

# Westfields Sports High School

## Annual Report



2018



8384

## Introduction

The Annual Report for **2018** 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.

2018 was a year of significant achievements and change for Westfields Sports. This year saw the retirement of Roger Davis, Principal of Westfields Sports since 2007. Mr Davis provided visionary leadership that saw Westfields Sports lead the formation of the Sports High Schools Association which, in turn, formulated Memorandums of Understanding with 11 peak state and national sporting bodies. These MOUs have consolidated the positioning of NSW sports high schools within the high performance pathway for sports in Australia. The work undertaken by Mr Davis at Westfields Sports, and within the NSW SHSA will have a long-lasting benefit for student athletes for many decades to come.

Students of Westfields Sports achieved outstanding HSC results in 2018. Our Dux received an ATAR of 98.5, with eight students achieving ATARs over 90 and 135 students matriculated to university. This is a credit to all the teaching and support staff who worked tirelessly to assist our students to achieve their potential. Westfields Sports students again performed well in NAPLAN with 23% of Year 9 students achieving at or above Band 8 to attain the Premier's priority targets in Literacy and Numeracy. 96% of all Westfields Sports Year 9 students achieved proficiency in the NAPLAN examinations. When comparisons are made between Year 9 NAPLAN achievement and student HSC achievement, Westfields Sports ranks in the top 4% of schools in NSW.

Westfields Sports continues to maintain student numbers of approximately 1700, with a teaching staff of 120, an additional 20 SASS, 30 coaches and 10 School Learning Support Officers.

Westfields Sports is undertaking an extensive building program funded by the NSW state government. This program, due for completion at the start of the 2021 school year, will see the Industrial Arts building (J Block) demolished and replaced with a four-storey building consisting of 23 new learning spaces. This building will be established as a hub for future-focussed learning and will provide the students and staff of WSHS with long-awaited modern teaching and learning facilities. The school gymnastics program relocated to other facilities and the gymnastics hall is in the process of being re-purposed into a multi-purpose sporting facility. This will provide additional space for the PD/H/PE faculty.

The school Parents and Citizens Association (P&C) has provided valuable assistance to the school community. The P&C President, Mrs Tina Djurovic, has supported the school in 2018 through continuation of the school insurance scheme and the payment of the lease on one of the school buses. The SRC were active fundraisers and supported many worthwhile charities. Their support of the Canley Car Show saw significant funds raised to support needy students at WSHS.

Westfields Sports has been supported by Canley Heights RSL and Sporting Club, Club Marconi and St Johns Park Bowling Club. These local clubs provided funding to assist in the running of the school Breakfast Club, after-school Homework Centre, Positive Peer Culture and the 'Stand Tall' project. The support of these clubs has proven invaluable to the students of our school.

Six former students played for Australia in the FIFA World Cup and we had four former students represent Australia in the Commonwealth Games. 21 of our current students represented Australia in their chosen sport. Westfields Sports teams won 3 National Championships and 15 State Championships. In 2018, 78 of our students were selected to represent New South Wales.

Andrew Rogers

Principal

## School contact details

Westfields Sports High School

406A Hamilton Road

FAIRFIELD WEST, 2165

[www.westfields-h.schools.nsw.edu.au](http://www.westfields-h.schools.nsw.edu.au)

[westfields-h.school@det.nsw.edu.au](mailto:westfields-h.school@det.nsw.edu.au)

9604 3333

## 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 2018 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. The school's on–balance judgement for each element is:

Learning Culture –Sustaining and Growing

Wellbeing – Excelling

Curriculum – Sustaining and Growing

Assessment – Sustaining and Growing

Reporting – Sustaining and Growing

Student performance measures – Excelling

Effective classroom practice – Sustaining and Growing

Data skills and use – Sustaining and Growing

Professional standards (*Collaborative Practice*) – Sustaining and Growing

Learning and development – Sustaining and Growing

Educational leadership – Sustaining and Growing

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

- To equip and empower our students with a diverse range of skills and experiences which result in students who are ethical, critical and creative thinkers who strive for personal excellence.

#### 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. Extended response scaffolds were explicitly taught to all students. Learning interventions and support strategies such as; Project Based Learning, Creating Chances, Learning Centre, LAST, EALD, ATSI Support, Life Skills, Homework Centre, Links to Learning, Transition, Work Skills, HSC and VET are provided to re-engage identified students.

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
<ul style="list-style-type: none"><li>* Increase the number of band 5 and 6 results in the HSC over the 5 year average.</li><li>* Increase the number of students achieving proficiency in Year 9 NAPLAN – Reading, Writing and Numeracy.</li><li>* Increase the number of students who are actively engaged in learning as reported in the Tell Them From Me Survey (TTFM)</li><li>* Increase the number of students exhibiting positive behaviour and a sense of belonging in TTFM.</li></ul>	<p>A. Increased NAPLAN value added results for students targeted by the learning centre and the learning support staff.</p> <p>B. Employment of teaching staff, SLSOs and part-time CLOs:</p> <p>A + B = \$830,000</p> <p>Homework Centre Staff</p> <p>\$10,000</p>	<p>Analysis HSC data – indicates that WSHS is performing at or above state average across a range of subjects (see HSC data)</p> <p>LC and LS Teams analyse relevant data to improve areas of weakness identified in PLASPs/NAPLAN</p> <p>Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff</p> <p>Analysed all wellbeing data to determine 2019 directions – Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff</p>

## Next Steps

Westfields will continue to develop and incorporate strategies to increase the number of students in the top two bands for reading and numeracy in NAPLAN and increase the number of Band 5 and 6 results in the HSC over the five year average. 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.

