



**Annual Report 2022**

# **Matraville Education Partnership**

Report prepared by Katherine Thompson, Program Manager, UNSW Matraville Education Partnership  
April 2022

We acknowledge that the work of the UNSW Matraville Education Partnership takes place on the unceded lands of the Bidjigal people and honour the traditional owners who have cared for this Country forever.

Image: Matraville Sports High School Students, Jacquie Manning, 2022

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## Executive Summary

For the last seven years, the UNSW Matraville Education Partnership (MEP) has been 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 is also well placed to **contribute to newer UNSW strategies** including the uni-wide Indigenous Strategy, the Arts, Design and Architecture (ADA) faculty-level Indigenous strategy, and the ADA Foundational Strategy 2051, launched in 2021. This strategy emphasises the urgency of change via "creativity, collaboration and inclusion" and its first goal is to "listen to, learn from and elevate Indigenous knowledges". The MEP's long-standing relationships with local Aboriginal community members and track record of successes achieved in partnership with the Aboriginal community will be an essential foundation for the 2051 strategy to begin its work.

2022 finally saw a return to many face-to-face activities and events following the previous two years of pandemic restrictions. The school community hosted many UNSW students on in-person placements, and flagship programs like the Master of Teaching Aboriginal Education Immersion (p. 19) were able to occur face-to-face. Many Matraville students had multiple opportunities to visit UNSW's campuses or experience incursions with UNSW staff members, reigniting the partnership's focus on student educational enrichment.

Other 2022 highlights include:

- The rolling-out of the MEP Future Students Hub, which involved a variety of people and activities from across ADA in offering enrichment opportunities to Matraville students (p. 6)
- A record 26 Matraville Year 10 students undertaking Work Experience with UNSW or its industry partners (p. 7)
- An increase in the proportion of students achieving the Premier's Priorities in NAPLAN performance (p. 9)
- The Cultural Residents Project reaching the end of its 3-year funding scheme, culminating in a Showcase event for the entire community (p. 20)
- A UNSW Newsroom item celebrating the Partnership as an employment pathway for UNSW graduates, with about 1/3 of the MSHS teaching staff now UNSW alumni (p. 23)

The Partnership's Strategic Goals are:

- **to raise the educational motivations, aspirations and achievement of low-SES and Indigenous students in the Matraville area;**
- **to engage UNSW with the Matraville community and build capacity to raise low-SES and Indigenous student outcomes; and**
- **to engage UNSW with the Matraville teaching community and build capacity to raise low-SES and Indigenous student outcomes.**

This report details the 2022 MEP activities and achievements around those goals.

Each section ends with a "Reflections and Recommendations" block, offering an evaluation of achievements and ideas for moving forward.

## Advisory Committee Membership

In 2022, one Advisory Committee meeting was held on 31 May.

Full committee membership is listed below:

### List of Members

Professor Claire Annesley ( <i>Chair</i> )	Dean, Arts and Social Sciences	UNSW Sydney
Nic Accaria	Director, Education Leadership	Public Schools NSW, Botany Bay Network
Professor Kim Beswick	Head, School of Education	UNSW Sydney
John Bush	General Manager, Education	Paul Ramsay Foundation
The Hon. Dr Bob Carr	Director	Australia-China Relations Institute
Dr Avinesh Chelliah	Surgical Resident and Conjoint Associate Lecturer	Prince of Wales Hospital/ UNSW Sydney
Stanley Cowper	Alumnus	UNSW Sydney
The Hon. Michael Daley MP	Member for Maroubra NSW Shadow Treasurer	Australian Labor Party, Member of the Legislative Assembly
Noni Hoskins	Principal and Representative	Matraville Public School/Little Bay Community of Schools
Professor Attila Brungs	President and Vice-Chancellor	UNSW Sydney
Associate Professor Kevin Lowe	Scientia Indigenous Fellow	UNSW Sydney
Associate Professor Karen Maras	Director	UNSW Matraville Education Partnership
Calita Murray	Regional Representative	Eastern Suburbs Aboriginal Education Consultative Group
The Hon. Matt Thistlethwaite MP	Federal Member for Kingsford Smith	Australian Labor Party, House of Representatives
Nerida Walker	Principal	Matraville Sports High School
Invited to Attend		
Nicolle Fierro (Secretariat)	Executive Officer, Arts and Social Sciences	UNSW Sydney
Marie Caccamo	External Relations Business Partner, Arts, Design & Architecture	UNSW Sydney
Louise Gilligan	Development Manager, Arts, Design & Architecture	UNSW Sydney
Josephine Holecek	School Manager, School of Education	UNSW Sydney
Katherine Thompson	Program Manager, UNSW Matraville Education Partnership	UNSW Sydney

## Strategic Priority 1: Raise the educational motivations, aspirations and achievement of low-SES and Indigenous students in the Matraville area

A major aim of the MEP since 2015 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. UNSW is now prioritising low-SES and Indigenous student recruitment, retention and support (see the [UNSW Gateway program](#) and the “Grow Our Own” pillar of the [UNSW Indigenous Strategy](#)) and the MEP has committed to focus on and improve those activities within our portfolio that explicitly support improving students’ capability to access UNSW or other tertiary education, should that be their aspiration. In 2022 the partnership was finally able to reinstate many of the face-to-face activities that the pandemic had interrupted for the previous two years, enabling more MSHS students to access opportunities for educational growth and enrichment.

### Key Components

#### *After School Programs*

##### **Homework Centre & Music Ensemble**

MSHS teachers and UNSW students usually staff the afterschool Homework Centre, held in the MSHS School Library two afternoons per week. MSHS students can undertake tutoring and receive assistance with their homework from UNSW students and volunteers. They can access the library’s computer and internet resources, read, play board games, and enjoy healthy refreshments in a calm environment. In normal years, the Homework Centre welcomes students in Year 3 and above from the LBCOS to encourage primary students to begin to familiar with MSHS.

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##### ***A snapshot***

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

*Attendance was limited to high school students as there were still Covid precautions in place around inviting students from other schools.*

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Music ensemble, usually a favourite of students from the nearby primary schools, was not able to run in its previous form due to restrictions on primary schools. However, the music teacher and available UNSW students worked regularly with Year 12 music students after school, offering them extra time and attention across the year.

#### *Holiday Programs*

In the September holidays, Year 12 students were invited to two “Work Hard Wednesdays” sessions, involving MSHS staff and UNSW student tutors across a variety of HSC subjects. The sessions were attended by 15 Year 12 students (approx. half the cohort).



Additionally, several online holiday offerings occurred across the year:

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

**Nura Gili Pre-Programs** were offered face-to-face for the first time since 2019. No MSHS students attended, as most First Nations students with university aspirations chose to pursue other disciplines/universities.

#### *Excursions and Incursions*

**The TalkLaw program** 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-SES students and providing practical workshops on legal issues relevant to young people. In 2022 this initiative was run face-to-face for the first time since 2019, and Year 10 Matraville students met for three sessions with KWM and UNSW Legal Office volunteers. They visited the KWM offices in the city for the mock trial component and all involved reported it was an enriching experience.

**Sydney Story Factory** was able to reinstate their face-to-face incursions with English classes.

**UNSW ADA Student Ambassadors** visited in September to assist Year 12 students with UAC applications, helping nearly half of the Year 12 cohort to complete these.



Image: UNSW Nura Gili and ADA Student Ambassadors, 2022

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## The UNSW Future Students Hub

In an effort to revitalise the face-to-face opportunities offered to students by UNSW, early in the year the Director and Program Manager solicited Expressions of Interest from ADA staff who were interested in becoming involved with the Matraville Partnership (a suite of opportunities aimed to turn Matraville into a "UNSW Future Students Hub". Ten EOIs were received, most of which were able to be actioned across 2022. Activities included:

- School of Arts and Media staff (Dr Bryoni Trezise, Dr Roanna Gonsalves, Paul Matthews) conducting workshops with students on creativity
- School of Art & Design staff (Bronwen Williams) spearheading a series of six workshops called "In the Making", in which students experienced different artmaking forms and Makerspaces at the UNSW Paddington campus
- School of Arts and Media staff (Dr Adam Hulbert, Rick Bull) conducting a sound/music recording and production series of workshops, culminating in a full-length recorded album
- ADA Indigenous Student Engagement and Support Specialist (Rebekah Torrens) organising a series of "ADA Taster Days" for the Sista Speak group from MSHS, in which they visited campus seven times to learn about each ADA school.
- Excursion to UNSW Galleries and a weaving workshop at MSHS with exhibiting artist Jacqueline Stojanovic
- School of Built Environment students undertook a WIL placement with the supervision of Dr Sara Padgett-Kjaersgaard. Students conducted stakeholder engagement workshops with MSHS students and staff, and then created two potential site plans for a redesign of one of the school quads.

Some activities are ongoing or plan to be repeated in 2023. EOIs will now be solicited on a rolling basis and if workload allows, the opportunity may be extended to the wider university (beyond ADA) in the future.

