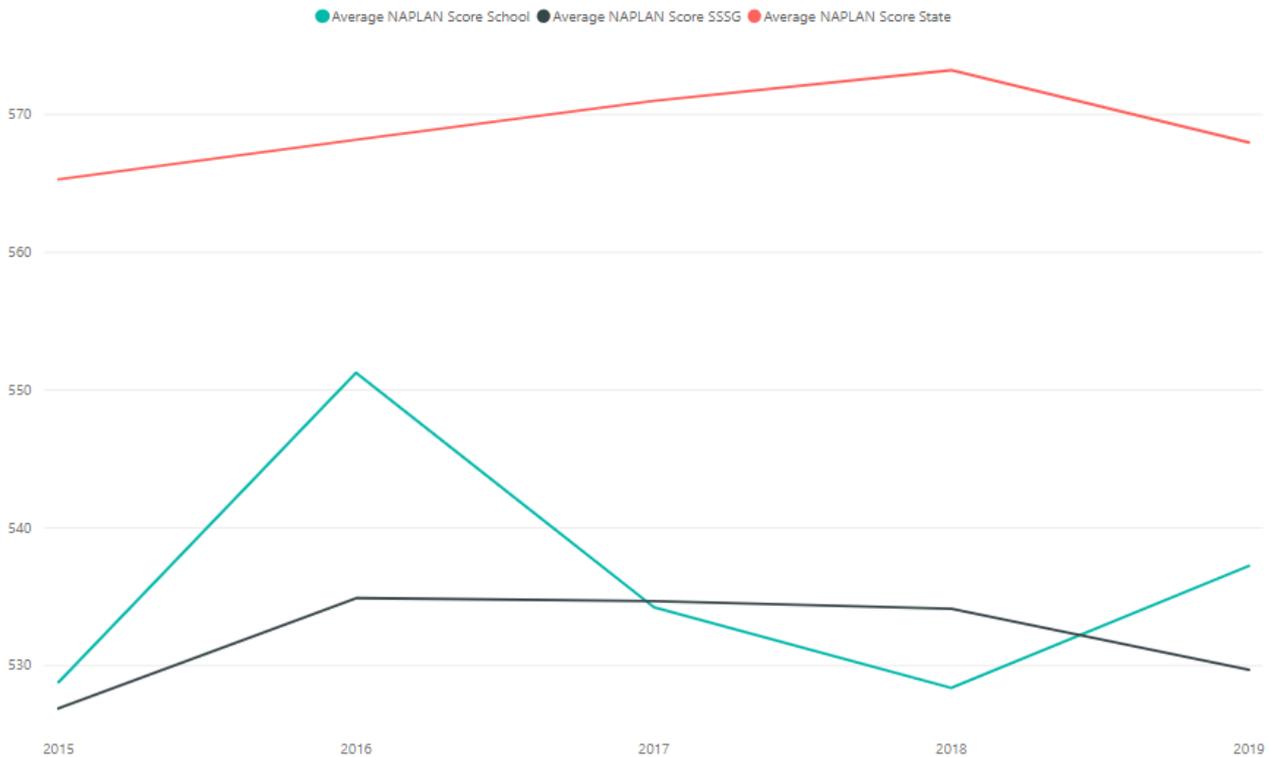
Reading – Female students

Average NAPLAN Score - School, SSSG and State



Reading – Male students

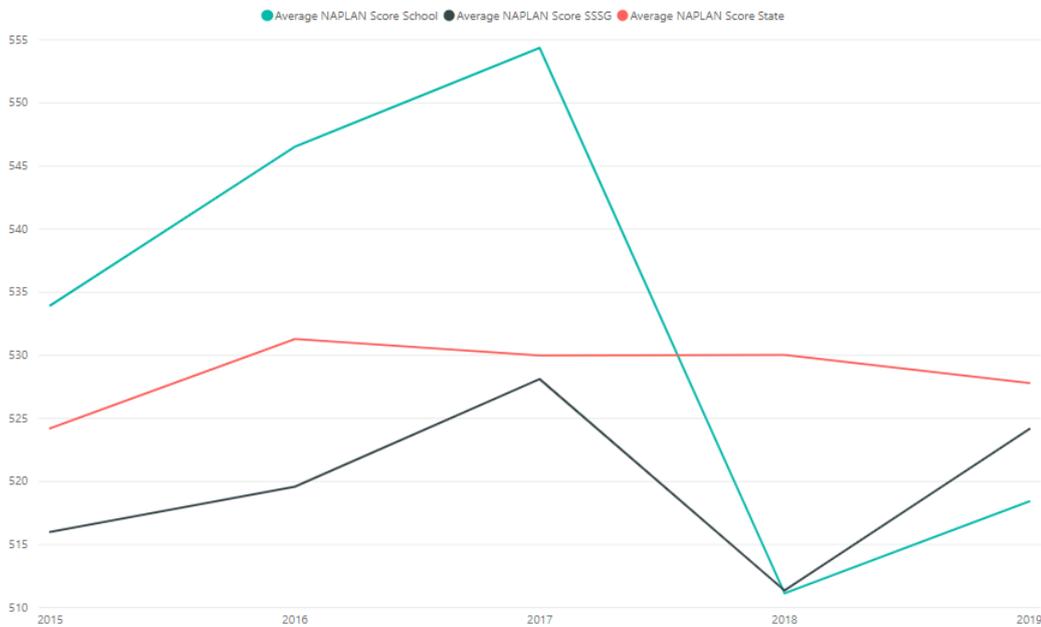
Average NAPLAN Score - School, SSSG and State



Note that male students have achieved above the line for similar schools this year, while female students' results have declined. This gender trend is seen in both the full cohort and Aboriginal students.

Reading – Aboriginal students

Average NAPLAN Score - School, SSSG and State

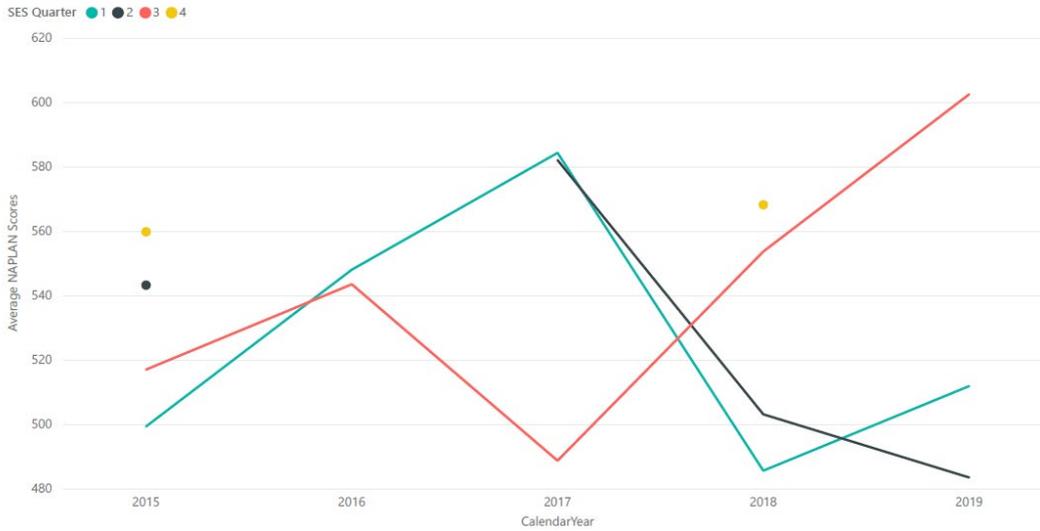


If there is no line for your school, check the NAPLAN Assessment slicer to ensure it is filtered for an assessment that is done in your school.

Note the general trend toward higher percentages of students achieving in the higher bands over time.

Reading – Aboriginal students by SES quartile

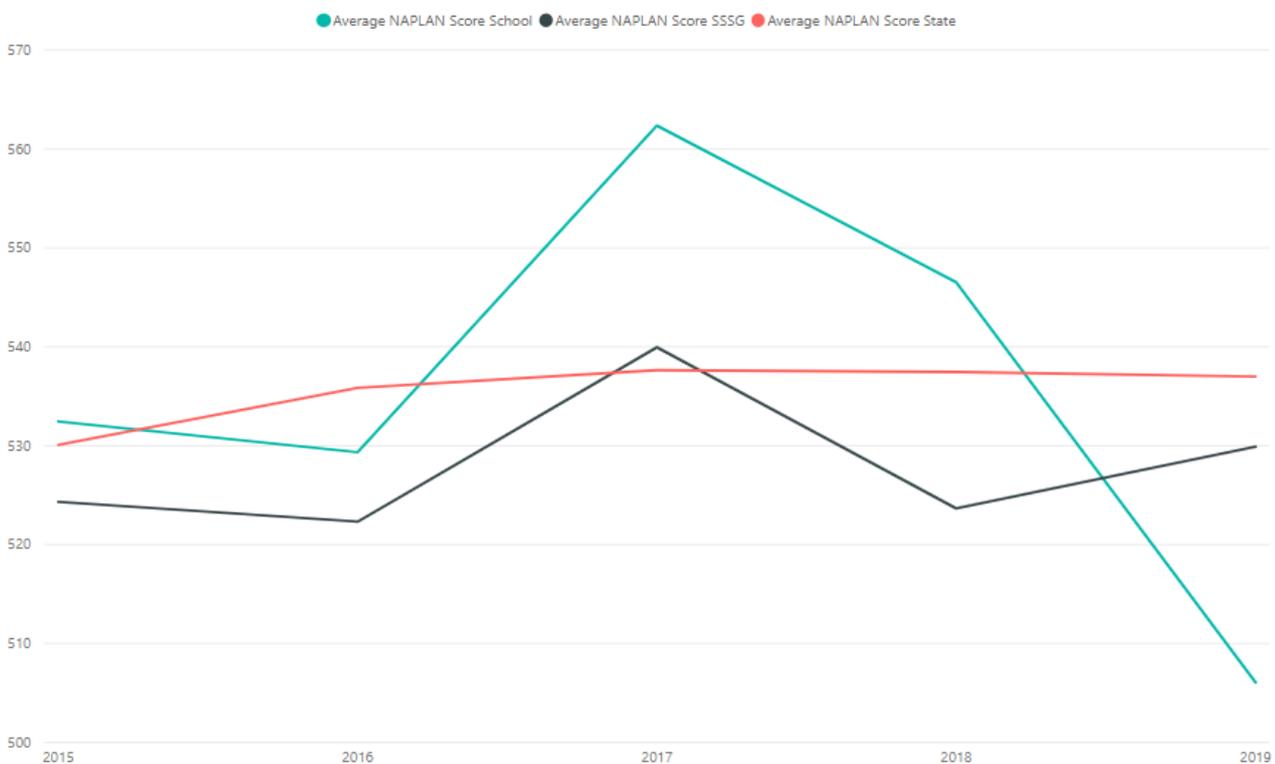
Average NAPLAN Scores by SES Quarter over Time



Note the positive growth for students in the lowest and second-highest quartiles, indicating the school is effectively redressing some of the socioeconomic disadvantage experienced by certain students.

