

Westfields Sports High School

Annual Report



2016



8384

Introduction

The Annual Report for 2016 is provided to the community of **Westfields Sports High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mr Roger Davis

Principal

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Message from the Principal

2016 has been a highly productive and successful year for Westfields Sports High School. Our equity funding enabled us to continue on with the fantastic work in the Learning Centre. There has been significant value added growth for students below benchmarks in literacy and numeracy in this highly successful withdrawal program. In addition, the community liaison officers employed through this funding has had a positive impact on building stronger relationships with our non-English background speaking parents.

Our 2016 HSC results were once again outstanding with our Dux achieving an ATAR of 99.15 with other results of 98.9 and 98.7. All three of these students were also placed on the prestigious "All Rounders List" for achieving band 6 results in all subjects. Overall we had had 54 Band 6 results and over 120 students accepted into university. We also have extremely successful acceleration programs in Mathematics, Science and English for our talented academic students who sit their Higher School Certificate in either Years 10 or 11. In terms of adding value to student's performance from their Year 9 NAPLAN to the Higher School Certificate, Westfields Sports was placed in the top 3% of all schools from across the state. Literacy and numeracy were major targets for 2016. Whilst value added performance from year 7 to year 9 in the Australia wide NAPLAN was pleasing, there is still work to be done in the areas of reading, punctuation and grammar.

In 2016, the student numbers were 1712 with a teaching staff of 113.7, administrative staff of 22 and coaching staff of 28. This committed and hard working group of individuals continue to provide excellent educational and sporting opportunities for our students.

Technology continued to be a focus area for 2016. All students are encouraged to bring their own devices to school and staff have developed interactive lessons to utilise this new technology. In addition, we completed our interactive data projectors program which means that every classroom in the school now has this latest technology.

Our creating and performing arts students also continued to excel. Westfields Sports was strongly represented at regional and state dance and we had fourteen HSC dance performances invited to "Call Back". The spectacular "Evening of Dance" and music and drama nights were other highlights for the year. Our students also performed exceptionally well at the Sydney Eisteddfod.

Our young sportsmen and sportswomen continue to perform at the highest levels and achieved some fantastic results. The highlight has no doubt been the 12 students selected to represent Australia and 72 students selected to represent NSW in their chosen sport. Over the past 12 months, we have won 15 state knockout competitions across 8 sports including athletics, baseball, basketball, cricket, football, netball, rugby league and softball. Our open boys and girls footballers also won the NSW All schools competition and our open rugby league team won the GIO Schoolboy cup to become the national champions. The real success of the program however, is demonstrated by the numbers of students who go on to play at the highest levels once they leave school. To demonstrate this point, over the past 12 months Israel

Folau played Rugby Union for Australia, Usman Khawaja played cricket for Australia. Dani Samuels, Ellie Carpenter, Alanna Kennedy represented Australia at the Olympic Games and Kim Ravillion represented Australia in Netball. In addition, 4 former students played for the Socceroos, 17 played in the National Rugby League competition, 19 played in soccer's A League and 8 played in the W League. Importantly Westfields was formally announced as the first High Performance Football School by Football Federation Australia and the first High Performance Cricket School by Cricket NSW.

Work commenced on the extension of our Weights Room which will double the size of this world class strength and conditioning facility when completed early in 2017. We have also been successful in our application for grants from Cricket NSW and the NSW Government to upgrade our cricket nets. Work on this project will commence in 2017.

Our partnerships with local community organisations such as St John's Park Bowling Club, Cabramatta Rugby League Club and John Edmondson VC Memorial Club have assisted with sponsorship and funding to provide greater opportunities for our students. Their assistance and support is very much appreciated by all our students.

Our Parents and Citizens Association (P&C) continues to provide invaluable assistance to the whole school. This dedicated group, ably led by Allanah Falappi provided much needed financial assistance. The P & C have agreed to pay the lease on one of our mini buses for the next four years. Parent attendance at parent/teacher evenings, orientation nights, and other information events was outstanding and is a clear reflection of the strong bond which exists between the school and its broader community. The SRC took on a significant leadership role within the school and their commitment to school and community service is to be congratulated. This included a number of worthwhile charities including "Shave for a Cure" were supported and the SRC contributed to whole school planning and beautification of the school environment.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements.

Roger Davis (Principal)

School background

School vision statement

Westfields Sports High School is an inclusive learning community. Our focus is providing opportunities for all students to achieve personal excellence in scholarship, citizenship, sport and the arts.

School context

Westfields Sports High School is situated in South West Sydney in the Fairfield School Education Group. The school had its first intake of students in 1963 and in 1992, Westfields became the first Sports High School in Australia. In addition to students from the local area, each year the school accepts an intake of students into each of its fourteen talented sports programs.

The school holds the International Olympic Committee's "Sport and Youth Trophy" for its contribution to sport at both a national and international level. Over 340 former and current students have been selected to represent Australia in their chosen sports.

In 2016 Westfields Sports High School had over 1667 students with 59% males and 41% females. 69% of students at Westfields Sports High School are from Languages Other than English. The school serves a below average socio-economic community with a Family Occupation and Education Index (FOEI) of 119.

A highly successful gifted and talented program in English, Science and Mathematics provides opportunities for students to be accelerated through Stage 5 and the Higher School Certificate. The school also offers extension opportunities at the HSC level in Mathematics, English, History and Languages.

A mixture of highly experienced and new and beginning staff provide a positive, challenging and stimulating teaching and learning environment. This committed and hard working group of individuals continue to provide excellent educational and sporting opportunities for our students.

Our strategic directions have been created from multiple data sources and developed by staff, students and parents. Our progress in the three strategic directions is monitored and evaluated throughout the year. These strategic directions are all long term aspirations and will take time to show significant, embedded and cultural change.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework Domain of **Learning** the school is sustaining and growing;

Learning culture – Our School has a strong commitment to creating a positive learning environment is evidenced through the development of individual learning plans, differentiated programs and the facilitation of project based learning. Extensive opportunities are provided for students to achieve academically and across a breadth of other co-curricular areas. Tell Them From Me (TTFM) data indicates that levels of student engagement have improved by 5% and students feeling valued have increased by 8% over the past 3 years. Systems for rewarding and maintaining positive behaviour are evident and ongoing improvements to the school's behaviour management systems have occurred to promote student wellbeing and positive conditions for learning.

Wellbeing – Our Wellbeing Policies and Procedure show that we systematically and effectively employ a whole school approach to wellbeing that clearly defines behavioural expectations, rewards and recognises participation and achievement and creates a positive teaching and learning environment. Through the use of a values-based approach to

learning students learn to be safe, respectful learners and learn to take responsibility for their own choices and respect the right of others to learn in a safe and respectful environment. TTFM data indicates provision of positive teaching and learning environments (clear rules and expectations) has increased by 6% and there has been a 7% increase in the number of students who believe there is a positive learning climate with clear rules high expectations over the past three years.

Curriculum and learning – Westfields has established strong learning alliances with Sydney and Western Sydney Universities and also with the other sports high schools. We offer a broad curriculum including a non-ATAR HSC and successfully plan and consult with all stakeholders when transitioning to high school, through stages of learning, into senior study and from school to work or further education. We have a strong partnership with feeder primary schools including regular visits, taster lessons, student coaching and SLSO support. This results in 95% of in are a primary school students enrolling at Westfields.

Assessment and reporting – Our Assessment Policies and Procedures exhibit the development of explicit processes to collect, analyse and report on HSC SMART data and RAP package data. Teachers are aware of trends in student achievement levels and reflect upon student learning and their teaching practices. The school systematically and positively recognises and celebrates participation and excellence. Student reports contain detailed information about student learning and areas for growth and Recognition of Student Excellence (RoSE) morning teas align to the reporting processes and involve parents in celebrating the excellence, persistence and hard work demonstrated by their child.