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## Work Experience placements

Face-to-face opportunities were back with a gusto when it came to the Work Experience fortnight for Year 10 students (late November, 2022). The Program Manager solicited UNSW contacts for placement offers and connected these work units with the Careers Advisor for the matching of students to the available opportunities. A record 26 students attended placements at UNSW or its industry partners, with all parties involved reflecting on the positive nature of the experience.



An [InsideUNSW feature article](#) was written about this undertaking and MSHS Careers Advisor Alyssa Taylor was enthusiastic about the expanded opportunities available to students.

Image: Matraville Sports High School teachers and students, Jacque Manning, 2022



## Special Events and Material Resources

Some special events, such as the School of Education Annual Awards night, have not been reinstated yet due to the ongoing constraints caused by Covid-19.

However, Graduation and Presentation Day were able to take place again in person, with UNSW presenting awards and **sponsoring the Principal's Awards for all year groups**. The UNSW School of Mathematics and Statistics also awarded a **cash prize to the top Year 12 achiever in maths**, Diego Raga Valecillos.

**MSHS Open Day** was able to take place in person, with the School of Education sponsoring a Gelato Cart for prospective and current families.

A **donation of 8 computers** was facilitated by the School of Education. These computers have provided an upgrade to the computers in the UNSW building as well as in some classrooms. The School of Education also provided furniture upgrades to the MEP Annexe classroom and office, with the addition of several hotdesk workstations, lounges and coffee tables, and a meeting table.

The MEP Manager was able to negotiate a **fee reduction for Year 10 students to visit the Museum of Human Disease** for \$5/student instead of \$13/student. This made the excursion possible for the entire year group.



School of Education staff attended a tree-planting ceremony on 29 July as part of **National Schools Tree Day** alongside VIPs such as Adam Goodes, Costa Georgiadis, The Hon. Matt Thistlethwaite, Mayor of Randwick Dylan Parker, Aunty Barbara Simms, and Uncle Peter Cooley. A five-corner tree and other native species were planted on the school grounds for the first time since the 1960s.

## Scholarships

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

The GO Foundation offers scholarships to Indigenous students in years 8-12, and the Harding Miller Foundation to girls from Year 8 onwards, with special consideration for Matraville students.

Two scholarships for study at UNSW have been established and one came up for eligibility to be awarded to a 2022 graduate. Sachiko Jamyang was able to claim this scholarship (**the E & FJ Cowper Scholarship**) and enrol in a Bachelor of Science at UNSW for 2023.



### *In-School Academic Support and Mentoring*

UNSW students on placement provided a great deal of support to students both in class and afterschool throughout the year. It was a relief to have student placements resume in person this year.

### *Student Post-School Decisions*

Out of 32 Year 12 students in 2022, 11 went on to enrol at university or TAFE. One of those students enrolled at UNSW (accepting the Cowper Scholarship, see above). Year 12 students from the 2022 cohort accepted offers at other universities, including ACU and the National Art School. The student who chose ACU was a high-achieving student without permanent residency status – she could not find an option at UNSW that was affordable to her.

### *Note on Student Feedback*

A feedback survey was created for distribution to students; however, a technical glitch with the MSHS school calendar meant that it was not distributed as planned. Student and staff anecdotal feedback was positive on all initiatives.

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### **Reflections and recommendations:**

*It is encouraging how many UNSW staff and work units have been excited to contribute to the Partnership this year, and many MSHS students were able to reap the benefits of this.*

*Regarding university attendance, better resourcing the MEP Manager role, allowing deeper and more prolonged contact with MSHS students, as well as sustained involvement from a variety of other UNSW staff, could improve students' impressions of UNSW's safety and accessibility.*

*Students respond very well to working with UNSW Student Ambassadors and members of the ADA Student Experience team, as well as other academics. More opportunities for these groups to interact with Matraville students, and especially to help with the uni application and enrolment process, could help attract more students to enrol at UNSW.*

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Image: Matraville Sports High School Students, Jacque Manning, 2022

## Student Academic Outcomes

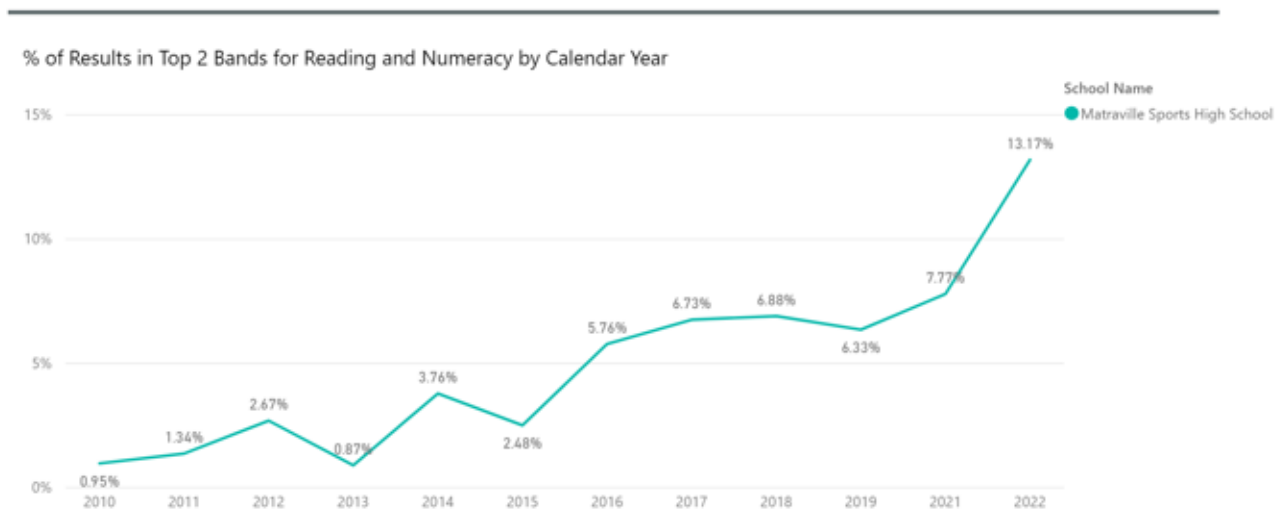
### NAPLAN Results

NAPLAN was not held in 2020, and 2022 results reflect students who are two years into their schooling being disrupted by the pandemic, so these results should be read in that context, recognising there is great variation from one cohort to the next, and they may be of limited use for generalising about the school's progress.

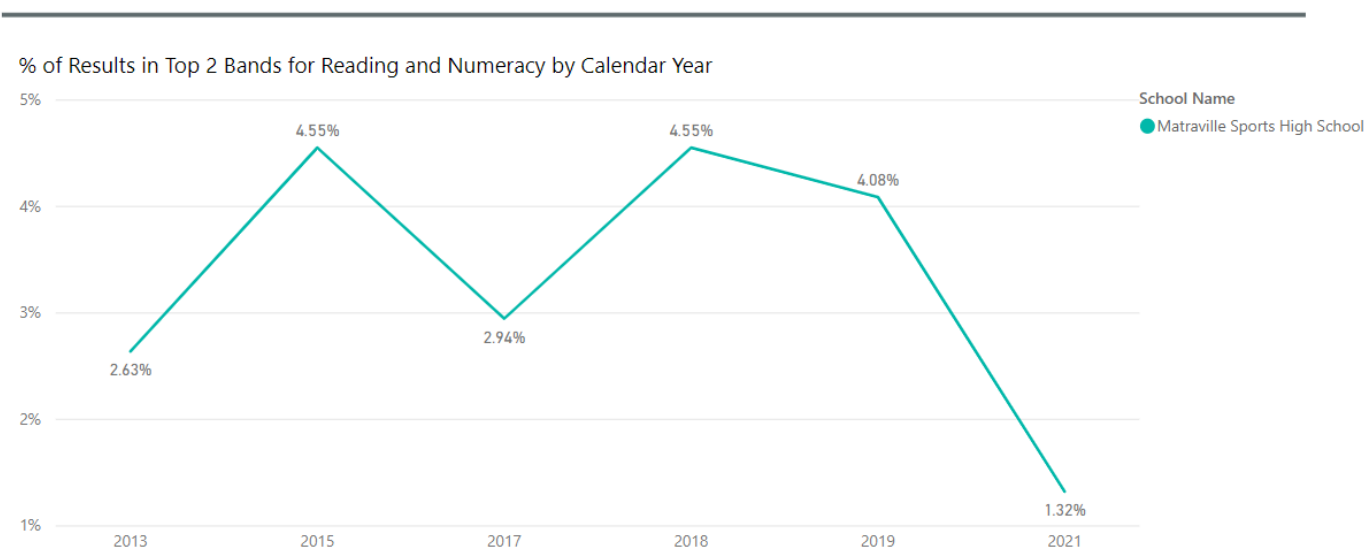
In addition, because there are no results available from 2020, *no growth results are available for this year's cohort.*

### Premier's Priority – Reading and Numeracy Results in Top 2 Bands

#### All Students:



#### Aboriginal Students:



The percentage of students achieving in the top two bands of reading and numeracy has almost doubled since the previous year. However, no Aboriginal students from the cohorts tested in 2022 were among those.