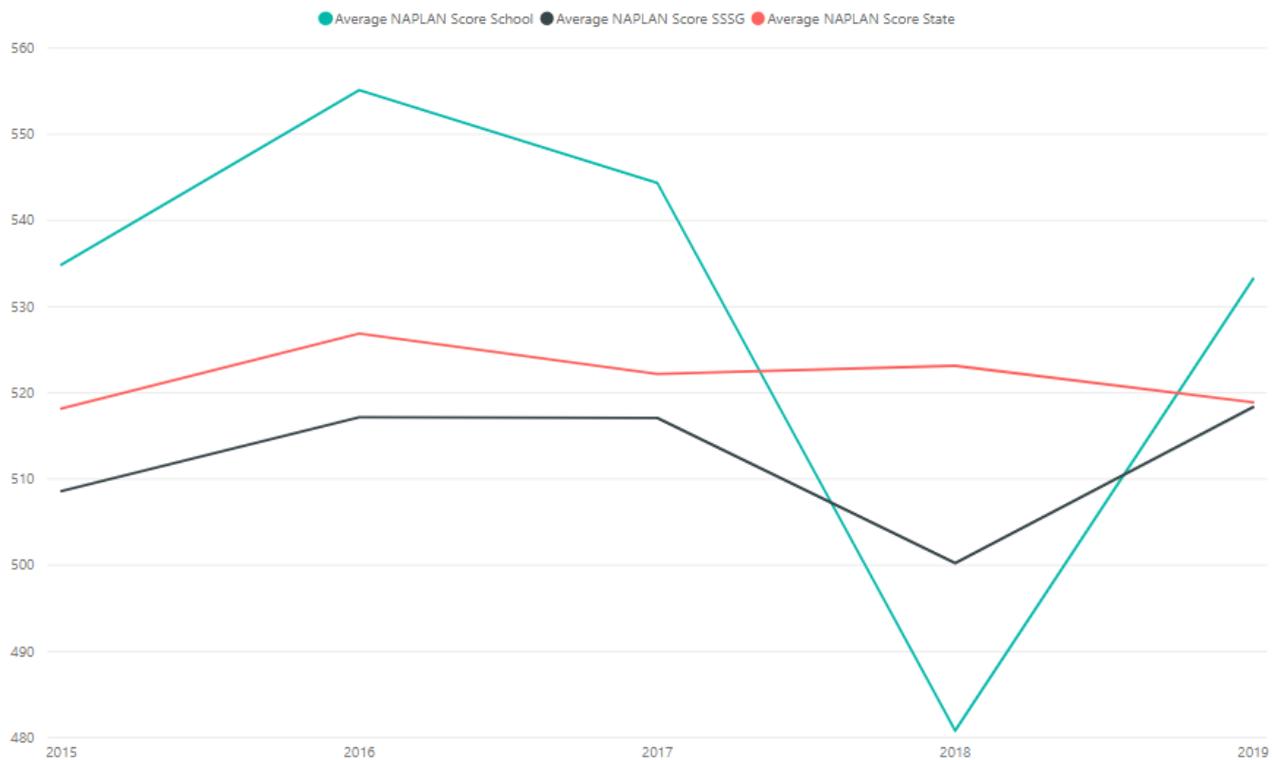
Reading – Aboriginal female students

Average NAPLAN Score - School, SSSG and State



Reading – Aboriginal male students

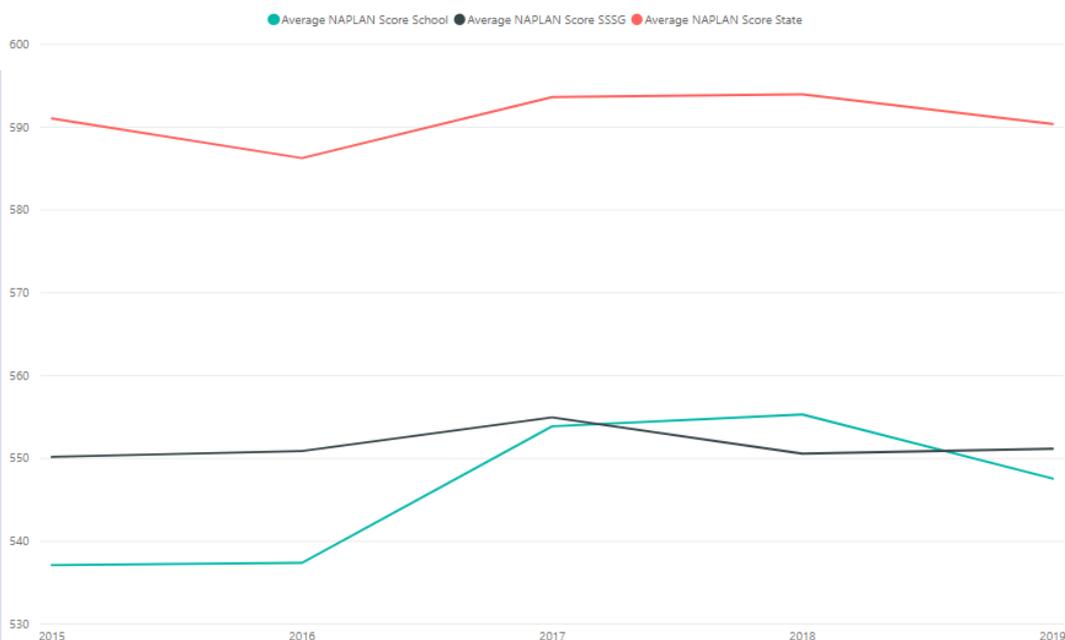
Average NAPLAN Score - School, SSSG and State



Note that female results declined this year and male results improved. This is probably mostly due to small cohort variations. The Clontarf Foundation is now operating in the school supporting Aboriginal boys, but they had only been there for one term before these NAPLAN results were measured. It will be a space to watch to see if Aboriginal boys' results continue to improve at such a rate.

Numeracy – All students

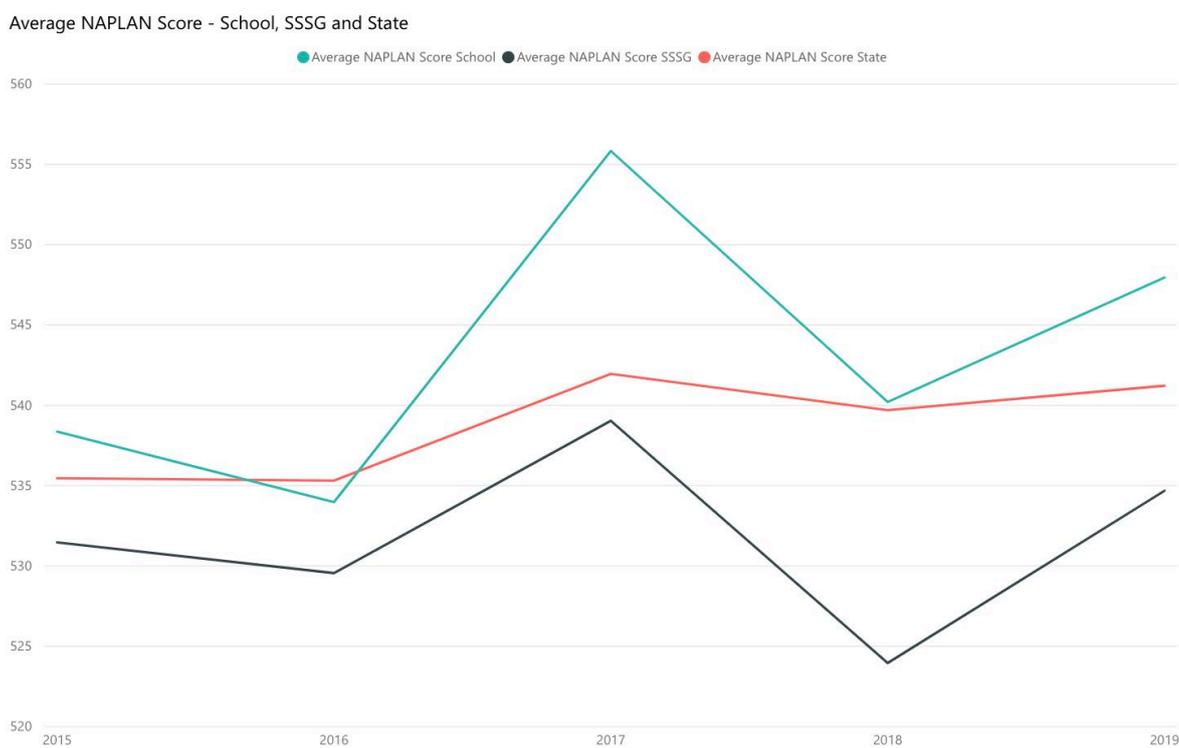
Average NAPLAN Score - School, SSSG and State



