

# Westfields Sports High School

## Annual Report



2017



8384

## Introduction

The Annual Report for 2017 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

### School contact details

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### Message from the Principal

2017 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 have had a positive impact on building stronger relationships with our non-English background speaking parents.

Our 2017 HSC results were once again outstanding with our Dux achieving an ATAR of 97.55 with many other results above 90. Overall we had 60 Band 6 results and over 112 students accepted into university. We also have extremely successful acceleration programs in Mathematics and Science for our talented academic students who sit their Higher School Certificate in either Years 10 or 11. In terms of adding value to student 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 2017. Whilst value added performance from year 7 to year 9 in the Australia wide NAPLAN was above state average, there is still work to be done in the areas of reading, punctuation and grammar.

In 2017, the student numbers were 1710 with a teaching staff of 114.4, 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 2017. All students are encouraged to bring their own devices to school and staff have developed interactive lessons to utilise this new technology. We have continued to update our interactive data projectors program and every classroom in the school now has full wireless capability.

Our creative and performing arts students also continued to excel. Westfields Sports was strongly represented at regional and state dance and we had fifteen 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 and at the Schools Spectacular.

Our young sportsmen and sportswomen continue to perform at the highest levels and achieved some fantastic results. The highlight has no doubt been the 24 students selected to represent Australia and 73 students selected to represent NSW in their chosen sport. Over the past 12 months, Westfields won 15 state knockout competitions across 8 sports including athletics, baseball, basketball, 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 state 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 and Fabrice Lapierre represented at the World Athletics Championships, Ellie Carpenter, Alanna Kennedy and Princess Ibini-Isie represented the Matildas

and Kristiana Manua and Kim Ravillion represented Australia in Netball. In addition, 6 former students played for the Socceroos, 11 played in the National Rugby League competition, 19 played in soccer's A League and 8 played in the W League.

Work was completed in Term 2 on the extension of our Weights Room. This wonderful new facility is at the cutting edge of modern day sports science. In November, the school also took possession of a new multi-purpose cricket training facility. This consists of 4 batting nets with retractable netting which opens up to a large synthetic fielding area. These new nets were partly funded by Cricket NSW, the State Government Community Building Partnership Grant and partly by the school.

Our partnerships with local community organisations such as St John's Park Bowling Club, Mounties, 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 installed air conditioning in a number of rooms and pay the lease on one of our mini buses and have also continued with their dedicated attendance at parent/teacher evenings, orientation nights, and other information events which 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 fifteen 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 2017 Westfields Sports High School has over 1710 students with 54% males and 46% 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 117.

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. 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.

**In the domain of LEARNING, Westfields Sports High School is exhibiting high quality practice in the following areas:**

Learning Culture – Sustaining and Growing

Wellbeing – Excelling

Curriculum and Learning – Sustaining and Growing

Assessment and Reporting – Sustaining and Growing

Student Performance Measures – Excelling

Effective Classroom Practice – Sustaining and Growing

**In the domain of TEACHING, Westfields Sports High School is exhibiting high quality practice in the following**

**areas:**

Data Skills and Use – Sustaining and Growing

Collaborative Practice – Excelling

Learning and Development – Sustaining and Growing

Professional Standards – Sustaining and Growing

**In the domain of LEADING, Westfields Sports High School is exhibiting high quality practice in the following areas:**

Leadership – Excelling

School Planning, Implementation and Reporting – Excelling

School Resources – Excelling

Management Practices and Processes – Excelling

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

## 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)	Funds Expended (Resources)	Progress achieved this year
<b>Purpose 1</b> <ul style="list-style-type: none"> <li>• Increase the number of band 5 and 6 results in the HSC by 5% over the 5 year average.</li> <li>• Increase the percentage of students achieving above minimum standards in Year 9 NAPLAN – Literacy and Numeracy.</li> <li>• Increase the percentage of students achieving a minimum Band 8 in Year 9 NAPLAN –Reading, Writing and Numeracy</li> </ul>	\$575,128  Low Socio-economic background funding  \$355,915  EAL/D Funds  \$50,000  Teacher Professional Learning  \$339,058  Disability Flexible Funding  \$33,090  Integration funding  \$355,915  EAL/D funding	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.  Learning Support Team implemented transitional plans for incoming Year 6 students. PLASPS composed for identified students.  AGAT and MultiLit testing conducted for all incoming 2018 Year 7 students.  LAST support provided for identified students.  MultiLit training provided for all SLSOs. Students identified with literacy needs are provided with MultiLit and additional literacy support.  EAL/D surveys conducted by all English staff. Student progress monitored.
<b>Purpose 2</b> <ul style="list-style-type: none"> <li>• Increase the percentage of students exhibiting positive behaviour in class by 2%</li> </ul>	\$42,666  Teacher Professional Learning	PBL applied consistently across the whole school – Safe, Respectful, Learners.  Increased student engagement resulting in

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>• Increase the percentage of students with a positive sense of belonging by 3%</li><li>• Increase the percentage of students who are actively engaged in learning as reported in the Tell Them From Me survey (TTFM) by 3%.</li></ul>		improved learning outcomes.  Students are creative thinkers, who are socially and culturally aware.

## 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 introduced a Project Based Learning (PBL) Trial in to year 7 in 2017. Two high achieving classes were selected for the trial. Staff teaching these classes undertook professional learning to ensure they were equipped with the skills required to ensure the successful implementation of the trial. Linked to this trial is 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 NESA Accreditation. PDPs were developed in collaboration with a mentor in accordance with the DoE Performance and Development Framework (planning, implementation, evaluation).

The School evaluated current NESA 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)	Funds Expended (Resources)	Progress achieved this year
<b>Purpose 1</b> <ul style="list-style-type: none"><li>• All school programs and practices are aligned with the School Plan.</li><li>• Whole School/Faculty/Program Review used to drive improved teaching and learning outcomes.</li></ul>	\$5,000  Teacher Professional Learning	The school revised the 2017 version of a 3 year Strategic Plan.  All mentors/supervisors completed an annual review to assist staff to improve their practice.  All faculties developed a Faculty Management Plan.  There was parental consultation regarding school planning resulting in goals and targets, which meet the specific needs of the Westfields Sports High School Community.
<b>Purpose 2</b> <ul style="list-style-type: none"><li>• All staff will complete their PDP and use this to drive improved practice.</li><li>• All staff will achieve or maintain their BOSTES Accreditation.</li></ul>	\$5,000  Teacher Professional Learning	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.
<b>Purpose 3</b>  All staff meet NESA maintenance and accreditation requirements.  All staff participate in 12 hours of compulsory professional development at Twilight Sessions.	\$15,000  Teacher Professional Learning	Collaborative learning groups were established and continued to implement school priorities and lead professional development throughout the year.