The results of this process indicated that in the School Excellence Framework Domain of **Teaching** the school is sustaining and growing;

Effective classroom practice – Teachers regularly use student performance data to evaluate student learning and the effectiveness of their teaching practices. In the junior school, analysis of data has led to the focus on reading and numeracy. In the senior school, data analysis was instrumental in the school achieving excellent HSC value added results

Data skills and use – Data is regularly analysed in planning for learning. Importantly, Parents have input into school planning and directions. TTFM parent surveys indicate high levels of parent support for the school.

Collaborative practice – Teachers work together to adjust teaching and learning programs to meet specific learning needs. Collaborative practices have been used in planning classroom observation and in the provision of feedback. The whole school focus on differentiated learning has been clearly evident in lesson observations.

Learning and development – The Performance and Development Plan (PDP) process aligns with the School Plan and actively assists in achieving its goals. In particular, a focus of the PDPs has been on teachers working collaboratively to plan their own professional development. Online staff Professional Learning (PL) needs survey is used to determine content for School Development Days (SDD) and twilight PL. The whole school focus on literacy and numeracy has seen NAPLAN value added data improve significantly over the past three years.

Professional standards – The staff has worked beyond its classrooms to contribute significantly to broader school programs and activities that developed the whole child and meet the special learning needs of students. The creation of collaborative learning groups and the provision of regular reports has ensured that the entire staff has been kept up to date on the achievement of milestones. The success of the Westfields talented sporting programs has seen the school win 10 state knockout competitions already this year.

The results of this process indicated that in the School Excellence Framework Domain of Leading the school is excelling with aspects of leading;

Leadership – Westfields Sports High School leads in this domain as the school actively seeks and addresses feedback on areas of performance and actively seeks relationships with external agencies. Comparisons between student and staff data are used to highlight areas that need to be addressed. TTFM data indicates that there has been a significant improvement in learning culture and environment. A joint scholarship program with Western Sydney University employs a PhD and a Masters student who is undertaking school based research. The results of this research will have far reaching benefits for the sports industry in Australia

School planning, implementation and reporting – There is broad understanding of and support for improving student learning across the school community with high expectations and aspirations for our students and their achievements. Programs and Practices around the school are systematically planned, monitored, reviewed and evaluated seeking continuous improvement. The collaborative development of school and faculty plans has ensured that staff are committed to the school's vision, they have a clear sense of the school's strategic directions and related improvements that have resulted from their combined actions.

School resources – The school plans for the delivery of specialised programs by recruiting high quality staff and the strategic management and use of resources to implement and achieve the goals of the school plan. These programs are a strong reflection of the processes and practices used across the school to manage physical, financial and human

resources to efficiently implement the school plan – to meet the needs of students, improve teacher capacity, the ability to use physical spaces flexibly and improve student learning outcomes. As an example, our extended day means that there are two periods in the morning and two periods in the afternoon with only half the school present.

Management practices and processes – The school provides opportunities for students and parents to provide feedback on the school's practices and procedures. Processes are increasingly streamlined and flexible in terms of delivering information and services within the school community eg. SMS messaging, Facebook, SchoolApp and Twitter. The school has a cyclical review process whereby every year two faculties and one whole school initiative are reviewed. This review process involves all stakeholders and includes an external panel member from a different school.

Our self-assessment and the external validation process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Student Learning

Purpose

1. To equip and empower our students with a diverse range of skills that will enable them to be life long learners.
2. To provide a range of learning experiences which results in students who are ethical, critical and creative thinkers.

Overall summary of progress

KLAs produced, implemented and evaluated differentiated course programs (Scope and Sequence) ensuring that Literacy and Numeracy strategies are embedded into all programs.

Targeted literacy and numeracy intervention programs took place for students performing below the national benchmarks.

Staff consistently applied the Positive Behaviour for Learning (PBL) and welfare procedures to recognise student progress and manage behaviour whilst promoting a positive school culture

There was effective, consistent contact and communication with school communities and families including review of academic progress, attendance and welfare data.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Purpose 1 <ul style="list-style-type: none">• Increase the number of band 5 and 6 results in the HSC by 5% over the 5 year average.• Increase the percentage of students achieving above minimum standards in Year 9 NAPLAN – Literacy and Numeracy.• Increase the percentage of students performing in the top 2 bands in Year 9 NAPLAN.	Maintained a consistent achievement of band 5 and 6 results in the HSC. Decreased the number of band 1 and 2 results in a range of HSC courses. Continuing to explicitly teach Literacy and Numeracy to Years 7–9 with a view to increase the percentage of students achieving above minimum standards in Year 9 Naplan. Differentiated teaching and learning strategies (Support, Core and G&T) are embedded into the curriculum to cater for all students.	\$450,912 Low Socio-economic background funding \$22,311 EAL/D Funds
Purpose 2 <ul style="list-style-type: none">• Increase the percentage of students exhibiting positive behaviour in class by 2%• Increase the percentage of students with a positive sense of belonging by 3%• Increase the percentage of students who are actively engaged in learning as reported in the Tell Them From Me survey (TTFM) by 3%.	PBL applied consistently across the whole school – Safe, Respectful, Learners. Increased student engagement resulting in improved learning outcomes. Students are creative thinkers, who are socially and culturally aware.	\$68,375 Teacher Professional Learning

Next Steps

Westfields will continue to develop and incorporate strategies to increase the percentage of students in the top two bands for reading and numeracy in NAPLAN. This will include ongoing teacher professional learning on practical classroom strategies to develop students reading comprehension and further development and understanding around implementing Super-Six and ALARM to improve student reading and writing.

Westfields will be introducing a Project Based Learning (PBL) Trial in to year 7 in 2017. Two high achieving classes have been selected for the trial. Staff teaching these classes are currently undertaking professional learning to ensure they are equipped with the skills required to ensure the successful implementation of the trial. Linked to this trial will be the implementation of a Bring Your Own Device (BYOD) program for these classes. As technology plays a major role in PBL, BYOD is seen as being essential to this trial.



Strategic Direction 2

Staff Teaching and Learning

Purpose

1. To ensure the continued alignment of our school's mission statement with our programs and practices, through the expansion and increased development of leadership capability using the Australian Principal Standards and Australian Standards for Teachers.
2. To foster a culture where staff strive to be active, collaborative and informed teachers who inspire life long learning. To this end PDPs are used to drive whole school educational needs.
3. To provide staff with professional learning opportunities to support and build capacity and explore their professional interests.

Overall summary of progress

The school executive, in consultation with students, staff and parents developed the whole school plan and each faculty develops a faculty management plan.

Every staff member was responsible for developing and maintaining their annual Professional Development Plan and BOSTES Accreditation. PDPs were developed in collaboration with a mentor in accordance with the DEC Performance and Development Framework (planning, implementation, evaluation).

The School evaluated current BOSTES accreditation procedures and collaborative learning groups met regularly to address school targets and priorities: Literacy, Numeracy, PBL, G&T, ATSi, Technology and School Culture.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Purpose 1 <ul style="list-style-type: none">• All school programs and practices are aligned with the School Plan.• Whole School/Faculty/Program Review results in improved teaching and learning outcomes.	The school revised the 2016 version of a 3 year Strategic Plan. All mentors completed an annual review to assist staff to improve their practice. All faculties developed a Faculty Management Plan. There was parental input into school planning resulting in goals and targets, which meet the specific needs of the Westfields Sports High School Community.	\$10,000 Teacher Professional Learning
Purpose 2 <ul style="list-style-type: none">• All staff will complete their PDP and use this to drive improved practice.• All staff will achieve or maintain their BOSTES Accreditation.	All staff completed their PDP and used this to drive improved practice. All staff self-reflected on their practice and use this to develop goals to drive further improvement.	\$5,000 Teacher Professional Learning
Purpose 3 All staff meet BOSTES maintenance and accreditation requirements. All staff participate in 12 hours of compulsory professional development at Twilight	Collaborative learning groups were established and continued to implement school priorities and lead professional development throughout the year.	\$5,000 Teacher Professional Learning

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Sessions.	Collaborative learning groups were established and continued to implement school priorities and lead professional development throughout the year.	\$5,000 Teacher Professional Learning

Next Steps

There will be a focus on the consistent whole-school implementation of Positive Behaviour for Learning. This will include the fine tuning of some of the procedures to promote consistency of practice in ensuring classroom expectations are met. There is still the need to address disruptive and defiant behaviour which negatively impacts on student learning.