Continued implementation of new HSC and 7–10 curricula across a range of KLAs.

Westfields continued a Project Based Learning (PBL) Trial with year 7 in 2018. 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. Executive and staff have also identified a need to scaffold extended response writing across all KLAs and across the whole-school cohort in order to bolster extended response outcomes in HSC tasks and examinations.



## Strategic Direction 2

### Quality Teaching

#### Purpose

- To ensure staff use an evidence based approach to deliver quality teaching outcomes through a strong commitment to collaboration and professional learning.

#### Overall summary of progress

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

School delivered professional learning that focused on analysis of student performance data, differentiation and high quality feedback. All staff actively participate in their chosen school team to address school identified priorities and to drive school improvement.

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).

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Increase the number of staff who provide quality feedback as identified in the Focus on Learning, Teacher Survey.	PL support has enabled all staff to complete PDP and NESA requirements  \$40,000	All staff engaged in professional dialogue.  Staff use performance data to develop differentiated T&L programs and to provide quality feedback.
• Increase the number of staff who foster a positive learning culture with clear rules and expectations in their classroom as identified in the Focus on Learning, Teacher Survey and TTFM Student Survey.	Staff Professional Learning focuses on analysis of data, differentiation and feedback to drive a culture of high expectations.  Staff are to be responsible for the creation and maintenance of their PDP.  \$41,000	TPL Survey data analysed to determine PL directions  PL support has enabled all staff to complete PDP and NESA requirements  LC and LS Teams analyse relevant data to improve areas of weakness identified in PLASPs/NAPLAN
• All staff will complete a PDP, undergo professional learning and meet NESA Accreditation requirements.	PL support has enabled all staff to complete PDP and NESA requirements. Staff create and maintain their PDPs.  \$40,000	Staff use their PDP to identify and prioritise professional learning needs which link to personal and school goals.



## 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.

Continued professional development will be provided to staff in order to facilitate the continued implementation of new HSC and 7–10 curricula across a range of KLAs.





## Strategic Direction 3

### Leading and Innovation

#### Purpose

- To deliver innovative and dynamic practices to holistically develop students/athletes and ensure the efficient functioning of a large and complex sports high school.

#### 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
* Development of high performance sporting programs in consultation with state/national sporting bodies.	Employ part time High Performance Manager  \$30,000	Analyse and evaluate the success of the Talent ID and Coach Development Days to plan for 2019  Explicit feedback/strategies provided to coaches to aid injury prevention
* Research partnership with tertiary institutions provide high quality data about student athlete development.	Employ part time Coach Mentor  \$60,000	Improved accessibility and use of data
* Continual refinement of administrative practices and online procedures to increase efficiency and communication with an aim to reduce the reliance on paper-based systems.	Employ two part time PHD students from WSU  \$30,000  Cutting edge technology and sports science embedded in all TSP Programs	

#### 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>	\$31,000	<p>Personalised Learning Pathways (PLP's) for all our ATSI students.</p> <p>Funding from Fairfield City Council enabled us to purchase gardening equipment to create an Aboriginal bush native 'Reconciliation' garden.</p> <p>Purchase of educational equipment for our students (eg 'Roll-Over Stationary Pack').</p> <p>Our senior ATSI students participated in the NRL Parramatta Eel's <i>School to Work</i> Program.</p> <p>Various cultural events which included our annual NAIDOC event involved Year 9s engagement in a series of cultural performances and interactive workshops. Koori Kinnections visited our school and shared some of their culture with our students.</p> <p>Annual NAIDOC Touch Football tournament at the Hills Sports High School. WSHS were the champions.</p> <p>In Terms 3 and 4, Year 7, 8 and 9 ATSI students participated in an Indigenous Health program run by Flyht (Fairfield Liverpool Youth Health Team).</p> <p>Junior ATSI students completed a six-week program on school premises with Macquarie University.</p> <p>ATSI teachers took thirty ATSI students (from years 7–12) on the much-anticipated annual Cultural Immersion Camp at Burrill Lakes near Ulladulla.</p>
<b>English language proficiency</b>	\$351,000 (combination of flexible and staffing funding)	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.
<b>Low level adjustment for disability</b>	\$550,000 (combination of flexible and staffing funding)	Improved value-added data for targeted students. Evaluation of PLASPs and NAPLAN data indicated improvement stemming from intervention.
<b>Socio-economic background</b>	\$734,000 (flexible funding)	Decreased number of students performing below national benchmarks in Year 9 NAPLAN. Analysis of NAPLAN data indicated improvement stemming from intervention. Continued employment of CLOs and SLSOs pt provide additional support to students and continued engagement with parents and the wider community.
<b>Support for beginning teachers</b>	\$40,000	he 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

<b>Support for beginning teachers</b>	\$40,000	<p>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>	\$35,000	<p>Two teacher Refugee Program Coordinators, Refugee Committee and supervising Deputy Principal provide additional support to students and parents running a variety of programs throughout the year to encourage and support engagement and connectedness between school, home and the wider community. Strong links continued with STARTTS, LMA, Creating Chances, MTC (Links to Learning and Paul Wade's Goals Program.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	969	981	982	952
Girls	674	682	686	703

Westfields Sports High School continues to have an annual student enrolment of approximately 1700 students. The school equally consists of local student enrolments and selective Talented Sports Programs enrolments.