Numeracy – Aboriginal students

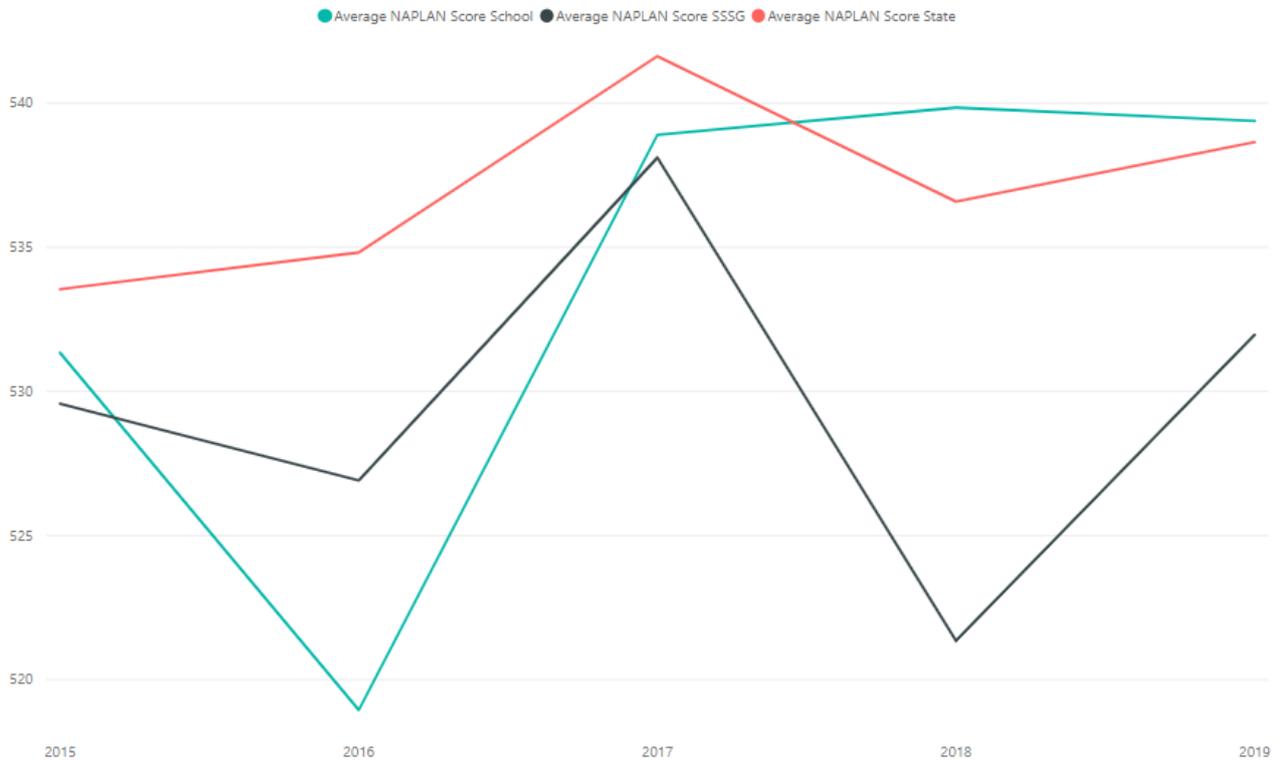
For the third year running, Aboriginal students' numeracy scores exceed state averages at all Department schools. MSHS has put a strong focus on numeracy and the maths department has been supported by the UNSW School of Mathematics with tutoring for Years 7 and 9. Maths is also among the most popular HSC subjects at the school.