This is concerning as Aboriginal students in previous years had been among the school's highest achievers. The percentage of MSHS students in the top income quartile nearly doubled from 2021 (6%) to 2022 (10%). This may be explained by the students attracted to the school by the soccer programs, and it is possible that students from higher-SES backgrounds are influencing the rise in Premier's Priority areas.

### Growth and Value-Add

Unfortunately these results are unavailable for this cohort, due to no data existing from 2020.

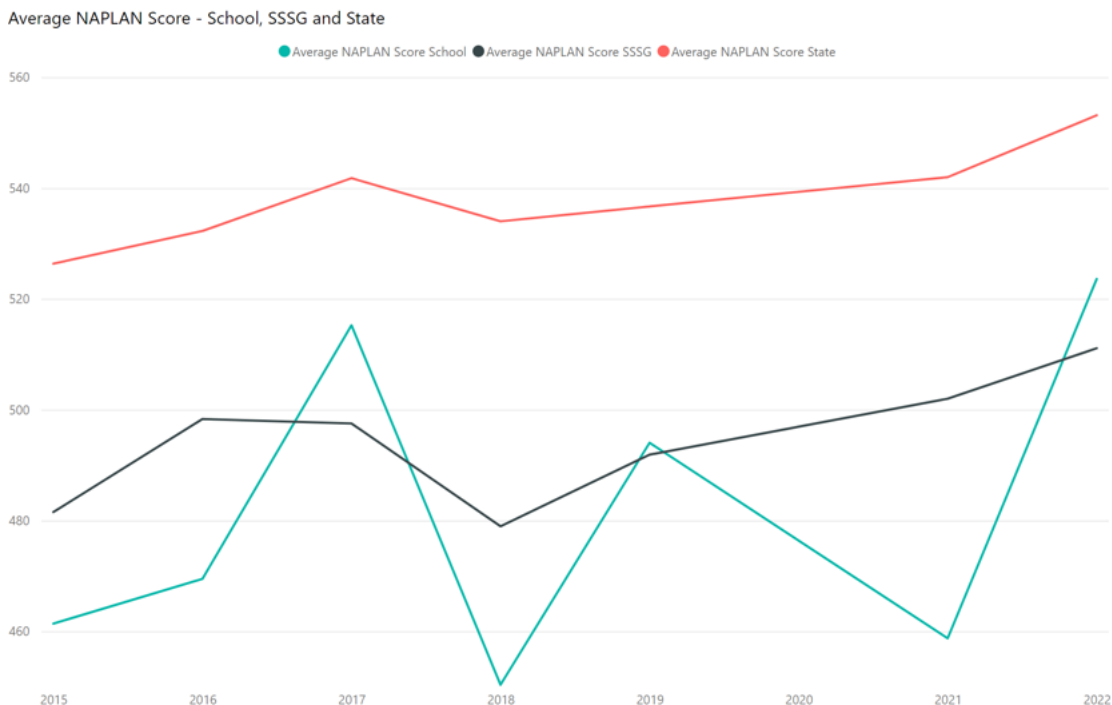
### Scores over time

Across different domains, MSHS patterns over time usually mimic trends at state level for similar schools, sometimes with starker troughs and apexes that reflect smaller cohorts and thus greater variation between them.

2022 saw promising upward trends in most areas, following the stark drop in scores from 2021 associated with pandemic schooling. In Writing, scores for both Aboriginal students and the general cohort exceeded similar school averages.

The most concerning results were seen in Reading, with results falling below similar schools and Aboriginal student scores falling for the second year in a row.