### Student attendance profile

School				
Year	2015	2016	2017	2018
7	94.6	93.9	93.8	94.5
8	92.7	92.6	92.3	92.1
9	91.5	91.9	91.6	91.7
10	91.7	90.9	88.3	92
11	89.7	89.8	89.3	88.9
12	91.1	89.7	90.3	92.6
All Years	91.9	91.5	90.9	91.9
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

### Management of non-attendance

Westfields Sports High School employs a full-time Head Teacher Attendance who monitors and manages students at risk with regards to attendance concerns. After-school detentions are issued to students who are repeatedly late and the Head Teacher regularly confers with the senior executive, the HSLO and the school Wellbeing Team. They also collaborate with the careers advisor, external agencies and caregivers in terms of accommodating students and transition to work pathways rather than the HSC credential.

### Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	13
Employment	0	0	17
TAFE entry	0	0	20
University Entry	0	0	40
Other	0	0	7
Unknown	0	0	3

### Year 12 students undertaking vocational or trade training

Westfields Sports High School caters for a wide range of student abilities and career pathways by offering a range of VET courses for students who wish to attain the Higher School Certificate but do not require an ATAR for their future career avenues.

### Year 12 students attaining HSC or equivalent vocational education qualification

In 2018, 245 students graduated Year 12 and attained the Higher School Certificate. 135 students matriculated to university and 109 students pursued further study at TAFE, engaged in traineeships, Transition to Work Programs or entered the workforce.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	18
Classroom Teacher(s)	80.7
Learning and Support Teacher(s)	2.2
Teacher Librarian	2
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	18.37
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 2018. 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

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,122,557
<b>Revenue</b>	18,685,229
Appropriation	16,758,343
Sale of Goods and Services	583,111
Grants and Contributions	1,327,493
Gain and Loss	0
Other Revenue	0
Investment Income	16,282
<b>Expenses</b>	-18,260,099
Recurrent Expenses	-18,260,099
Employee Related	-16,148,487
Operating Expenses	-2,111,613
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	425,130
<b>Balance Carried Forward</b>	1,547,687

Westfields Sports High School continues to be financially sound. It balanced its revenue and expenditure and the school produced a surplus of \$425,130 in 2018.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	14,401,777
Base Per Capita	322,521
Base Location	0
Other Base	14,079,257
<b>Equity Total</b>	1,462,785
Equity Aboriginal	30,229
Equity Socio economic	733,380
Equity Language	310,279
Equity Disability	388,896
<b>Targeted Total</b>	96,631
<b>Other Total</b>	267,152
<b>Grand Total</b>	16,228,345

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

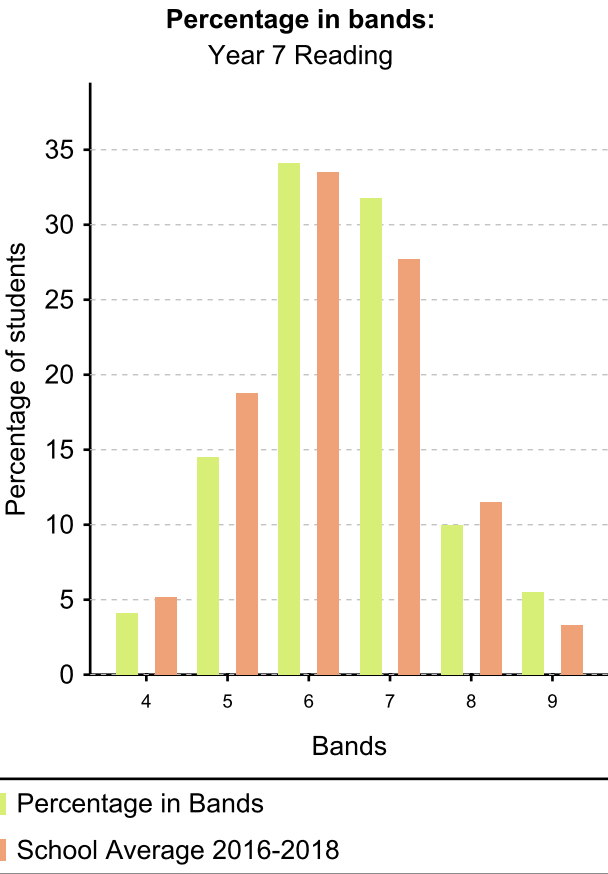
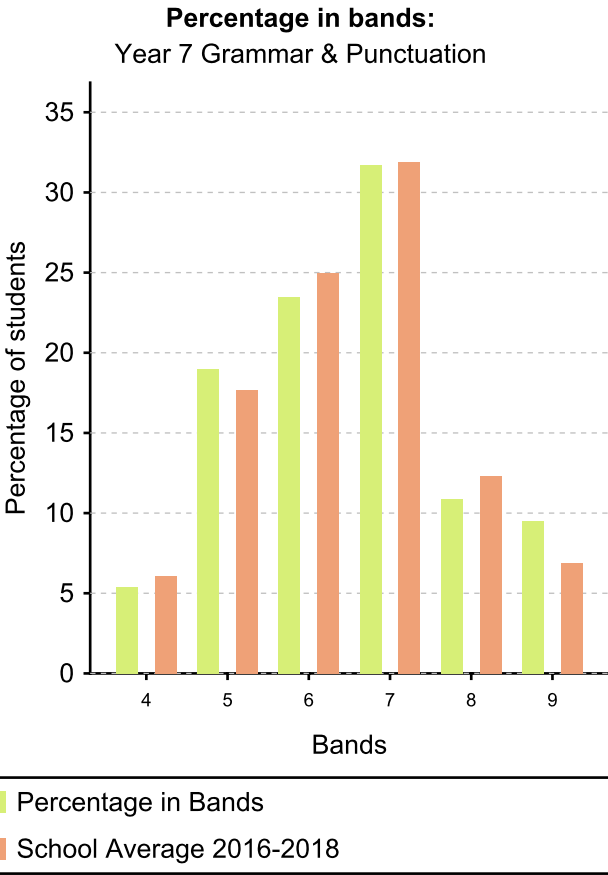
### NAPLAN

