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UNSW Matraville Education Partnership Annual Report 2018



Clockwise: UNSW ASPIRE staff assist Year 12 students with completing their UAC applications;

Year 7-9 students attending the Sensory Science Day at UNSW;

Year 12 student Petelo Taunaholo with his UNSW maths tutor of several years Evie Podlich, at graduation

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Executive Summary

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

The MEP improves **research quality and knowledge exchange** by providing a location for cutting edge educational and social science research that draws on and feeds back to the community local to UNSW. With a diverse population from many cultural and socio-economic backgrounds and a wide range of ability levels, Matraville Sports High School (MSHS) and its surrounds are a microcosm of the wider Australian community. A key research initiative is the Culture, Community and Curriculum Project (p. 24) which builds capacity of teachers and Aboriginal community members to engage with each other. The free Parent Public Lecture Series (p. 23) connects UNSW academics with audiences that can benefit from their expertise.

Academic excellence is supported not just through research opportunities but also through improvements made to the quality of the student experience at UNSW. Because of the MEP, all pre-service education students (from both undergraduate and Master of Teaching programs) gain more practical experience in schools and community-supported coursework in Indigenous education. Students undertaking a placement at Matraville report improvements in their overall learning, in their confidence to teach students from diverse backgrounds and ability levels, and in their certainty that teaching is the right career choice for them (p. 27). Students consistently rank the Master of Teaching Indigenous Intensive program as a highlight of their degree (p. 25). Notably, the MEP contributes to academic excellence for MSHS students as well, as evidenced by gains in NAPLAN and HSC results since UNSW involvement began (p.10).

Social engagement is key to the MEP, whose initiatives create stronger support and aspiration for students who have been disadvantaged by educational and social systems to access higher education. This year the Skills Program for Individual Needs (SPIN) holiday program provided extra support for HSC students (p. 5), and the involvement of ASPIRE (p.7) feed into UNSW's goals for **equity, diversity and inclusion**.

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

The following pages enumerate the 2018 activities and accomplishments around our four strategic goals: **to extend the student experience, engage the school community, enrich initial teacher education and applied research, and to enhance teacher professional learning**.

Extend the Student Experience

The MEP aims to “share the wealth” of resources that UNSW has to offer with students at MSHS and the LBCOS who may experience educational disadvantage. UNSW supports extracurricular programs, excursions, guest speakers and technology that would be inaccessible to MSHS otherwise due to its size and resourcing. The following components and initiatives represent the opportunities MSHS students have received in 2018 as a result of the partnership.

Key Components

Before/Afterschool Programs

70% of MSHS students say that the afterschool programs offered by UNSW are an important part of their school experience.

Homework Centre

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



By the numbers...

- Homework Centre was regularly attended by 15-25 students per day in 2018.
- The demographics of students attending Homework Centre mirror the demographics of the school as a whole.
- 2/3 of MSHS students reported utilising the Homework Centre in 2018, and unanimously agree that attending helped improve their marks or study habits.

Music Ensemble

UNSW music students and those who play a musical instrument support the MSHS music teacher in an afterschool “band” that meets each Tuesday afternoon 3:00 – 4:30pm. Students work toward building a performance repertoire for assemblies and special events, and when there are enough UNSW volunteers they break off into small groups for specific instrument or singing lessons. Many students at MSHS exhibit great musical talent but cannot afford private music lessons or their own instruments.

STEM Program

Thursday afternoons, UNSW supported a variety of STEM programs that rotated each term. Kodo Academy offered coding lessons during Term 1, after which MSHS teachers offered lessons in Arduino coding and circuitry, website building, and Cooking + Chemistry (“MatraChef”). These programs were beloved by students and we hope to continue them in 2019.



Above: Faith and Christin making fairy floss as part of the “MatraChef” afterschool program.

Holiday Programs

Skills Program for Individual Needs (SPIN)



In 2018 we continued to provide an academic tutoring opportunity for MSHS students in the school holidays. The April programs were open to students from all year levels, meeting with a tutor from the Master of Teaching program at UNSW who satisfied coursework requirements in Student Engagement. The September program focussed on HSC readiness for Year 11 and 12 students. Tutors from the Bachelor of Education program helped students with exam and study skills, understanding and practice of past papers, and concept development.

30 students and 30 tutors took part in the program across both semesters. Evaluation results from surveys completed by 23 students are summarised below.

- 96% of students agreed that the program was a worthwhile experience, and all students agreed that working with a tutor was helpful to their learning.
- 91% of students felt they learnt skills that would help them during or after high school through the program.
- 87% of students felt more confident to approach a difficult text, problem or task as a result of the program.
- 68% of students reported that working with a tutor made them more interested in going to university, a 15% increase since last year.

Student comments:

- *“They make us learn more than in class. She’s very helpful, she teaches me stuff that I could need in the future.”*
- *“[Tutors] explained things good and helped improve on my work.”*
- *“The tutor was very helpful, insightful and inspirational and motivational.”*
- *“My tutor was great because she taught me a lot of things I didn’t know.”*
- *“She was a very lovely tutor and she helped me improve my learning better. I’m glad I had her as my tutor.”*

Students were charged \$50 to attend the April SPIN program to cover food and materials costs and to help ensure more consistent attendance. 75% of students surveyed reported that they found this cost reasonable. Some families discussed financial hardship with the coordinator and were not made to pay. In September, the structure was more of a “drop in” for studying on particular days and times; students provided a gold coin donation for each day attended and this covered the costs of program incidentals.

GERRIC

As in previous years, the GERRIC student programs were made available to MSHS students. A \$50 fee was charged to contribute and ensure attendance.

One MSHS student attended the January 2018 program and four attended the July 2018 program.

Nura Gili Winter School and Pre-Programs

Nura Gili pre-programs were promoted to Aboriginal staff and students at MSHS. The Division of Equity, Diversity and Inclusion provided financial support for an Indigenous PhD student to assist students with their applications. One student was selected for Winter School, but chose not to attend, afraid of being the only student from her school there. One student was also selected for the Pre-Business Program, but could not attend due to the requirement to stay on campus as she had carer responsibilities at home overnight for her elderly grandfather.

We will continue to develop the relationship with Nura Gili in 2019 in hopes of improving pathways for Matraville students into their valuable programs.

Excursions and Incursions

- ASPIRE sponsored various events across the year, including meetings with On-Track mentors and group uni open days for various year groups. Most significantly, they sent staff to assist Year 12 Matraville students with their UAC applications, resulting in 12 students – about half the Year 12 cohort – applying to uni.
- ABC News offered studio tour excursions and invited students and parents to their ‘teaching special’ in October. Nigel and Ziggy Williams attended with Program Manager Katherine Thompson.
- Matraville music students performed at the School of Education annual awards evening.
- Various UNSW departments offered work experience placements to 12 MSHS Year 10 students. Students worked in the School of Medical Sciences labs, School of Arts and Media, UNSW Library, UNSW School of Education, School of BEES, School of Mathematics and Statistics, and with the Ngala Nanga Mai program at Sydney Children’s Hospital.
- Four MSHS teachers and two Aboriginal community members collaborated on curriculum delivery as part of the Culture, Community and Curriculum Project (CCCP).
- Law students from the Kingsford Legal Centre presented several times across the year to senior geography and Aboriginal Studies students.
- Sydney Story Factory continued their creative writing workshops with various year groups each term.
- UNSW students crafted lessons around the HSC All My Own Work academic honesty modules which were delivered to all Year 10 students.



Above left: Year 12 students attending UNSW Open Day

Above right: School Captain Ziggy Leister-Williams and his father Nigel Williams attending a taping of ABC’s “Q&A”

Material Resources

Various departments at UNSW contributed a number of material resources to the school in 2018, such as:

- Binders and stationery for use in the AVID program (UNSW Human Resources)
- Laboratory equipment and glassware (UNSW Science)
- 20 all-in-one HP computers/monitors (FASS Technical Resource Centre)
- 3-d printers, laser cutters, and Makerspace outfitting advice (UNSW Art & Design)
- Gelato cart for MSHS Open Day (School of Education)
- Scholarships and prizes (School of Education, Nura Gili, Mr Stan Cowper)
- Several staff and students from UNSW School of BEES Geology department have assisted the MSHS laboratory manager in labelling and categorising rock collections in the MSHS science storerooms

In-School Academic Support and Mentoring

Drama

Led by a UNSW Drama Education student who volunteered her time, Drama graduated this year from being an informal afterschool program to a timetabled course for students in the Support Unit for students with intellectual disabilities. Students from S1, S2 and S3 attended Drama for six periods a fortnight, undertaking confidence-building activities, learning communication skills, and preparing for a performance. In 2018, S1 and S2 classes performed a short production of Dr Seuss' "Oh, the Places You'll Go!" for their peers, families, staff members, and UNSW guests.



Work Experience

Year 10 students spend two weeks on Work Experience in November of each year. While a few work experience placements for Matraville students have been offered by UNSW in the past (within the School of Education, School of Arts and Media, and ASPIRE), this year seven students received placements across the university with two others placed with partner organisations: the

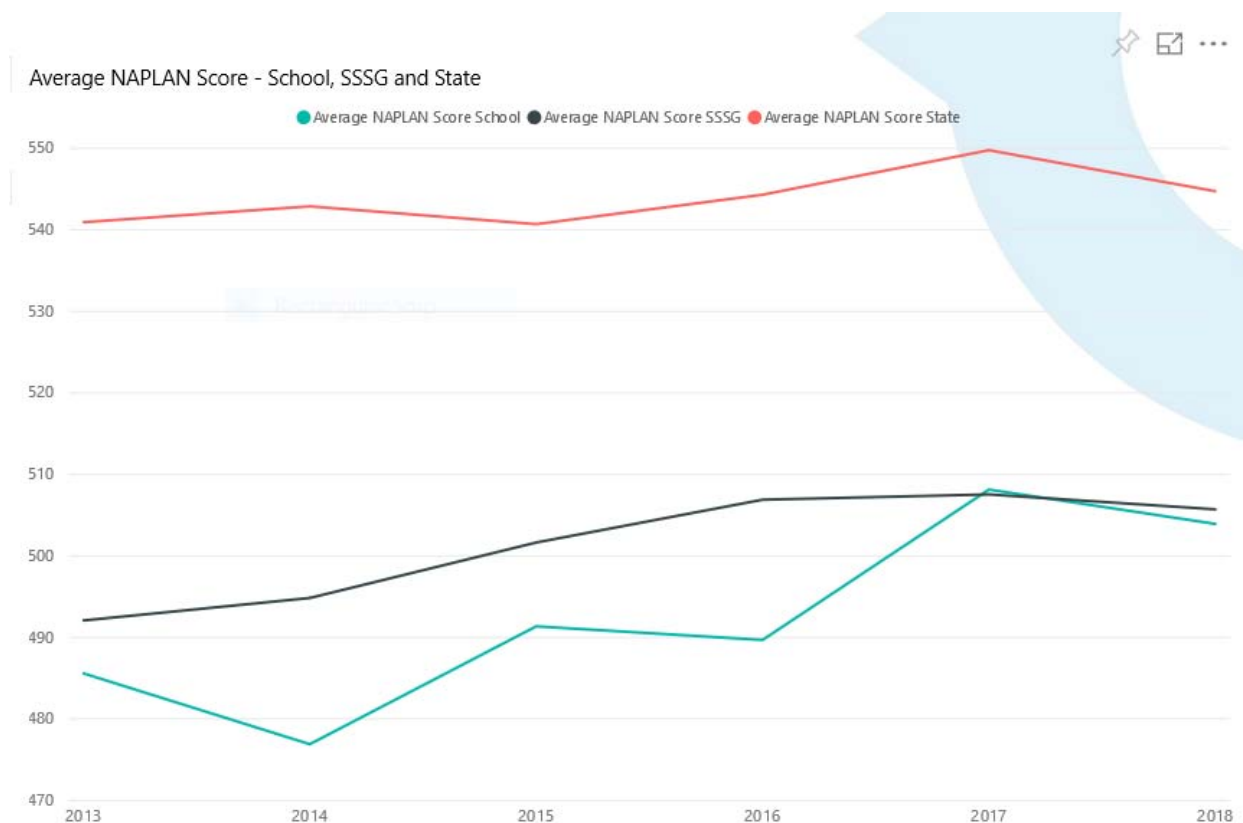
Sydney Story Factory and the Ngala Nanga Mai Parent Group through Sydney Children's Hospital. Some sponsors were MSHS alumni themselves and were very positive toward hosting students.