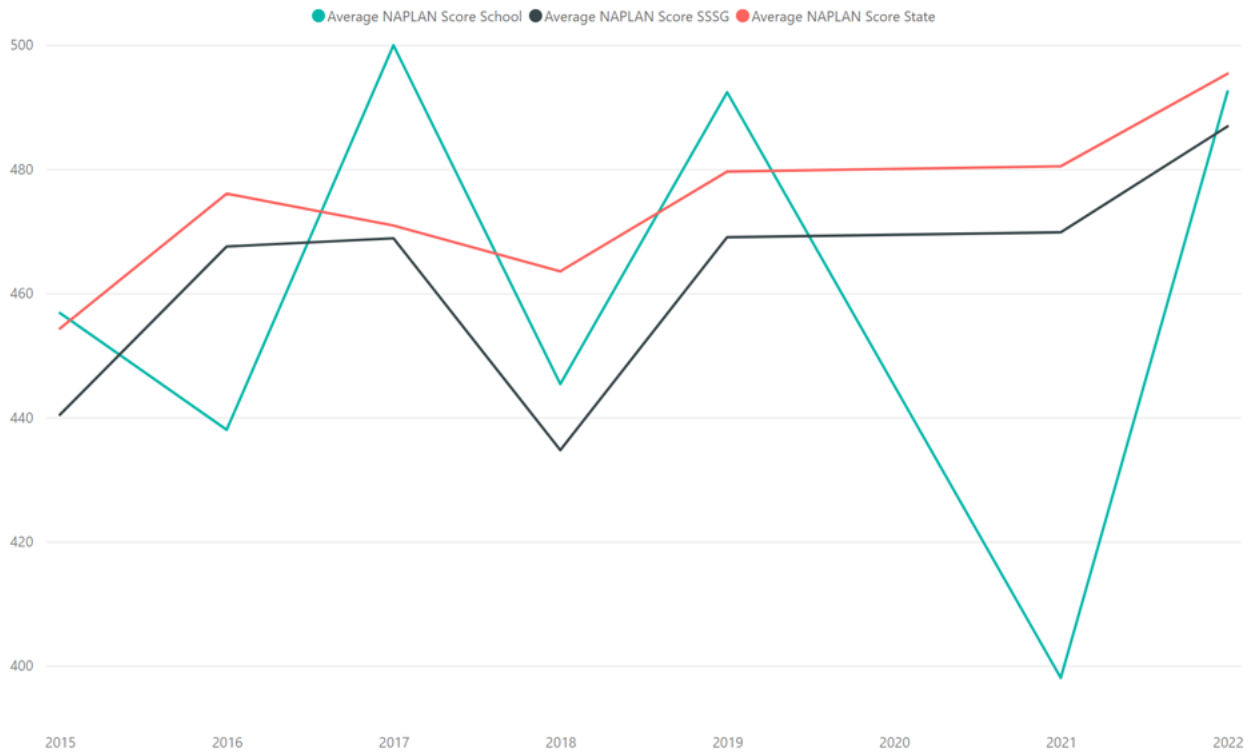
### Writing – All students





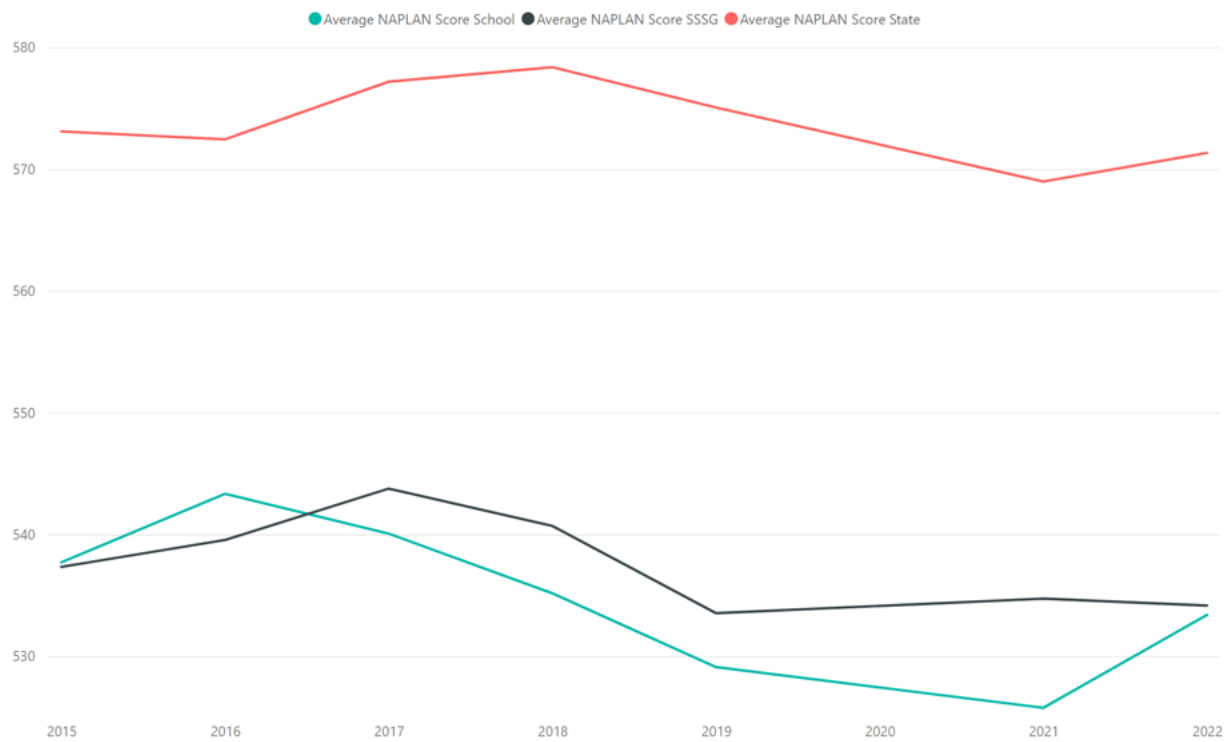
## Writing – Aboriginal students

Average NAPLAN Score - School, SSSG and State



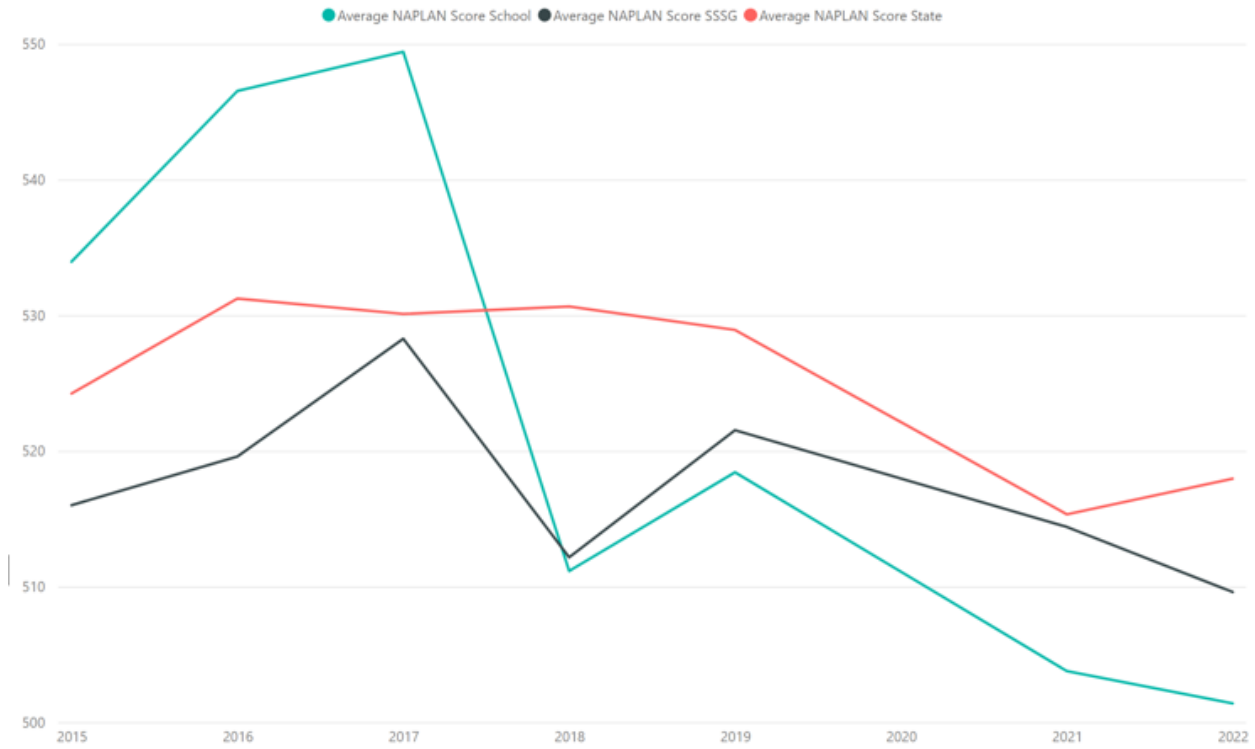
## Reading – All students

Average NAPLAN Score - School, SSSG and State



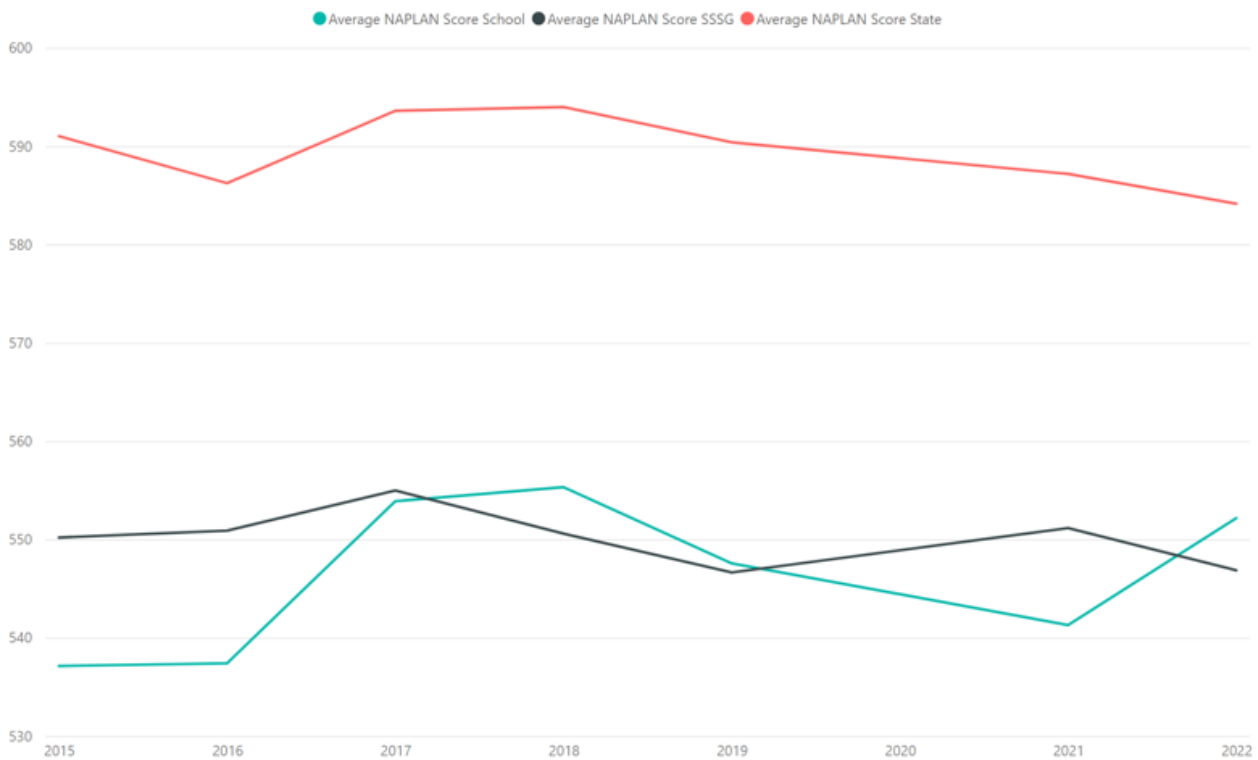
## Reading – Aboriginal students

Average NAPLAN Score - School, SSSG and State



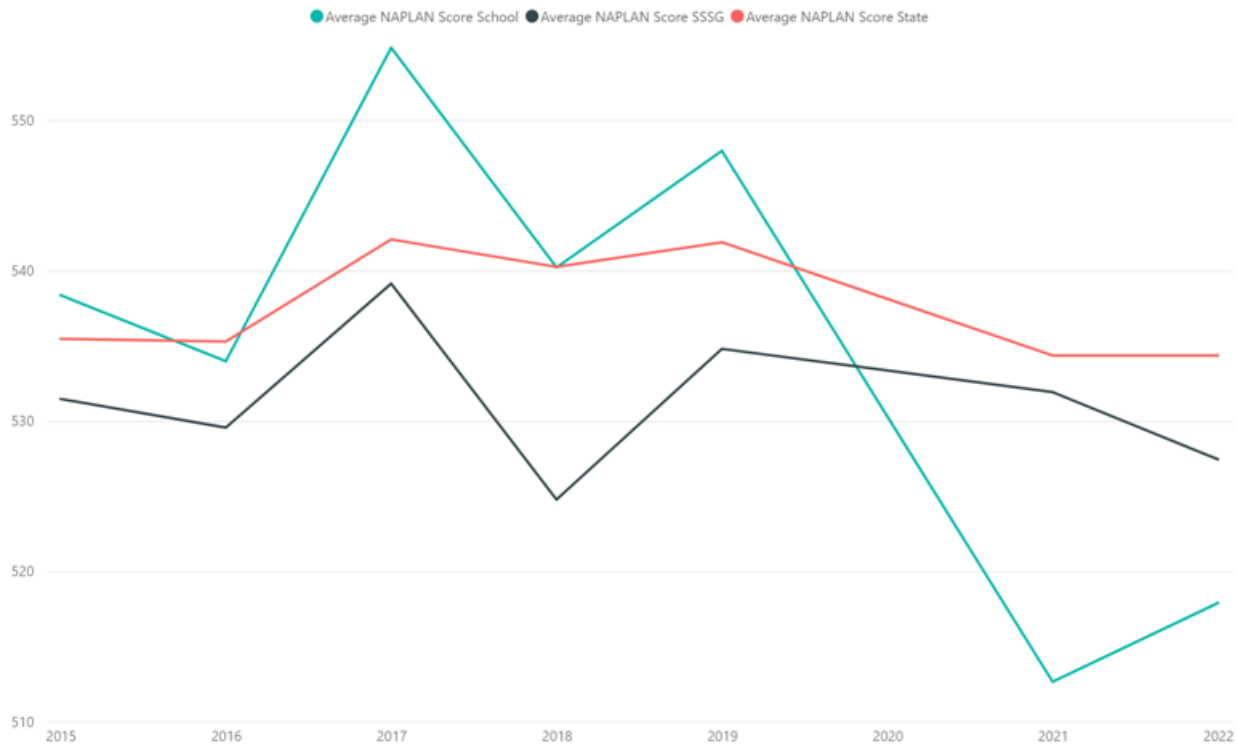
## Numeracy – All students

Average NAPLAN Score - School, SSSG and State



## Numeracy – Aboriginal students

Average NAPLAN Score - School, SSSG and State

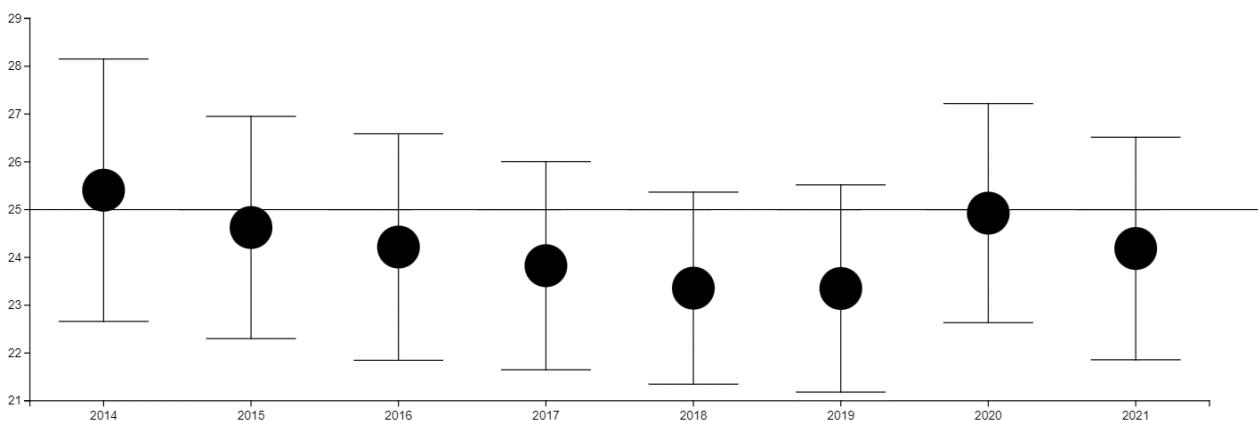


## HSC Results

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

A significant measure is that of the value added by the school between Years 9-12. MSHS' result has declined slightly but remains close to the state average. Results for this are not available for 2022.

Value Added by Calendar Year





## 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 2021 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.

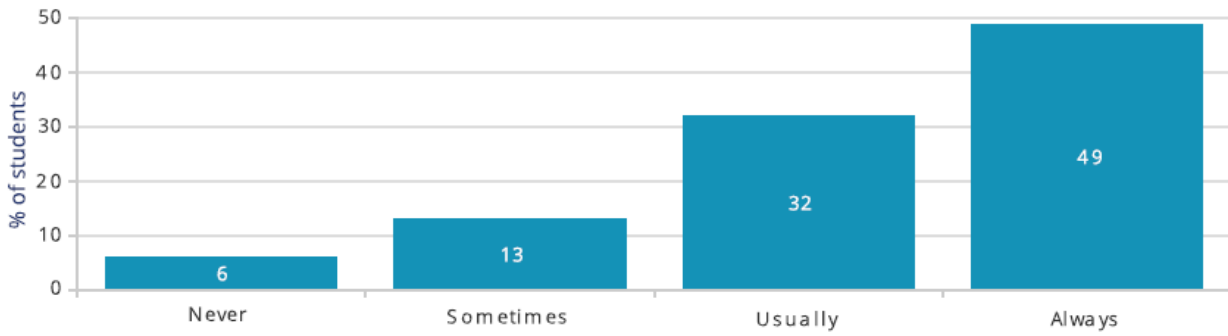
	2014	2015	2016	2017	2018	2019	2020	2021	2022
<b>Students with a positive sense of belonging</b>	69%	70%	68%	60%	58%	54%	57%	58%	<b>62%</b>
<b>Students with positive intellectual engagement</b>	52%	46%	46%	45%	44%	43%	46%	37%	<b>39%</b>
<b>Teachers use class time effectively (score out of 10)</b>	6.2	6.2	6.2	6.4	6.6	6.4	6.3	6.4	<b>6.4</b>
<b>Teachers have high expectations for student success</b>	6.7	7.1	6.5	6.8	7.3	6.7	7.0	6.7	<b>6.8</b>
<b>Students who plan to finish Year 12</b>	80%	79%	76%	66%	71%	64%	75%	71%	<b>71%</b>