Continue to develop and support new and beginning teachers to the school. This includes the induction program and teacher release time. In addition, new HSC teachers will be provided explicit support in how to analyse their HSC results through SMART data and RAP to plan for future improvement in student learning outcomes and change in teacher practice.



Strategic Direction 3

Leading, Innovation & Best Practice

Purpose

1. To use data to drive the effective operation and management of school systems.
2. To provide leadership opportunities to build capacity and ensure succession planning.
3. To develop effective and meaningful partnerships with Sports High Schools, State and National sporting organisations to improve the quality of all sporting programs.
4. To create and maintain an environment conducive to 21st Century learning.

Overall summary of progress

Students and staff completed surveys and data is used to drive school improvement.

Staff established leadership goals and EOI/Merit Selection for all leadership positions.

Sports High Schools Association raised the status of sports high school and maintain links with the universities and key sporting bodies. Collaboration and joint professional learning including coach education took place to improve program delivery and quality

There was development and maintenance of a network that supported the transition from DER to BYOD.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Purpose 1 <ul style="list-style-type: none">• Tell Them From Me Survey” and “Focus on Learning Teacher Survey” indicate increased levels of differentiation in the classroom, resulting in student engagement	“Tell Them From Me Survey” and “Focus on Learning Teacher Survey” regularly administered and analysed.	\$9,000 Low Socio-economic background funding
Purpose 2 <ul style="list-style-type: none">• Whole School/Faculty/ Program Review results in improved teaching and learning outcomes	The school successfully conducted an English Faculty Review which provided measured recommendations which were incorporated into faculty administrative practice and teaching programs. The school continued its PDP process. The school provided professional learning to develop leadership skills.	\$8,000 Teacher Professional Learning
Purpose 3 <ul style="list-style-type: none">• Students performing below national benchmarks receive targeted learning support.	Learning Support Team implemented transitional plans for incoming Year 6 students. PLASPS composed for identified students. AGAT and MultiLit testing conducted for all incoming 2017 Year 7 students. LAST support provided for identified students. MultiLit training provided for all SLSOs. Students identified with literacy needs are provided with	\$109,310 Disability Flexible Funding \$44,453 Integration funding \$10,000 EAL/D funding

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Purpose 3 <ul style="list-style-type: none"> Students performing below national benchmarks receive targeted learning support. 	<p>MultiLit and additional literacy support.</p> <p>EAL/D surveys conducted by all English staff. Student progress monitored.</p>	<p>\$109,310</p> <p>Disability Flexible Funding \$44,453</p> <p>Integration funding \$10,000</p> <p>EAL/D funding</p>
Purpose 4 <ul style="list-style-type: none"> Sports High Schools Advisory Group provides advice to DEC, Sporting bodies and ASC to improve academic and sporting outcomes at sports high schools. Partnerships with ASC, national and state sporting organisations lead to improved facilities, resources and coach professional learning. All sporting programs align with national pathways. 	<p>Sports High Schools Advisory Group oversaw all Sports High Schools.</p> <p>Partnerships with ASC, national and state sporting organisations were established.</p> <p>All sporting programs aligned with national pathways.</p> <p>Senior athletes to have Individual Player Plans (IPPs).</p> <p>Research partnerships were established to enhance sporting performance embedded into sporting programs.</p>	<p>\$40,000</p> <p>School and Community</p>
Purpose 5 <ul style="list-style-type: none"> Year 10 BYOD trial successfully completed. 	<p>Infrastructure and teacher practice caters for 21st century learning.</p> <p>ICT is embedded into classroom practice.</p> <p>BYOD Policy/Procedures are established</p>	<p>\$14,000</p> <p>Computer Technology</p>

Next Steps

Westfields will continue to lead the NSW SportsHigh Schools Association. This will include the finalisation of Memorandum of Understanding with Netball NSW, NSW AFL, NSW Rugby League, Athletics NSW and NSW Rugby Union. The school will build on the ongoing partnerships with Sydney University and Western Sydney University with research studies and the joint scholarship programs for Masters and PhD students. There will also be an emphasis on Sports Science to ensure that our talented sports students are given the best possible chances to make it to the top of their sport.



Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	ATSI students were constantly monitored and reviews of their PLPs highlighted target areas for assistance in literacy or numeracy. Students worked with tutors in the Learning Centre to improve these areas. SLSOs worked across classrooms to support students to understand content and achieve outcomes. NAPLAN support was also a target area in classrooms to ensure that identified students are moving towards meeting the same benchmarks as all students.	\$14,034 Norta Norta Equity Funding Strategic Direction 1
English language proficiency	Accurate identification of EAL/D and English literacy needs in student cohort. Additional support was provided to gain improvement in English literacy levels in targeted students.	\$32,311 Equity Funding Strategic Direction 1
Low level adjustment for disability	Improved value-added data for targeted students. Evaluation of PLASPs and NAPLAN data indicated improvement stemming from intervention.	\$109,310 Equity Funding Strategic Direction 1
Socio-economic background	Decreased number of students performing below national benchmarks in NAPLAN. Analysis of NAPLAN data indicated improvement stemming from intervention.	\$459,912 Equity Funding Strategic Direction 1 Strategic Direction 2 Strategic Direction 3
Support for beginning teachers	Beginning teachers successfully and confidently completed TPDF accreditation and improved teaching practice throughout the year.	\$36,000 Equity Funding Strategic Direction 1 Strategic Direction 2
Targeted student support for refugees and new arrivals	Continued and increased integration and support of refugees students. Programs such as 'Goals', 'Creating Chances' and RAW supported throughout the year with in-school support.	\$8,000 Refugee funding
Talented Sporting Programs	Increased number of students performing at state and national levels. Increased utilisation sports science in partnership with tertiary institutions in order to provide research data for longitudinal studies of developing athletes.	\$880,000 School and community



Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	909	951	973	984
Girls	676	686	675	683

Student attendance profile

School				
Year	2013	2014	2015	2016
7	94.9	95.4	94.6	93.9
8	94	93.7	92.7	92.6
9	93.2	93	91.5	91.9
10	90.7	90.5	91.7	90.9
11	91.5	90.9	89.7	89.8
12	93.2	92.3	91.1	89.7
All Years	92.9	92.6	91.9	91.5
State DoE				
Year	2013	2014	2015	2016
7	93.2	93.3	92.7	92.8
8	90.9	91.1	90.6	90.5
9	89.4	89.7	89.3	89.1
10	87.7	88.1	87.7	87.6
11	88.3	88.8	88.2	88.2
12	90.1	90.3	89.9	90.1
All Years	89.9	90.2	89.7	89.7

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment			14
Employment			11
TAFE entry			14
University Entry			50
Other			7
Unknown			3

Year 12 students undertaking vocational or trade training

241 students completed Year 12 of which 45% undertook vocational training.