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

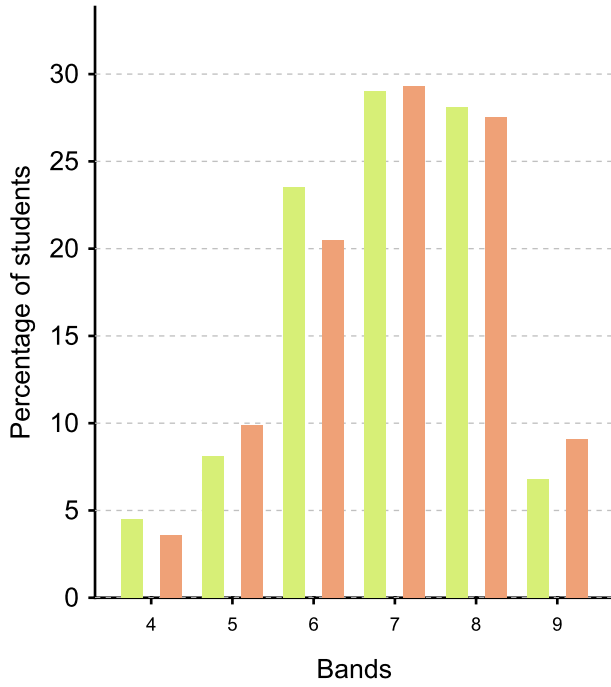
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

2018 NAPLAN Literacy results indicate that our Year 7 students outperformed both SSSG and State schools in writing. In Grammar and Punctuation, Year 7 performed above the average of SSSG schools but below that of the State. In Reading, Year 7 performed on average with SSSG schools but below that of the State. Spelling is an area of improvement for Year 7 as they performed below average in comparison with SSSG schools and the State. The 2018 NAPLAN Literacy results further indicate that our Year 9 students performed below average in comparison with both SSSG and State schools in writing. In Grammar and Punctuation, Year 9 performed below average in comparison with both SSSG and State schools. In Reading, Year 9 performed on average with SSSG schools but below that of the State. In Spelling, Year 9 outperformed both SSSG schools and the State.

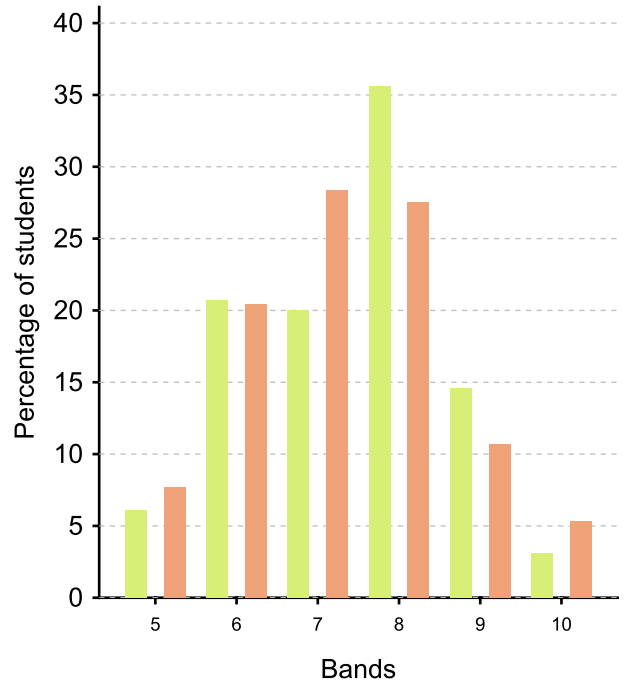




**Percentage in bands:**  
Year 7 Spelling



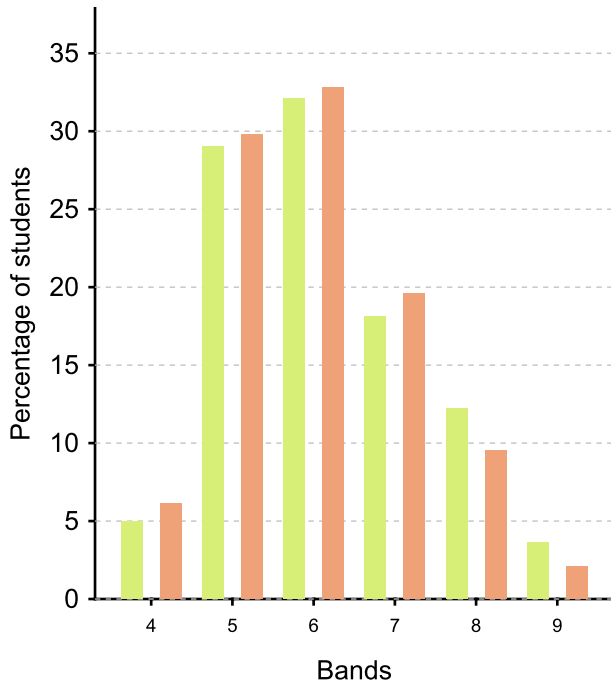
**Percentage in bands:**  
Year 9 Grammar & Punctuation