Average NAPLAN Score - School, SSSG and State



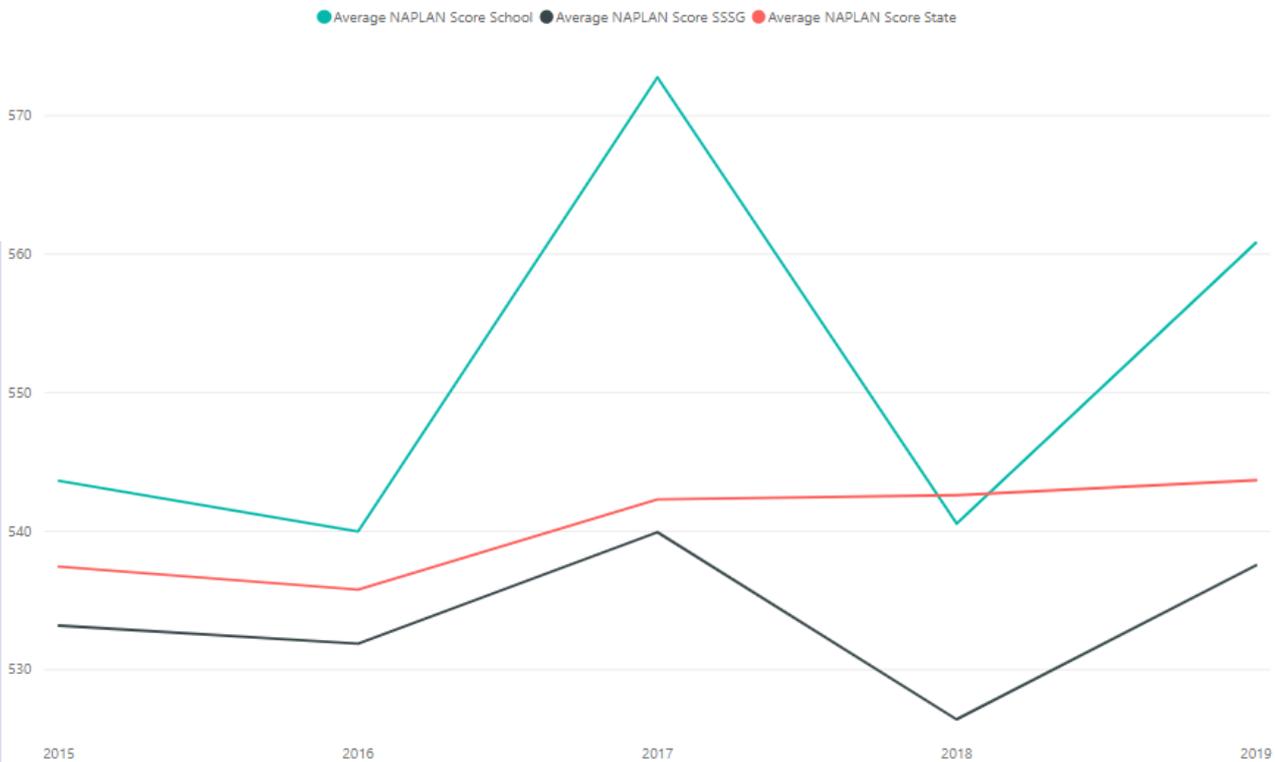
Numeracy – Aboriginal female students

Average NAPLAN Score - School, SSSG and State



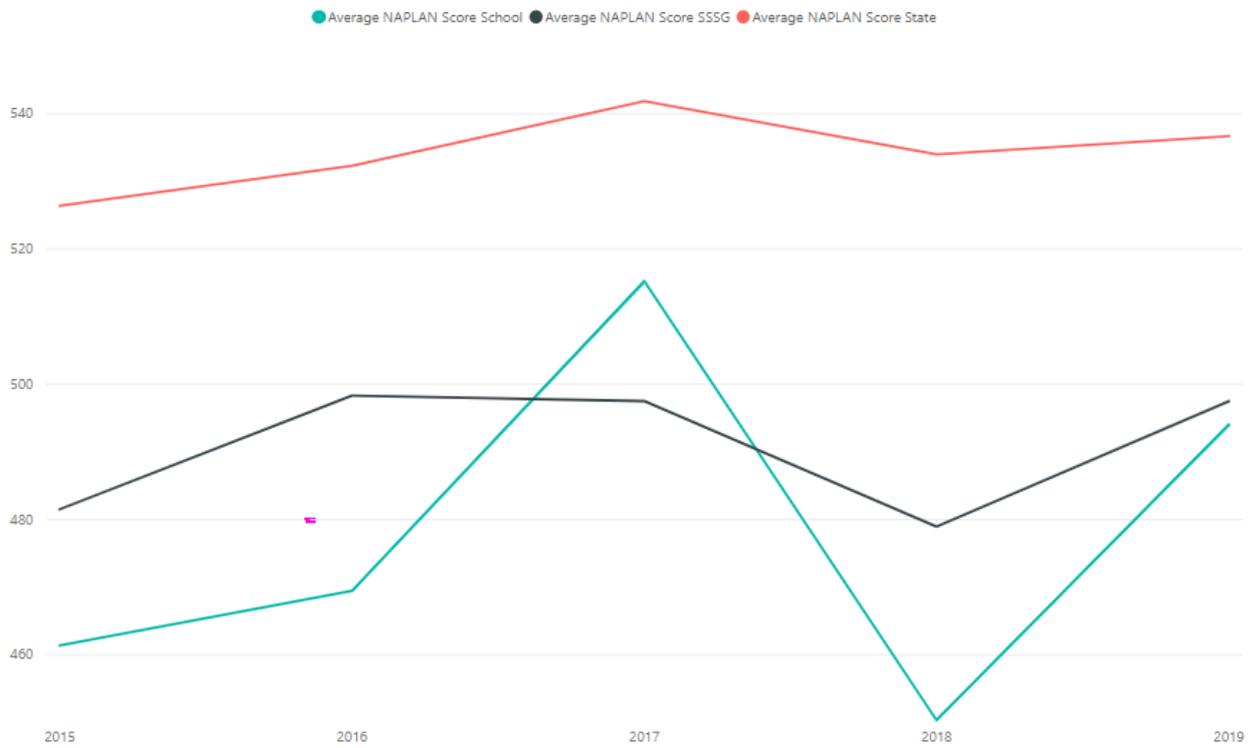
Numeracy – Aboriginal male students

Average NAPLAN Score - School, SSSG and State



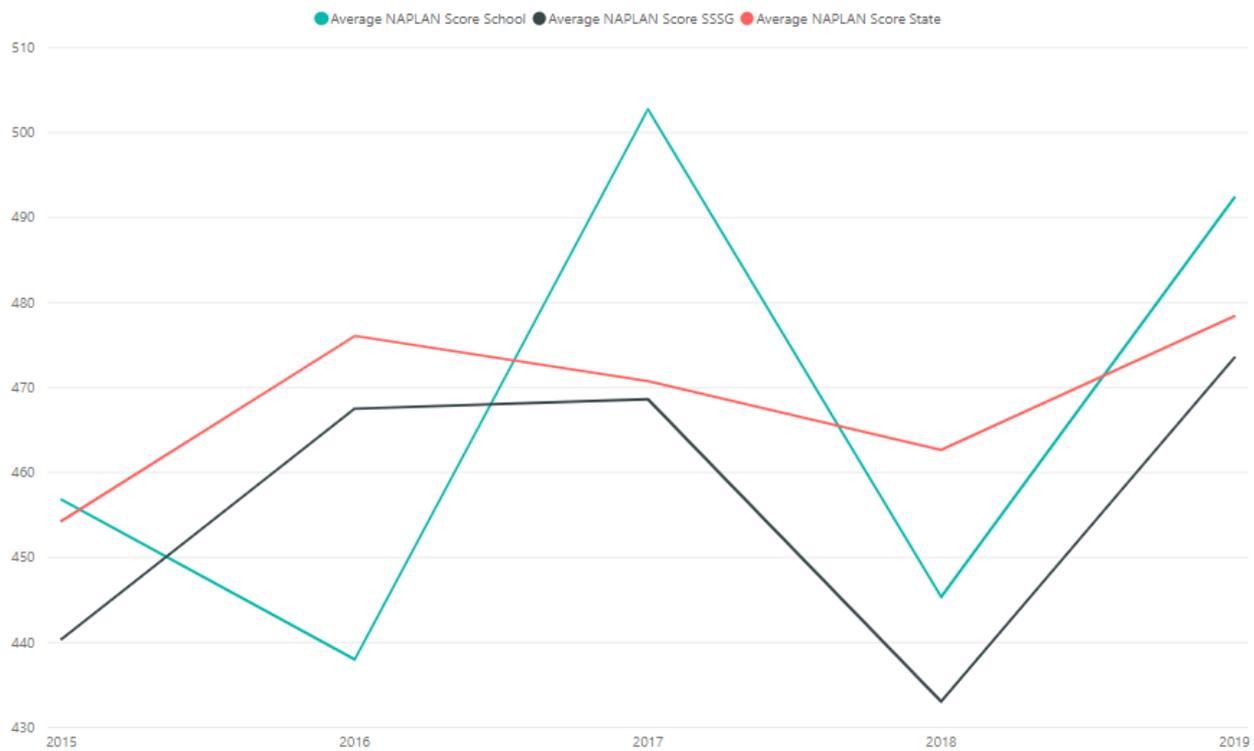
Writing – All students

Average NAPLAN Score - School, SSSG and State



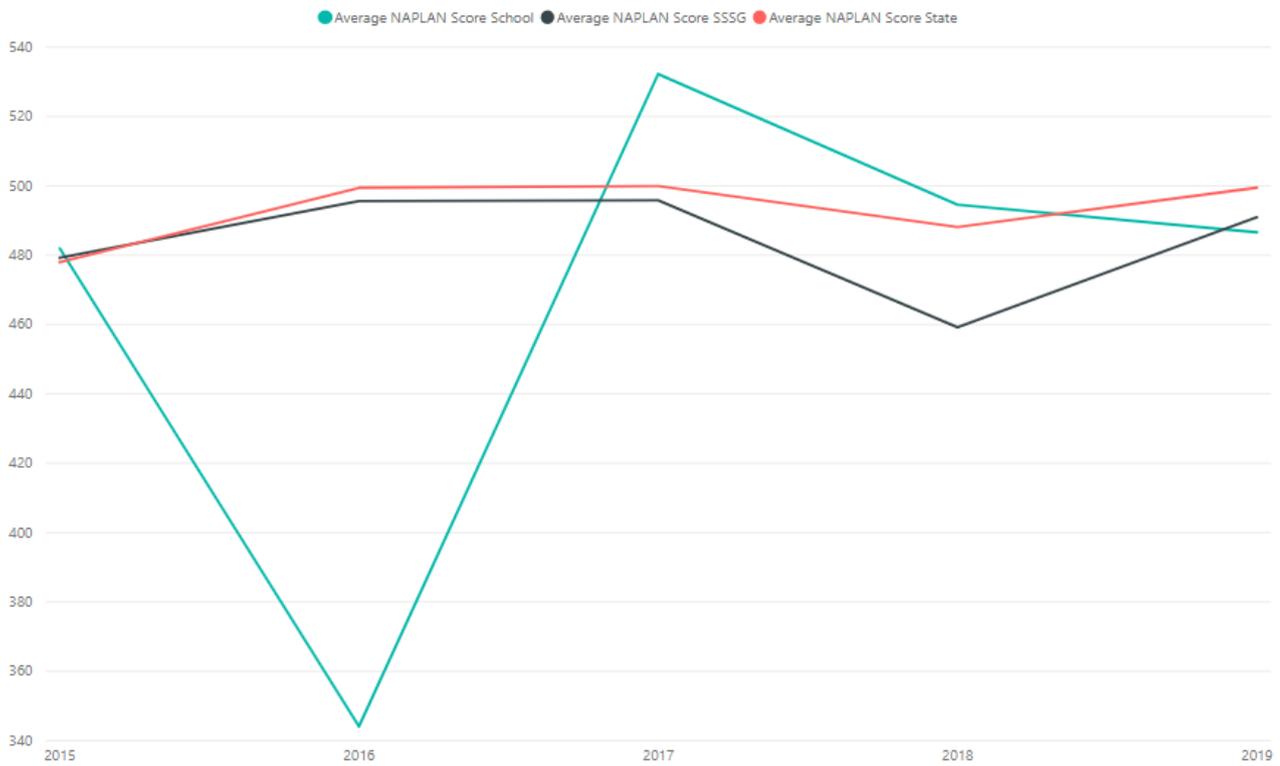
Writing – Aboriginal students

Average NAPLAN Score - School, SSSG and State



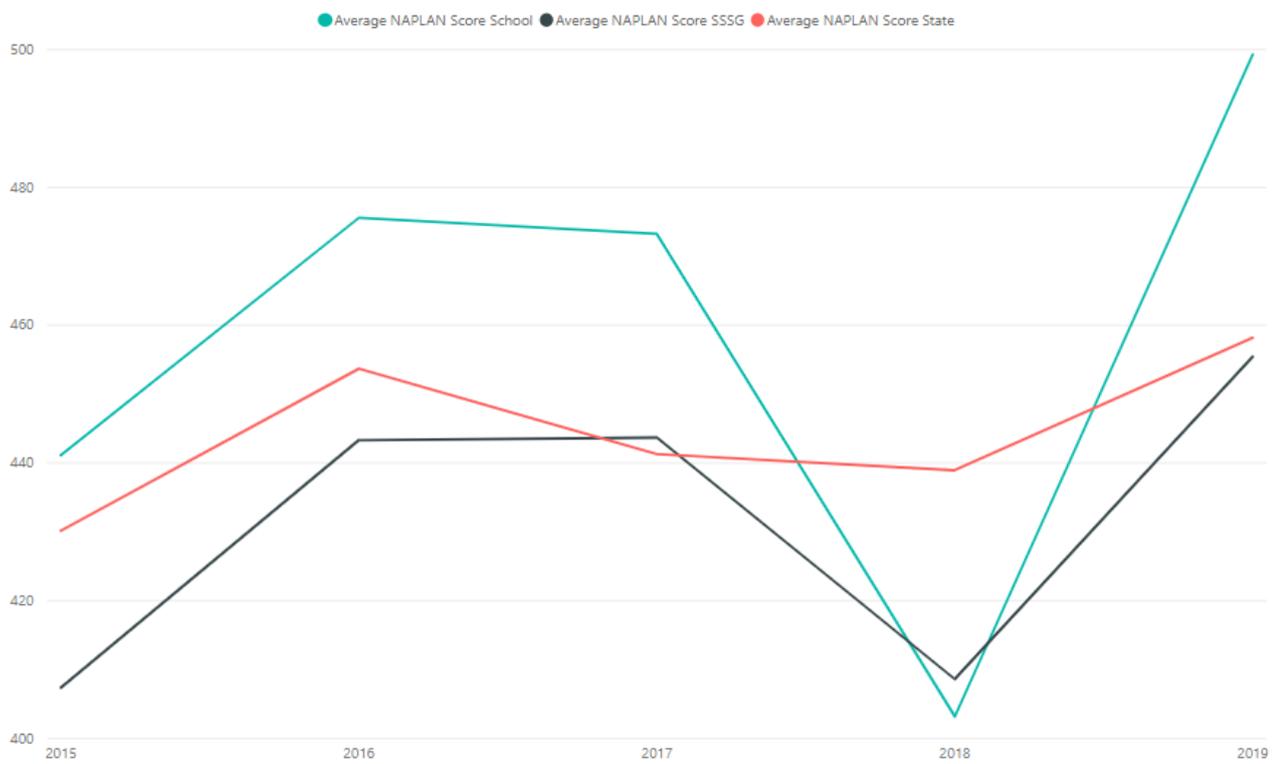
Writing – Aboriginal female students

Average NAPLAN Score - School, SSSG and State



Writing – Aboriginal male students

Average NAPLAN Score - School, SSSG and State

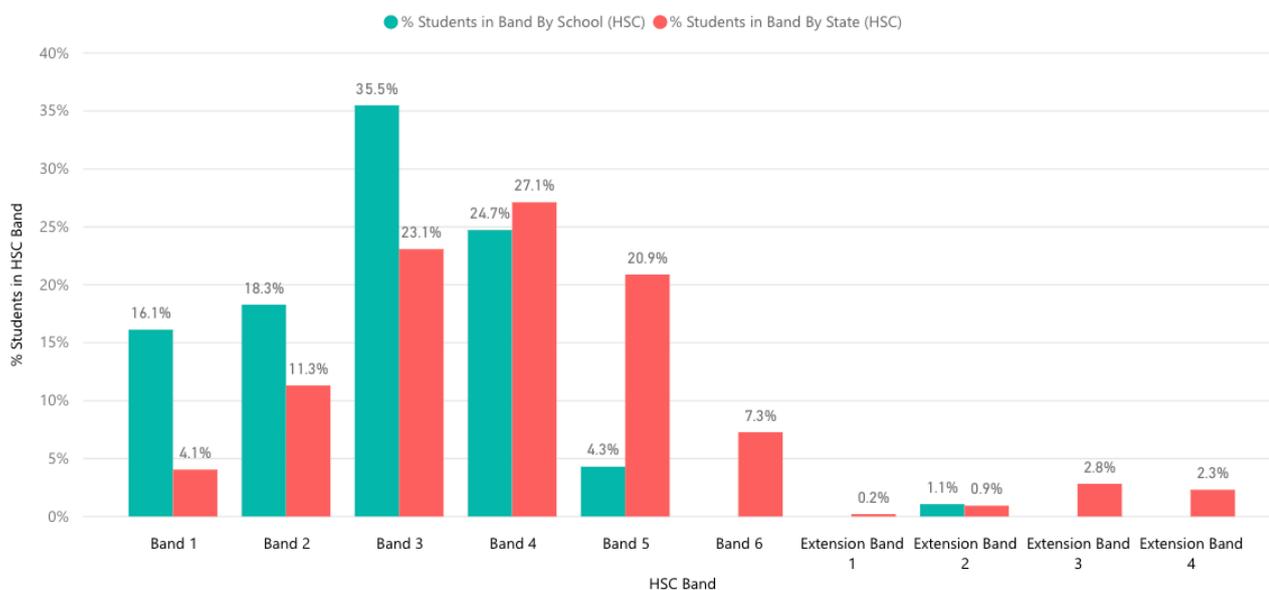


Writing scores for the full cohort and Aboriginal students (especially males) are encouraging. Year 9 students worked with M Teach INSTEP students on writing tasks for Term 1, and this program was planned and led by English department teachers.