Work experience placements were undertaken in the School of Education, School of Arts and Media, ASPIRE, UNSW Libraries, School of Mathematics and Statistics, ARC Centre of Excellence for Australian Biodiversity and Heritage (within the School of Biological, Earth and Environmental Sciences) and School of Medical Sciences science labs.

Literacy and Maths Mentoring

Year 7 and Year 9 students participated in NAPLAN Literacy and Maths mentoring across Terms 1 and 2. Master of Teaching INSTEP students worked each week on writing techniques with Year 9 students.

The School of Mathematics and Statistics continued their program in which UNSW Mathematics students worked each week with Year 7 students across Terms 1 and 2. The program was received enthusiastically by students and mentors alike, and their progress was also reflected in NAPLAN results: 60.6% of students achieved at or above expected growth (5% more than in 2017). While trend data for this year shows a slight dip (below), this is mirrored in both similar schools and state averages, so Matraville is not unusual in that regard.



Student Academic Outcomes

NAPLAN

Year 9 results in NAPLAN are considered the best available standardised measure of the school's impact on student literacy and numeracy, as Year 7 is more a measure of students' academic performance coming out of primary school. Growth levels, especially in numeracy, are extremely positive for this year's Year 9 class, and while this cannot be attributed solely to UNSW involvement, these students have benefited for their full three years at MSHS from the activities of the UNSW Partnership. It is unclear why growth in writing scores dipped from the previous year cohort (though it remains high compared to years prior to the UNSW Partnership).

At or above expected growth

	All Students	Aboriginal students
Reading	2015: 55.9% 2016: 70.8% 2017: 50% 2018: 53.2%	2015: 50% 2016: 83.3% 2017: 66.7%** 2018: 47.8%
Writing	2015: 28.6% 2016: 0.2%* 2017: 63.2% 2018: 38.8%	2015: 23.1% 2016: 0.3% 2017: 50% 2018: 39.1%
Numeracy***	2015: 63.9% 2016: 62.5% 2017: 60% 2018: 72.3%	2015: 71.4% 2016: 71.4% 2017: 75% 2018: 78.3%

*Even this meagre amount was double the state average

**All 2017 amounts for Aboriginal students exceed state averages

***Note that in Numeracy (and some other areas) Aboriginal students exceed the performance of the total cohort.

Percentage in Top Two Bands

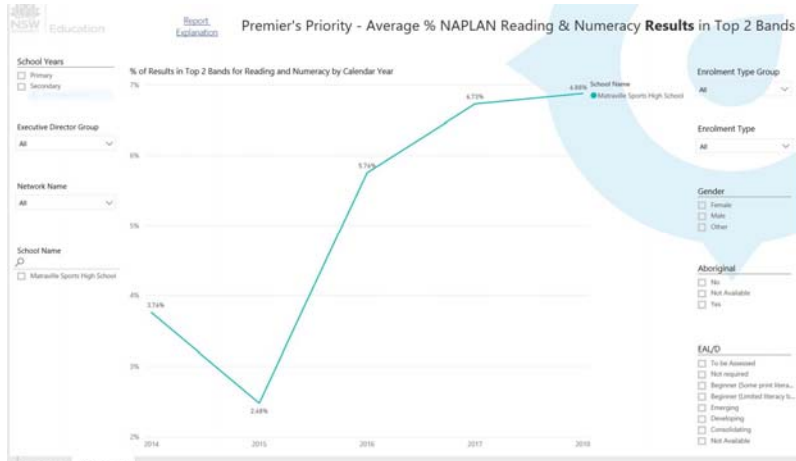
Small cohorts with high concentrations of disadvantaged students have meant there is great variability in NAPLAN scores by cohort across the last four years, and the percentage in the top two bands remains small. However, there is encouraging growth in most areas.

	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%
Writing	2015: 0% 2016: 0% 2017: 0% 2018: 1.8%	2015: 0% 2016: 0% 2017: 0% 2018: 3.8%*
Numeracy	2015: 0%	2015: 0%

	2016: 3.8% 2017: 4.5%* 2018: 3.9%	2016: 0% 2017: 12.5% 2018: 0%
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*Though a small percentage, this is almost double the state average for Aboriginal students in all Department schools.

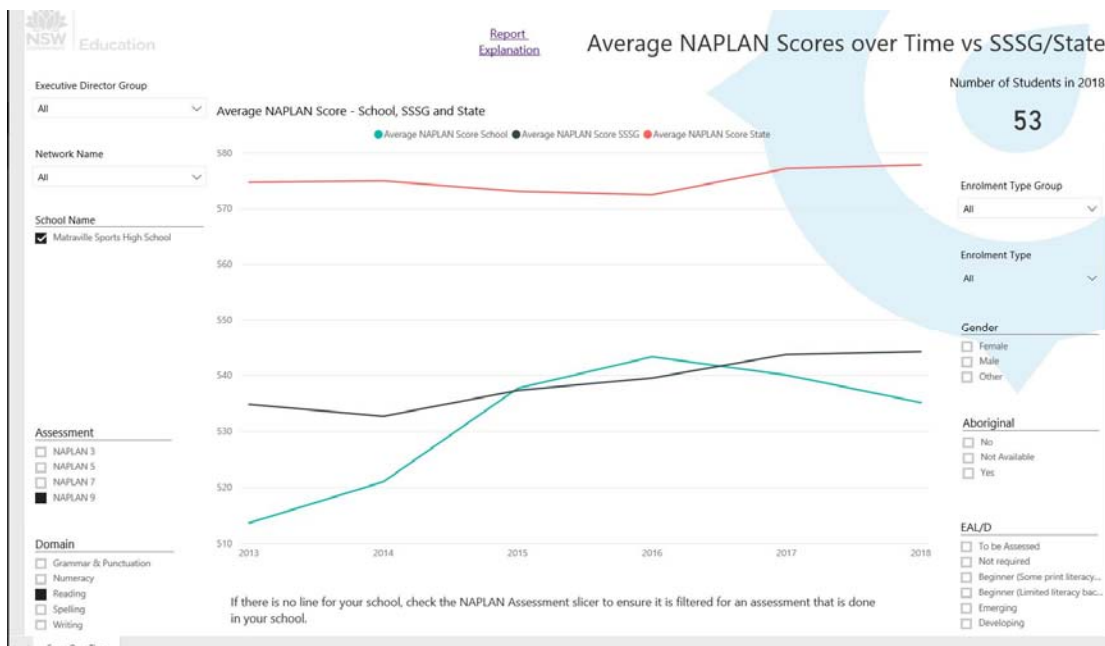
Particularly, the Premier's Priority areas show a sharp upturn over the years of the partnership:



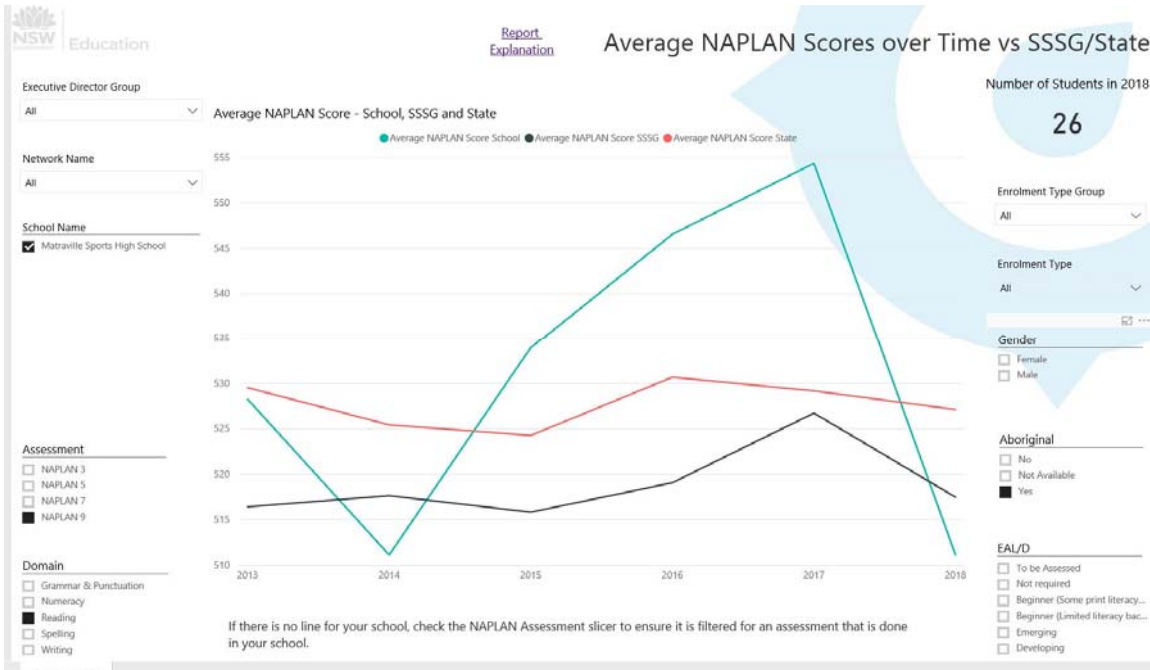
Other Trend data

Trend data for this year's NAPLAN paints a complex picture. Numeracy results are the strongest, with Aboriginal students far exceeding state averages and the rest of their cohort. Reading and writing indicate a dip but, in the case of writing, there is also a decline in scores at state level and from similar schools. Notably, Aboriginal female students are exceeding state averages for every domain.