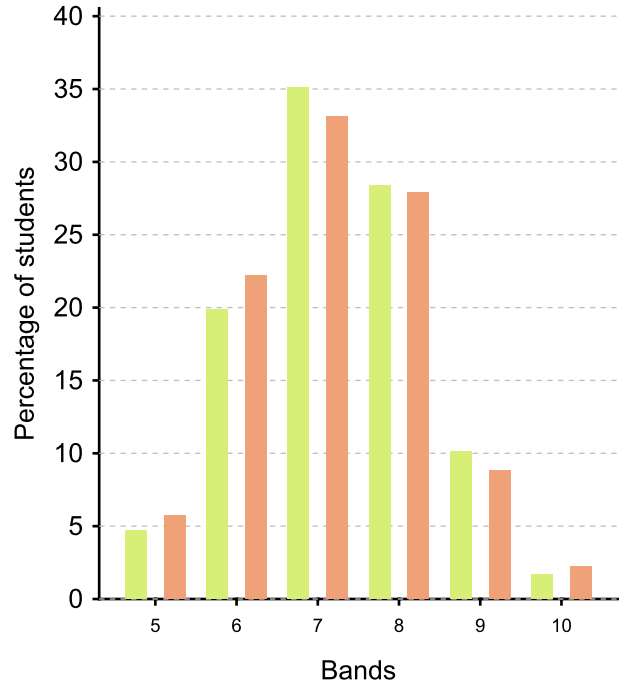
Percentage in Bands  
School Average 2016-2018

Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 7 Writing



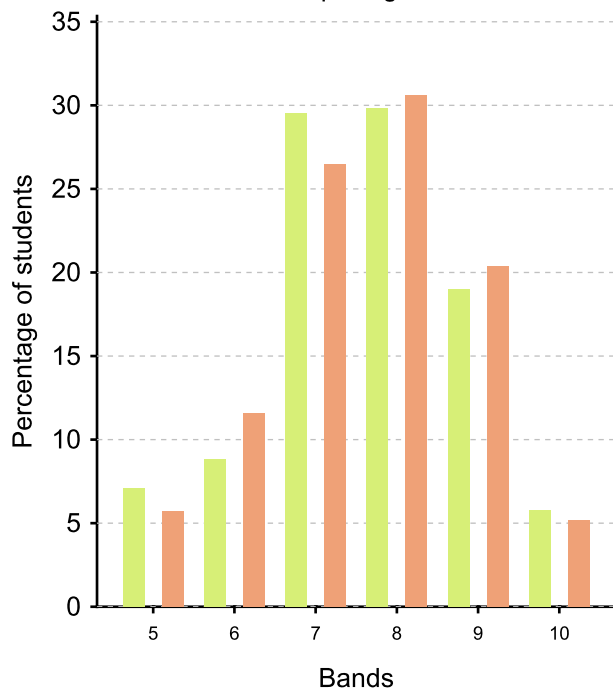
**Percentage in bands:**  
Year 9 Reading



Percentage in Bands  
School Average 2016-2018

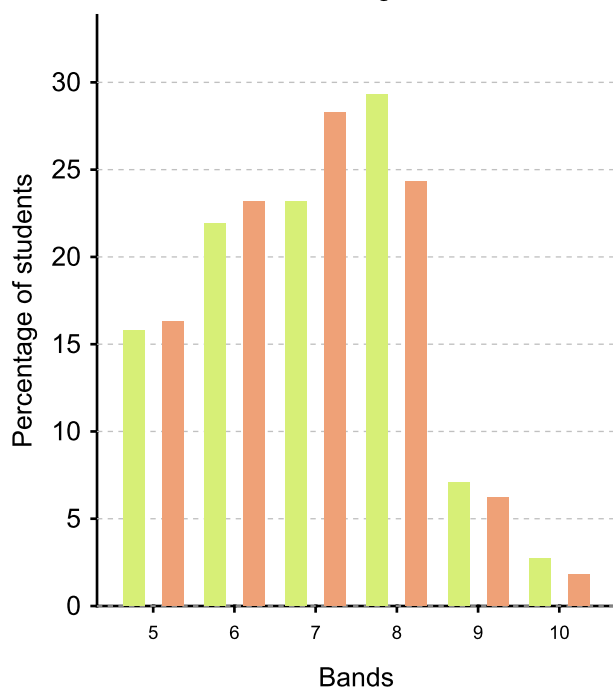
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Spelling



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 9 Writing



Percentage in Bands  
School Average 2016-2018

2018 NAPLAN Numeracy results indicate that our Year 7 students performed above the average of SSSG schools but below that of the State. Furthermore, NAPLAN indicates that our Year 9 students performed below average in comparison with both SSSG and State schools in writing. In Grammar and Punctuation, Year 9 performed on average with SSSG schools but below that of the State.