Year 12 students attaining HSC or equivalent vocational education qualification

96% of the Year 12 cohort successfully attained an HSC in 2016.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Head Teacher(s)	18
Classroom Teacher(s)	81.5
Learning and Support Teacher(s)	2.2
Teacher Librarian	2
Teacher of ESL	2.6
School Counsellor	1
School Administration & Support Staff	18.77
Other Positions	2.4

*Full Time Equivalent

Westfields Sports High School currently has one teacher of Indigenous Australian Background.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	81
Postgraduate degree	19

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by staff at Westfields Sports High School in

2016. All staff were provided with an annual allowance of \$1500. Staff also took part in Twilight Professional Development sessions throughout the year. Peer-led sessions were well attended, expertly presented and very relevant and beneficial to all staff.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

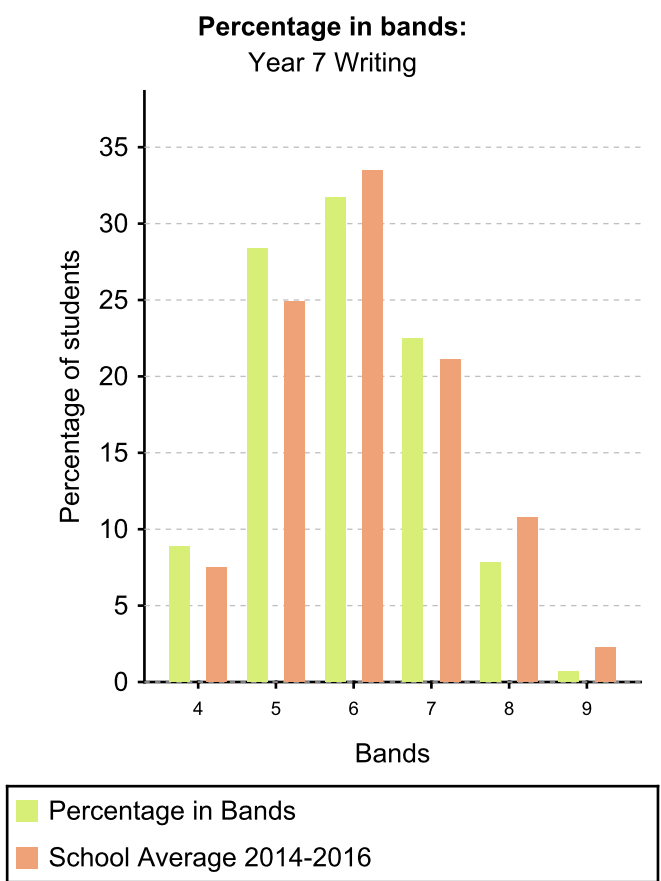
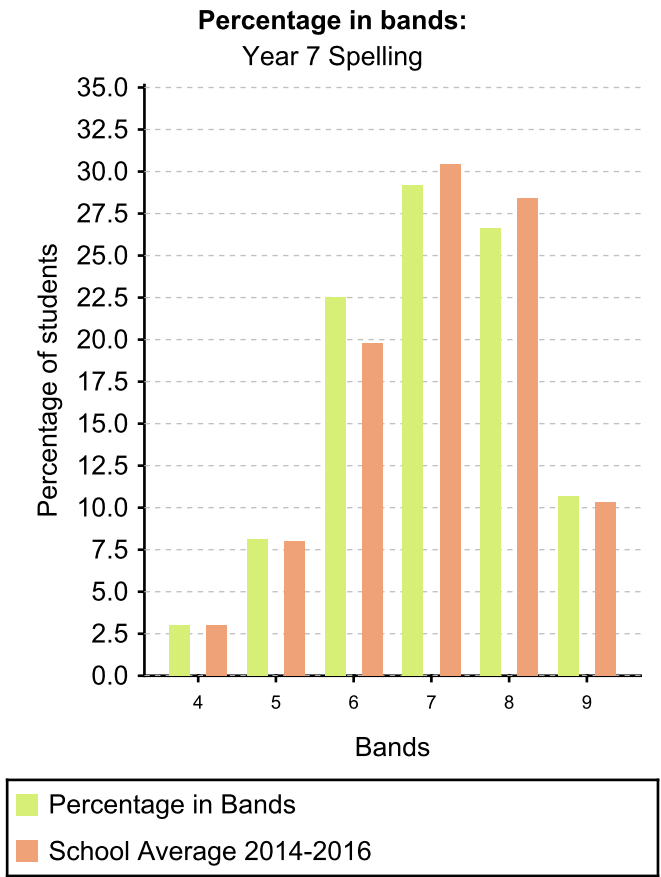
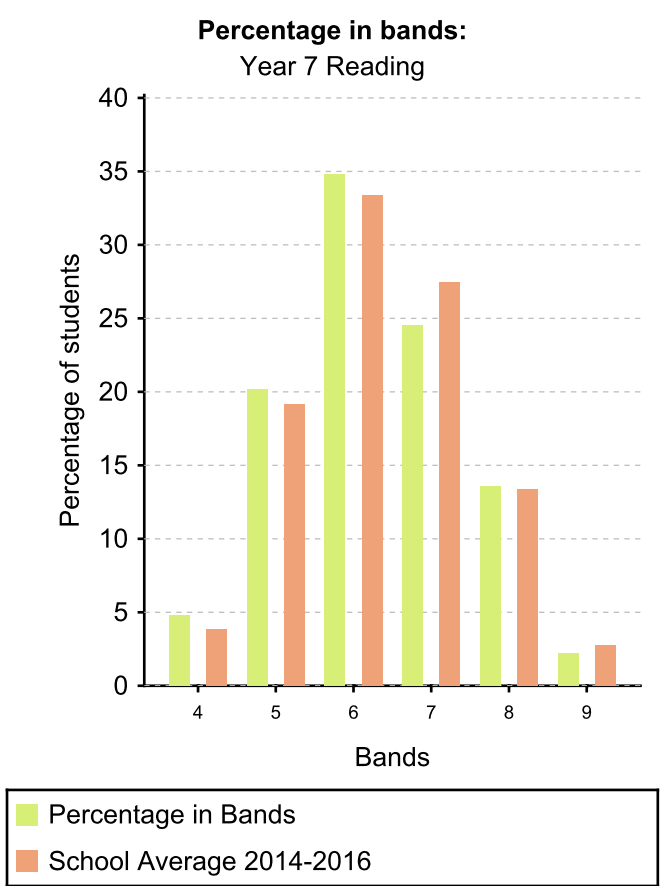
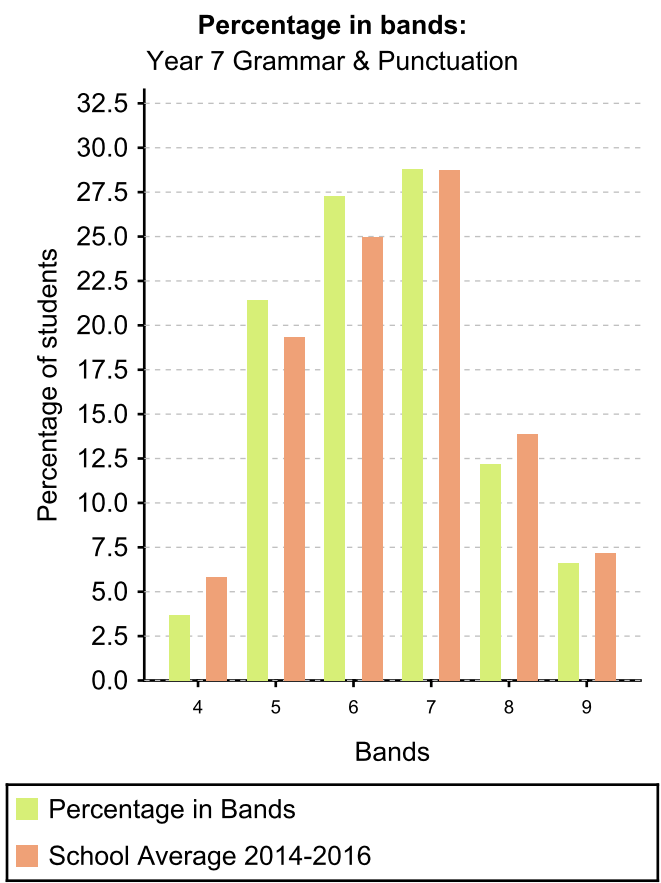
Income	\$
Balance brought forward	1 794 153.00
Global funds	1 229 079.00
Tied funds	1 138 269.00
School & community sources	1 979 807.00
Interest	34 499.00
Trust receipts	110 932.00
Canteen	362 383.00
Total income	6 649 122.00
Expenditure	
Teaching & learning	
Key learning areas	268 237.00
Excursions	573 025.00
Extracurricular dissections	1 096 878.00
Library	19 888.00
Training & development	0.00
Tied funds	1 834 802.00
Short term relief	279 866.00
Administration & office	488 593.00
School-operated canteen	291 659.00
Utilities	228 604.00
Maintenance	250 406.00
Trust accounts	99 526.00
Capital programs	270 124.00
Total expenditure	5 701 608.00
Balance carried forward	947 514.00