<b>Students who plan to pursue an apprenticeship or TAFE</b>	56%	33%	48%	33%	48%	40%	41%	44%*	<b>38%*</b>
<b>Students who hope to attend university</b>	52%	49%	51%	42%	45%	40%	51%	46%	<b>39%</b>
<b>Aboriginal students who “feel good about their culture at school”</b>	n/a	91%	83%	75%	82%	67%	69%	75%	<b>64%</b>
<b>Aboriginal students who feel their teachers have a good understanding of their culture</b>	n/a	82%	74%	69%	65%	53%	48%	52%	<b>52%</b>
<b>Students feel teachers are responsive to their needs</b>								6.2	<b>6.3*</b>

The majority of metrics have improved or stayed the same since the previous year. However, two items – the percentage of students who hope to attend university, and Aboriginal students who feel good about their culture at school – have lower scores than previously. With regard to the former, this survey does not include many Year 12 students, as it was conducted in November last year. The June iteration of the survey had a significantly higher number, 46%, say they hoped to attend university, and this probably captured more senior students. However, this is a metric we have hoped to shift via Partnership activities, and as yet we have not been successful.

The question of Aboriginal students feeling good about their culture is concerning, when paired with another set of new questions about experiences of racism:

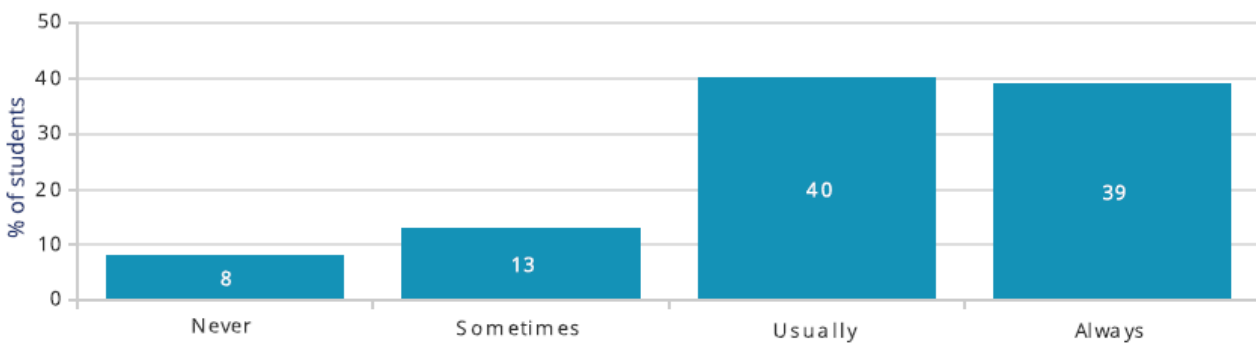
### Experiences with racism

I am treated with fairness and respect by my teachers in regards to my cultural background.



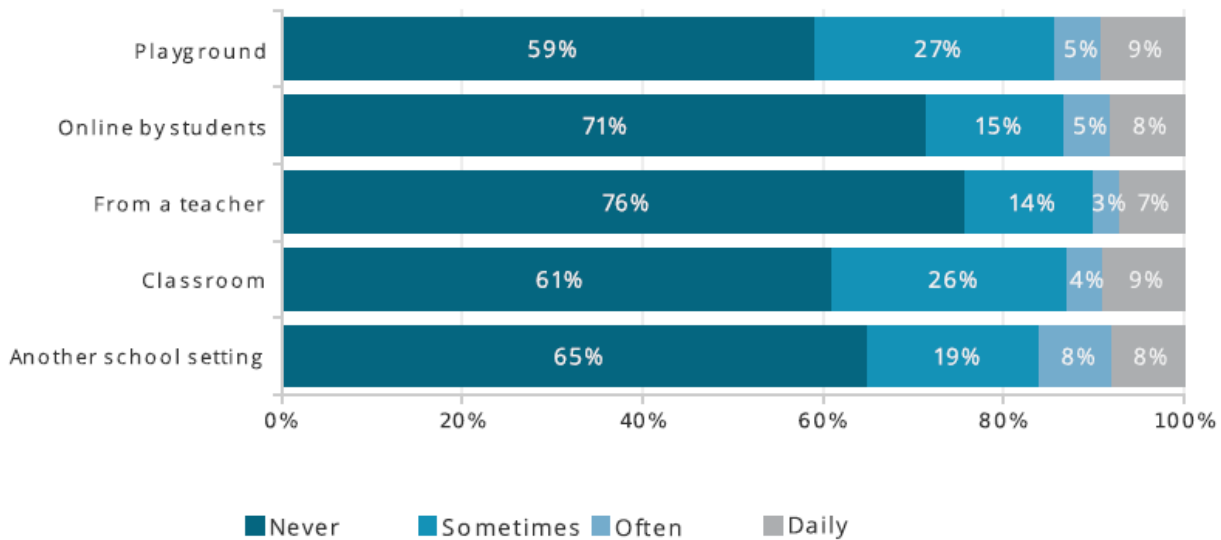
### Experiences with racism II

I am treated with fairness and respect by other students at my school in regards to my cultural background.