## Next Steps

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 available data to drive the effective operation and management of school systems.
2. To provide leadership to build capacity and ensure succession planning.
3. To develop effective and meaningful partnerships with Sports High Schools, State and National sporting organisations, and tertiary institutions to improve the quality of all sporting programs and to develop and maintain high quality training facilities.
4. To create and maintain an environment conducive 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 maintained links with the universities and key sporting bodies. Collaboration and joint professional learning including coach education took place to improve program delivery and quality. Increased number of MOUs with key sporting bodies.

There was continued 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)	Funds Expended (Resources)	Progress achieved this year
<b>Purpose 1</b> <ul style="list-style-type: none"><li>• TTFM Survey and "Focus on Learning Teacher Survey" used to determine staff, student and parent satisfaction.</li></ul>	\$5,000  Low Socio-economic background funding	"Tell Them From Me Survey" and "Focus on Learning Teacher Survey" regularly administered and analysed.
<b>Purpose 2</b> <ul style="list-style-type: none"><li>• All leadership positions are filled using Merit Selection.</li><li>• Increase the number of staff working towards higher levels of accreditation.</li></ul>	\$2,000  Teacher Professional Learning	The school successfully conducted CAPA and Science Faculty Reviews 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.
<b>Purpose 3</b> <ul style="list-style-type: none"><li>• All coaches hold advanced accreditation.</li><li>• All sporting programs align with state/national curriculum.</li><li>• Upgrade facilities for strength and conditioning, cricket, baseball and softball programs.</li></ul>	\$50,000  School and Community	New strength and conditioning facility opened.  Partnerships with ASC, national and state sporting organisations were established.  All sporting programs aligned with national pathways.  Softball/Baseball batting cage constructed and opened.  Senior athletes to have Individual Player Plans (IPPs).

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<b>Purpose 3</b> <ul style="list-style-type: none"> <li>• All coaches hold advanced accreditation.</li> <li>• All sporting programs align with state/national curriculum.</li> <li>• Upgrade facilities for strength and conditioning, cricket, baseball and softball programs.</li> </ul>		Research partnerships were established to enhance sporting performance embedded into sporting programs.
<b>Purpose 4</b> <ul style="list-style-type: none"> <li>• Increase BYOD usage across the school by 10%.</li> <li>• Increase staff expertise in ICT.</li> </ul>	\$20,000  Low Socio-economic Funding	Two Year 7 classes targeted for Project Based Learning classes participated in BYOD programs. 95% of these students used their own devices.

## Next Steps

Westfields Sports will continue to be a leading member the Sports High Schools Association. This will include the finalisation of various key sporting bodies. 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 a continued 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	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$24,123 total  Norta Norta  Equity Funding	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. (see Aboriginal Education Report)
<b>English language proficiency</b>	\$355,915 total  Equity Language	Accurate identification of EAL/D and English literacy need in student cohort. Additional support was provided to gain improvement in English literacy levels in targeted students.
<b>Low level adjustment for disability</b>	\$339,058 total  Equity Disability	Improved value-added data for targeted students. Evaluation of PLASPs and NAPLAN data indicated improvement stemming from intervention.
<b>Quality Teaching, Successful Students (QTSS)</b>	Not Applicable	
<b>Socio-economic background</b>	\$862,153 total  Equity Socio Economic	Decreased number of students performing below national benchmarks in Year 9 NAPLAN. Analysis of NAPLAN data indicated improvement stemming from intervention.
<b>Support for beginning teachers</b>	\$131,329 total	<p>The Great Teaching, Inspired Learning Blueprint outlines the importance of Early Career Teachers (ECTs) receiving high quality induction programs supported by stakeholders within their school in order to: support and enhance the capacity of the ECT to teach effectively within the classroom, enable the ECT to participate meaningfully in the school community, develop and foster career aspirations, goals and have the opportunity to develop a career path for the ECT, sustain student achievement levels and ensure student learning outcomes are met, reduce the number of ECTs who leave the profession within their first 3 years. Link: <a href="http://www.schools.nsw.edu.au/media/downloads/news/greatteaching/gtil_blueprint.pdf">http://www.schools.nsw.edu.au/media/downloads/news/greatteaching/gtil_blueprint.pdf</a></p> <p>Upon appointment to WSHS, ECTs (as defined above) engage in an induction program which is specific to the context of WSHS based upon the principles outlined in the DEC Strong Start Great Teachers website. Link: <a href="http://www.ssgt.nsw.edu.au">http://www.ssgt.nsw.edu.au</a></p>
<b>Targeted student support for refugees and new arrivals</b>	\$19,289 total	Continued and increased integration and support of refugee students. Programs such as 'Goals', 'Creating Chances', Mother-Daughter Workshops and TAFE/Careers information sessions provided throughout the year with in-school support.
<b>Talented Sporting Programs</b>	\$1,031,289 total	Increased number of students performing at state and national levels. Continued utilisation

**Talented Sporting Programs**

\$1,031,289 total

of sports science in partnership with tertiary institutions in order to provide research data for longitudinal studies of developing athletes.



## Student information

### Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	948	969	981	982
Girls	684	674	682	686

### Student attendance profile

School				
Year	2014	2015	2016	2017
7	95.4	94.6	93.9	93.8
8	93.7	92.7	92.6	92.3
9	93	91.5	91.9	91.6
10	90.5	91.7	90.9	88.3
11	90.9	89.7	89.8	89.3
12	92.3	91.1	89.7	90.3
All Years	92.6	91.9	91.5	90.9
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	14
Employment	0	0	11
TAFE entry	0	0	14
University Entry	0	0	50
Other	0	0	7
Unknown	0	0	3

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	3
Assistant Principal(s)	0
Head Teacher(s)	18
Classroom Teacher(s)	82
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	2.2
Teacher Librarian	2
Teacher of ESL	3.2
School Counsellor	1
School Administration & Support Staff	18.77
Other Positions	2

\*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 2017. 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 both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
<b>Balance brought forward</b>	<b>947,514</b>
Global funds	972,837
Tied funds	818,192
School & community sources	1,237,873
Interest	12,273
Trust receipts	65,942
Canteen	194,433
<b>Total Receipts</b>	<b>3,301,550</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	243,025
Excursions	155,704
Extracurricular dissections	661,767
Library	16,577
Training & Development	0
Tied Funds Payments	982,729
Short Term Relief	177,057
Administration & Office	324,358
Canteen Payments	168,525
Utilities	122,425
Maintenance	176,391
Trust Payments	88,025
Capital Programs	124,618
<b>Total Payments</b>	<b>3,241,201</b>
<b>Balance carried forward</b>	<b>1,007,863</b>

	2017 Actual (\$)
<b>Opening Balance</b>	<b>0</b>
<b>Revenue</b>	<b>3,185,098</b>
Appropriation	2,263,623
Sale of Goods and Services	258,273
Grants and Contributions	661,015
Gain and Loss	0
Other Revenue	0
Investment Income	2,187
<b>Expenses</b>	<b>-2,062,541</b>
Recurrent Expenses	-2,062,541
Employee Related	-915,664
Operating Expenses	-1,146,877
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	<b>1,122,557</b>
<b>Balance Carried Forward</b>	<b>1,122,557</b>

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.