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

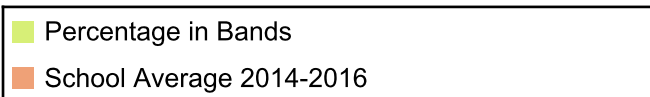
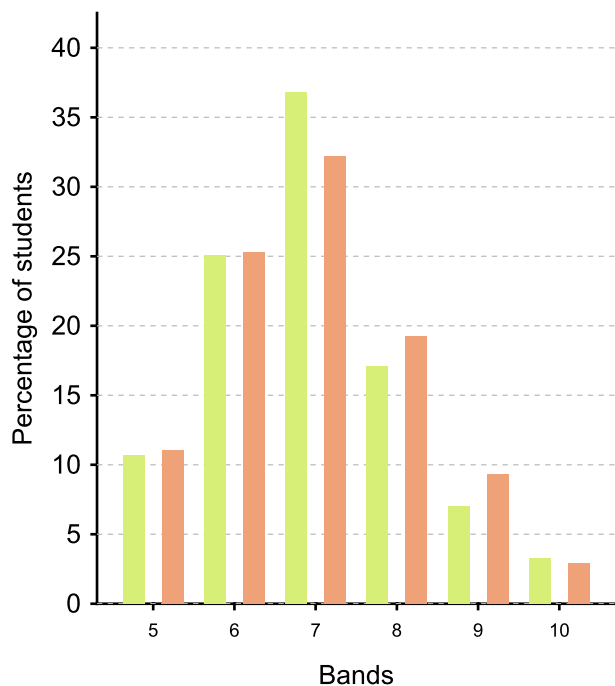
School performance

NAPLAN

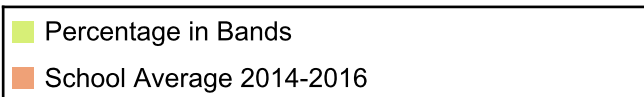
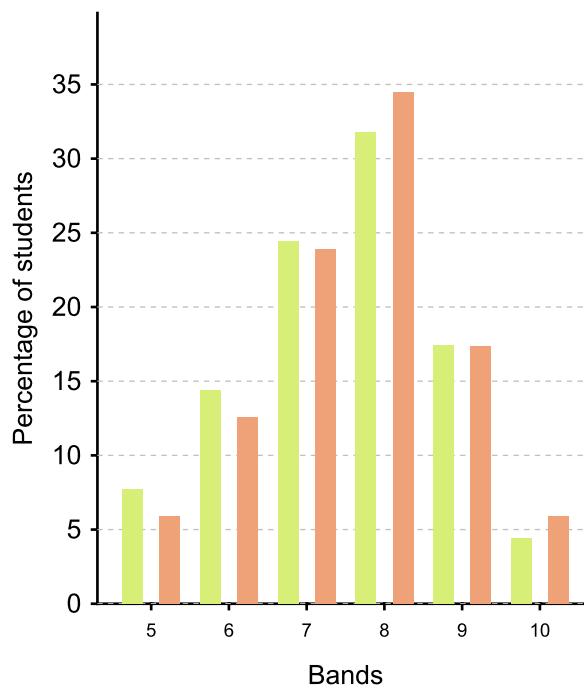
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



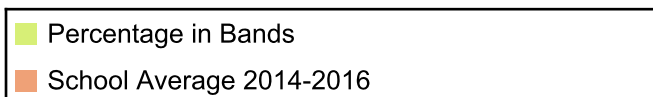
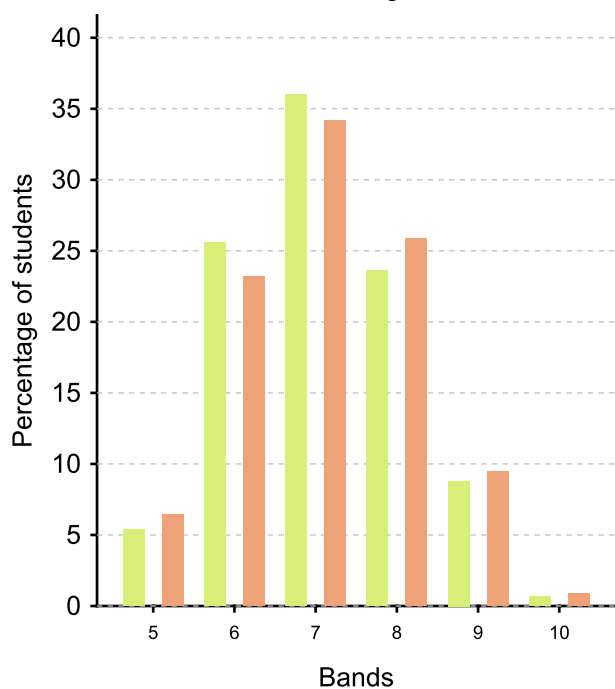
Percentage in bands:
Year 9 Grammar & Punctuation



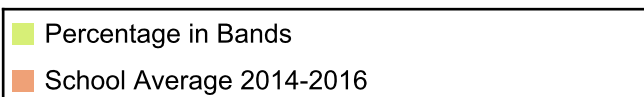
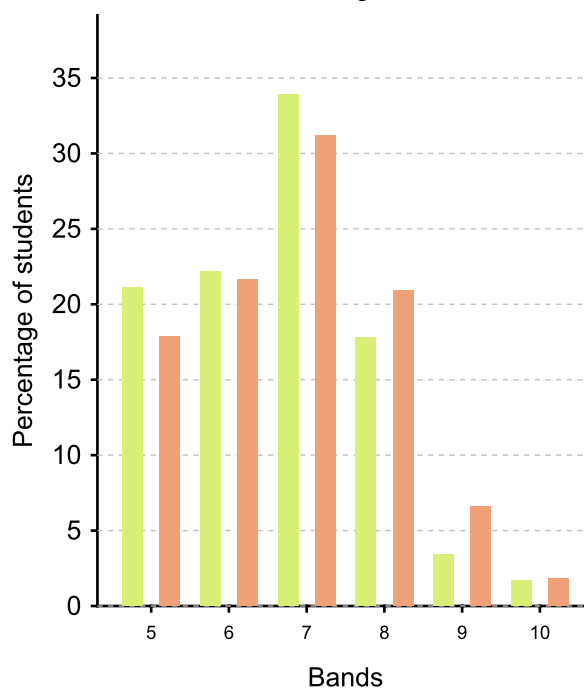
Percentage in bands:
Year 9 Spelling