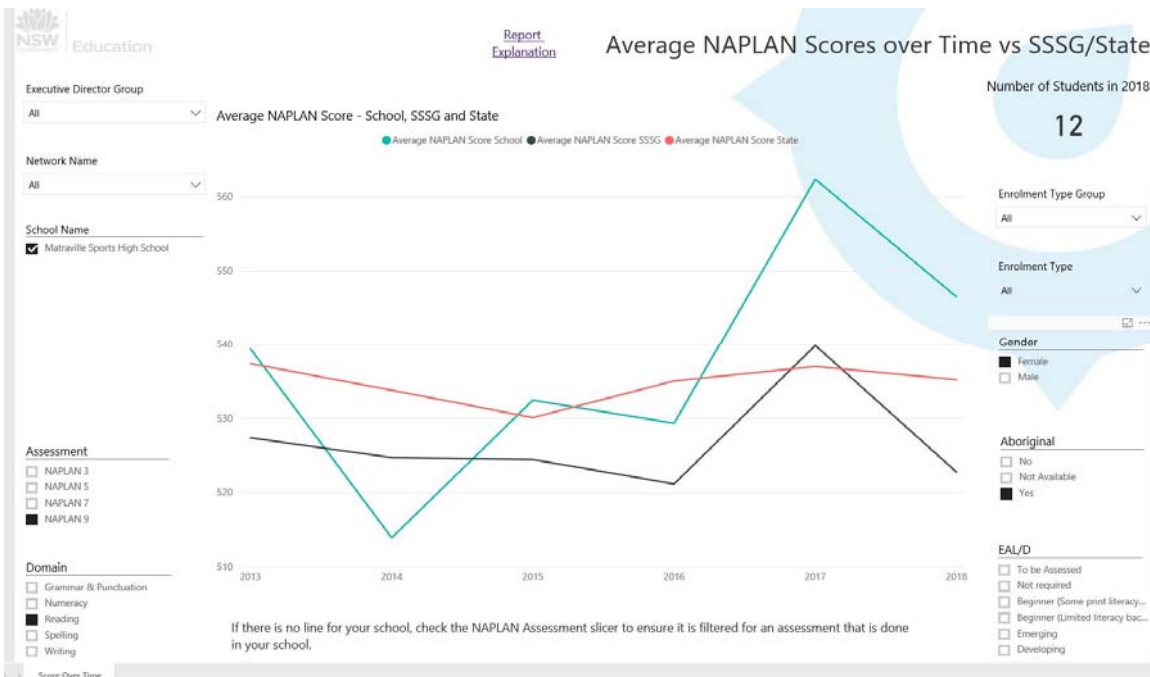
Reading – All students



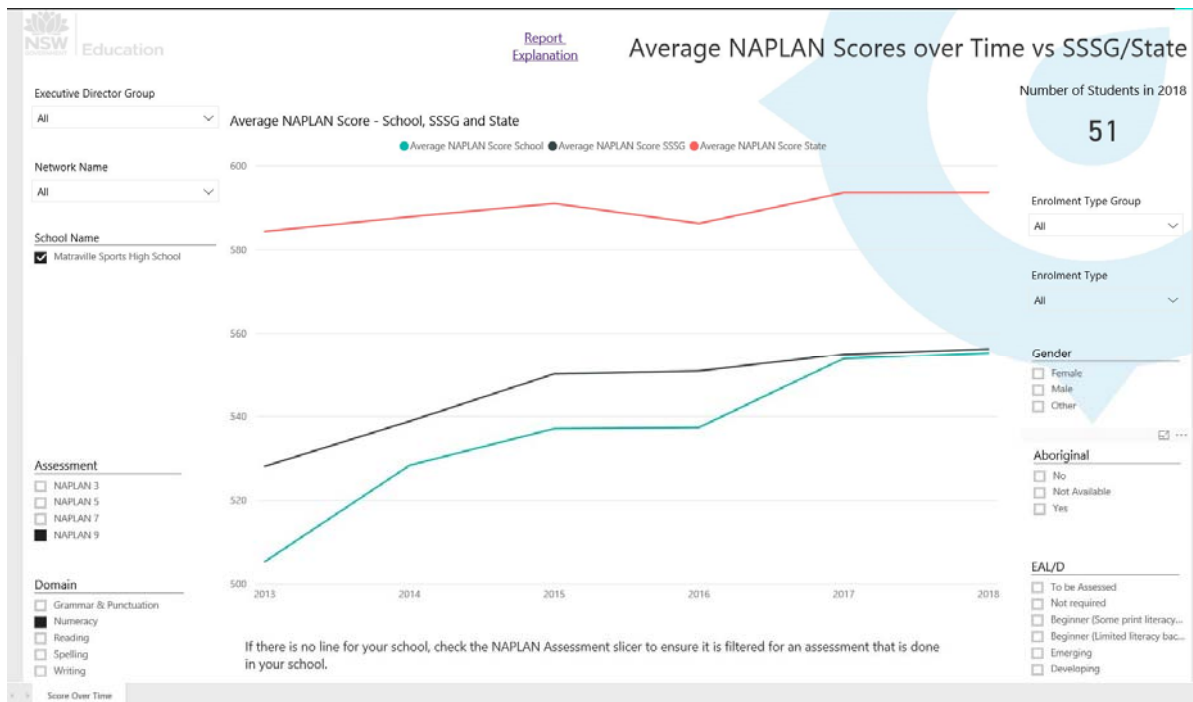
Reading – Aboriginal students



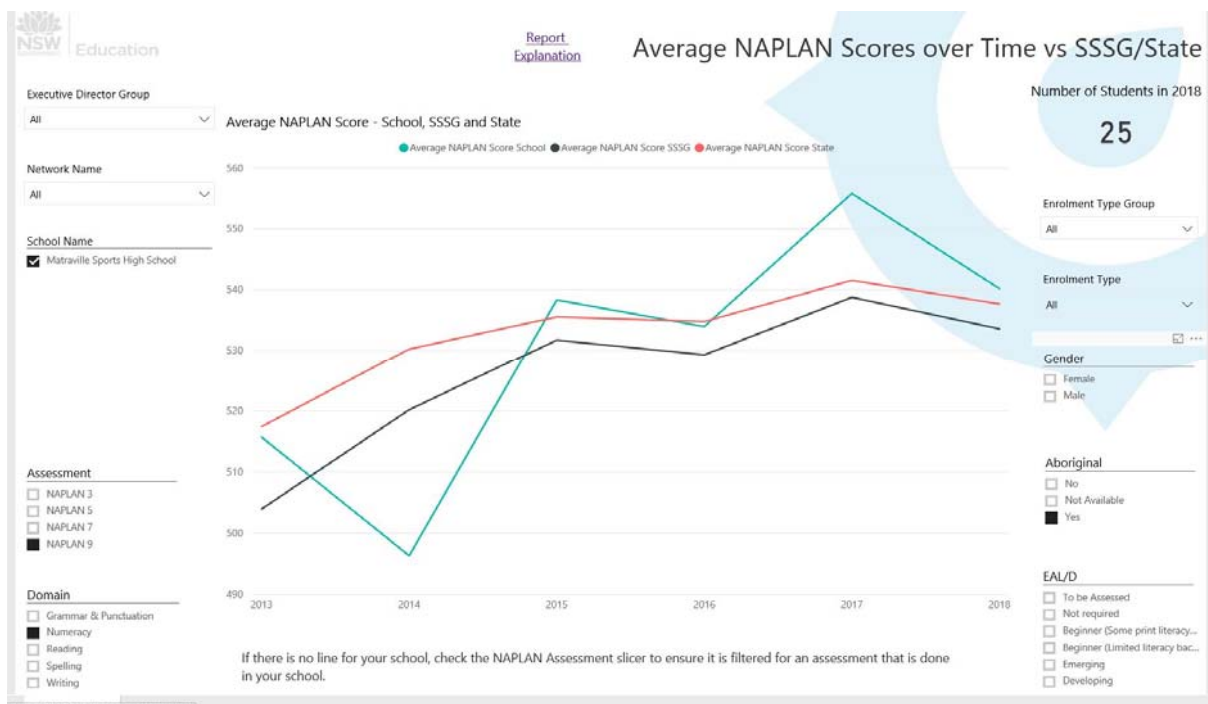
Reading – Aboriginal female students



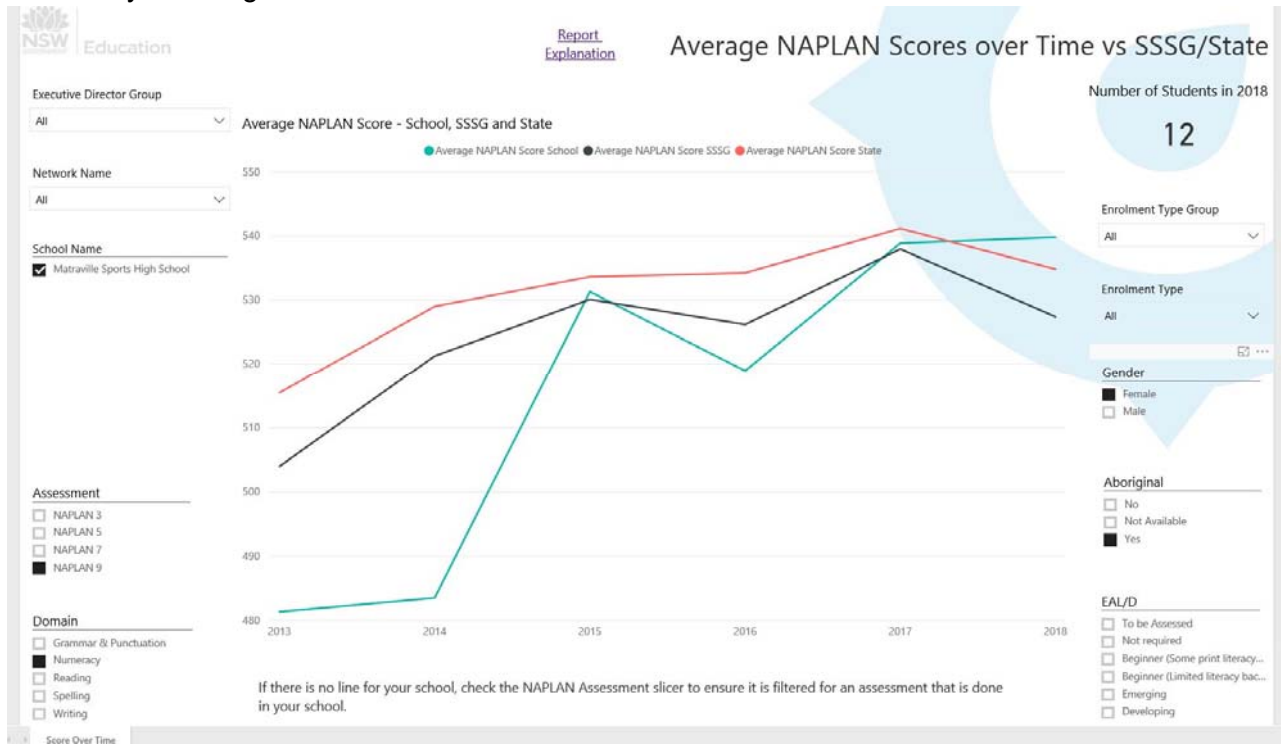
Numeracy – All students



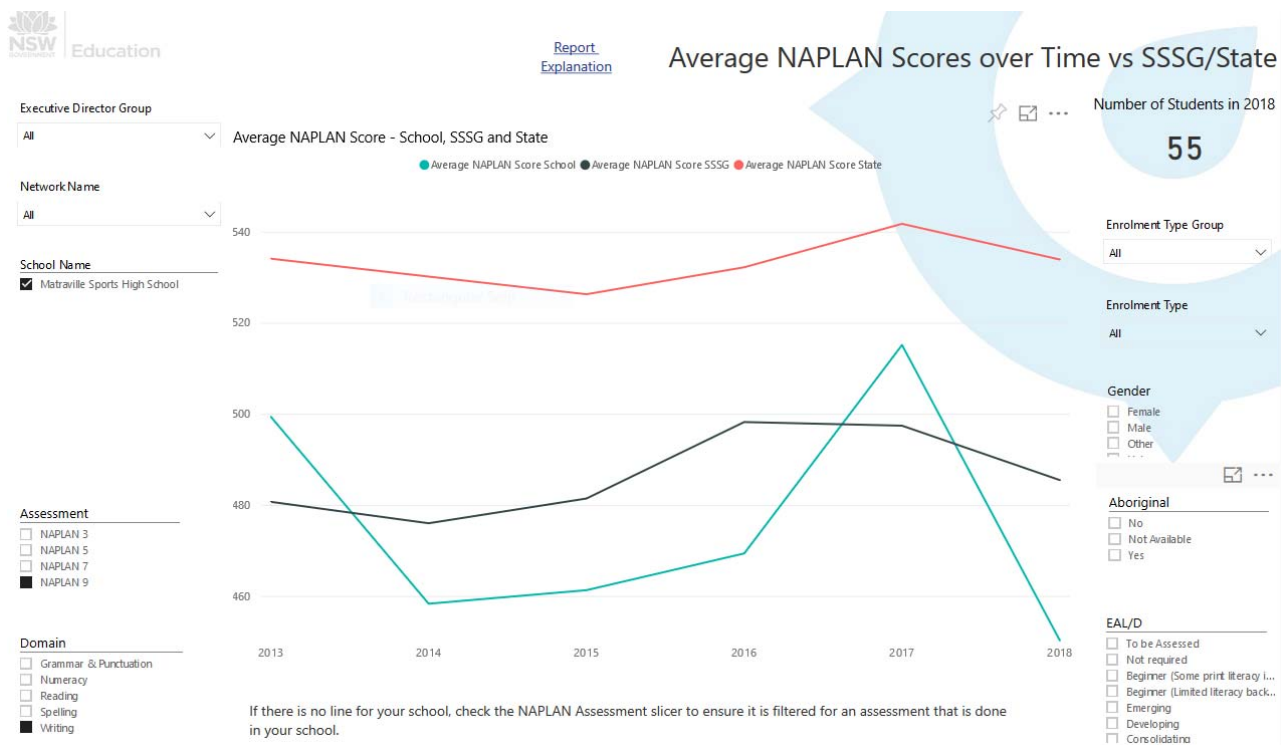
Numeracy – Aboriginal students



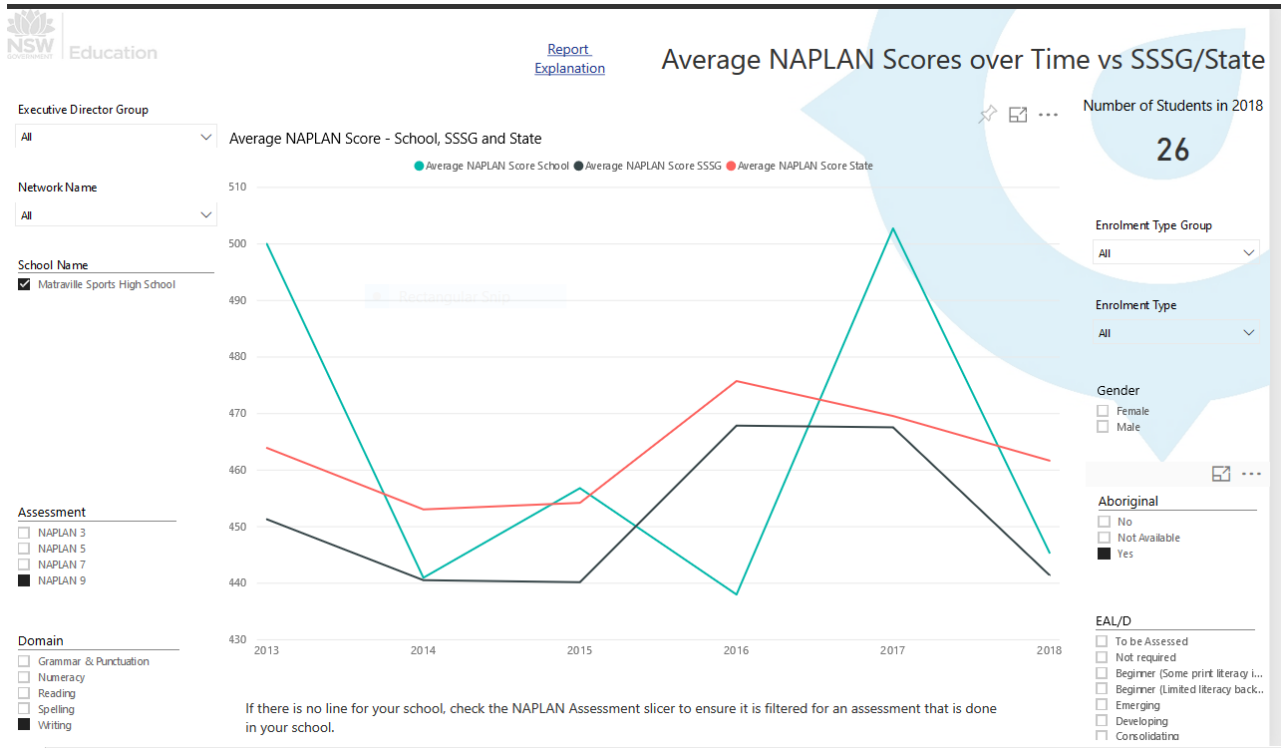
Numeracy – Aboriginal female students



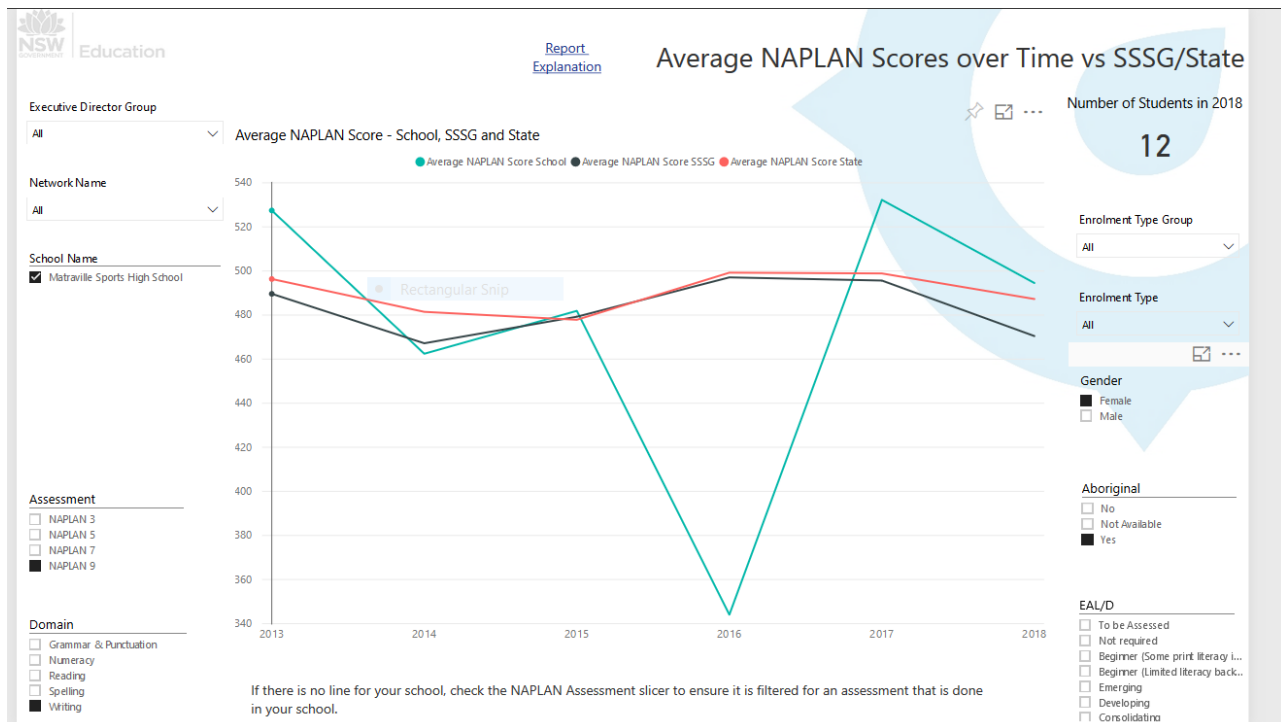
Writing – All students