	2017 Actual (\$)
<b>Base Total</b>	14,116,955
Base Per Capita	254,165
Base Location	0
Other Base	13,862,790
<b>Equity Total</b>	1,581,249
Equity Aboriginal	24,123
Equity Socio economic	862,153
Equity Language	355,915
Equity Disability	339,058
<b>Targeted Total</b>	52,379
<b>Other Total</b>	260,664
<b>Grand Total</b>	16,011,247

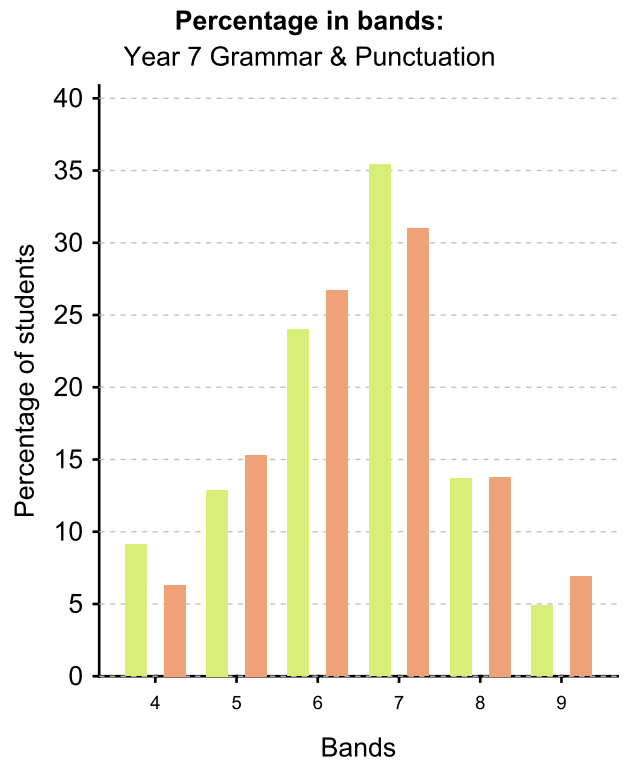
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

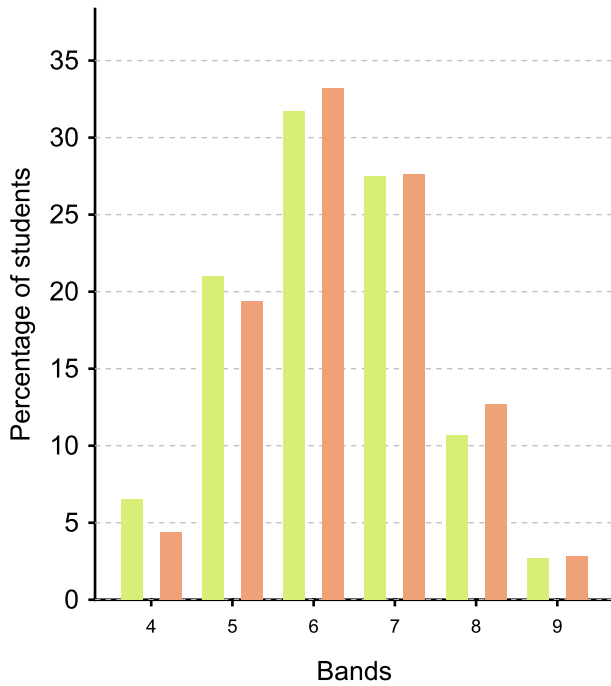
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



<span style="color: green;">■</span> Percentage in Bands
<span style="color: orange;">■</span> School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	9.1	12.9	24.0	35.4	13.7	4.9
School avg 2015-2017	6.3	15.3	26.7	31.0	13.8	6.9

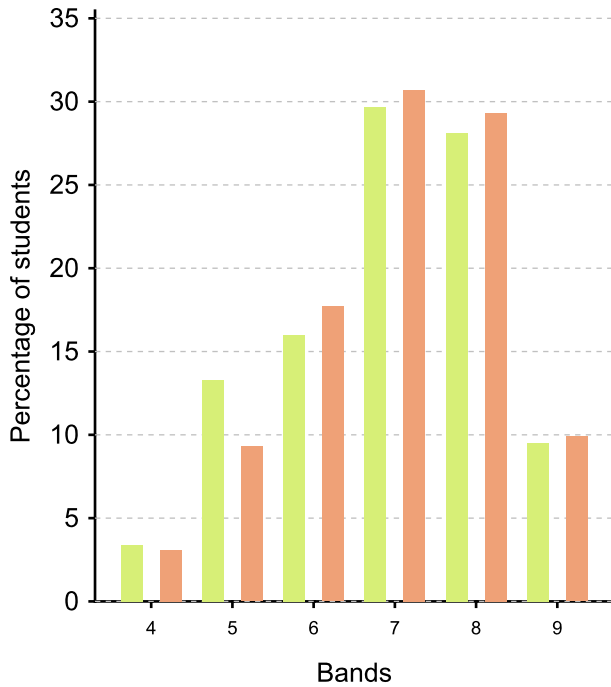
**Percentage in bands:**  
Year 7 Reading



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	6.5	21.0	31.7	27.5	10.7	2.7
School avg 2015-2017	4.4	19.4	33.2	27.6	12.7	2.8

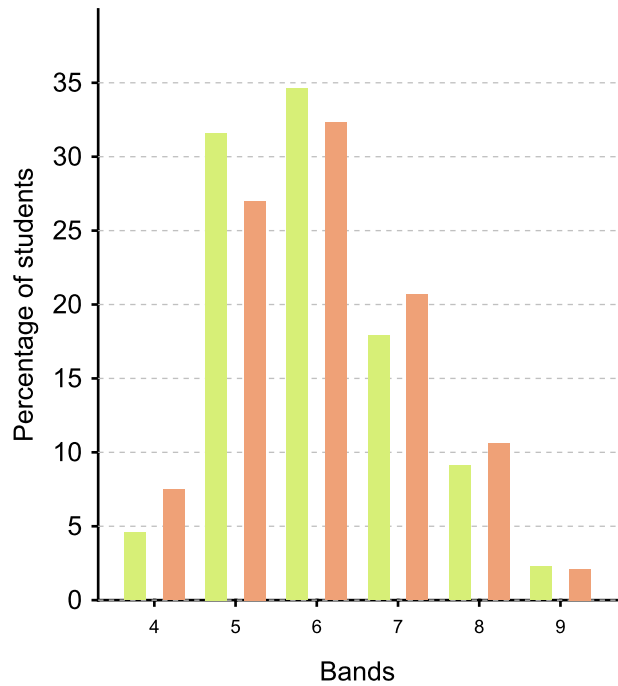
**Percentage in bands:**  
Year 7 Spelling