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.

Westfields Sports High School adheres to Additional State reporting requirements with regard to Year 7 and Year 9 NAPLAN results each year and has done so in 2018 if and when required.

### Higher School Certificate (HSC)

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

Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	67.1	68.9	69.5	67.4
Biology	74.5	69.3	70.7	74.7
Business Studies	69.6	67.3	69.3	71.8
Chemistry	72.3	69.1	71.8	69.7
Community and Family Studies	64.4	69.0	69.9	67.6
Construction Examination	72.1	70.9	67.8	71.5
Dance	85.0	0.0	80.7	86.6
Economics	74.8	67.4	74.7	71.2
Engineering Studies	67.2	74.3	75.3	70.5
English (Advanced)	78.8	76.6	77.5	79.0
English (Standard)	68.8	65.7	65.0	67.0
English as a Second Language	66.0	66.1	70.1	66.0
Food Technology	65.2	67.3	70.7	65.2
Industrial Technology	66.8	64.9	66.2	68.9
Legal Studies	67.6	67.7	71.2	71.1
Mathematics	78.5	71.1	74.8	78.8
Mathematics Extension 1	78.3	75.6	78.7	81.1
Mathematics General 2	68.2	65.8	65.1	66.8

Modern History	68.4	67.1	69.5	69.4
Music 1	77.4	77.8	79.5	78.6
Personal Development, Health and Physical Education	68.7	68.3	69.5	68.7
Physics	72.5	68.2	70.6	70.4
Senior Science	66.0	67.1	68.2	66.6
Society and Culture	82.5	74.2	76.1	80.5
Studies of Religion II	66.0	67.2	68.5	63.0
Visual Arts	79.8	77.7	78.0	79.2

## Parent/caregiver, student, teacher satisfaction

Students responses in the Tell Them From Me surveys have indicated a 4% increase over the past three years in terms of having the confidence and skills to attempt more challenging tasks across a range of subjects. This directly correlates with the school focus on curriculum differentiation.

## Policy requirements

### Aboriginal education

#### Aboriginal Education Report

by Crystal Claveria, Taylah Plataniotis and Judith Pousini

In 2018 Westfields Sports High School (WSHS) had an enrolment of forty-three Aboriginal and two Torres Strait Islander students. WSHS's Aboriginal Education Co-ordinator (AEC) has continued to thrive in collaboration with the ATSI Team which includes Ms Claveria, Ms Pousini, Mr Luzinski, Ms Weatherby, Ms Plataniotis, Mrs Borg, Ms Elson and Mr Manuel. The AEC along with the ATSI team has conducted cultural initiatives, acknowledgement of country ceremonies, fosters community and parent partnerships, monitors attendance, student participation and engagement of students across the entire school environment. The ATSI team initiatives supports, addresses and encapsulates the whole school strategic direction and whole school strategies. The (AEC) is also the Vice President of the local Fairfield Aboriginal Education Consultative Group (AECG). Since the creation of the ATSI team we were able to provide a rich and engaging cultural experience for all our students throughout the year.

Throughout the year we have also provided various opportunities for our teachers to attend ATSI cultural professional development inside and outside of school. As a team we were able to provide a professional

development workshop as part of our Teacher Twilight training sessions where teachers were able to learn culture through learning how to put Aboriginal perspectives into the curriculum they teach.

Annually, we create Personalised Learning Pathways (PLP's) for all our ATSI students. The team undertakes a process where we invite the student and a parent/carer in for an interview to help create a timely and achievable plan that reflects the student's aspirational goals and past achievements. Throughout the year we update all existing students' PLP. This provides students with the opportunity to deliberately reflect on their futures and instigate contemplation about what sort of pathways they may wish to pursue in both the immediate and long-term future. By doing so they can better plan on how to achieve those goals.

This year we also applied for and received some funding from Fairfield City Council which enabled us purchase gardening equipment to create an Aboriginal bush native 'Reconciliation' garden. Our students planted the various plants and took on varying responsibilities in maintaining their healthy growth. The garden will ultimately become a part of our team's target to make Aboriginal and Torres Strait Islanders' culture a cross curriculum priority where various faculties can use and learn about the process the plants undertake during their development.

The funding was also used to purchase educational equipment for our students. We prepared a 'Roll-Over Stationary Pack' so the students were better prepared and ready for the new year.

Every year our senior ATSI students participate in the NRL Parramatta Eel's *School to Work* Program. This program involves student attendance to fortnightly meetings where a range of skills, workshops, networking techniques, resume writing, University attendance and TAFE information days were circulated, spoken and learned about through the students' senior mentor. Part of the program comprised of our students' partaking in a day at the *Taking Action Workshop*. Four of our Year 10 ATSI students were selected to represent WSHS and Parramatta Eels NRL *School to Work Program* in an interstate Indigenous Youth Summit. At the summit they immersed themselves in invaluable cultural activities alongside the Indigenous All-Stars NRL squad.

Throughout the year we have had various cultural events which included our annual NAIDOC event involved Year 9's engagement in a series of cultural performances and interactive workshops. Koori Kinnections visited our school and shared some of their culture with our students.