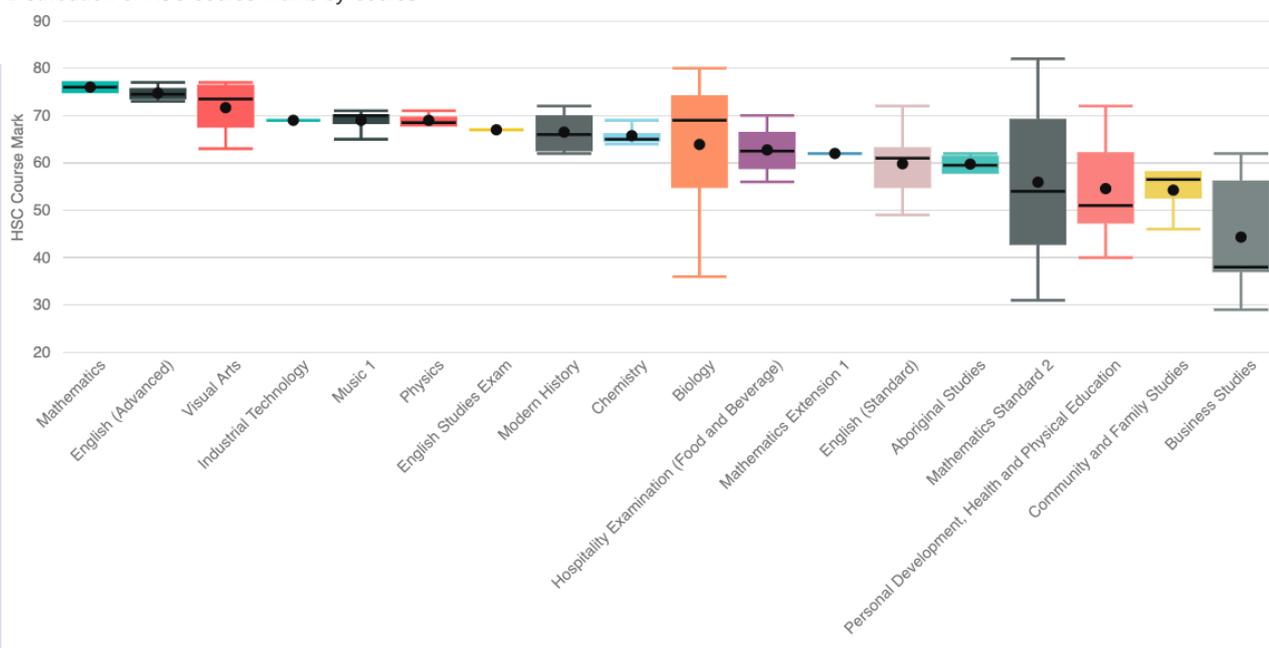
HSC

HSC results are highly variable from year to year with such small cohorts, and so finding meaningful trends is difficult. Most notable this year is that the distribution of students in bands has tended toward higher bands than the year before, with the highest marks by individual students achieved in maths, biology, English Advanced, and visual arts.

Distribution of Students in HSC Bands

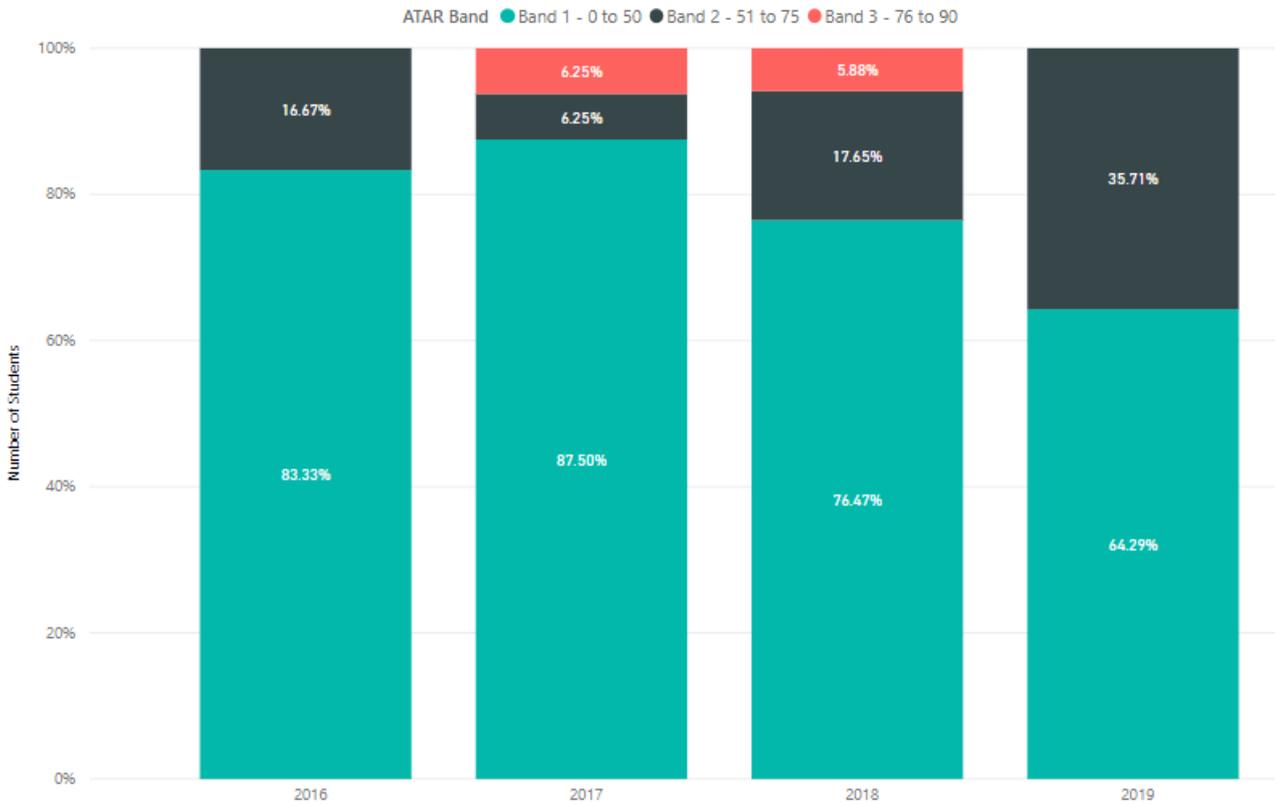


Distribution of HSC Course Marks by Course



ATAR bands (different from HSC bands) also show gradual progress. Though no student achieved in the highest ATAR band from this cohort, the number in the lowest band has significantly declined over the past two years.

Number of Students in ATAR Bands by Calendar Year

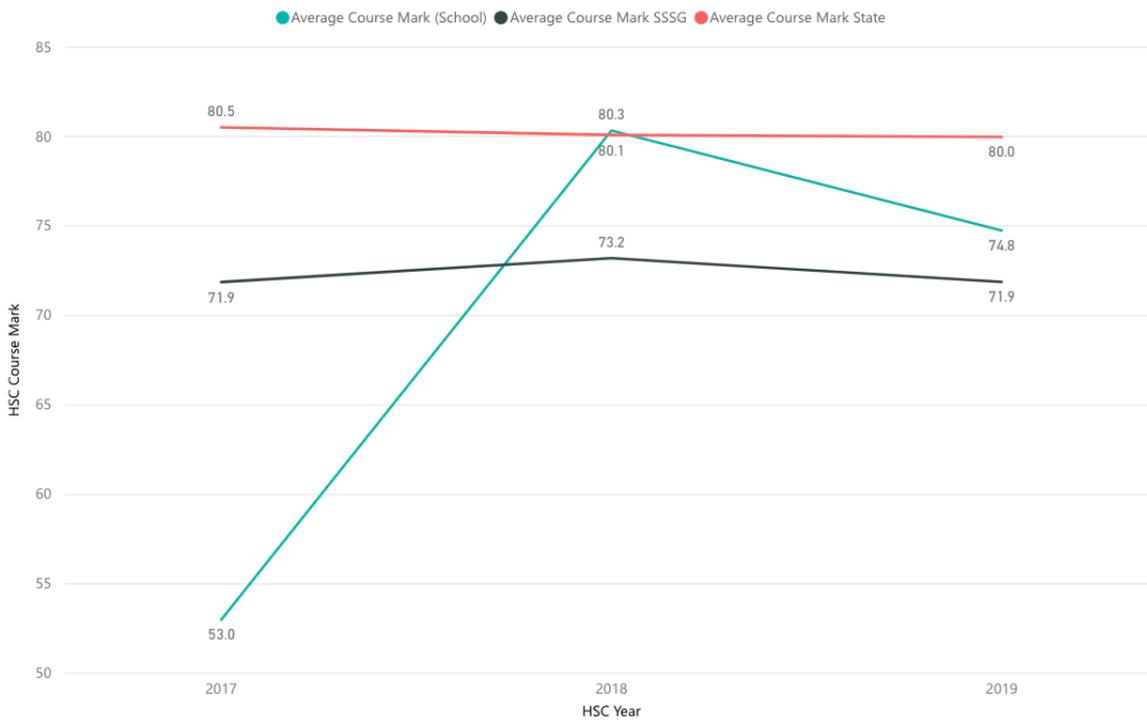


The graphs below show achievements in particular subjects over the last several years.

English Advanced

Note that the school average exceeds similar schools.