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	3.4	13.3	16.0	29.7	28.1	9.5
School avg 2015-2017	3.1	9.3	17.7	30.7	29.3	9.9

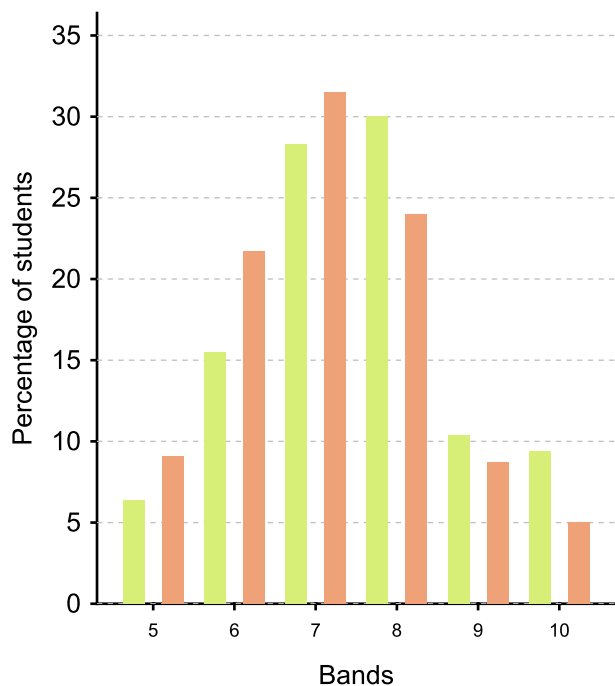
**Percentage in bands:**  
Year 7 Writing



Percentage in Bands  
School Average 2015-2017

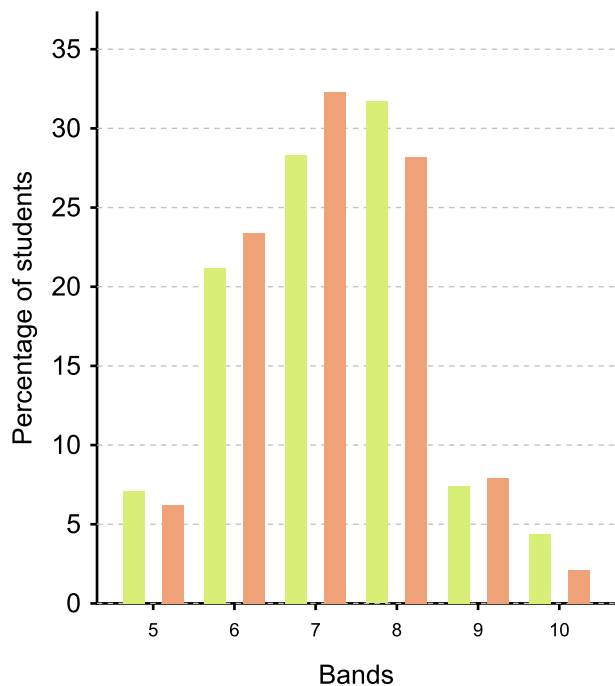
Band	4	5	6	7	8	9
Percentage of students	4.6	31.6	34.6	17.9	9.1	2.3
School avg 2015-2017	7.5	27.0	32.3	20.7	10.6	2.1

**Percentage in bands:**  
Year 9 Grammar & Punctuation



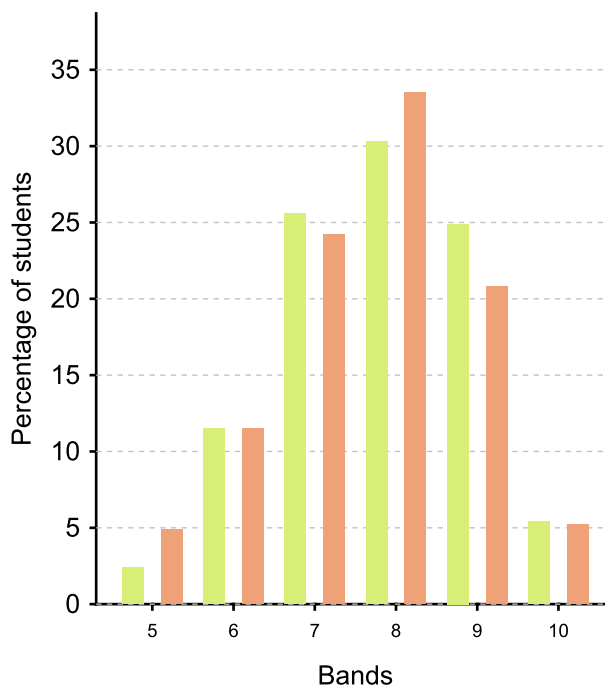
Band	5	6	7	8	9	10
Percentage of students	6.4	15.5	28.3	30.0	10.4	9.4
School avg 2015-2017	9.1	21.7	31.5	24.0	8.7	5.0

**Percentage in bands:**  
Year 9 Reading



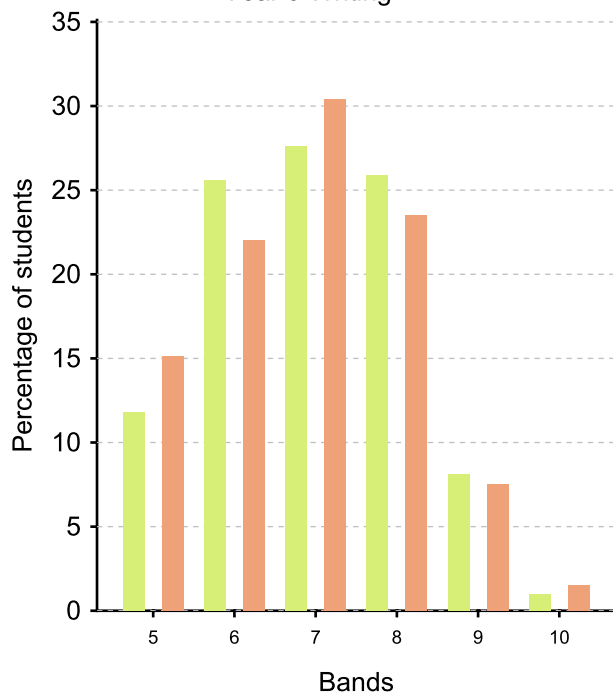
Band	5	6	7	8	9	10
Percentage of students	7.1	21.2	28.3	31.7	7.4	4.4
School avg 2015-2017	6.2	23.4	32.3	28.2	7.9	2.1