Additionally, a team of ATSI students from a cross-section of grades/ages were invited to play an annual NAIDOC Touch Football tournament at the Hills Sports High School. WSHS were the champions!

In terms 3 and 4, Year 7, 8 and 9 ATSI students participated in an Indigenous Health program run by Flyht (Fairfield Liverpool Youth Health Team). This was a valuable, insightful and enriching 10-week program

that provided lessons covering various health topics that surrounded adolescence but was culturally sensitive and educational.

Furthermore, during the second half of 2018, junior ATSI students completed a six-week program on school premises with Macquarie University. This program primarily focussed on the learning of Aboriginal culture but also opened various opportunities for certain students to pursue university pathways through frequent interactions with the mentors who visited.

To conclude a busy but wonderfully colourful year, ATSI teachers took thirty ATSI students (from years 7–12) on the much-anticipated annual Cultural Immersion Camp at Burrill Lakes near Ulladulla. Our camp elders, Auntie Trish and Uncle Noel ran the activities over the course of our stay. From spear making to possum skin painting to basket weaving to storytelling with cultural song and dance, there were an abundance of inspiring experiences that our students had the privilege of immersing themselves amongst, allowing them to feel, breath and speak their culture outside of the classroom and in among nature.

### 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 – Mrs Jo Kenny, Sports Director

2018 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 test series and One day International matches; Kimberley Ravaillion – Commonwealth Games Netball; Alanna Kennedy, Ellie Carpenter and Princess Ibiní-Isei – Matildas; Maty Ryan, Matthew Jurman, Aaron Mooy, Milos Degenek, Danny Vukovic, Mustafa Amini and Dimitri Petratos – Socceroos; Fabrice Lapierre and Dani Samuels, Commonwealth Games Athletics; Israel Folau, Rugby; David Klemmer – Rugby League; Jason Cadee – Commonwealth Games Basketball. Our current athletes have performed at school, region, state, national and international levels.

In Australian Football, Trent Marsh and Patrick Rush represented New South Wales Combined High Schools with Trent being selected to represent New South Wales All Schools at the School Sport Australia National Championships. Trent was rewarded for his achievements, receiving Westfields Sports and Sydney South West Regional Blues.

At the recent National Schools Athletics Championships in Cairns, Aleksandra Stoilova, Adeshola Adenerin and Ava Honore represented NSW All Schools with Aleksandra winning two gold medals and a bronze medal and Adeshola winning three bronze medals. At the NSWCHS State Championships we won the Sports High Schools Cup for the boys, girls and combined point scores at these Championships. Paige Merriman received a Westfields Sports Blue and Godwin Opoku Mensah received Westfields Sports and Sydney South West Blues. Godwin capped off a great year, being named Westfields Sports Sportsperson of the Year.

In Baseball, we were the Proud Shield State Knockout Runners Up.

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 were runners up in the open girls and 15s boys. At the National Schools Championships last week, the U17 Division 1 Boys won the gold medal and the U15 Division 1 Boys were narrowly defeated in extra time in the bronze medal game. Tatiana Beaumont represented NSW All Schools at the School Sport Australian National Championships and received Westfields Sports and New South Wales Combined High Schools State Blues.

In Cricket, Hannah Darlington, Hayley Elliott, Angelina Genford, Zoha Siddiqi, Niyatu Yoganand and Jackson Isakka were selected to represent NSWCHS. Jackson received a Westfields Sports Blue and Hannah received a Sydney South West Regional Blue and was awarded President's Award as the most outstanding

female athlete in the region. 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 won the Bill Turner Cup. 38 students represented their state and 27 were selected to represent Australia. Rosaria Galea and Louis Zabala were awarded Westfields Sports Blues and New South Wales Combined High Schools State Blues, while Isabel Gomez received a SSW Regional Blue.

At the NSWCHS Gymnastics Championships, Westfields Sports students won eight gold medals – Cassidy Ercole (3), Jamayka Manu (2), Clareta Odeesh (2) and Deborah Andrade Paez.

In hockey, Liana Smith represented NSWCHS and toured South Africa with School Sport Australia. Liana received a Sydney South Blue.

The 15s Girls Netball won the NSWCHS State Knockout and the Open girls were runners up. The 7/8 team were Netball NSW Schools State Cup Champions. Luana Aukafolau, Courtney Castle, Malava Palamo, Mereana Peyroux and Chaise Vassallo were selected to represent NSWCHS. Chaise received Westfields Sports and NSWCHS State Blues and Luana received a SSW Blue.

The Rugby League Program won the University Shield, the Buckley Shield, the NRL Schoolboy 13s and NSW All Schools 16s State Knockout. Henry Alesi, Jake Averillo, Matthew Doorey, Rua Ngatikaura, Tevita Masima, Joseph O'Neill, Jason Saab, Tommy Talau, Natrell Tawa, Keith Titmuss and Tutonu Wright were selected to represent NSWCHS. Matthew, Jason and Tommy are currently representing Australian Secondary Schools Rugby League in the United Kingdom. Matthew Doory received a Westfields Sports Blue and a SSW Region Blue.

In Rugby Union, David Aguirre, Benjamin Anau, Maddison Curtin, Gardina Faalogo, Aporosa Kurucake, Kaea Murphy, Dakota Pritchard, Partick Reynolds and Tisera Volkman were selected to represent NSWCHS. Maddison received a Westfields Sports Blue and Patrick received Westfields Sports and Sydney South West Region Blues.