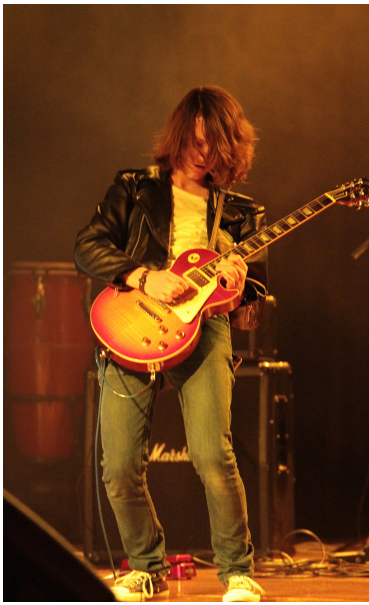
Percentage in bands:
Year 9 Reading



Percentage in bands:
Year 9 Writing

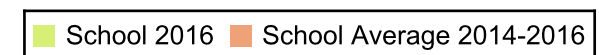
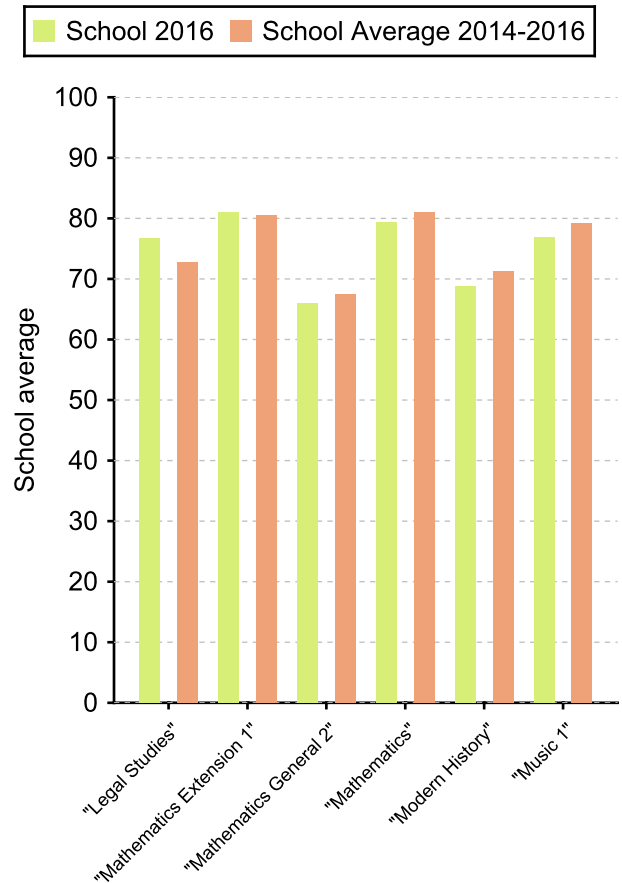
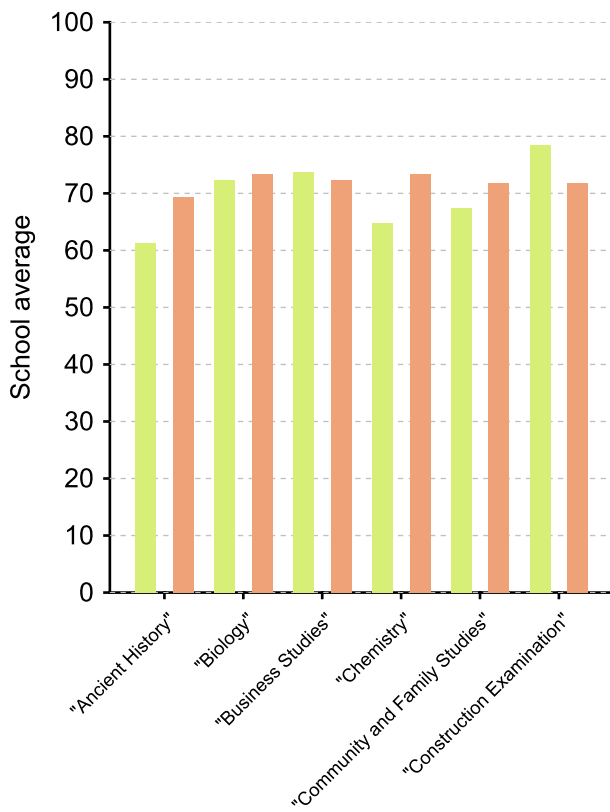
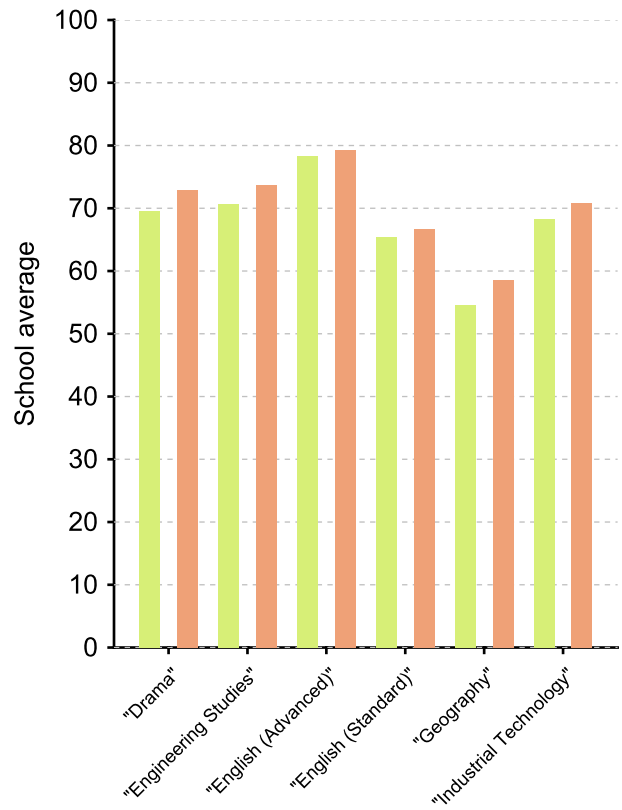


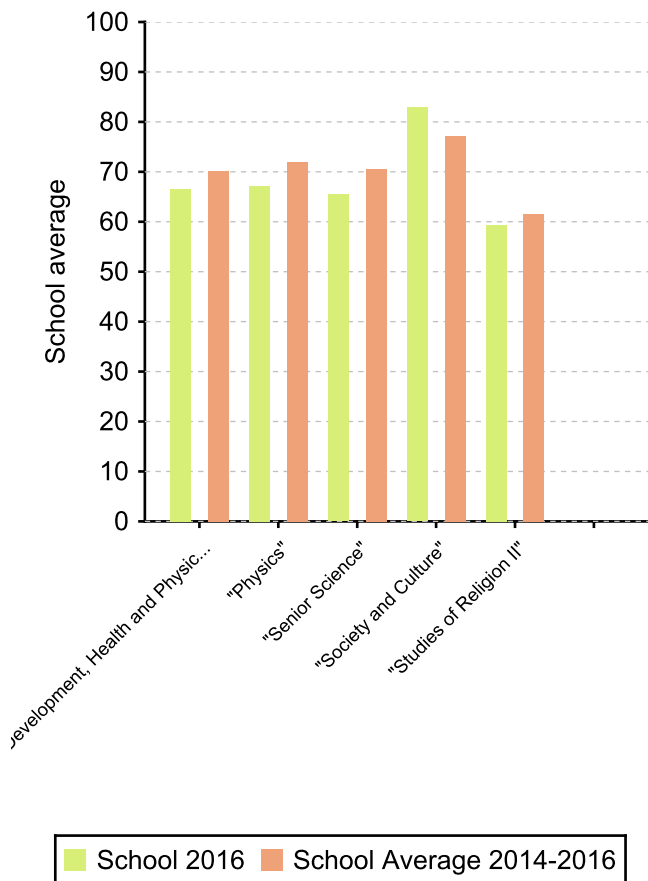
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.



Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest).