**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	2.4	11.5	25.6	30.3	24.9	5.4
School avg 2015-2017	4.9	11.5	24.2	33.5	20.8	5.2

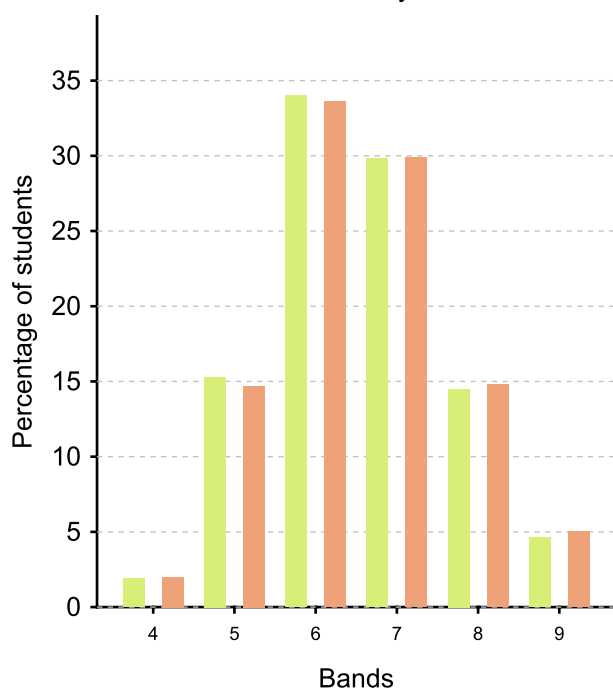
**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	11.8	25.6	27.6	25.9	8.1	1.0
School avg 2015-2017	15.1	22.0	30.4	23.5	7.5	1.5

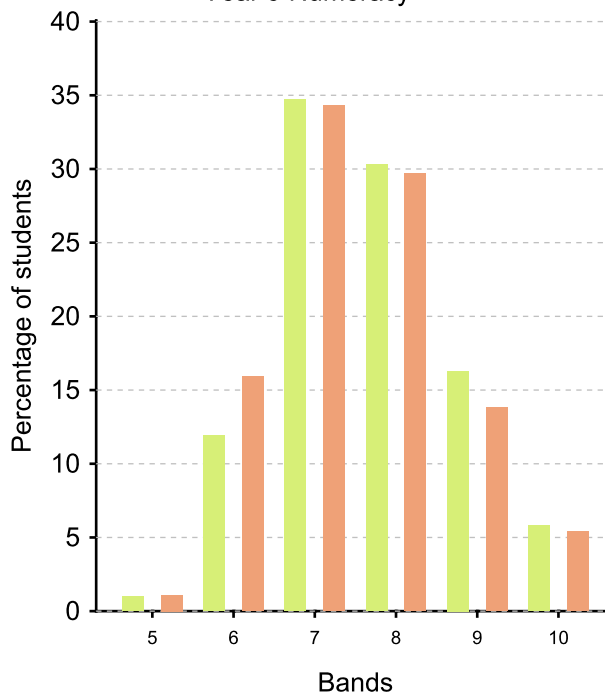
**Percentage in bands:**  
Year 7 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	1.9	15.3	34.0	29.8	14.5	4.6
School avg 2015-2017	2.0	14.7	33.6	29.9	14.8	5.0

**Percentage in bands:**  
Year 9 Numeracy



Percentage in Bands  
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	1.0	11.9	34.7	30.3	16.3	5.8
School avg 2015-2017	1.1	15.9	34.3	29.7	13.8	5.4