Writing – Aboriginal students



Writing – Aboriginal female students



HSC

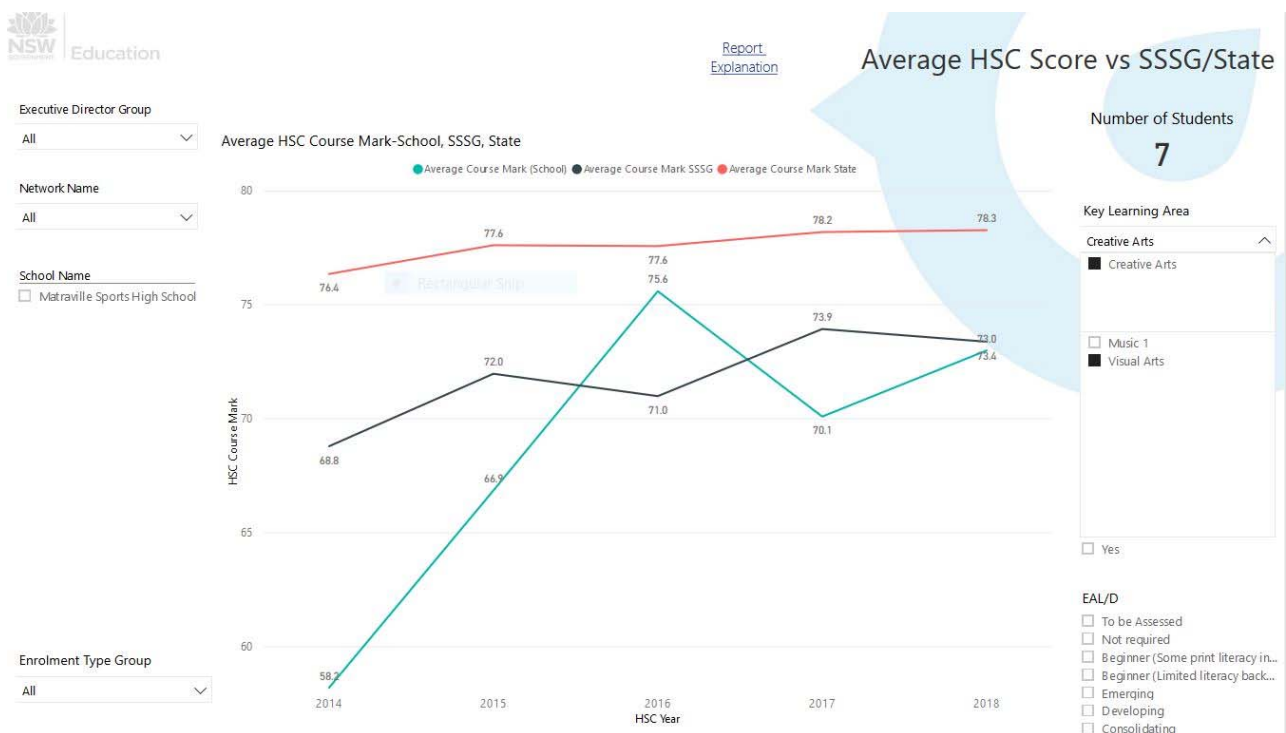
HSC results are highly variable from year to year with such small cohorts, and so finding meaningful trends is difficult. Most notable this year is that 100% of English Advanced students achieved Band 4 or above. Several students excelled across the board, with Band 5 scores across multiple subjects and competitive ATARs. One student's work was accepted to ArtExpress and shown in the Art Gallery of New South Wales.