### Where students experience racism

I have experienced racism:



While initiatives such as the Culturally Nourishing Schooling project hope to be reducing the amount of racism and lack of understanding students encounter from teachers, some students still experience incidences of racism from teachers. It is also possible that the changing demographics of the school (including higher numbers from high-SES backgrounds) could contribute to some students (10-15%) experiencing racism “daily” or “often” on the playground and in other school settings.

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**Reflections and recommendations:**

*Many domains are recovering from pandemic-related dips experienced in the previous years.*

*The downward trend of Aboriginal student belonging paired with experiences of racism is something for the school and possibly the Partnership to address.*

*We have further to go in inculcating in students a desire to attend university. We had hoped a return to face-to-face activities, excursions, and in-person engagement with UNSW staff would help with this, but this is not borne out from this year’s results. However, numbers from the survey earlier in the year were higher, signalling that senior students may more seriously consider university. Still, outreach efforts with students in years 7-9 could help shift these attitudes.*

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Image: Matraville Sports High School Students, Jacquie Manning, 2022

## Strategic Priority 2: Engage UNSW with the Matraville community and build capacity to raise low-SES and Indigenous student outcomes

### 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.

### Aboriginal Community Engagement

Through the MEP, UNSW School of Education has built a strong relationship with the Eastern Suburbs Local Aboriginal Education Consultative Group, which has enabled mutually beneficial research and education activities to grow and be sustained. In 2022, these included the Cultural Residents Project (in its third year), Culturally Nourishing Schools project (in its second year), and the Master of Teaching Indigenous Education Immersion program (in its seventh year). Working with Nura Gili, the School of Education also offers winter leadership Pre-Programs for prospective First Nations students, and promotes these programs to the local community.

#### *Cultural Residents Project*

Originally incubated at Matraville Sports High School, the Cultural Residents Project flourished during 2022 at two local primary schools: Maroubra Junction and Gardeners Road. Aunty Maxine Ryan and Trent Kelly, both local Aboriginal community members and former employees of MSHS, served as Cultural Residents at these schools and key staff from both schools came together for eight professional learning sessions across the year.

We continued **to partner with World Vision, whose “Know Your Country” campaign** is undertaking consultation, lobbying, advocacy and public awareness to call for an Aboriginal Cultural Educator in every primary school. In 2022, the Labor Government made a campaign commitment of \$14 billion toward Aboriginal language teaching in 60 schools, which shows burgeoning support for this concept on a larger scale.

The project was featured in the UNSW School of Education Research Showcase event in August 2022, and culminated in a Project Showcase Event on 24 November, 2022, in which school staff and students, local community members, and UNSW staff joined to learn about the work of the project and see some of the outcomes.

While future philanthropic funding for the project was not secured, ten local schools responded to an EOI process initiated by their Director, agreeing to fund 1-2 days per week out of their own budgets to employ a Cultural Resident across multiple schools. Recruitment for these positions is ongoing.

More information:

[Cultural Residents Project website](#)

[Brief from Research Showcase](#)



## Culturally Nourishing Schools Project

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

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

During 2022, the CNS Project worked with its second group of teachers undertaking workshops, mentoring, and professional learning. They participated in two days of Learning from Country led by the local Aboriginal community, a series of eight Professional Conversations based around academic readings related to Aboriginal education, and a two-day curriculum workshop. Teachers from the 2021 and 2022 cohorts also planned and undertook “teaching bursts” during which they could receive feedback from the team and Cultural Mentors. Participating staff also attended a 3-day Symposium held at the University of Sydney involving teams from all the schools involved from across the state.



## Master of Teaching Aboriginal Education Immersion Program

We were happy to be able to return to a face-to-face program at Matraville for the Master of Teaching Aboriginal Education Immersion Program in 2022.

This activity has become a key pillar of UNSW School of Education’s commitment to Aboriginal and Torres Strait Islander education and to preparing future teachers to work effectively with First Nations students and communities, as well as to include First Nations perspectives and knowledges in their teaching for the benefit of all students.

Following feedback from the AECG, we were able to incorporate more cultural programming across the three days. All students were able to participate in plenary sessions about Aboriginal histories and cultures, mental health and wellbeing, language and Aboriginal English, and working with Aboriginal communities. In addition they participated in smaller group Community Yarn sessions, Dharawal Language workshops provided by the Gujaga Foundation, Walks on Country in La Perouse, and cultural activities such as damper making, weaving and Indigenous Games.



Feedback from both students and community members involved was very positive. One student wrote:

*I just wanted to thank you so much for organising the immersion program. I didn't know what to expect prior to coming but it was truly a life changing experience and one that I will remember forever. It impacted me more than I thought possible and has definitely changed the trajectory of my career and aspirations. Every single speaker moved me and everyone present. I feel so lucky that I was able to interact with such giving and vulnerable people and regret not reaching out and doing so on my own accord before. ...*

*I was hoping you could extend my gratitude to others involved as I can't find their contact details. I really hope everyone felt appreciated because I can't explain how much I appreciated them being there and allowing us to learn as much as we did. ...*

*It was amazing and I will do my best to educate everyone that I come in contact with as best as I can.*

### *Nura Gili Programs*

In 2022, Nura Gili initiated a new winter leadership program and returned to delivering their summer Pre-programs in face-to-face mode. Unfortunately, short application windows and a lack of publicity around the winter programs during a time that the Program Manager was on annual leave, meant that no Matraville students applied or attended. No Matraville students attended the summer Pre-Programs either, as most First Nations students from this cohort pursued different post-school options.

### *Faculty Indigenous Strategy*

As part of a commitment to improve UNSW's structures and processes, the MEP Program Manager was part of the ADA Indigenous Strategy Community Engagement Working Group in 2022, which was made up of both Indigenous and non-Indigenous staff working to support the Associate Dean Indigenous, Dr BJ Newton, and the Faculty Indigenous strategy. There was discussion within this group of writing up a "case study" of the MEP as an example of existing community engagement and partnership within ADA. At the time of writing this initiative is on hold as these groups are restructured by the current ADIs.

### *One Off Events*

Upon invitation from the Centre for Social Impact, Program Manager Katherine Thompson, Prof Kevin Lowe, and Aboriginal educators Shalan Foster and Aunty Maxine Ryan attended a stakeholder workshop on Education Inequity on 31 Jan 2022. We were able to reflect on how the drivers of inequity their research had identified reflect in real-world education settings, and share feedback as to their report's recommendations.



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### **Reflections and recommendations:**

*Because of strong and long-standing relationships with the AECG, the MEP's activities around Aboriginal community engagement are among its most successful initiatives. In particular, the Cultural Residents Project, Culturally Nourishing Schools Project, and MTeach Immersion are flagship examples of success that many groups around Australia could turn to as they seek to improve their practices.*

*We can still improve Indigenous student preparation and aspiration to attend university (whether at UNSW or elsewhere) through better support across their high school years and a closer relationship with Nura Gili and the ADA Student Experience Team.*

*Recommendations include:*

- 1. Continue the M Teach Immersion Program, opening it up to current teachers seeking professional learning.*
  - 2. Work with Nura Gili Future Students team and School of Education advisors on pathways for Aboriginal community members working in local schools to attend UNSW as mature-age students (e.g. for an Aboriginal Education Officer to continue their education to pursue a teaching qualification while continuing to work).*
  - 3. Reinstate ability to purchase gift cards from UNSW funds. These have provided a valuable source of honoraria for Aboriginal Elders and community members who contribute time and expertise to our events and projects but who may not be able to or want to be paid by invoice or casual employment.*
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Image: Matraville Sports High School Students, Jacque Manning, 2022

## MSHS Parent Community

For the fourth year in a row, MSHS conducted a Tell Them From Me Parent Survey. Results in most areas remain positive and most exceed state norms.