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

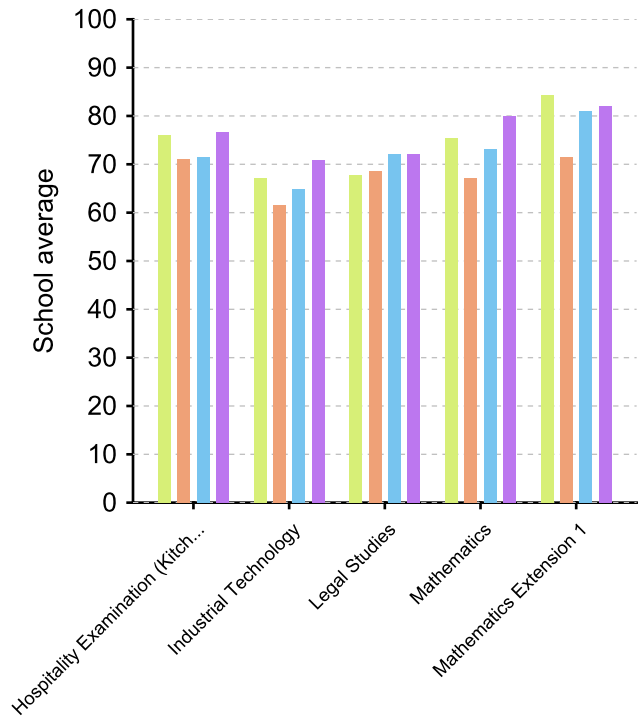
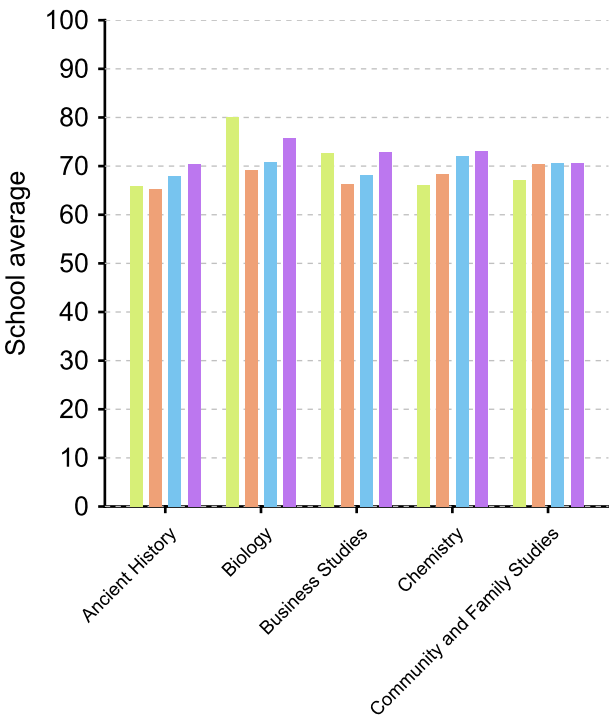
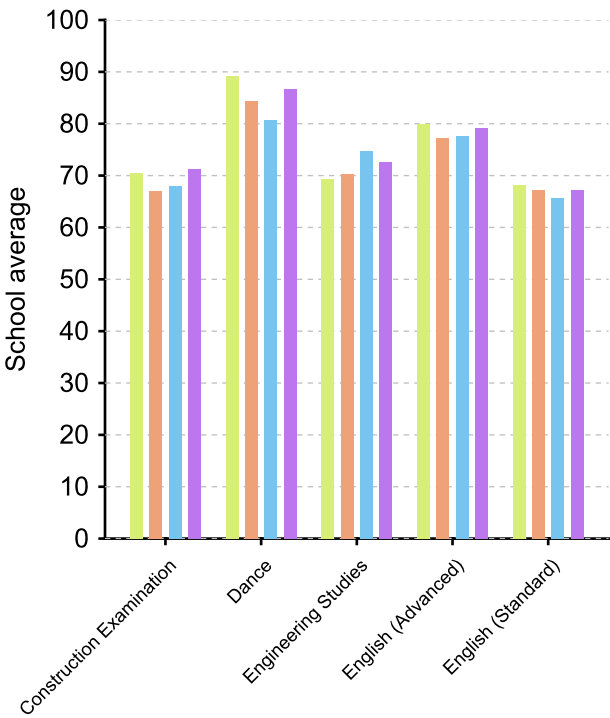
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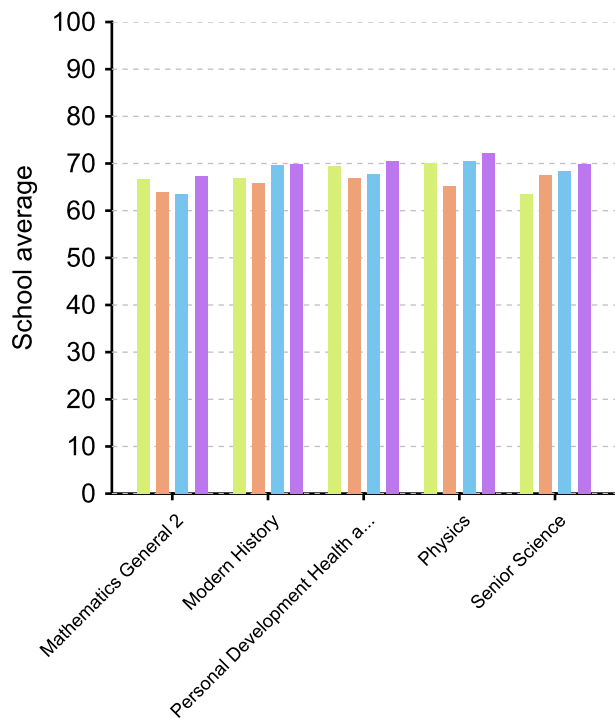
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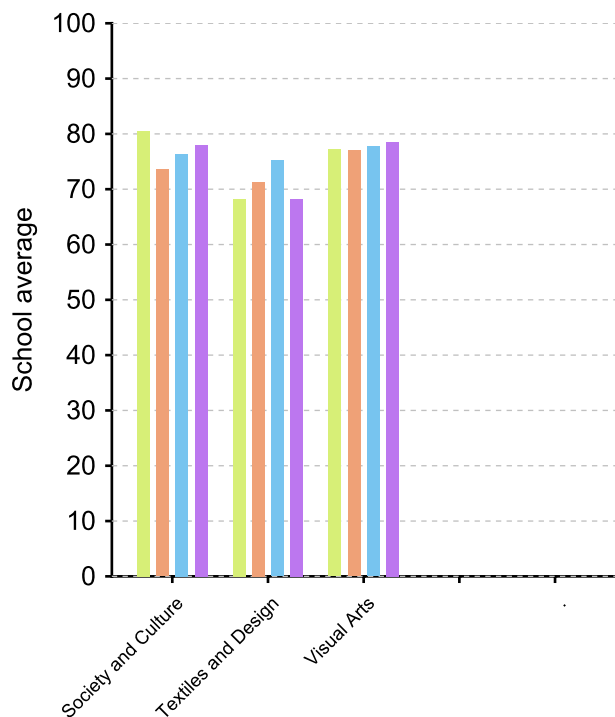
### Higher School Certificate (HSC)

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





■ School 2017 
 ■ SSSG Average 2017 
 ■ State Average 2017 
 ■ School Average 2013-2017



■ School 2017 
 ■ SSSG Average 2017 
 ■ State Average 2017 
 ■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Ancient History	65.9	65.3	68.1	70.4
Biology	80.0	69.1	70.9	75.7
Business Studies	72.6	66.2	68.2	72.9
Chemistry	66.2	68.4	72.1	73.2
Community and Family Studies	67.2	70.4	70.7	70.7
Construction Examination	70.4	66.9	67.9	71.3
Dance	89.1	84.5	80.7	86.8
Engineering Studies	69.4	70.4	74.8	72.6
English (Advanced)	80.0	77.2	77.6	79.3
English (Standard)	68.2	67.3	65.6	67.2
Hospitality Examination (Kitchen Operations and Cookery)	76.0	71.0	71.5	76.6
Industrial Technology	67.2	61.5	64.8	70.8
Legal Studies	67.7	68.6	72.1	72.1
Mathematics	75.5	67.2	73.2	80.0
Mathematics Extension 1	84.4	71.5	81.0	82.0
Mathematics General 2	66.7	63.9	63.6	67.3
Modern History	66.9	65.9	69.6	69.9
Personal Development Health and Physical Education	69.5	67.0	67.7	70.5
Physics	70.1	65.2	70.4	72.3
Senior Science	63.5	67.6	68.3	70.0
Society and Culture	80.5	73.6	76.4	78.0
Textiles and Design	68.2	71.3	75.2	68.2
Visual Arts	77.2	77.0	77.7	78.6

## Policy requirements

### Aboriginal education

In 2017 Westfields Sports High School had an enrolment of 37 ATSI 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 at Westfields Sports High School is still the Vice President elect 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 PLP's 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 to higher studies or the work force. Meetings and communication relationships are used to continually strengthen 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 Marcus Corowa performance for NAIDOC week celebrating the history, culture and achievements of Aboriginal and Torres Strait Islander peoples. For the third year we had 30 students attend the school ATSI camp at Burrell Pines on the South Coast led by the local elder. Activities included traditional art, history and stories, traditional weapons and men's/women's business.

Students also participated in a major Reconciliation project 'stage 3' where more 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 which 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.

Mr Brett Mathison

Head Teacher – Teaching and Learning (Students)

### 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 continued and expanded 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

2017 has again been an exceptional year for Westfields Sports in the sporting arena. I would like to commence by recognising former students on the world stage : Usman Khawaja – currently representing Australia in the Ashes series; Kimberley Ravaillion – Australian Netball; Alanna Kennedy, Ellie Carpenter, Princess Ibini-Isej and Amy Harrison – Matildas; Matt Ryan, Matthew Jurman, Aaron Mooy, Milos Degenek and Mustafa Amini – Socceroos in World Cup Qualifiers; Fabrice Lapierre and Dani Samuels, World Championships Athletics; Israel Folau, Rugby and David Klemmer – Rugby League World Cup; Jason Cadee – Australian Basketball. Our current athletes have performed at school, region, state, national and international levels.