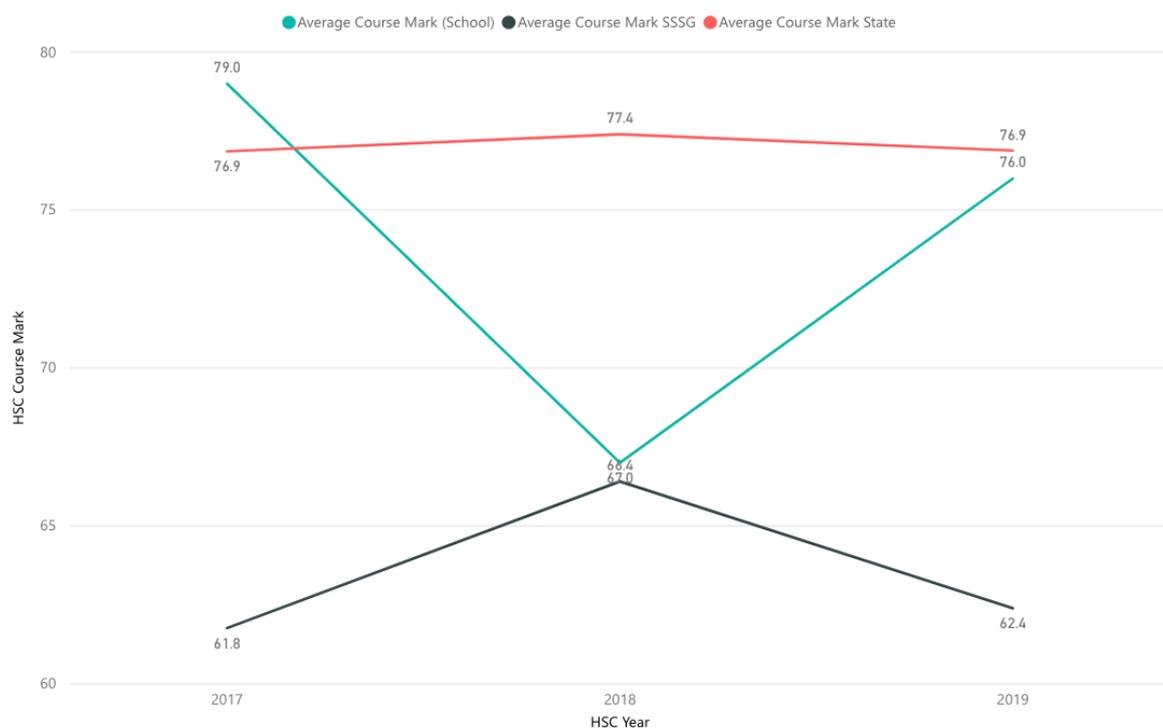
Average HSC Course Mark-School, SSSG, State



Mathematics General 2

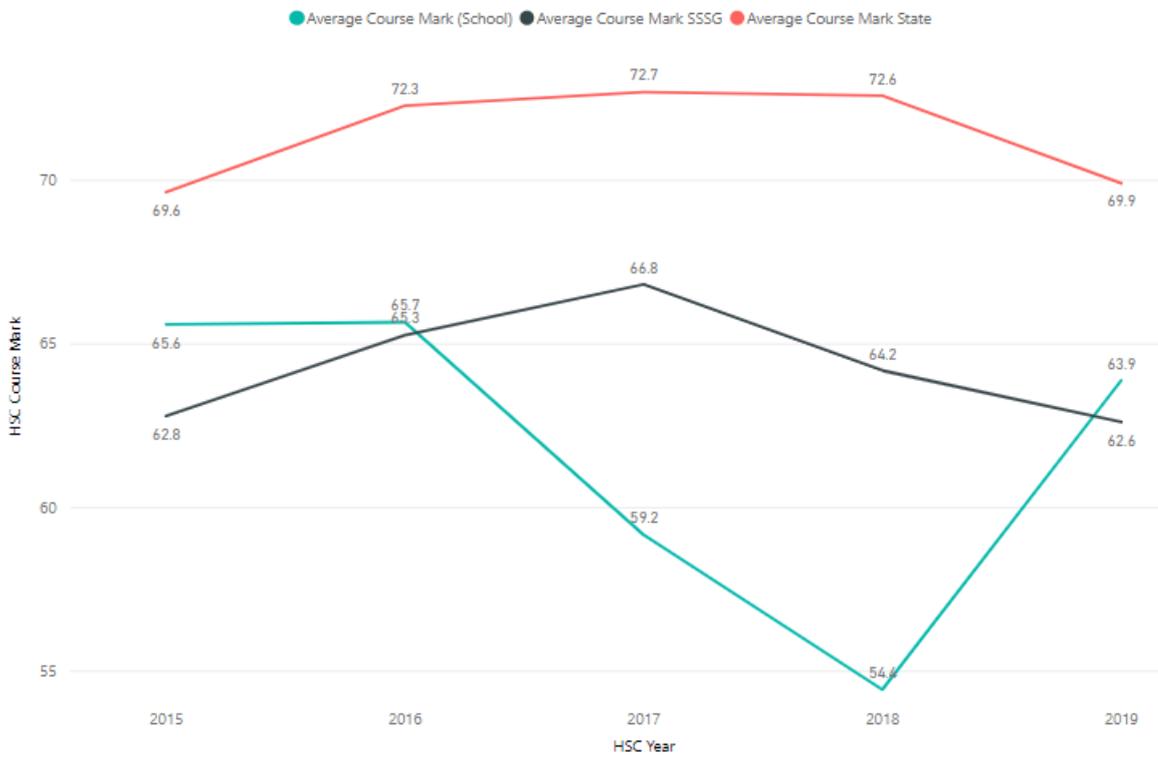
MSSH's average is very close to the state average and far exceeds that of similar schools.

Average HSC Course Mark-School, SSSG, State



Biology

Average HSC Course Mark-School, SSSG, State



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 2019 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). Items marked with an asterisk exceed NSW state norms.

| | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|--|------|------|------|------|------|------|
| Students with a positive sense of belonging | 69% | 70% | 68% | 60% | 58% | 54% |
| Students with positive intellectual engagement | 52% | 46% | 46% | 45% | 44% | 43% |
| Teachers use class time effectively (score out of 10) | 6.2 | 6.2 | 6.2 | 6.4 | 6.6 | 6.4* |
| Teachers have high expectations for student success | 6.7 | 7.1 | 6.5 | 6.8 | 7.3 | 6.7 |
| Students who plan to finish Year 12 | 80% | 79% | 76% | 66% | 71% | 64% |
| Students who plan to pursue an apprenticeship or TAFE | 56% | 33% | 48% | 33% | 48% | 40%* |
| Students who hope to attend university | 52% | 49% | 51% | 42% | 45% | 40% |
| Aboriginal students who “feel good about their culture at school” | n/a | 91% | 83% | 75% | 82% | 67% |
| Aboriginal students who feel their teachers have a good understanding of their culture | n/a | 82% | 74% | 69% | 65% | 53% |

Results show a slight decline from previous years in all areas. This is most notable in the number of students who plan to finish Year 12, interest in post-school study and in Aboriginal students’ feeling that their culture is supported at school. Although Aboriginal student proportions have slightly grown over the last several years, it is worth reflecting to ensure that as the school grows in numbers and non-Indigenous student diversity, Aboriginal students continue to feel supported and nurtured here. Working with Dr Kevin Lowe’s Aboriginal Voices project in 2020 onward may be a key to improving this outcome.

Engage the School Community

MSHS Parent Community

UNSW's parent lectures were suspended for 2019 due to low attendance in the previous year. We plan to work with the school on future engagement measures to increase parent participation, including the Aboriginal Voices project and regular meetings for parent input alongside the official P&C. UNSW again supported Open Day, Presentation Day, Back to School night and Subject Selection evenings with a presence, and these are an important opportunity to meet current and prospective parents.

For the first time, MSHS conducted a Tell Them From Me Parent Survey in 2019. There were only 13 respondents but the results are encouraging.

Interestingly, none of the respondents identified as being on the P&C or having any involvement in school committees or volunteering. Most interaction with the school was reported as coming from electronic communications, parent-teacher interviews, school reports, or teacher-initiated phone calls or emails. Despite a lack of formal involvement, the school significantly outperformed the NSW state average in all domains:

| | MSHS | State |
|------------------------------------|------|-------|
| Parents feel welcome | 8.3 | 7.4 |
| Inclusive school | 7.4 | 6.7 |
| Safety at school | 7.9 | 7.4 |
| School supports positive behaviour | 8.1 | 7.7 |
| School supports learning | 8.0 | 7.3 |
| Parent support learning at home | 6.7 | 6.3 |
| Parents are informed | 8.3 | 6.6 |

Additionally, 69% of parents said they would recommend the school to parents of primary school students. This is encouraging as public perception of the school has been one of the areas our partnership has aimed to improve.

The weakest area was 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.

The results suggest that the school is doing well communicating with parents in many ways, particularly in one-on-one communication with teachers. Many reported having spoken with teachers or attended

meetings multiple times. However, numbers responding to whether the school has asked for parent input or feedback were too negligible to report. The school could improve on soliciting parent feedback, involving parents in volunteering and committees, and working with parents on ways they can support their children's learning. The AVID program and Kevin Lowe's Voices project could improve this in 2020 and beyond.

Key Partnerships

The MEP's most significant partnerships continue to be with the Eastern Suburbs Aboriginal Education Consultative Group (AECG) and the Little Bay Community of Schools (LBCOS). Through enduring collaboration with the community and local schools we continue to identify and work together towards shared goals and initiate targeted teaching and research activities. These groups meet each term and the Matraville Partnership Manager attends to inform all about present undertakings and to consult and seek advice and agreement for prospective projects.

In addition, other areas of UNSW and numerous community organisations generously supported the MEP. In 2019, collaborating external organisations included the Sydney Story Factory, Koori Radio, Shark Island Productions and legal firm King and Wood Mallesons. UNSW departments have included the UNSW Art & Design, the UNSW Legal Office, Arts and Social Sciences, Gateway, UNSW IT, Nura Gili, the School of Biotechnology and Biomolecular Sciences, and the School of Mathematics and Statistics. Current scholarships are provided to certain students during high school from the GO Foundation and the Harding Miller Education Foundation.

Culture, Community and Curriculum Project – 2019 NSW Minister's and Secretary's Awards for Excellence – Secretary's Award for an Outstanding School Initiative



Above: Aunty Maxine Ryan (Eastern Suburbs AECG), Aunty Joyce Timbery (Eastern Suburbs AECG), Jo Connelly (La Perouse PS), Noni Hoskins (Matraville PS) and Mark Scott (Secretary, NSW DoE)

At the Sydney Town Hall awards ceremony held on the 27th August the Culture, Community and Curriculum Project (CCCP) received a Secretary's Award for an Outstanding School Initiative. Each year the NSW Minister's and Secretary's Awards for Excellence to NSW recognise public schools that demonstrate their

commitment to teaching and learning outcomes, leadership, supporting the students and/or creating a sustainable learning environment via a discrete program, event or initiative. This award acknowledged the important work undertaken in 2018 between UNSW School of Education and primary school partners, Matraville Public School, Matraville Soldiers' Settlement Public School, Chifley Public School and La Perouse Public School.

The CCCP paired respected Aboriginal community members with teachers across four schools in the Little Bay community. They collaborated to plan and provide engaging learning experiences that embedded authentic Aboriginal perspectives across the curriculum. Meaningful connections between the schools and the local Aboriginal community were made as they were equal decision makers in classroom activities and curriculum.

The CCCP was coordinated through the UNSW School of Education (a team led by Chris Davison, with Greg Vass the lead researcher and team members including Katherine Thompson, Michelle Bishop and Richard Niesche) with the Eastern Suburbs AECG and the Little Bay Community of Schools as key partners. Thanks to the Ian Potter Foundation who helped fund the project for the first three years. The project will be extended for a following three years as the *Cultural Residents* project (see below). In early November 2019 the Sydney Morning Herald wrote a piece outlining the CCCP and its impact:

<https://www.smh.com.au/national/nsw/how-local-elders-are-bringing-aboriginal-perspectives-into-sydney-schools-20191009-p52z1c.html>

Cultural Residents Project

Following the conclusion of Ian Potter Foundation funding for the Culture, Community and Curriculum Project in 2018, an aim for 2019 was to secure funding for an expanded Cultural Residents program. This goal was partially achieved, with substantial philanthropic funding secured from the Crown Resorts Foundation by the UNSW Development team.