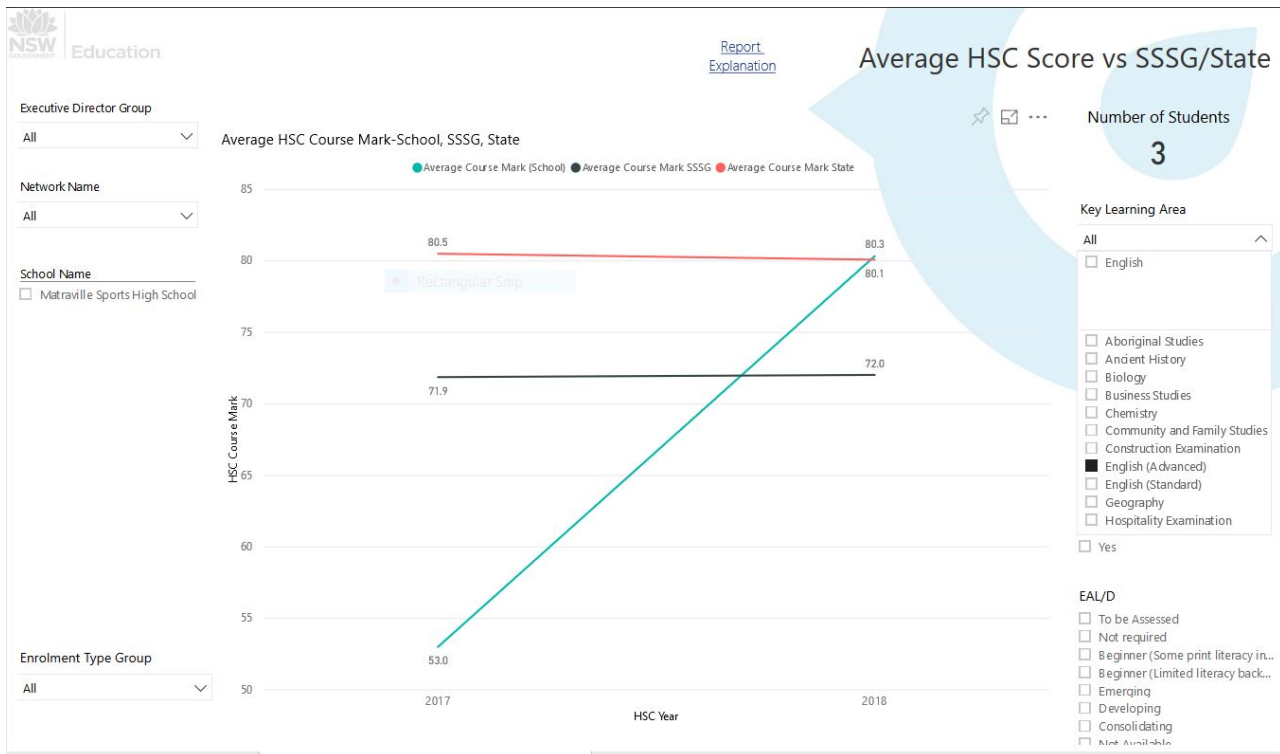
Year 12 student Kit Rodriguez with his Art Express-winning work.

The trend graphs below show a general improvement over the last several years in some areas.

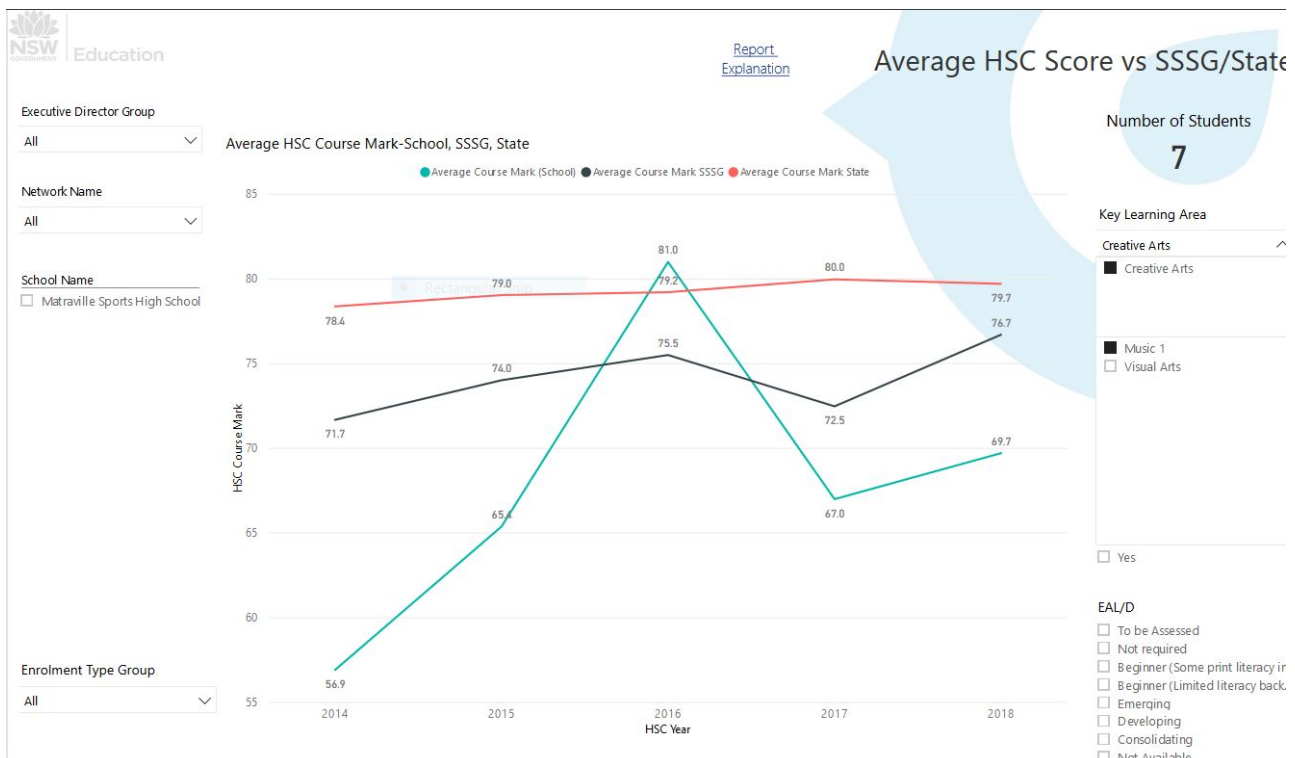
Visual Arts



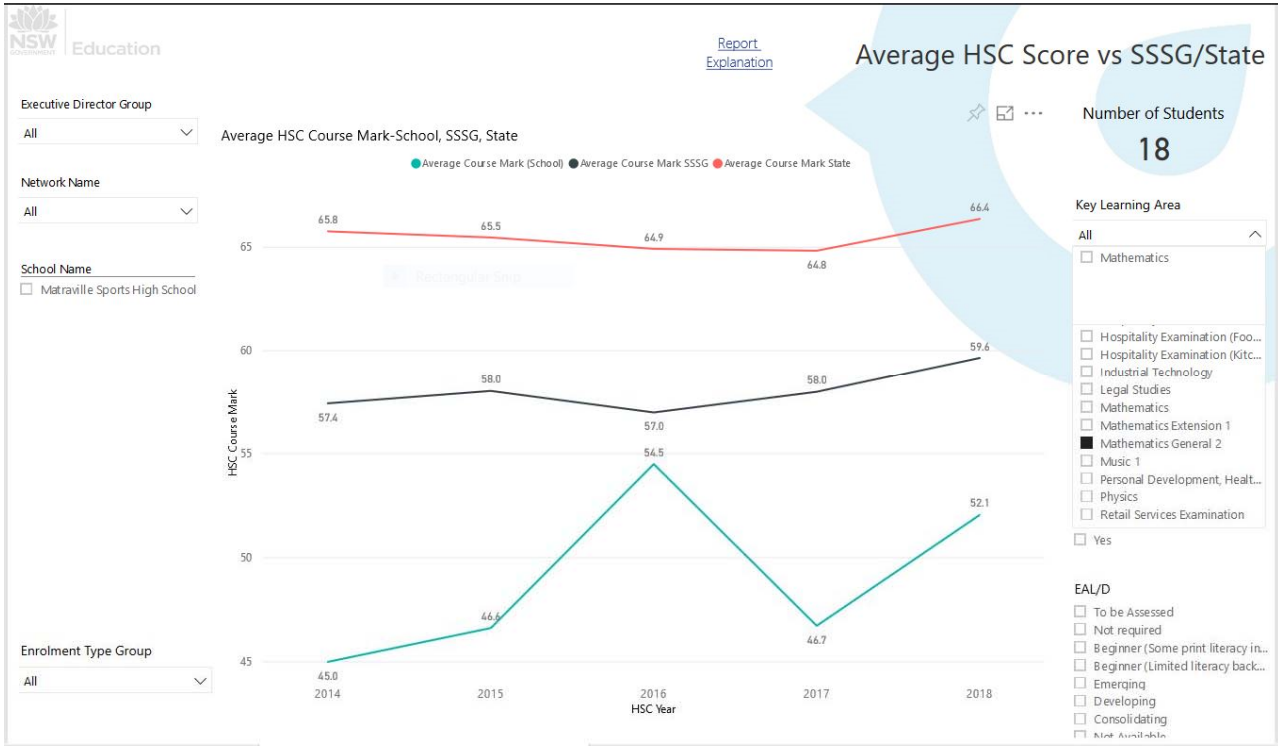
English Advanced (has only been offered at the school for two years)



Music



Mathematics General 2



Evaluation Results

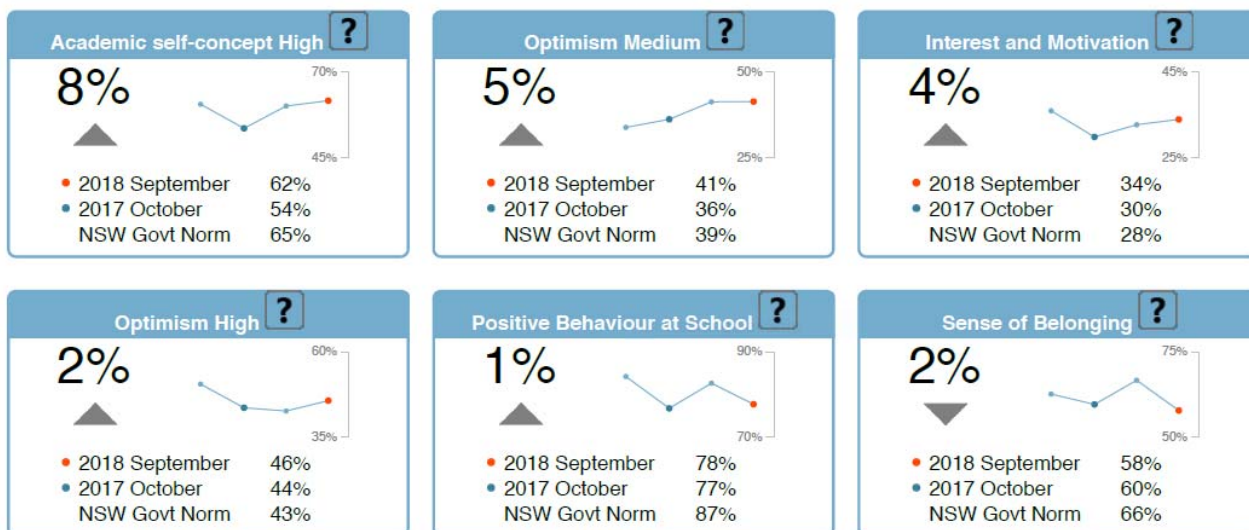
Tell Them From Me Survey

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 2018 are highlighted in green, whereas areas where the school declined are highlighted in pink. (Note that different students and different sample sizes complete the survey each year, so many factors could contribute to perceived improvement or decline). Areas in which the school exceeds state norms for that measure have been given an asterisk.