In Australian Football, 10 students were selected to represent SSW, We were Metropolitan Cup Opens Champions and travelled to Canberra for the NSWACT State Finals.

At the recent National Schools Athletics Championships in Adelaide, Paige Merriman, Adeshola Adenerin, Raven Pyda and Laticia Lolohea represented NSW All Schools with Adeshola winning a gold medal in the relay and silver medal in the 100m. At the NSW All Schools Championships we won three gold medals, three silver medals and three bronze medals. At the NSWCHS State Championships, Westfields won seven gold medals, six silver medals and four bronze medals. We also won the Sports High Schools Cup for the boys, girls and combined point scores at these Championships. Zac Zaineddine received Westfields Sports Blue and a Sydney South West Blue. Yadin Ngeng represented Australia at the Commonwealth Youth Games.

In Baseball, we were the Proud Shield Knockout Champions. Jack Lee was selected in the NSWCHS and NSW All Schools teams.

In Basketball, Westfields Sports performed credibly in the NSWCHS State Knockouts, the NSW All Schools Championships and National Schools Basketball Championships. In the NSWCHS State Knockouts we won the open girls and were runners up in the 15s girls. At the National Schools Championships, the U15 Boys Division 1 won the bronze medal. Tatiana Beaumont, Binta Salawu, Jenarl Faraimo and Bosko Djurovic gained selection in the NSWCHS basketball teams. Bosko Djurovic and Binta Salawu received Westfields Sports, Blues and Bosko also received a Sydney South West Blue.

In Cricket, Zeeshan Ahmed, Hannah Darlington, Creedance King and Rhys Ward were selected to represent NSWCHS. Zeeshan and Aryan Kate represented New South Wales All Schools at the School Sport Australia 15s Championships. Hannah Darlington and Rhys Ward received Westfields Sports Blues and Hannah Darlington received a New South Wales Combined High Schools Blue and was awarded

the Sydney Markets Scholarship for the state. Hannah capped off a remarkable year being contracted to Sydney Thunder for Women's Big Bash League.

In Football, the senior boys and girls won in the NSWCHS State Cup and Trophy Knockouts and the New South Wales All Schools Championships. The 15s girls won the Bill Turner Trophy, while the 15s boys were runners up in the Bill Turner Cup. 21 students were selected to represent NSWCHS with Maryam Mostaghimi, Shadeene Evans, Benjamin Ogden, James Nikolovski, Angelo Kalamvokis and Louis Zabala representing New South Wales All Schools at the recent Pacific School Games in Adelaide. Franco Maya Valiente, William Patramanis, Christian Nascimben, Brodie Clarkson, Samuel Silvera and Martin Fernandez, James Nikolovski and Shadeene Evans were selected to represent School Sport Australia. Rory McNally and Samuel Silvera were awarded Westfields Sports Blues, Sophie Magus received a Sydney South West Blue and Brodie Clarkson was awarded a New South Wales Combined High Schools Blue.

At the NSWCHS Gymnastics Championships Cassidy Ercole, Christie Wang and Jamayka Manuwon gold medals. Cassidy Ercole received a New South Wales Combined High Schools Blue for women's artistic gymnastics.

In Hockey, the open boys won the New South Wales Combined High Schools State knockout for the first time and the open girls were runners up. Jade Callander and William Graf were selected to represent New South Wales Combined High Schools. Liana Smith represented New South Wales All Schools at the Pacific School Games and was selected in the School Sport Australia team to tour South Africa in 2018. Jade Callander received Westfields Sports Blue and a Sydney South Blue and was the recipient of the Sydney Markets Scholarship for the region.

The 15s Girls Netball were runners up in the Debra Hanson Shield State Knockout. The 7/8 and 9/10 teams were Netball NSW Schools State Cup Champions. Kayla Nakhoul, Courtney Castle, Jada Rose Lene and Ana Fainu were selected to represent NSWCHS. Jada Rose gained selection in the NSW All Schools team to compete at the Pacific School Games. Kayla Nakhoul received a Westfields Sports Blue and a SSW Blue.

The Rugby League Program won the GIO State Schoolboy Cup as well as the Buckley Shield and NSW All Schools State Knockouts with the 14s. Lindsay Smith, Tommy Talau, Trey Mooney and Caleb Tohi represented NSWCHS and Lindsay, Trey and Caleb were selected in the Australian Secondary Schools Rugby League 18s and 15s teams. Lindsay Smith received a Westfields Sports Blue and a SSW Blue. To cap off a great year, Lindsay was named Westfields Sports Sportsperson of the Year.

In Rugby Union, Justin Filo, David Kato, Isoa Nasilsila, Baden Stewart, Luciano Uta'atu, Taner Alca, Flynn Isaacs, Logan Muir, Dakota Pritchard and Ronald Volkman were selected to represent NSWCHS. Isoa

received a Westfields Sports Blue.

In Softball, the boys won the NSWCHS State Knockout and the girls were runners up. Daniel Harrison, Tayla Noble, Kristy Aguilar and Natalie Armstrong represented NSWCHS. Daniel and Kristy were awarded Westfields Sports Blues and Tayla received a Sydney South West Blue.

In Swimming we won a gold, three silver and two bronze medals at the NSWCHS Championships.

In Tennis, the girls were runners up in the Floris Conway Cup State Knockout and the boys were placed third in the Stan Jones Cup State Knockout. Both teams qualified for the National Schools Championships.

**Ms Joanne Kenny**

**Sports Director**

### **Student Wellbeing**

A number of support services and initiatives are in place to assist students to be aware of their own wellbeing and to feel connected to the school environment. Each Westfields Sports student is supported by a comprehensive wellbeing team, comprising of a Year Advisor and their assistant, school counsellors and chaplains, the ATSI coordinator, refugee student coordinator, the Wellbeing Head Teacher and the Deputy Principals. Programs / initiatives in place during 2017 included:

- Run Beyond Project – provided opportunities for students to engage in a long distance running program with a specific goal race the ultimate target. Through their engagement in this program, participating students have developed goal setting practices, resiliency and perseverance and their ability to work within a team.
- Creating Chances – two distinct groups, a refugee student group and a Year 8 group at risk of disengagement, were engaged in the Creating Chances program at different times throughout the year. During sessions with their mentors, students built upon their understanding of their and others' cultures and developed an understanding of empathy for others. They also became mindful of their own values and practised discussing what is important to other students within their group.
- Positive Peer Culture – a peer mediation program that enables the school's senior students to act as a mentor to junior students. The mentors are able to develop their own leadership capacity while also assisting junior students to reflection their own behaviour and choices.
- Awareness building programs – a number of programs were provided for all students to assist in their own personal development. For example, bully awareness presentations were provided for

Years 7 and 8; cyber safety workshops were conducted with Years 7 and 9; year 10 students attended the Stand Tall conference; Year 11 students engaged in the week long, comprehensive Cross Roads program.