Interestingly, none of the respondents identified as being on the P&C or having any involvement in school committees or volunteering. Despite a lack of formal involvement, **the school performed well around being inclusive and parents feeling welcome:**

	2019		2020		2021		2022	
	MSHS	State	MSHS	State	MSHS	State	MSHS	State
<b>Parents feel welcome</b>	8.3	7.4	7.1	7.4	7.4	7.4	7.7	7.4
<b>Inclusive school</b>	7.4	6.7	6.7	6.7	7.1	6.7	7.3	6.7
<b>Safety at school</b>	7.9	7.4	6.6	7.4	7.6	7.4	7.3	7.4
<b>School supports positive behaviour</b>	8.1	7.7	6.7	7.7	7.4	7.7	7.6	7.7
<b>School supports learning</b>	8.0	7.3	6.5	7.3	7.2	7.3	8.0	7.3
<b>Parents support learning at home</b>	6.7	6.3	6.0	6.3	6.6	6.3	7.0	6.3
<b>Parents are informed</b>	8.3	6.6	7.2	6.6	7.1	6.6	7.0	6.6

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

Other items of interest from this survey are that

- 83% of parents report that their child is at their first choice of public school, up from 75% in the previous year
- 93% of parents would recommend the school to others, up from 69% in the previous year
- 86% of parents expect their child to go to university, up from 57% the previous year
- 100% of parents expect their child to finish Year 12, up from 90% the previous year

This is an interesting contrast between parent and student aspirations toward university, and a promising one that parents are supportive of university aspiration, as well as an indication that perhaps some student responses showing a lack of interest in university may be due to lack of information or peer pressure.

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### **Reflections and recommendations:**

*It is encouraging to see parental impressions of MSHS, and expectations for their children’s school attainment to be rising significantly.*

*Better communication with parents about MEP events and offerings, and opportunities for their children through UNSW would be appreciated by parents. In 2022, resourcing did not allow for any face-to-face parent outreach events, but this should be a goal in 2023.*

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## Strategic Priority 3: Engage UNSW with the Matraville teaching community and build capacity to raise low-SES and Indigenous student outcomes

### Initial Teacher Education

**47 UNSW undergraduate education students** completed a 15-day placement in 2020 for their EDST2002: Professional Engagement (this is the first official placement in a school as part of their Bachelor of Education).

**Eight students** completed longer-term placements for Professional Experience 1 and 2; some of these have ended up receiving offers of employment at Matraville. In fact, such a high proportion of MSHS teachers are recent UNSW graduates that [UNSW wrote an article about this](#) for their website.

Oversight of these cohorts of UNSW students was largely conducted by Howard Cheng and Carolyn Davey, the MEP School-based Coordinators.



## Professional Engagement Student Feedback

Of the 47 Professional Engagement students placed at MSHS across the year, 12 completed a post-placement evaluation (26% 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):

Student responses about their in-school experience varies from year to year as expectations can vary. In 2022, **feedback across nearly all areas improved, with 100% reporting they had a positive experience overall, confirmed their career choice, learned about the importance of relationships and wellbeing, and feel better equipped to teach students from a range of ability levels.** This confirms that the experience is extremely positive for most students.

Survey item	2016	2017	2018	2019	2020	2021	2022	Gain or loss
I had a positive experience overall in my Matraville placement.	75%	87%	100%	73%	86%	86%	100%	+14%
The teaching staff at the school were helpful and made me feel welcome.	80%	88%	100%	80%	96%	86%	92%	+6%
This placement helped me confirm whether teaching is the right career choice for me.	80%	79%	100%	73%	92%	86%	100%	+14%
This placement helped prepare me to teach students from diverse backgrounds.	75%	79%	100%	87%	88%	71%	83%	+12%
This placement taught me a lot about behaviour management in the classroom.	70%	71%	100%	100%	81%	86%	92%	+6%
This placement taught me about the role of student relationships and wellbeing in schooling.	80%	79%	95%	73%	96%	86%	100%	+14%
I learned a lot about teaching from this placement.	65%	79%	95%	73%	96%	86%	92%	+6%
This placement helped prepare me to teach students with a range of abilities.	75%	79%	90%	60%	88%	100%	100%	--
The afterschool programs were a valuable part of my experience.	65%	58%	75%	47%	48%	71%	50%	-21%



### *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. The placement prepared them with practical experience to address the great variety of student backgrounds they will encounter in their careers.**

More neutral or negative comments related to being placed outside of their method areas, having to travel long distances for the placement, or about there being too many UNSW students on placement. There were far fewer of these comments than in previous years though, with most students commenting that the number of fellow students placed at the same time created a nice sense of community and did not feel like “too much” for the school to accommodate.

**The MSHS staff are to be commended** for their willingness to welcome and mentor pre-service teachers even coming out of the stressful and uncharted conditions presented by the pandemic.

### **Qualitative student comments:**

#### *On what they have learned:*

“The experience at Matraville was fulfilling educationally and personally. It gave me insight into teaching and the day to day interactions of the classroom from a teachers perspective and was very helpful in solidifying my choice to become a teacher.”

“It has been a challenging but great experience. I was able to observe a variety of classes being taught how to be flexible with classes and also behavioural management. It has been a great time!!”

“Matraville High School was a great environment to begin my placement. It was eyeopening regarding the amount of work teachers are required to do, but also inspiring about the teachers care for the students.”

“The experience of working in Matraville was a joy, and it gave me a better understanding of being a teacher.”

#### *On organisation of the placement:*

“I had one supervising teacher but worked with many teachers, I thought this was very helpful because i was able to gain insight into different approaches by different teachers as well as different types of classroom environments.”

“It's unfortunate how UNSW's Trimester system does not conveniently link up with the general four-term system of High Schools, as it meant this placement started 3 weeks before the start of our second term, in our break.”

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### **Reflections and recommendations:**

*The results seen from pre-service teachers' experience at Matraville are among the strongest outcomes of the MEP. The aim of improving UNSW teacher education and the teaching community at large is being achieved through equipping these students with diverse practical experiences and through teachers having positive experiences of mentoring incoming members of the profession.*

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## MSHS Teacher Experience and Capacity Building

### Tell Them From Me Survey

MSHS teachers, like parents and students, completed a Department of Education Tell Them From Me survey. While many items measured by this survey do not relate directly to the MEP, some findings are interesting. For example, compared with 2020, questions around staff morale and perceptions of leadership are markedly improved:

Survey item	2020 % agreement	2021 % agreement	2022 % agreement
<b>Morale amongst staff at my school is good.</b>	20%	63%	68%
<b>School leaders in my school are leading improvement and change</b>	56%	71%	72%
<b>School leaders clearly communicate their strategic vision and values for our school.</b>	48%	77%	61%

Of interest due to the school's participation in initiatives such as the Culturally Nourishing Schooling Project are teachers' responses about their confidence with Aboriginal education. However, the question is oddly worded, seeming to imply that teachers should report on teachers in their school generally, rather than their personal answer to this question. This data does provide an interesting contrast with the student report mentioned above, in which **only 54% of Aboriginal students surveyed believe their teachers have a good understanding of their culture.**

Survey item	2020 % agreement	2021 % agreement	2022 % agreement
<b>Teachers in my school are confident in their capacity to meet the needs of Aboriginal students</b>	Question not asked	83%	75%
<b>Teachers in my school have the knowledge required to engage with students on Aboriginal cultures and histories.</b>	Question not asked	86%	83%

## MEP Survey

In late 2022 Matraville staff members were emailed a survey seeking feedback on the UNSW Matraville Education Partnership undertakings that occurred that year; however, only three staff members completed this survey, perhaps due to the timing of distribution late in the year, making the results difficult to generalise from.

Of the few respondents, all reported that they wanted either the same amount or more involvement in the partnership in the future, and they had positive experiences working with pre-service teachers. All agreed that the UNSW Partnership is beneficial to the school.

Asked to summarise the partnership, participants wrote:

Invigorating

UNSW partnership supports the growth and development of both students and staff at the school.

An ongoing education partnership that allows Matraville students and teachers to experience the opportunities at university, working with academics and delivering programs at school that benefit our community.



Image: Matraville Sports High School Teachers, Jacquie Manning, 2022

Teachers were asked to rate 7 statements on a Likert scale of 1-5 (1 = Strongly Disagree; 5 = Strongly Agree)

Most items showed improvement and showed a positive attitude of the staff toward the Partnership; however, again, these results represent only a few teachers so no calculation of gain/loss has been included:

Survey item	2015 (% agree)	2016	2017	2018	2019	2020	2021	2022
<b>The UNSW partnership adds value/is beneficial to our school</b>	96%	96%	97%	100%	100%	88%	94%	100%
<b>I am proud to say I work at Matraville</b>	96%	88%	97%	100%	82%	88%	100%	100%
<b>Matraville students have benefited from the partnership</b>	87.5%	92%	90%	94%	91%	94%	94%	100%
<b>I felt I was able to share valuable knowledge and experience with the PSTs I worked with</b>	82%	75%	90%	76%	100%	82%	76%	100%
<b>The UNSW partnership has allowed me to update my skills/pursue professional learning opportunities</b>	45.5%	44%	43%	69%	55%	41%	59%	100%
<b>I feel my voice is valued by those administrating the partnership</b>	63%	64%	52%	82%	82%	53%	94%	100%
<b>Working with PSTs has helped me feel more energised/engaged with the teaching profession</b>						53%	76%	67%

### Qualitative Comments from teachers:

Positive outcomes from the Partnership:

- "ECT mentoring provided an interesting perspective to learning and teaching, shaping my pedagogy."
- "The presence of PST allowed me to do different activities that could be supported. It allowed smoother operations of activities to occur."
- "Allowed me to engage with students more one to one and make sure that each student had been attended to."