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

Results suggest that the school is improving in terms of teacher expectations and effective use of class time. Aspirational results across the board have improved, including desire to pursue TAFE or University.

Other TTFM results show largely positive trends since the previous year:



UNSW MEP End-of-Year Survey

In November 2018, Matraville students were surveyed about the MEP activities that occurred during the year, including afterschool and enrichment opportunities, in-school support, and the experience of having so many pre-service teachers assisting in their classrooms.

92 students (about one third of the student population) across years 7-12¹, mainstream and support unit, completed a voluntary end-of-year evaluation. They were evenly distributed across year groups, with a slightly higher proportion of respondents in the younger years. 43% of the respondents identified as Aboriginal or Torres Strait Islander. 19% of respondents said that English was not the main language spoken in their home.

Respondents indicated what partnership activities they had been involved in this year. Two thirds of students had attended Homework Centre and had UNSW students assisting in their classes. Only 28% of respondents had taken an excursion to UNSW (down from 45% last year, which may be related to the withdrawing of ASPIRE from MSHS under their new allocation of schools), and 30% had experienced a special in-school program, such as those delivered by Sydney Story Factory or Creating Chances. Homework Centre ranked as students' favourite activity, with many students also listing excursions, UNSW students helping in their classes, and school holiday programs as their favourite.

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

Survey item	2016	2017	2018	Gain or loss
I like having UNSW students and staff at my school	73% agree	60% agree	67% agree	+7%

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

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

The afterschool programs offered by UNSW are an important part of my school experience	46% agree	38% agree	57% agree	+19%
The Homework Centre or help from UNSW students has improved my marks and study habits this year	48% agree	43% agree	54% agree	+9%
Having UNSW students assisting in my classes helps me learn	54% agree	52% agree	57% agree	+5%
Working with UNSW students has made me want to go to university	41% agree	33% agree	39% agree	+6%
The UNSW Partnership makes me more proud of my school	47% agree	39% agree	40% agree	+1%

These results are encouragingly higher than the previous year. All items have improved to some extent, and the uptake of afterschool programs participation, as well as reflection that these are important to their learning, is a very positive result. Regarding wanting to go to university, students may interpret this question in different ways – some may already want to, and thus “working with UNSW students” has not influenced that preference. Taken alongside the “Tell Them From Me” data, there seems to be a positive upswing in students considering further education this year.

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

Other interesting items included an open-ended question about students’ career aspirations, which yielded much more specific and thoughtful answers than previous years. Notably, many students listed more than one profession, or if they listed a sporting profession also listed a “back up plan”.

Top areas of career interest:

Sport: 27%	Trade: 22%	Creative: 19%	Sciences: 14%	Education/Health/Social Work: 12%
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Some interesting answers:

- CEO of a chain of fast food restaurants in Australia
- Nursing at the children’s hospital and then getting my paramedic license
- i wanna be a lot of things
- Dancer or dance school owner
- i want to be a vet but i don’t think i can
- i want to be a forensic worker for murders or crime scenes. If not a mechanic worker or doctor.
- i don’t know yet or i am not certain but i want a job that makes people smile once in a while
- make up artist, boxer, singer, criminologist
- something to do with math

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

students^{TSP} people^{give} friends^{basketball} sport^{classes}
teachers^{programs} school

When asked their favourite things about the UNSW Partnership, students' responses included:

things^{us lot} people^{experience} students^{school} help us
opportunities help^{homework centre} class^{UNSW} work^{student teachers}
learning extra

Students' suggestions for other things they would like to see as part of the partnership included:

- more sports: archery, gridiron/NFL, more surfing
- camps
- wider variety of subjects
- "programs are good as they are"
- More holiday programs at Matraville High
- Drama
- Laptops
- Dance
- Music program 3 days per week like Homework Club
- More involvement with sport at UNSW
- Lectures by people studying physio at uni

Engage the School Community

Key Partnerships

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

Additionally, a number of community organisations and other divisions within UNSW have been keen to contribute to the MEP. In 2018, outside organisations have included the Sydney Story Factory, ABC News, and Creating Chances. UNSW departments have included the UNSW Art & Design, UNSW Galleries, Kingsford Legal Centre, Exercise Physiology, Arts and Social Sciences, ASPIRE (On Track Mentoring, campus excursions and UAC application support), School of Mathematics and Statistics, TRC (technology donations), School of Arts and Media, School of BEES, and the UNSW Libraries.

Also in 2018, the Division of Philanthropy has helped connect MSHS with [an endowed equity scholarship for study at UNSW for an MSHS graduate](#). This is in addition to existing scholarships during high school provided by the GO Foundation and Harding Miller Education Foundation.

Parent Public Lecture Series

We continued the Parent Public Lecture Series across 2018, which harnessed academic expertise from the School of Education into a valuable knowledge-translation exercise made available to the wider community. Held at MSHS, these six free events spanned a variety of topics of potential interest to parents, and were scheduled on weekday evenings and promoted to local MSHS and LBCOS parents, as well as via Facebook and email blasts to wider School of Education and GERRIC contacts. Attendees came from far and wide across the Sydney area, with a strong showing from local primary school parents.

Lectures were well-received by those who attended, but numbers varied considerably (between 5-50 attendees per event) and RSVPs were not always a reliable indicator of actual attendance. Due to the difficulty of securing attendees reliably we are reassessing the sort of parent programming to be offered in 2019.

2018 lectures:

Presenter	Topic
Dr Jae Jung	The state of gifted education in Australia: A SWOT analysis
Dr Paul Evans	Stick-to-itiveness: Lessons on motivation from music learning
Carol Barnes	Navigating the system: Exam adjustments for students with disability

Prof Andrew Martin	How to motivate girls and help them to achieve their personal potential
Dr Tony Loughland	What makes a good teacher?
A/Prof Iva Strnadova	Talking with teachers: Advocating for your child with a disability



Prof Andrew Martin and Dr Paul Evans presenting their parent lectures.

Volunteer group – School of Mathematics

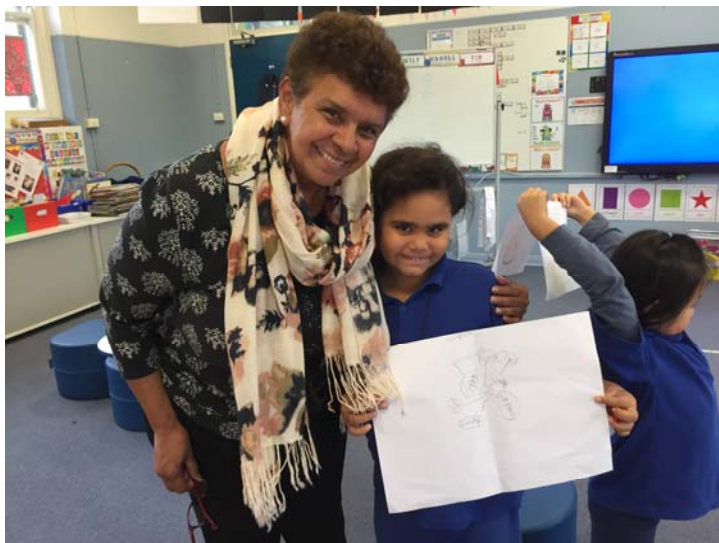
The School of Mathematics and Statistics continued their involvement with Matrville, utilising volunteers in the Year 7 classroom as their curriculum has shifted and the coursework + service-learning component was no longer an option. They attended on Friday afternoons with similar levels of enthusiasm observed as in the first year and impressive numeracy results all around on NAPLAN. In 2019, the program will expand to include Year 7 and Year 9, and UNSW Maths students will attend on Mondays and Fridays.

Culture, Community and Curriculum Project

2018 was the last year of funding from the Ian Potter Foundation to support the Culture, Community and Curriculum Project. The AECG and schools involved were sad to see the project end but happy with its outcomes and hopeful about securing more funding in the future for an expanded version called the “Cultural Residents” project, which UNSW Philanthropy hope to secure funding for in 2019.

A book chapter was published in the volume *Questions of Culture in Autoethnography* (Stanley & Vass, Eds., 2018) entitled ‘Whose story is it anyway?: Reflecting on a collaborative research project with/in an educational community’. This involved named authorship of several teachers and Aboriginal community members engaged with the project as well as the research team. Outcomes from the CCCP were presented at the AARE Conference in December 2018. A video was also created capturing the impact and participant experiences of the project. The project and its future continuation were formally endorsed by the AECG at their final meeting of 2018.

Video link: <https://youtu.be/izy-Lv3WTMY>



Left: Aunty Joyce Timbery and Mercedes showing off their family tree

Right: Aunty Maxine Ryan, Aunty Joyce Timbery, and Aunty Ali Golding cutting cake at the end of project celebration.

Master of Teaching Indigenous Intensive

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

All sessions were led or co-led by Aboriginal presenters, a testament to the relationships built within the community over the past four years and to the community investment in preparing future teachers for positive relationships with Aboriginal students. Feedback was overwhelmingly positive, with 93% or higher responses indicating that students gained valuable knowledge from each of the presentations. Particularly notable were the students' responses to the Cultural Walk and to the Kinship presentation by Dr Lynette Riley of the University of Sydney. The program will be repeated in a similar format in 2019, now as part of EDST5115: Sociocultural and Indigenous Contexts of Education.



Master of Teaching students participating in Dr Lyn Riley's Kinship workshop (left) and finishing their Walk on Country at sunset (right).