Aunty Maxine Ryan, Aunty Joyce Timbery, Chris Davison and UNSW Development's Ali Haigh pitched the Cultural Residents vision successfully to the Crown Resorts Foundation and the project has obtained an initial grant of \$240K over three years. Whilst this is not enough to fully fund the project it is enough to roll out the project with a staggered start throughout 2020. This is very exciting and a great start, and it is hoped that further funding can be obtained to support the project in its entirety.

Master of Teaching Indigenous Intensive

For the fifth year in a row, a three-day Indigenous Education Intensive was designed and delivered in partnership with the Eastern Suburbs Aboriginal Education Consultative Group (AECG). This event is an integral part of EDST5115: Social and Political Contexts of Education, a compulsory MTeach subject. Due to the new UNSW T3 structure, 2019's Indigenous Education Intensive took place during school holidays for the first time. 120 UNSW MTeach students attended as well as 6 MSHS teachers who were able to do count this three-day intensive as NESAC accredited professional learning.

Held at Matraville Sports High School, the intensive again involved MSHS and LBCOS Aboriginal Education staff as guest tutors and presenters and contained a Walk on Country in Kamay Botany Bay National Park. Aboriginal presenters led or co-led all sessions, reinforcing this positive and important collaboration between UNSW and the community developed in partnership over the past five years and continuing the community empowerment of pre-service teachers to build positive relationships with Aboriginal students and embed Aboriginal perspectives across the curriculum.



Above: Master of Teaching students participate in Dr Lynette Riley's Kinship presentation.

UNSW student feedback was overwhelmingly positive, with 85% or higher responses indicating that valuable knowledge was gained from each of the presentations. Students identified Dr Lynette Riley's Kinship presentation and the Cultural Walk as being the highlights of the week.

Master of Teaching Indigenous Immersion Program Schedule - EDST 5115 (T2 2019)

| Wednesday, 17 July | Thursday, 18 July | Friday, 19 July |
|---|---|--|
| 10:00am – 10:10am Welcome to Country - Aunty Maxine Ryan | 10:00am – 11:00am Cultural Awareness Module 3 – Embedding Authentic Aboriginal Perspectives into the Classroom - Calita Murray and Kylie Captain DoE Aboriginal Education and Wellbeing Team | 10:00am – 12:20pm Kinship Presentation - Dr Lynette Riley, University of Sydney |
| 10:10am – 10:20am Welcome to MSHS & General Housekeeping | 11:00am – 12:20pm Respect, Connect: Perspectives of Knowledge - Michelle Bishop, Macquarie University | 12:20pm – 1:30pm Student/Parent/Carer Panel Discussion ¹ Opportunity for EDST5115 students to ask questions |
| 10:20am – 11:20am Working with Aboriginal Communities - Julie Welsh | 12:20pm – 1:00pm Lunch | |
| 11:20am – 12:30pm Cultural Awareness Module 1 – Building Cultural Understanding - Calita Murray and Kylie Captain DoE Aboriginal Education and Wellbeing Team | 1:00pm – 2:20pm Reflect, Direct: Knowing and embedding 'perspectives' - Michelle Bishop, Macquarie University | 1:30pm – 2:30pm Lunch |
| 12:30pm – 1:10pm Lunch | | 2:30pm – 4:30pm Group A, B, C & D: Tutorial – reflection on the week |
| 1:10pm – 2:20pm Cultural Awareness Module 2 – Connecting with Aboriginal Communities - Calita Murray and Kylie Captain DoE Aboriginal Education and Wellbeing Team | | |
| 2:20pm – 3:00pm Break + Transit time for Group A & B ² | 2:20pm – 3:00pm Break + Transit time for Group C & D | |
| 3:00pm – 5:00pm Group A & B: Walk on Country ³ Group C & D: Tutorial | 3:00pm – 5:00pm Group C & D: Walk on Country Group A & B: 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 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 Ella, Kadoo Tours. Self-drive or carpool to La Perouse or take 394/L94 bus. You will need to catch the bus back toward the city from La Perouse at the end of the tour.

Feedback samples from Master of Teaching students:

- *The program has been very eye opening & invaluable learning experience. I think it has been so powerful to have Aboriginal people teaching the lectures & running all the discussions & sharing their stories. I have gained a better understanding of Australia's history & heritage, & a desire to learn more, relate more deeply with Aboriginal people. Thank you all so much.*
- *All Australians should learn this information, plus more. Great program, I feel very lucky and privileged to be able to take part in it.*
- *I really enjoyed everything we covered over the three-day course and I think I learned so much. It was very enlightening as my knowledge on topics was very limited prior to these three days. I think that most of what we covered needs to be known to all Australians and I look forward to doing my part in this effort for the next generation that I will be teaching.*
- *This course gave me an invaluable insight into Aboriginal perspectives of the school system. The range of resources provided made me a lot more confident moving forward in my career.*
- *This course has been amazing!! Please keep making this available for students in future.*

Enrich Initial Teacher Education and Applied Research

Initial Teacher Education

Overview

A total of 50 UNSW undergraduate education students completed a 15-day placement in 2019 for their EDST2002: Professional Engagement (this is the first official placement in a school as part of their Bachelor of Education). An additional 9 Master of Teaching students participated in a semester-length placement as part of the In-school Teacher Education Program (INSTEP), and 14 students completed longer-term placements for Professional Experience 1 and 2. Students who reside conveniently to Matraville were allocated these placements in response to student feedback from previous years.

Feedback summarised in this report focuses on the EDST2002 undergraduate cohort as the other placement types are evaluated separately by the School of Education.¹

Professional Engagement Student Feedback

Of the 50 Professional Engagement students placed at MSHS across the year, 15 completed a voluntary end-of-semester evaluation of their experience (30% response rate). This rate may have been lower than in previous years due to some students' evaluations being missed in the handover when the Manager went on Maternity leave.

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):

Student responses about their in-school experience varies from year to year as expectations can vary. For 2019, **100% of students responded that their placement at Matraville taught them a lot about behaviour management in the classroom.**

| Survey item | 2016 | 2017 | 2018 | 2019 | Gain or loss |
|--|------|------|------|------|--------------|
| I had a positive experience overall in my Matraville placement. | 75% | 87% | 100% | 73% | -27% |
| The teaching staff at the school were helpful and made me feel welcome. | 80% | 88% | 100% | 80% | -20% |
| This placement helped me confirm whether teaching is the right career choice for me. | 80% | 79% | 100% | 73% | -27% |

¹ 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 helped prepare me to teach students from diverse backgrounds. | 75% | 79% | 100% | 87% | -13% |
| This placement taught me a lot about behaviour management in the classroom. | 70% | 71% | 100% | 100% | No change |
| It was helpful to have a UNSW staff member on site at Matraville. | 55% | 63% | 95% | 47% | -48% |
| This placement taught me about the role of student relationships and wellbeing in schooling. | 80% | 79% | 95% | 73% | -22% |
| I learned a lot about teaching from this placement. | 65% | 79% | 95% | 73% | -22% |
| This placement helped prepare me to teach students with a range of abilities. | 75% | 79% | 90% | 60% | -30% |
| The afterschool programs were a valuable part of my experience. | 65% | 58% | 75% | 47% | -28% |

Comments on findings:

Student responses indicate that their time at Matraville was a valuable learning experience and that they were made to feel welcome at the school. Despite an overall drop from 2018's survey results it is important to remember that for many students this is their first professional placement ever, and they were adjusting to UNSW's new T3 timetable halfway through their degrees. The fact that 100% of students learned a lot about classroom management on their placement shows that this value program is successful in preparing future teachers for the profession. Also positive was that this experience helped students reaffirm their course and career choice, helped them to teach students from diverse backgrounds, that they learned a lot about student wellbeing, and about teaching generally. More neutral or negative comments related to students being required to attend after school activities given their heavy university study loads, and responses were generally neutral rather than negative to a range of questions. We can learn from this feedback about tailoring the students' contribution to optional programs (e.g. requiring a fewer number of volunteers to stay back each day for Homework Centre to better match MSHS student needs). Thanks, and credit must be extended to Matraville Sports High School staff for welcoming the UNSW students and providing them with guidance in this initial professional teaching context, supporting and enhancing pre-service teachers' learning.

Qualitative student comments:

- *Great eye-opening experience of the class and staff room. Great opportunities to actively do observation by playing an active role in the classroom.*
- *Definitely an amazing school to be placed at! I really enjoyed my time here over the past three weeks.*
- *I have really enjoyed the school, the unique community and teaching experiences. Ms Trovato really enriched my experience and I owe a lot of it to her.*

- *I have learnt a lot from both teachers and students during my placement.*
- *Revealing and rewarding. A measured but comprehensive example of what to expect as a teacher.*
- *Big shout out to the Science/Maths department who were really welcoming and friendly throughout my time at the school.*
- *Carolyn was really sweet and nice, she always call us gorgeous but she's the real gorgeous one.*

General Conclusions and Recommendations for Improvement

UNSW student experiences this year were not as positive as 2018 but comparable to years prior. Keeping in mind that less than 50% of students provided us with feedback we saw that students were generally happy with the way the placement was organised and appreciated the opportunity to sometimes work outside their method areas and learn about special education. Responses to being made to be involved in afterschool programs varied from the positive:

Since it was early in the year and not much homework was given out to students, I really took the time to get to know students and allowed them to get to know me which I really enjoyed doing.

to more negative such as:

I found it sometimes a hassle to stay after school, especially if we had other commitments such as uni/part time jobs. It is worth noting that personal pressures can influence student responses and attitudes towards their in-school experiences.

In 2019, precise allocation of students to teaching staff was arranged mostly by Head Teachers. This generally worked well as the Head Teachers were accustomed with their faculty business and which teachers had the capacity to positively supervise and support teacher education students.

The main new element of adjustment in 2019 was the impact of UNSW's T3 timetable and its impact on student placements. University breaks and school holidays no longer aligned so this required some adjustments, particularly in regard to staffing school holiday programs. We continued to have a handful of teacher education students at the school on any given day (around 3-8) which enabled Matraville teaching staff to not be overwhelmed by having too many UNSW students present at once.