Recommendations for improvement:

- More opportunities for junior students to attend UNSW
- More opportunities for excursions



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### **Reflections and recommendations:**

Teachers accessing professional learning opportunities saw a marked increase, attributable perhaps in part to the Culturally Nourishing Schools project getting underway at MSHS as well as online offerings from UNSW increasing (e.g. Ignite the Spark and online professional learning courses). The dip in feeling able to share skills and knowledge with PSTs makes sense in light of long periods of remote learning. Overall the high levels of agreement with most items show the partnership is still adding value to teachers' experiences despite the challenging conditions of the last two years.

Teachers who have been at the school for many years have noted the difference between the level of on-site support that used to be provided versus the current arrangement (related to the number of days allocated to the Manager's position, along with unavoidable Covid-related issues). Better communication with staff as well as support for them to better support UNSW students could be possible if this role were to be expanded.

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### *Participation in Professional Learning*

Professional Learning offerings from UNSW are not at their pre-pandemic levels, and many of the Matraville staff most likely to take up these opportunities have already completed the Mini-COGE, mentoring, and Autism courses frequently offered.

However, Karen Maras' mentoring of MSHS Early Career Teachers continued, with Prof Terry Cumming and Dr Ellen Lee also supporting this initiative. ECTs were given weekly release time and 1-2 meetings per month with the UNSW team to support various aspects of their practice.

Additionally, the Culturally Nourishing Schools project involved another 10 staff members in ongoing Professional Conversations and two-day workshops on Curriculum and Learning from Country.

Free professional learning through UNSW undertaken by staff in 2022:

<b>Number of Staff</b>	<b>Course</b>	<b>Topic</b>
10	Culturally Nourishing Schools conversations and workshops	Aboriginal and Torres Strait Islander education
6	Early Career Teacher Mentoring	various

### *Special Initiatives and Events*

About two-thirds of MSHS staff were directly involved in UNSW special initiatives, from professional learning opportunities to student-centred opportunities (e.g. excursions and incursions previously mentioned). At the end of the year a staff appreciation event was held – a "Staffernoon Tea" in which MSHS and UNSW staff were all invited to celebrate the year's accomplishments. This was attended by all MSHS staff and ten UNSW staff.

## Publicity

One notable accomplishment was the completion of a professional photo shoot in December 2022 to provide updated high-quality photos to use in future MEP and UNSW publicity.

In 2022 the following MEP related activities received positive publicity and the community impact of the partnership was spotlighted. *Links to selected media and internal newsletters:*

8.3.22	School of Education eNews	Accolades for Nura Gili Pre-Education Program	
Term 1 2022	MSSH Newsletter	Focus on UNSW afterschool programs	
26.4.22	UNSW Newsroom	Matrville partnership paves employment pathway for UNSW teachers	<a href="https://www.unsw.edu.au/news/2022/04/matrville-partnership-paves-employment-pathway-for-unsw-teachers">https://www.unsw.edu.au/news/2022/04/matrville-partnership-paves-employment-pathway-for-unsw-teachers</a>
8.6.22	Dean's News and Views	Matrville Uni Taster Program	
20.6.22	School of Education eNews	Celebrating Uni taster program and Matrville employment story	
15.8.22	School of Education eNews	Gateway Faculty Day, GERRIC, MTeach Immersion, and Tree Planting event	
31.8.22	UNSW Newsroom	Closing the other gap: instilling Indigenous knowledge in young hearts and minds	<a href="https://newsroom.unsw.edu.au/news/social-affairs/closing-other-gap-instilling-indigenous-knowledge-young-hearts-and-minds">https://newsroom.unsw.edu.au/news/social-affairs/closing-other-gap-instilling-indigenous-knowledge-young-hearts-and-minds</a>
8.9.22	School of Education eNews	Art & Design "In the Making" program	
Term 3 2022	MSSH Newsletter	Various UNSW Future Students Hub activities featured	<a href="https://matrasport-h.schools.nsw.gov.au/content/dam/doi/sws/schools/m/matrasport-h/image/newletter/Term_3-_2022.pdf">https://matrasport-h.schools.nsw.gov.au/content/dam/doi/sws/schools/m/matrasport-h/image/newletter/Term_3-_2022.pdf</a>
15.12.22	InsideUNSW	<b>Students from Matrville High visit UNSW to experience study and work on campus</b>	<a href="https://www.inside.unsw.edu.au/social-impact/students-matrville-high-visit-unsw-experience-study-and-work-on-campus">https://www.inside.unsw.edu.au/social-impact/students-matrville-high-visit-unsw-experience-study-and-work-on-campus</a>

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### Reflections and recommendations:

*These instances of publicity are positive, and celebrate an exciting return to most face-to-face operations. They also highlight the positive long-term effects of the Partnership on student employability and infusing the school with the energy of young and early-career teachers. The school's reputation is improving in the surrounding community and enrolments continue to grow even mid-year, with some in-area students returning after initially trying other schools. More effort must be made to publicise the positive work of the MEP in order to continue to improve greater community perception.*

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## Summary of Strengths and Challenges

This report has highlighted many notable strengths of the Partnership across another very challenging year, including:

- Providing meaningful learning experiences for UNSW education students; preparing them to be effective teachers of diverse students
- Building positive perception about MSHS and UNSW among the Matraville community, including teachers and parents
- Collaboration and community engagement which support key research and teaching initiatives, particularly with regard to Aboriginal and Torres Strait Islander education initiatives
- A return to face-to-face initiatives, including many enrichment opportunities for MSHS students held at UNSW and with industry partners

Resourcing for the MEP is the principal challenge faced. The Program Manager's role was made continuing in early 2022 at a 0.4FTE entitlement, which is a positive step forward. Still, this has proven to be just enough time to cover existing activities, and with substantial help from the MSHS site-based coordinators. Some new initiatives were able to be implemented, most notably the Future Students Hub suite of activities. Other initiatives, such as creation of a quarterly newsletter, reinstatement of programming for parents, and outreach from faculties beyond ADA have not been able to be actioned.

In the last two reports we noted that while **many aspects of the MEP are flourishing, particularly in the areas of pre-service teacher experience, research, and community engagement, the actual translation into access to uni for low-SES and Indigenous students is a major area to be strengthened.**



Image: Matraville Sports High School students and family members, Jacquie Manning, 2022

## Ideas for future focus

In last year's report, the following ideas were put forward as potential areas of focus if resourcing permitted. The items in **GREEN** are the only ones which were able to be actioned in 2022.

- In-depth follow-up with recent MSHS graduates from the last 4 years – students who experienced MEP activities while at high school – to understand reasons for their post-school decisions – why they did or did not attend uni (and UNSW in particular), what factors enabled or constrained their ability to either attend uni or remain there if admitted.
- Parent workshops/offering to help support their children's admission to or success at uni
- Mature-age student clinic/outreach: one-on-one support for local community members – primarily parents and non-teaching staff in local schools such as AEOs – about their options for further study
- Microcredentialing and transfer into M.Ed. degrees – work with MSHS and LBCOS staff on further PL options and support those who may wish to pursue an M.Ed. or research degree to enrol at UNSW
- In-depth literacy support for MSHS students who arrive from primary school with significant literacy difficulties.
- **Revive in-person M Teach Indigenous Immersion and Nura Gili Pre-Education Programs supported by on-the-ground collaborations with MSHS staff and students and local AECG.**
- **Revive pre-Covid initiatives such as in-person excursions to UNSW, Maths Ambassadors volunteer program, Work Experience offerings at UNSW**
- Revive quarterly newsletter for parents and wider community subscribers
- Make connections with UNSW teaching staff from a range of departments who are open to have MSHS students visit their lectures or tutorials as a uni "taster", and implement excursion program
- Work with Development Manager and UNSW Sport and Scholarships representatives to offer clear pathways for elite sporting scholarships for MSHS students to attend UNSW.
- **Revive school holiday offerings** and expand afterschool offerings
- **Involve ADA academics in outreach activities and projects via a "Matraville Future Students Hub", targeting gifted and talented aspirational students from MSHS**
- Add NESA accreditation for UNSW to train Technological and Applied Sciences (TAS) teachers using Matraville as a site for training in various TAS subjects (design and technology, Hospitality, metal/woodworking, agriculture, etc).
- **More regular communication with MSHS staff via attendance at staff/faculty meetings, special events, and small group meetings to receive feedback about the Partnership and make them aware of upcoming opportunities and initiatives planned**
- **More regular contact with MSHS students designed to build connection to UNSW – ADA Indigenous uni taster days**, "why should I go to uni?" lunches with MEP manager and current students, visits to assemblies and Year Meetings to make students aware of upcoming opportunities and initiatives planned.

The initiatives above which were not able to be actioned are still ones we hope to be able to pursue in the future, along with:

- Expansion of the Future Students Hub initiative to include other faculties beyond ADA

With a foundation of genuine relationships, goodwill and community engagement, a great deal is possible. The MEP enables UNSW to achieve its overarching strategy and to act on its values of excellence, respect, building collaboration, embracing diversity, and driving innovation. The more UNSW people and work units who get involved, the stronger the Partnership with our local community becomes.