**Mr Daniel Footit**

**Head Teacher – Wellbeing**

### **Low Level Adjustment for Disability Funding**

In 2017, Westfields Sports High School had 332 students reported in the NCCD collection and 126 students with detailed PLASPs (Personalised Learning and Support Plans) with disabilities or additional learning and support needs. The whole school Learning and Support Team consists of welfare, the learning centre, EAL/D, school counsellors and support. This team working together ensures students have current differentiated teaching and learning programs, support across the classroom environments, 1–1 and small group assistance with literacy/numeracy and NAPLAN target areas and support with welfare and assessments.

Head Teachers and staff across the school are supported by the learning support team with teachers and SLSOs that develop and provide examples, strategies and adjustments to planning, programming and assessing to their students. Support staff provide professional learning programs, critical information regarding students, how to accommodate and differentiate teaching and learning programs to address student diversity in the classroom.

Support staff develop, consult with staff and collaboratively work with parents and outside specialists to develop Personalised Learning and Support Programs (PLASP). SLSOs assist teachers and targeted students in the classroom environment with modified tasks, assessments, understanding content and achieving outcomes. This is for targeted students with disabilities and integration funding and students with additional learning and support needs.

Parents/carers, students and staff all work in a consultative and collaborative process to develop PLASPs that support all facets of students needs. Targeted students have improved engagement and learning with modified programs and outcomes. This in turn has students being far more engaged in class understanding content and achieving outcomes. Internal assessment results, RAP data and NAPLAN data have shown continual growth and improvement.

Support Transition programs have continued to grow where teams from Westfields have multiple meetings with staff at feeder primary schools to build data on targeted students and put strategies into place to support the student, families and Westfields Sports staff while also ensuring improved and successful transitions for support students.

**Mr Brett Mathison**

## Head Teacher – Teaching and Learning (Students)

### Creative and Performing Arts

2017 was an extremely successful year for Creative Arts and Performing Arts.

In Dance, students performed at the Ultimo Dance Festival. Years 7 and 8 combined to perform “Maladriot”, Year 9 performed “Proof”, Year 10 performed “The Exchange”, Year 11 performed “Time” and Year 12 performed “The Red Tree”. Our company groups also performed at Ultimo festival, the Year 7–9 Junior Company dancers performed “Office”. Three groups; Junior Company, Year 10 and 11 went on to perform at State Dance Festival in September. The teachers; Miss Fishburn, Ms Holden and tutors; Alyssa McRae–Taylor and Chantelle Landayan are to be congratulated on outstanding choreography, organisation of costumes, organisation of tutors and rehearsals.

The Lighthouse Dance Project was created for schools with excellence in Dance and those who offer a selective Dance Program. Years 10, 11, 12 and Senior Company performed at this event. The event also included discussions and workshops with industry professionals and tertiary institutions offering full time study in Dance. Our dance students are privileged to be a part of the project gaining valuable experience and insight into the world of dance beyond the HSC.

In curriculum Dance, it is with pleasure to report that the Year 12 Dance cohort of 11 students received 15 Call Back nominations in the practical components of the 2 Unit Dance course. Shannon Kenmare, Angela Stamatiou and Sibel Alca presented at the performance of Call Back, an honour for only twenty–four candidates in the state. Sibel Alca went on to receive first in the State for 2 Unit Dance. This achievement is not possible without the dedication of teacher, Miss Fishburn.

At the City of Sydney Cultural Eisteddfod Senior Company entered the external full time dance section and Junior Company competed in the schools section. Junior Company achieved a highly commended placing.

Our own “Evening of Dance”, saw collaboration from Dance, Music and Drama combined to present the show “Making Tracks”. The show was written and devised, choreographed, costumed, lit and organised

by the CAPA department. Ms Dance–Wilson and Miss Fishburn worked closely to ensure the smooth narrative of the event showcased our students potential. The evening was highly successful. and the audience and students appreciated the new format of the show.

At the end of the year, a number of the Dance students also performed in School’s Spectacular. Our students performed in the section alongside the State ensemble groups. Featured artists Niki Trifon, Charli Watts and Monique Yousef performed in various sections of the show. Our State Company participants, Sibel Alca and Casey Rogan, April Foresheew and Ashlyn Clarke also performed in various sections of the show.

Similarly, the Drama students achieved outstanding HSC results with one group performance nominated for On Stage. Students Sibel Alca, Izabella Ohla–Jewell, Angela Stamatiou and Trinity Cecil–Harmouri created a piece about the repetitive nature of work. In junior Drama, Year 9 students participated in Poetry Day and a Theatre Sports Comedy Challenge. Being an audience member is a vital part in learning about the theatre, therefore, students enjoyed excursions to see Barbara and the Camp Dogs, On Stage, and Neighborhood Watch.

In Visual Arts, the fourth annual Westfields Sports Art Exhibition took place in the school library. Senior students winning a Westfields Sports High School Art Prize include Jessica Wang, Rosie Galea and Mariana Maseeh.

Stephanie Soro was awarded the National Art School Intensive Studio Practice scholarship. This is a competitive field and Stephanie gave up her holidays to attend workshops at the National Art School in Ultimo. Art Express inspired our senior art students in February. Students also entered artworks in the Fairfield City Council Art Youth Art Week Exhibition receiving a range of awards. In June, Digital Media, students photographed the changing face of Sydney, particularly Bangaroo and later in the year worked with professional photographer Rachel Ireland as an incursion.

The Music students farewelled Mr Akele and welcomed back Ms. Chipps from maternity leave. External music tuition continued in 2017 with tutors in drums, guitar and voice. Music events included our superb annual “Music Night” at Club Marconi in September, the “Event Singers” performing in a professional manner at Football presentation night, excellent performances at assemblies, academic presentation night, and Bring it On; a local Fairfield music competition. Students were not only enriched in extra curricular programs here at school, they also were given enrichment through the incursion Drum Beats. Students attended the performances of Encore and the Sydney Symphony Concert excursions.

The Creative Arts faculty enjoys strong links between Dance, Drama, Music and Visual Arts and many students took the opportunity to participate in most of the events and opportunities offered here at Westfields Sports High School. The Creative and

Performing Arts faculty have had a very busy and productive year in 2017, students have been enriched through diverse and engaging classroom programs and extra curricular activities.

**Ms Michelle Holden**

**Head Teacher, Creative and Performing Arts**