EDST 5134 Master of Teaching Indigenous Program Schedule 2018

Wednesday, 25 July	Thursday, 26 July	Friday, 27 July
10:00am – 10:15am Welcome to Country - Aunty Maxine Ryan and Chifley/MSHS dancers	10:00am – 11:00am How Policy Impacts You as Teachers - Jane Stanley, Deputy Principal, MSHS	10:00am – 12:20pm Kinship Presentation - Dr Lynette Riley, University of Sydney
10:15am – 10:30am Welcome to MSHS - Nerida Walker, Principal General Housekeeping - Katherine Thompson	11:00am – 12:20pm Reflect, Direct: Knowing and embedding 'perspectives' - Michelle Bishop, UNSW	12:20pm – 1:30pm Student/Parent/Carer Panel Discussion ¹ and barbeque lunch
10:30am – 11:20am Working with Aboriginal Communities - Julie Welsh	12:20pm – 12:50pm Lunch	
11:20am – 12:20pm Language and Aboriginal English: - Laura Doig, Sydney Children's Hospital Calita Murray and Pauline Beller, AECG	12:50pm – 2:20pm Tutorial – working with Community in your classroom - Teachers and community members involved in the Culture, Community and Curriculum Project	1:30pm – 2:30pm Tutorial – reflection on the week
12:20pm – 12:50pm Lunch		2:30pm – 3:00pm Break + Transit time for Group C&D
12:50pm – 2:20pm Respect, Connect: Perspectives of Knowledge - Michelle Bishop, UNSW		
2:20pm – 3:00pm Break + Transit time for Group A ²	2:20pm - 3:00pm Break + Transit time for Group B	3:00pm – 5:00pm Group C & D: Cultural Walk; Group A: <i>Brave New Clan</i> viewing and discussion; Group B: Tutorial
3:00pm – 5:00pm Group A: Cultural Walk ³ ; Group B: <i>Brave New Clan</i> viewing and discussion; Group C & D: Tutorial	3:00pm – 5:00pm Group B: Cultural Walk; Group C & D: <i>Brave New Clan</i> viewing and discussion; Group A: Tutorial	

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

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

³ Cultural walks in Kamay Botany Bay National Park will be led by Dean Kelly, National Parks Liaison Officer and Tim 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.

Sample feedback comments:

"I feel that everyone, not just teachers, should do this 3 day course. I have learnt SO much, about Aboriginal people, culture and incorporating this into my teaching. I have a greater understanding of the difficulties Aboriginal and Torres Strait Islander students face. I also feel more equipped to respond to ignorant comments from non-Indigenous people. The Aunties, lecturers and support staff were very open and answered many questions people had. I feel so lucky to have been a part of this course. Thank you Matraville Sports High!"

"This was such a brilliant program filled with such a deep wealth of knowledge. Excellent inclusion of various perspectives – parents, teachers, students, wider aboriginal community, academics etc Thank you for having us, I would love to support the continuation of this program in the future."

"I found the mix between learning about Aboriginal education and Aboriginal culture to be really good, as the content of these 3 days has really made me realise that to educate Aboriginal students effectively and fairly, I must have knowledge about all aspects of their culture."

"Very ambitious program and I congratulate all the coordinators and instructors in attempt to tackle such a complex and emotional subject in only 3 days. I personally found it very rewarding and will actively engage the Aboriginal community in my teaching. The course has given me contextual information on how to do this."

Enrich Initial Teacher Education and Applied Research

Initial Teacher Education

Overview

In total, 46 UNSW undergraduate education students completed a 15-day placement in 2018 as part of EDST2002: Professional Engagement (their first formal placement in a school as part of their Bachelor of Education). An additional 16 Master of Teaching students participated in a semester-length placement as part of the In-school Teacher Education Program (INSTEP), and 13 students completed longer-term placements for Professional Experience 1 and 2. These numbers are lower for Professional Engagement and INSTEP students than they have been in the past, due to feedback from previous students about the difficulty of the commute. This year, only students geographically convenient to Matraville have been allocated for these placements.

The higher number of PE1 and PE2 placements (up from 8 last year) is indicative of teachers' growing positivity toward working with UNSW students and sense of contributing to the future of the profession.

Feedback summarised in this report focuses on the EDST2002 undergraduate cohort as the other placement types are evaluated separately by the School of Education.³

Professional Engagement Student Feedback

Of the 46 Professional Engagement students placed at MSHS across the year, 20 completed a voluntary end-of-semester evaluation of their experience (43% response rate).

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

For five of the statements, **100% or more of students responded in the "Agree" range (7-10)**. For all statements, results were positive and indicated gain compared to last year:

Survey item	2016	2017	2018	Gain or loss
I had a positive experience overall in my Matraville placement.	75%	87%	100%	+12%
The teaching staff at the school were helpful and made me feel welcome.	80%	88%	100%	+12%
This placement helped me confirm whether teaching is the right career	80%	79%	100%	+21%

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

choice for me.				
This placement helped prepare me to teach students from diverse backgrounds.	75%	79%	100%	+21%
This placement taught me a lot about behaviour management in the classroom.	70%	71%	100%	+29%
It was helpful to have a UNSW staff member on site at Matraville.	55%	63%	95%	+32%
This placement taught me about the role of student relationships and wellbeing in schooling.	80%	79%	95%	+16%
I learned a lot about teaching from this placement.	65%	79%	95%	+16%
This placement helped prepare me to teach students with a range of abilities.	75%	79%	90%	+11%
This placement was convenient for me.	55%	79%	80%	+1%
The afterschool programs were a valuable part of my experience.	65%	58%	75%	+27%

These results are some of the most impressive indicators of 2018, showing that we did well addressing student concerns from previous years with regards to valuable learning, positivity, and being made to feel welcome at the school. They also show that students feel they are gaining more exposure to quality teaching that enriches their pre-service training. Results across the board are more positive than last year. Measures put in place to address previous low results, such as the value of the afterschool programs and the role of the UNSW staff member on site have clearly been successful. The fact that 100% of student participants felt this helped them confirm their career choice speaks volumes to the value of the program in preparing future teachers for the profession and ensuring those who enter teaching are the most well-suited candidates. The most credit is due to Matraville staff, however, whose embrace of the UNSW students and commitment to quality teaching shows in the pre-service teachers' learning.

Qualitative student comments:

- *It was an eye-opener to see different student behaviours in a learning environment. I was given an opportunity to start looking at things from the students' point of view rather than just assuming that they don't want to do the work. The placement experience has taught me to be a lot more considerate and understanding towards students in their learning.*
- *Incredible experience that highlighted the rawness and realness of the school environment. Great staff, great students.*
- *It is such a rewarding experience which allows me to observe a range of different classes and see the development of the students. Meanwhile, I get the deep insight on how to actually incorporate the learning theories into proper classes and deliver the information to students.*
- *It has been a truly rewarding experience as it has provided me with meaningful insights of how a teaching career will be like in real life.*
- *Very rewarding. This was a completely different experience to what I've been exposed to at private and all girl catholic schools, and so I really do appreciate being able to experience such diversity.*
- *I enjoyed my time at Matraville, and honestly didn't want to leave. The teachers, students and the community members involved in the school, were all welcoming and incredibly enthusiastic and dedicated to learning. You get to observe the learning of students from a whole range of backgrounds, and so I feel better prepared to start teaching. After my experience at Matraville, I am even more excited to start teaching.*
- *I enjoyed it very much, this placement confirmed to me that I have chosen the right degree*

- *My experience at Matraville has been great as I have learned so much over the 15 days thanks to the wonderful staff and students. I feel that I have grown as an educator.*
- *It was an enjoyable experience that cannot be expressed in one sentence. Teachers and students were welcoming and provided the best and genuine experience of a secondary teacher.*
- *You couldn't have picked a better school! Being there, you really feel like you're making a difference :) The teachers/staff, community and students were all great. I learnt a lot from the teachers I observed and I loved how dedicated they were to their students education and to enriching the learning experiences of their students :)*

Arts & Social Sciences
School of Education

Jonathan and all staff were all so welcoming and encouraging. Not only did He supervise me throughout the experience but mentored me.

The Creative Arts department was amazing! They were very welcoming and positive and really tried to share their experience and wisdom with us.

Mrs Furner and Mrs Rosemary, in the Support Unit, would have to be my two favourite teachers. I really enjoyed both of their classrooms and would love to participate in their classrooms again!

I want to express my gratitude towards Mr. Tran. He has been really friendly and approachable. I really appreciate your support!

Special thanks to the English staff faculty, Carolyn, Katherine and Rebecca for taking that extra step to make us feel welcomed.

UNSW SYDNEY

Arts & Social Sciences
School of Education

Shallan is an extremely positive, organised and passionate teacher. Any future UNSW student would be lucky to observe her.

Mr Brussels was a very welcoming teacher and taught me many things. Ms Carolyn Davey was also very welcoming and it was wonderful spending time with her.

The HSC all my own work module project really improved my lesson planning skills and gave valuable experience in teaching in a classroom environment. Special thanks to Carolyn and Katherine who have helped us greatly in the process!

Mrs. Ward is a great teacher and I have learnt lots of teaching strategies from her.

UNSW SYDNEY

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

Sample comment:

Go in with an open mind, don't be quick to judge the teaching methods of your teachers, ask questions (respectfully) and don't pre-judge your students, because they will 100% surprise you, everytime.

General Conclusions and Recommendations for Improvement

UNSW student experiences this year were extremely positive compared to previous years.

Students were generally happy with the way the placement was orchestrated and praised, rather than complained about, the experience of sometimes working outside their method areas. They commented that this, for example, made them become more interested in special education or that it allowed them to concentrate more on strategies and behaviour management rather than content. More students were also positive about the afterschool programs and the contributions they were able to make through that experience.

In 2018, exact allocation of students to teaching staff was left largely to Head Teachers, and this generally seemed to work well as the Head Teachers are familiar with the dynamics of their faculties, who has classes when, and which teachers have the capacity at the moment to be a positive supervisor for a teacher education student.

Another element that was different than previous years was a slightly smaller number of teacher education students at the school on any given day (3-8 as opposed to 8-15). This may have contributed to the positivity of the experience as staff were not "overwhelmed" by so many students present at once and everyone was able to feel useful and welcomed while they were there.

With such positive results in this domain this year, few recommendations for improvement can be articulated – an enviable spot to land!

Applied Research

MSSH and the Little Bay Community of Schools (LBCOS) continued to be willing and open to collaborating with UNSW researchers in 2018. The flagship example of this was the Culture, Community and Curriculum Project (CCCP), which has run in five of the six LBCOS schools for the past three years and came to the end of its funding in 2018. Several members of the research team presented at the Australian Association for Research in Education conference and a positive visit from the Ian Potter Foundation at the end of the project showcased project goals. Teacher, student and community member feedback on their experiences within the project has been overwhelmingly positive and a video was made to document the experiences had as well as to help make a case for additional funding to expand the project into more schools and over longer-term, with positions for Aboriginal community members funded on a more permanent basis as “cultural residents”.

Link to CCCP video: <https://www.youtube.com/watch?v=izy-Lv3WTMY>

Professor Andrew Martin’s project on resilience factors for Aboriginal students in the transition to high school was undertaken at LBCOS primary schools in 2018. Associate Professor Iva Strnadova was able to work with MSSH students, teachers and parents on a research project examining how female secondary students with intellectual disability are taught about and understand sexuality. These projects are now in the data analysis phase.

Enhance Teacher Professional Learning

In November 2018, Matraville staff members were given a survey requesting feedback on the UNSW Matraville Education Partnership activities that occurred during the year, including professional learning opportunities, attitudes toward the school, and the experience of having so many pre-service teachers assisting in their classrooms.