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Parent/caregiver, student, teacher satisfaction

TTFM data indicates provision of positive teaching and learning environments has increased by 6% and there has been a 7% increase in the number of students who believe there is a positive learning climate with clear rules and expectations. The English Faculty Review corroborated these findings and also indicated that parents communicated their awareness and support of the high expectations set by staff and are deeply satisfied that there is clear programming and assessment schedules and guidelines.



Policy requirements

Aboriginal education

In 2016 Westfields Sports High School had an enrolment of Indigenous 32 students. Westfields Sports High School's Aboriginal Education Coordinator (AEC) has continued to drive cultural initiatives, acknowledgement, community and parent partnerships, attendance, participation and engagement across the whole environment addressing strategic directions and school strategies. The AEC is the Vice President of the local Aboriginal Education Consultative Group (AECG) Fairfield

The Aboriginal Education Coordinator and the Head Teacher Teaching and Learning conducted Personalised Learning Pathways (PLP) meetings with all the parents/carers of identified students. Opportunities for parents/carers, students and staff were available to develop and have input into the education, pathways and goals of students. These PLPs have detailed background information, results, goals and suggested strategies to support staff in improving the quality of teaching and learning for ATSI students in their classroom. Additional areas were addressed such as attendance, engagement, opportunities for cultural and heritage activities and transition higher studies or the work force. Through meetings and communication relationships are continually strengthened through genuine collaboration between Westfields Sports, Aboriginal families and the communities.

This year the ATSI committee had major initiatives across the school with all year 9 students attending the Koomurri performance for NAIDOC week celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. We had 30 students attend the school ATSI camp at Burrell Pines on the South Coast led by the local elders. Activities included traditional art, history and stories, traditional weapons and men's/women's business.

Students also participated in a major Reconciliation project 'Stage 2' where stepping-stones were made by individual students and their parents/carers were invited into the school to embed the stones into the front garden. This is a growing project and ongoing where new students will add their stone to the Mosaic project each year.

The school has continued close partnerships with university programs such as COMPASS and Parramatta Eels School to work programs have supported and guided students in their next step.

ATSI students are constantly monitored and reviews of their PLPs show target areas for assistance in literacy or numeracy. Students work with tutors in the Learning Centre to improve these areas. SLSOs work across classrooms to support students to understand content and achieve outcomes. NAPLAN support is also a target area in classrooms to ensure that identified students are meeting the same benchmarks as all students.

Brett Mathison

Head Teacher – Teaching and Learning



Multicultural and anti-racism education

Westfields Sports High School promotes tolerance, appreciation and understanding amongst our student cohort. Anti-racism activities have taken place on school assemblies and in year meetings and as Wellbeing Team initiatives. The school instituted senior and junior PacFest roll calls (Pacific Islander students). Performance opportunities enabled students to embrace their cultural identity through song, dance, assembly items and written articles in the school magazine to celebrate Harmony Day.

Increased awareness of other cultures has been promoted through parent-teacher meeting evenings and with continued work of Arabic and Pacific Islander Community Liaison Officers. Our Wellbeing Team peer mentoring program has facilitated all students to come together, to learn, grow and embrace the cultural diversity of our school.

Other school programs

Talented Sports Programs

2016 has again been an exceptional year for Westfields Sports in the sporting arena including former students on the world stage : Usman Khawaja – Australian Cricket; Kimberley Ravaillion & Kristiana Manu'a, Australian Netball; Alanna Kennedy & Ellie Carpenter, Olympic Games Football; Fabrice Lapierre & Dani Samuels, Olympic Games Athletics; Israel Folau, Rugby Six Nations and David Klemmer & Isaac Luke – Rugby League Four Nations. Our current athletes have performed at school, region, state, national and international levels.

In Australian Football, we had 9 students selected to represent SSW, with Connor Marsh gaining a place in the NSW All Schools team to contest the School Sport Australia National Championships. We were Metropolitan Cup Champions.

At the recent National Schools Athletics Championships Annelise Isaacs, Yadin Ngeng & Sarah Ringrose represented NSW All Schools with Sarah winning a gold medal & Yadin gold & silver medals. At the NSW All Schools Championships we won 3 gold medals, 1 silver medal & 5 bronze medals. At the NSWCHS State Championships we won 5 gold medals, 4 silver medals & 1 bronze medal. We also won the Sports High Schools Cup for the boys pointscore at these Championships. Yadin Ngeng & Annelise Isaac received Westfields Sports Blues and Yadin also received a Sydney South West Blue & the SSW Sydney Markets Scholarship.

In Baseball, we were the Proud Shield Knockout Champions. Cooper Horton was selected in the NSWCHS team. Shane Kelleher represented School Sport Australia on their tour of the United States of America and received a Westfields Sports Blue & a Sydney South West Blue in honour of his achievements in school baseball. Shane was also named the Sydney South West Sports person of the Year.

In Basketball, Westfields Sports performed credibly in the NSWCHS State Knockouts & the NSW All Schools Championships & National Schools Basketball Championships. In the NSWCHS State Knockouts we won both the open girls and were runners up in the opens boys, 15s girls & 15s boys. The open girls won the NSW All Schools Championships. At the National Schools Championships the U15 Boys Division 1 won bronze & we were semi finalists in the Boys U17 Division 2. Natalia Beaumont, Binta Salawu, Renee Muaulu & Dragan Elkaz gained selection in the NSWCHS basketball teams. Natalia also represented NSW All Schools & School Sport Australia. Natalia Beaumont received Westfields Sports, Sydney South West & New South Wales Combined High Schools Blues, while Dragan Elkaz received Westfields Sports and SSW Blues in recognition of their achievements in school basketball during 2016. Natalia was also awarded a SSW Sydney Markets Scholarship.

In Cricket, Luke Courtney, Hannah Darlington, Creedance King & Chad Sammut were selected to represent NSWCHS. Luke Courtney received a Westfields Sports Blue.

In Football, the senior boys & girls won in the NSWCHS State Cup & Trophy Knockouts & the New South Wales All Schools Championships. 15 students were selected to represent NSWCHS with Daniel Blachura, Lauren Featherstone, Rosaria Galia, Alex Gollan, Princess Ibini Ileshi & Domenic Nascimben gaining selection for NSW All Schools. Daniel Blachura, Lauren Featherstone, Rosaria Galia, Alex Gollan & Domenic Nascimben were selected to represent School Sport Australia on the upcoming tour of the United Kingdom. Lauren Featherstone & Domenic Nascimben were awarded Westfields Sports Blues.

At the NSWCHS Gymnastics Championships Cassidy Ercole, Tessa Manukonga, Madison Estil & Josie Wilkes won gold medals. Cassidy Ercole received a Westfields Sports Blue for women's artistic gymnastics.

In Hockey, Jade Callander, William Graf and Yussuf Rizvi were selected to represent NSWCHS and Liana Smith represented NSW All Schools 15s at the School Sport Australia National Championships. Liana Smith & Yussuf Rizvi received Westfields Sports Blues & William Graf received a NSWCHS Blue & was the recipient of the Sydney Markets Scholarship for the state.

The Open Girls Netball won the Teachers Credit Union Shield State Knockout for the 13th consecutive year & the 15s Girls were runners up in the Debra Hanson Shield State Knockout. Luana Aukafolau, Melanie Hokai, Delilah Koli, Kayla Nakhoul, Olivia Rowntree, Catherine Tevaga & Chaise Vassallo, were selected to represent NSWCHS. Luana & Catherine gained selection in the NSW All Schools to compete at the SSA National Championships. Olivia Rowntree received a Westfields Sports Blue and a SSW Blue and was also named Sydney South West Sports person of the Year.

The Rugby League Program won the GIO National Schoolboy Cup as well as the Buckley Shield & NSW All Schools State Knockouts with the 13s, 14s & 16s. Tuimavave Afualo, Sean Keppie, Jayke Lealuga-Puhotau, William Saunders, Alex Seve, Filia Utoikamanu, Ratu Vesikula, Moses Vuki & Brandon Wakeham represented NSWCHS and Tui & Sean were selected in the Australian Secondary Schools Rugby League 18s team. Tuimavave Afualo received a Westfields Sports Blue and Sean Keppie received a SSW Blue.