There is always room for improvement and surveyed UNSW student responses made some suggestions. The experience of observing students with a range of abilities got a low rating, though this does not imply a negative learning experience for pre-service teachers, rather it comments on the classes and/or cohorts observed at a school with a small student population. A diversity of professional experiences will provide this to learner teachers, over time. The value of the Matraville afterschool programs to UNSW Education students could be improved through establishing more formal student and tutor matching perhaps to give them a variety of experiences at the school.

Applied Research

MSSH and the Little Bay Community of Schools (LBCOS) continued to be willing and open to collaborating with UNSW researchers in 2019. The Culture, Community and Curriculum Project (CCCP) was testament to that and the establishment of the *Cultural Residents* project in 2020 will reinforce the meaningful ways that

this partnership actively creates unique learning experiences and contributes with pioneering teaching and research.

The first academic paper about the CCCP was published, 'Decolonising schooling practices through relationality and reciprocity: embedding local Aboriginal perspectives in the classroom' was published in *Pedagogy, Culture & Society*, an international journal that is widely read and regarded. The paper outlines the CCCP process and experiences and demonstrates how and why contextually responsive perspectives, knowledges, and ways of teaching enriches learning for all involved, whilst identifying challenges to be considered if wider expansion of the program was implemented. Some copies of the article have been brought to the meeting. It is also available to read or share the pdf link:

<https://www.tandfonline.com/eprint/TVIJZVWUZUIBFH32JMIM/full?target=10.1080/14681366.2019.1704844>

Professor Iva Strnadova will continue working with MSHS teachers, students and parents on a research project investigating how female secondary students with intellectual disabilities (ID) are taught about and understand sexuality.

UNSW Art & Design's Dr Scott Brown and Associate Professor Kim Snepvangers with the CSIRO's Dr David Silvera have met with MSHS Special Education teaching staff and run a workshop. They aim to undertake research into the impact of robots in special education to support curriculum learning. Their project is currently at the ethics stage of the research process and the plan is to introduce a robot at MSHS later in 2020. David's work with Kaspar the Robot in a school was featured on the ABC's *Compass* program and can be viewed here:

<https://www.abc.net.au/religion/watch/compass/my-best-friend-is-a-robot/11378228>

Enhance Teacher Professional Learning

In October MSHS hosted 13 students from the Beijing Normal University (BNU) for a day. The BNU students were pre-service English teachers visiting the UNSW's School of Education to observe Australian classroom practice.

In early 2020 Matraville staff members were given emailed a survey seeking feedback on the UNSW Matraville Education Partnership undertakings that occurred in 2019. They were asked to reflect on how they experience having pre-service teachers in their classroom, professional learning opportunities and their attitudes toward the school.

11 staff members (about 22%) completed this voluntary 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).

Most items were positive, with the strongest being:

| Survey item | 2015 | 2016 | 2017 | 2018 | 2019 | Gain or loss |
|--|-------------|-----------|-----------|------------|------------------|--------------|
| The UNSW partnership adds value to our school | 96% agree | 96% agree | 97% agree | 100% agree | 100% agree | no change |
| The UNSW partnership has allowed me to update my skills/pursue professional learning opportunities | 45.5% agree | 44% agree | 43% agree | 69% agree | 55% agree | -14% |
| I am proud to say I work at Matraville | 96% agree | 88% agree | 97% agree | 100% agree | 82% agree | -18% |
| Matraville students have benefited from the partnership | 87.5% agree | 92% agree | 90% agree | 94% agree | 91% agree | -3% |
| It is useful having a UNSW staff member on site at our school. | 74% agree | 96% agree | 80% agree | 100% agree | 91% agree | -9% |
| I learned things from the PSTs I worked with | 55% agree | 55% agree | 60% agree | 72% agree | 46% <i>agree</i> | -26% |
| I feel my voice is valued by those administrating the partnership | 63% agree | 64% agree | 52% agree | 82% agree | 82% <i>agree</i> | no change |
| The uni partnership has changed my feelings about this school for the better | 83% agree | 76% agree | 79% agree | 75% agree | 46% agree | -29% |
| I felt I was able to share valuable knowledge and experience with the PSTs I worked with | 82% agree | 75% agree | 90% agree | 76% agree | 100% agree | +14% |

Each year responses to this optional survey vary. The most evident areas for improvement are:

| Survey item | 2015 | 2016 | 2017 | 2018 | 2019 | Gain or loss |
|--|-----------|-----------|-----------|-----------|-----------|--------------|
| The uni partnership has changed my feelings about this school for the better | 83% agree | 76% agree | 79% agree | 75% agree | 46% agree | -29% |
| I learned things from the PSTs I worked with | 55% agree | 55% agree | 72% agree | 46% agree | 46% agree | -26% |

We made a great advance this year in regard to the Matraville staff feeling that they were able to share valuable knowledge and experience with the PSTs that they worked with. The staff remained in 100%

agreement that the UNSW partnership adds value to the school. Unchanged also was that 82% of staff feel that their voice is valued by those administrating the partnership.

As noted in the most previous reports, after incredibly positive responses last year only minor growth or maintenance of these levels was expected moving forward. Most teachers (64%) said they were pleased with their current level of involvement in the partnership, and the remainder wanted more involvement – with 18.2% wanting more and 18.2% wanting less involvement. 72.7% of staff found the experience of having pre-service teachers in the classroom positive, and 18.2% reported it as “neutral”. They saw the biggest benefits of the partnership being the fact that MSHS students are given more opportunities to learn and succeed as a result of the partnership.

Many staff benefited from professional learning through UNSW, with staff identifying sessions on gifted education and special education as particular highlights and expressed appreciation for these benefits that the partnership facilitates.

Sample comments from teachers about the constructive contributions of the partnership:

- *Both MSHS and UNSW students receive very valuable mentoring and experience from this relationship*
- *Giving our students more opportunities to learn and succeed.*
- *The Homework Club. Having someone from the Uni to collaborate with on projects that involve community.*
- *Access to professional learning opportunities related to special education.*
- *Having your pre-service teachers work with Aboriginal students, sharing their stories and learning from seeing it firsthand*

Free professional learning through UNSW undertaken by staff in 2019:

| Number of Staff | School(s) | Course | Topic |
|-----------------|-----------|--|--|
| 3 | MSHS | Parent and Community Engagement for Learning | Parent and Community Engagement |
| 2 | MSHS | Mini Certificate of Gifted Education (Mini-COGE) | Gifted Education |
| 1 | MSHS | UNSW Global Assessment Conference | Assessment |
| 4 | MSHS | Gonski Institute - Reflection for Learning | Reflection & evaluation for school improvement |
| 3 | MSHS | UNSW School of Maths PL days | Maths syllabus & Randomised Assessment Methods |
| 6 | MSHS | 3D Printing and Laser Cutting Workshops | Technology |
| 1 | MSHS | Managing Learner Cognitive Load | Educational Psychology |
| 1 | MSHS | Promoting Teacher Well-Being | Staff Health & Wellbeing |

| | | | |
|-----------------|---------------------|--|---|
| ALL LBCOS staff | Approx. 150 people? | Professional Learning - Pasi Sahlberg lecture, Terry Cumming and Iva Strnadova Autism workshop | Equity, Behaviour management in Special Education |
| 4 | MSHS | Indigenous Intensive | Aboriginal Education |
| 2 | MSHS | Using Photovoice with students with ASD | Engagement for students with ASD |

Publicity

In 2019 the following MEP related activities received positive publicity and the community impact of the partnership was spotlighted.

Links to selected media:

| | | | |
|-------------|----------------------------|--|---|
| 3-Mar-2019 | Sydney Morning Herald | Ignore reputation, HSC results: how to choose the right high school | https://www.smh.com.au/education/ignore-reputation-hsc-results-how-to-choose-the-right-high-school-20190301-p511ad.html |
| 29-Sep-2019 | Sydney Morning Herald | Too confronting: Students hope Goodes film will teach next generation about racism | https://www.smh.com.au/national/nsw/too-confronting-students-hope-goodes-film-will-teach-next-generation-about-racism-20190925-p52uu.html |
| 3-Oct-2019 | School of Education E-news | 2019 Minister's Awards for Excellence | https://www.arts.unsw.edu.au/school-education/news/2019-nsw-ministers-and-secretary-awards-excellence |
| 4-Nov-2019 | Sydney Morning Herald | How local elders are bringing Aboriginal perspectives into Sydney schools | https://www.smh.com.au/national/nsw/how-local-elders-are-bringing-aboriginal-perspectives-into-sydney-schools-20191009-p52z1c.html |

Challenges and Looking Ahead

We highlighted some problems with continuity and support for MEP staffing at the end of 2018 and these problems have not been resolved. The founding MEP Manager/Coordinator Katherine Thompson went on maternity leave in mid-May 2019 for a planned 12 months. MEP programs and general business have been overseen by Zoe Backes, a temporary 0.4 staff member with management qualifications and extensive program management experience, and a recent MTeach graduate familiar with MSHS and the partnership. At the time of finalising this report the unprecedented global COVID-19 pandemic meant significant adjustments needed to be made to MEP programs due to school closures and university shutdowns, but Katherine will return 0.4 in mid-June with a slightly changed job description which reflects evolving changes in the partnership orientation and focus.

When the MEP was formally launched in 2015 it was closely linked to School of Education preservice teacher education activities and from the UNSW side was framed primarily as a preservice education activity, but the MEP has now grown to be a UNSW-wide program which works in tandem with other university programs to ensure greater equity, access and success for low SES and Indigenous students. The work-integrated learning (WIL) components have been mainstreamed within the Faculty and within Matraville HS and the LBCoS feeder primary schools which host our primary program, hence no longer need the direct support of the MEP Manager. At the same time the number of research and development projects hosted by the partnership, and the need for community outreach, have both increased significantly, so for this reason the Manager role has been revised to include more direct support of those activities.

The last five years has also shown that the MEP benefits not just Matraville HS but its surrounding communities in that they are able to “share the wealth” of resources that UNSW has to offer, particularly important for those students and their families in the wider Little Bay Community of Schools (LBCOS) who have experienced significant educational disadvantage. UNSW has increased and will continue to increase its enrolment of low-SES and Indigenous students from its local catchment area, and will continue to build its capacity to provide not just access, but success, for such students. The benefits for the Faculty and the School of Education will continue to grow as they are able to provide even greater opportunities for student teachers to build their knowledge and skills in how to work with diverse communities K-12, as those communities in turn share their wealth of knowledge and experience with UNSW. For these reasons representatives of LBCoS feeder primary schools have been invited to join the advisory committee, and the partnership formally expanded to accommodate them.