18 staff members (about 50%) completed a voluntary end-of-year evaluation. In addition to short-answer questions, teachers were asked to rate 10 statements on a Likert scale of 1-5 (1 = Strongly Disagree; 5 = Strongly Agree).

Most items were positive, with the strongest being:

Survey item	2015	2016	2017	2018	Gain or loss
The UNSW partnership adds value to our school	96% agree	96% agree	97% agree	100% agree	+ 1%
The UNSW partnership has allowed me to update my skills/pursue professional learning opportunities	45.5% agree	44% agree	43% agree	69% agree	+26%
I am proud to say I work at Matraville	96% agree	88% agree	97% agree	100% agree	+3%
Matraville students have benefited from the partnership	87.5% agree	92% agree	90% agree	94% agree	+4%
It is useful having a UNSW staff member on site at our school.	74% agree	96% agree	80% agree	100% agree	+20%
I learned things from the PSTs I worked with	55% agree	55% agree	60% agree	72% agree	+12%
I feel my voice is valued by those administrating the partnership	63% agree	64% agree	52% agree	82% agree	+30%
The uni partnership has changed my feelings about this school for the better	83% agree	76% agree	79% agree	75% agree	-4% ⁴

The most evident areas for improvement are the following:

Survey item	2015	2016	2017	2018	Gain or loss
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	-14%
The UNSW partnership is mutually beneficial	83% agree	92% agree	93.5% agree	88% agree	- 5.5%

We made great gains this year in the areas of staff accessing professional learning (to be discussed further below), valuing the presence of the UNSW staff member on site, and feeling their voice is valued. In previous years, these had always been areas for improvement. It seems somewhat contradictory that 100%

⁴ Other responses to this question were neutral or one was “Disagree” but with a marginal comment ‘I already love the school’.

agree that the partnership adds value to the school while numbers who think the partnership is mutually beneficial have dropped.

As noted last year, with so many extremely positive responses it is likely that only minor growth or maintenance of these levels can be expected in future years. Most teachers (62%) said they were happy with their level of involvement in the partnership, and the remainder wanted more involvement – no one wanted less. 81% found the experience of having pre-service teachers in the classroom positive, and the rest reported it as “neutral” – no one found it negative. They saw the biggest benefit of the partnership being support and opportunities for MSHS students and staff, with this being identified (through an open-ended response) by 81% of participants (a jump of almost 40% from last year). One respondent wrote that “I was able to incorporate more group work, one-on-one activities and divide students based on ability – students able to receive more attention.”

A high number of staff benefited from professional learning through UNSW, with staff identifying sessions including 3D printing workshops with Art & Design staff, a workshop on addressing challenging behaviours in students with autism that was delivered to the Support Unit staff, working with the English Methods course within Year 7 English, and professional dialogues with pre-service teachers as valuable experiences. This positivity, or openness of the teachers to engage in dialogue with the PSTs they are working with, is mirrored in the high level of positivity seen in the PSTs’ evaluations of their experience.

General comments from teachers about positives that have come from the partnership:

- *Mentoring and role modeling given to students at MSHS from UNSW students*
- *Student attitude towards school has shifted in a positive manner*
- *Increase opportunities for our students and staff who would not normally have these opportunities e.g. contacts, courses, extra curricular activities. the prac/student teachers have a good insight into teaching our students with a range of abilities etc.*
- *When your UAC applications grow from zero to 50% in a few years, something is right.*
- *UNSW students that are engaged and hands-on - it has been very beneficial for MSHS students and staff. their youth and enthusiasm together with their skills have been really great in the classroom.*

Free professional learning through UNSW undertaken by staff in 2018:

Number of Staff	School(s)	Course	Topic
3	MSHS	Enhancing teacher assessment literacy to improve student literacy	Assessment, Literacy
3	MSHS	How to create effective individual education plans for students with a disability	Special education
4	MSHS	Free lecture by Pasi Sahlberg	Equity in education
13	MSHS, Chifley PS, Matraville PS, La Perouse PS, Soldiers’ Settlement PS	Culture, Community and Curriculum Project training	Indigenous Education
2	MSHS	Teaching students with autism spectrum disorder in high schools	Special education
20	MSHS	Addressing Challenging Behaviours in Students with Autism	Special Education
6	MSHS	3D Printing and Laser Cutting Workshops	Technology

Special Events

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

In March 2018, for the third year in a row, MSHS music students performed at the School of Education annual awards evening. Two Aboriginal students gave an Acknowledgement to Country including singing of the national anthem in local Sydney language. Music teacher Jonathan Holowell was recognised with an Outstanding Supervising Teacher award.

In September 2018, MSHS Teacher Librarian Carolyn Davey accompanied five senior students to UNSW Open Day.

The Advisory Committee October meeting included a morning tea in which members of the committee were able to meet and network with MSHS staff. Also in the October holidays, MSHS students were invited to attend a taping of ABC's Q&A for their "Education Special". School Captain Ziggy Leister-Williams, his father Nigel Williams, and Partnership Manager Katherine Thompson attended.

UNSW contributed to important MSHS events such as Open Day, Subject Selection Evening, Presentation Day, and Graduation with both material sponsorship and connections to important people. Both graduation day speakers were affiliated with UNSW – former premier Bob Carr and Matraville alumnus/UNSW Social Work student Karlie Stewart. Several awards with cash prizes were supported by UNSW at presentation day, from not only the School of Education but also the School of Mathematics and Statistics, Nura Gili, and an anonymous donor.

A group of year 7-9 support and mainstream students attended the Sensory Science Exhibition at UNSW in the Wallace Wurth Building (12 December 2018). This included workshops, exhibits and sessions about science that were accessible to vision-impaired guests.



Above left: MSHS students at the Sensory Science day at UNSW.

Above right: Jonathan Holowell receiving his Outstanding Supervising Teacher award.

Publicity

In 2018, internal UNSW events such as the Philanthropy Town Hall highlighted the MEP as a key initiative addressing the 2025 strategy.

A feature story in the *Sydney Morning Herald* highlighted the successes of MSHS and the partnership. The final Advisory Committee meeting of the year contained an action for an op-ed or other form of publication be drafted by the Vice-Chancellor's office featuring the partnership and helping to raise the public profile of the school. Notably, across 2018 approximately 60 students enrolled at MSHS into year groups other than Year 7 – students who tried out other schools, public and private, but decided to return to their local school for a variety of reasons. This is a strong testament to the changing public perception of the school in its local catchment area, causing the enrolments to surpass 300 when the year started at 244. Though a comprehensive survey of parents has not yet been feasible, anecdotally, many parents report the UNSW partnership as a significant part of their decision in choosing or considering MSHS. See below comments on Facebook, all from 2018:

The screenshot shows the Facebook page for Matraville Sports High School - NSW DEC. The page header includes the school's name and a search bar. Below the header are navigation tabs: Page, Inbox, Notifications (13), Insights, Publishing To..., and Ad Center. The main content area features the school's logo, which is a shield with 'MATRA' at the top, 'M' in the center, 'S' on either side, 'H' at the bottom, and 'ENDEAVOUR' on a banner below. To the right of the logo are buttons for 'Liked', 'Follow', 'Share', and a menu icon. Below these buttons is a promotional banner for 'Get a Custom Advertising Plan'. The 'Recommendations and Reviews' section contains three testimonials:

- Testimonial 1:** "This is an amazing school. My son loves every minute and I never hear that he doesn't want to go to school. It feels like every child is looked after and listened to. The environment is fantastic and the Principle & Teachers do a wonderful job. highly recommended" (August 8)
- Testimonial 2:** "I moved my son from another school where he wasn't happy. Since starting at Matraville Sports High we have had a complete turnaround. My son is happier and enjoying school. There is a lovely community feel to the school and the teachers seem to really like their students and each other. The sports program is comprehensive and challenging. Best decision to move him." (June 7)
- Testimonial 3:** "Amazing school that really looks after each student and their needs. A beautiful environment for the students to excel and fantastic support from all staff with endless opportunities for the students." (May 31)

Links to selected media:

8-Sep-2018	Sydney Morning Herald	Maria sent her daughter to the so-called 'bad school'. And she hasn't looked back.	https://www.smh.com.au/national/nsw/maria-sent-her-daughter-to-the-so-called-bad-school-and-she-hasn-t-looked-back-20180906-p5028u.html
11-Dec-2018	UNSW Newsroom	Sensory Science exhibition	https://smsphilosophy.home.blog/2018/12/17/sensory-scientific-exhibition-making-science-more-accessible/#more-54
Late 2018	UNSW TV	Culture, Community and Curriculum Project Video	https://www.youtube.com/watch?v=izy-Lv3WTMY

Challenges and Looking Ahead

Many issues raised in previous years were addressed and streamlined in 2018. Ongoing relationships within the school and community have enabled existing initiatives to grow stronger (such as the M Teach Indigenous Intensive, or the placement of EDST2002 students at MSHS) and laid the groundwork for new initiatives to thrive (e.g. SPIN and the Parent Public Lecture Series). Challenges will always exist when working with such diverse stakeholders and within the constraints of bureaucracy as well as the issues faced by communities traditionally disadvantaged by the education system. Resourcing is also a challenge, with most initiatives actioned by passionate staff members and pre-service teachers keen to gain experience, but not having a specific budget available to them.

Specifically, the resourcing of the role of the Partnership Manager is the biggest threat to the continued success of the partnership. This role has lost funding and hours in the Operational Excellence restructuring and is not a continuing position. Most of the initiatives that arise from the partnership come at low or no cost, other than the behind-the-scenes organisation and connections put in place by the Partnership Manager. However, without ongoing funding for this role, the partnership remains on precarious footing. It is also difficult to expand the scope of the partnership or develop new initiatives with only 0.4FTE devoted to this position. Securing ongoing funding for this position as a full time role should be a priority for the university in 2019.

Notwithstanding those challenges, the future looks bright. Public perception of the school – and buy-in from the local community—seems to be changing for the better, as evidenced by the growth in enrolment across the year. Half of Year 12 students achieving an ATAR and applying to university is also a terrific achievement. Even if these numbers are still relatively small, they show that many students are starting to aspire to university and expand the sorts of options they consider for their future.

2019 will bring the chance to hone existing programs, including giving a second round to the new initiatives of 2018. The new connections with UNSW Art & Design are a space to watch, with MSHS teachers now upskilled in the use of 3-D printers and laser cutters, and with contacts within UNSW A&D and the UNSW Galleries. The SPIN program, while affected by the shift to trimesters and change to the M Teach program structure (in that tutor availability is less guaranteed than previously), will continue and give students an extra boost during the holidays. Other School of Education and Gonski Institute Initiatives will use MSHS as a host site as well: the GERRIC July Student Programs are slated to be held at MSHS, which is a great chance to involve the local and wider community in the school, and several Gonski Institute Professional Learning days will be held on site, bringing a wide range of educators in contact with the school. Additionally, School of Education academics will offer sessions at the Professional Learning day on 29 April for the entire staff of the Little Bay Community of Schools.

The staff of MSHS continues to grow stronger in its skills, cohesion, and effectiveness at meeting the needs of its diverse student body. As the partnership has flourished, many members of the UNSW community have reached out to become involved. So far, we have managed to move from strength to strength and it will be exciting to see what opportunities the new year brings.