In Rugby we were runners up in the Buchan Shield. John-Wesley Boath-Moanu, Jacob Bristow, Joel Divertie, Brenton Doyle-O'Donnell, Terry Fanulua, Lisiate Finau, Kerei Rangnui, Patrick Reynolds, Terrence Toomata, & Dylan Valeni were selected to represent NSWCHS. Jacob & Terry were also selected in the NSW All Schools team. Dylan Valeni received Westfields Sports and SSW Blues.

In Softball, the girls won the NSWCHS State Knockout

and the boys were placed third. Daniel Harrison & Blake Jackson were selected to represent NSWCHS & NSW All Schools while Tayla Noble represented NSWCHS. Blake Jackson was awarded Westfields Sports and NSWCHS Blues and Daniel Harrison received a Sydney South West Blue. Blake capped off a great year being named Westfields Sports Sports person of the Year.

In Swimming we won a gold, silver and two bronze medals won bronze medals at the NSWCHS Championships and a bronze medal at the NSW All Schools Championships.

Jesse Messa was selected to represent NSWCHS in Tennis and the boys won a Bronze medal in the Stan Jones Cup State Knockout.

Joanne Kenny

Sports Director

Achievements in the Creative and Performing Arts

The Creative Arts faculty had a productive 2016. Students were engaged through interesting and challenging lessons, incursion, excursions and guest presenters. The students achieved outstanding results in the Rosa and HSC courses. We welcomed permanent teachers Rebecca Fishburn to the Dance program and Sylvia Papalia to Visual Arts.

The Dance program enjoyed excellence in the school environment and at external events. Once again the Dance program entered the City of Sydney Cultural Eisteddfod, Senior Company, Year 7 and 8 dancers and Jazz Ensemble all receiving excellent feedback and results. In March, the dancers performed at the Sports High Schools Association launch. This on field Jazz performance was choreographed by Matthew Levick.

All dancers performed the Ultimo Dance Festival, Series Two. Year 7–12, Ensemble and Company groups performed a range of contemporary works over several programs of dance. Our selection into State Dance Festival saw Year 11 dancers perform at the Seymour Centre for a second time. The Dance program was part of the inaugural Dance Festival, "Lighthouse". This event was a collaboration between all High Schools of Performing Arts and Westfields Sports High School. This innovative dance festival allows students to view excellence in dance and take part in workshops by leading choreographers and university lecturers. The discussion of dance in education and the career opportunities was extremely valuable to talented dancers.

Our year 12 Dance class performed outstandingly in the HSC. Eleven nominations for Call Back, exemplary works from the HSC practical examinations were attained from a class of seven students.

An Evening of Dance was a hugely successful night. The evening consisted of class work, ensemble and company works. The themed second half allowed the

audience to take a journey through the construction of an artwork. Former teacher, Mr. McCourt, created a stunning artwork that the dancers re-constructed. Using the elements of design as inspiration the dancers used line, shape, colour, texture and tone to bring the artwork to life. Westfields were pleased to retain our strong links with our primary schools, with Fairfield West and Hoxton Park Community of Schools joining with us to present this event.

Finally, the Dance Program toured of China as part of the Expanding Horizons China Tour. Thirty-one students, Ms. Holden and Miss Fishburn travelled to China, visiting various landmarks and participating in several workshops and performances. Our priorities whilst away were performance opportunities, workshops and soaking up the atmosphere of a very large and busy country. This was an amazing and wonderful experience for our students. Influenced by our experiences at school in China, the Dance Program created a tranquil and inviting space on the balcony of the studio spaces. Plants, artificial turf and seating changes the atmosphere and creates a valuable learning space.

The Drama students created their own performance opportunities through their classwork. Year 10 created a Comedy show and Year 9 participated in a class Theatre Sports competition with the final round performed in front of a lunchtime audience. Year 9 students performed a class script to a large lunchtime audience. In March, Year 9 students also gave dramatic readings to a lunchtime audience on Poetry Day.

The Music students were equally engaged through workshops, excursions and incursions.

Music Night is an opportunity for many students to demonstrate their outstanding skills in singing, playing or composing music. This event attracts many parents and is staged with the help of the Club Marconi. Music night successfully showcased all elective Music classes and year 7 & 8 mandatory music students. Many members of staff also performed to rapturous applause. Other excursions included the Meet the Music, whereby students had the opportunity to appreciate orchestral instruments and classical music. Music students also had the opportunity to perform for both local primary schools as part of their annual music concerts and school fates.

In the Music 2 Unit 1 course Dean Alic was nominated for Encore, a performance of extemporary performances from the 2016 Music practical exams. Dean was nominated for both his elective and core performance works.

The Event Singers combined with our indigenous students to learn the National Anthem in Dharawal language. Music tuition continues in drums, guitar and vocal training for those students who wish for more specific and intense training in their field of expertise. Music enrichment continued with many students giving up two mornings a week to be part of an ensemble that focuses on performance. This enrichment group continues to grow and excel.

Ms Ricapito and Mr Akele continue to offer the school-based performances "The Friday Gigs". These devoted teachers also entered students "Bring it On" a local rock band competition. Dean Alic won this competition. They received a two thousand dollar reward towards musical equipment for the Music department.

Visual Arts and Digital Media students participated in a range of classroom and extra curricula activities. Senior Visual Arts students viewed Art expresses gaining a valuable insight into the rigour of the HSC Visual Arts course providing inspiration to get their own artworks underway. In the HSC students showed marked improvement in both theory and practical studies with high quality works submitted for the practical component of the course.

The Visual Arts teachers offered taster lessons to prospective 2017, year 7 students. These lessons provided an insight to clever and creative thinking. Year 9–11 students experienced Sculptures by the Sea in November. Our annual Art Exhibition again attracted much attention; awards in each year group and genre of art works were presented to the students at the opening night of the exhibition. The CAPA staff would like to thank the Home Economics team for catering the event.

The high expectations, best practice and expertise of the teachers in the Creative and Performing Arts faculty ensures that every student undertaking the arts achieves at their personal best.

Michelle Holden

Head Teacher

Creative and Performing Arts.

Literacy and Numeracy

Westfields Sports High School has highly professional and involved Literacy and Numeracy Teams. In 2016, members of the Literacy team led professional learning at Staff Development Days and Twilight Professional Learning sessions with regard to NAPLAN data analysis, reading strategies and EAL/D identification and provision of literacy strategies for EAL/D students. The Learning Centre continues to identify students with literacy needs and provides them with additional assistance; primarily through the facilitation of MultLit. The student-composed school magazine was established and published throughout the year with great reception by students and staff. During Literacy and Numeracy Week, Allison Tait, author of the Mapmaker Chronicles novels, conducted writing workshops for Years 7 and 8. The workshops were a rewarding and enjoyable experience for our young creative writers and we look forward to conducting further author writing workshops in 2017.

In 2016, the Numeracy Committee focused on two key areas: increasing engagement in Numeracy throughout Stage 4, and a STEAM (Science, Technology,

program. To increase engagement with numeracy a “Problem of the Fortnight” was posted around the school and during roll–call to engage Stage 4 learners with a variety of questions requiring problem solving and mathematical calculation. The STEAM project involved the creation of recycled paper. A large number of faculties worked together in Weeks 7–8 of Term 4 to deliver a cross–curricular program including the history of paper and the themes of sustainability, a numerical focus on ratios, as well the artistic, scientific and technical aspects of creating recycled paper.

**Richard McKeough (Deputy Principal – Literacy)
and**

**Matthew Bennett (Head Teacher, Teaching and
Learning – Numeracy)**