In Softball, the girls won the NSWCHS State Knockout and the boys were runners up. Natalie Armstrong, Shelby Fulton, Blake Hunter, Tyler Kelly, Zac Raso and Hayden Shaw represented NSWCHS. Zac and Shelby were awarded Westfields Sports Blues.

In Swimming Bella Grant and Ricky Betar represented NSWCHS at the NSW All Schools Swimming Championships.

In Tennis, the girls won the Floris Conway Cup State Knockout and qualified for the National Schools Championships.

These students and programs are to be congratulated on their remarkable achievements in 2018.

### **Student Wellbeing – Mr. Daniel Footit – Head Teacher, Wellbeing**

A number of support services and initiatives were in place to assist students to be aware of their own wellbeing and to feel connected to the school environment. Each student was 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 2018 include:

- Run Beyond Project – provides 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 separate groups were placed into this program – year 8 and year 9. Students who were identified as being at risk of disengagement participated in this ten session program. During these 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 practiced discussing what is important to other students within their group. Year 9 students learnt how to mentor and coach younger students and conducted weekly sessions at Fairfield West Public School.
- 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 reflect on 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, year 11 students worked with year 7 as Peer Support Leaders, teaching them about positive, healthy relationships, working in groups and treating others' respectfully; 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.
- SchoolTV – an online resource provided for parents, caregivers and community members to improve their understanding of some of the challenges facing our young people along with suggestions of how to support children experiencing these challenges.
- Positive Education – during roll call year 7 students were engaged in a Positive Education program. This enabled students to discover their

personal signature strengths and how to best utilise them, learn about empathy, mindfulness, meaning and purpose and displaying gratitude.

### **Learning Support – Mr. Brett Mathison – Head Teacher, Teaching and Learning (Students)**

In 2018 Westfields Sports High School had 178 students reported in the Nationally Consistent Collection of Data on Students with Disability (NCCD) and 139 students with detailed PLASPs (Personalised Learning & 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 from learning support with teachers and SLSO's 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). SLSO's 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.

Parent/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, SCOUT 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.

### **Creative and Performing Arts – Mrs. Michelle Holden – Head Teacher, CAPA**

The Creative Arts and Performing Arts Faculty at Westfields Sports High School had a productive and successful year in 2018. Excellent students, staff,

parent and executive support meant that students in the CAPA Key Learning Area achieved their best marks, performance opportunities and worldly success.

In Music, students were encouraged and their talents promoted throughout the school via public performances, HSC performances and Music Night. The students were encouraged to audition for Schools Spectacular, Music Camp the Solo Vocal Camp conducted by the Arts Unit. Aleksandar Matic was successful in his application for State Music Camp. Ama Attanayake wrote and performed an original song that was well received in each and every forum she presented at. The teachers' band continues to grow with additional staff joining. Their performance at Music night was extremely enjoyable. Thanks to Miss Ricapito for organising and leading rehearsals and Mrs Chipps and Mr Butler for their continued dedication, support and enthusiasm. The "Friday Afternoon Gig" is a performance opportunity for Music students to perform at school and practice the art of performance. The term 4 performance was of a particularly high standard.

The Dance students achieved wonderful accolades in 2018. Riding high on the impressive and outstanding results of Sibel Alca 1st in the State and with a perfect score of 100% (2017) they 2018 cohort of dancers were inspired to achieve their absolute best. As a result there were thirteen nominations for Call Back (exemplary performances from the 2018 practical examinations), Alyssa Smith, Charlie Watts, Sarah Najjar, Jacinta Lotts, Carissa Uno and Reem Dagher had one or more practical components nominated. The CAPA faculty, particularly Dance teacher Rebecca Fishburn should be congratulated for the enormous effort taken to achieve this result.

In other Dance news, the Talented Sports Program–Dance performed at Lighthouse Festival (Year 10, Year 11 and Senior Company), In the Spotlight Festival (Year 7&8, Year 9, Year 10, Year 12 and Junior Company), Dance Life Unite (Highly Commended and Special Choreographic Award), Evening of Dance (all year groups), Cricket Presentation Night (Junior Jazz Ensemble), Westfields Sports High School Presentation Evening (Year 7 Dance) and Schools Spectacular (Featured Dancers– Erin Farrell, Brooklyn Ropata, Isabella Savvas, Monique Yousef, Christine Lee, Ashlyn Clarke, Ashley Vlachovich, April Foresheew, and Kiana Togiapoe). It takes dedication and commitment from the Dance teachers and tutors to produce quality choreography and shows of this magnitude. Miss Fishburn, Ms. Dance–Wilson, Ms. Holden, tutors Mikalah Bond, Alyssa McRae– Taylor, Chantelle Landayan and Joshua O'Connor made this possible.

Finally in Dance, Certificate III– Assistance Dance Teaching students completed Cluster C when they participated in a practicum teaching experience at Fairfield West Public School in Term 3. The teaching experience led to a Fairfield West Public School performance at the end of Term 3. The practicum experience allows the Certificate III– Assistance Dance Teaching students the opportunity to practice their craft of choreography whilst teaching in a real environment.

experience. Fairfield West Public School then joined forces with Westfields Sports High School to perform at Evening of Dance "Write on Time".

Drama student worked consistently throughout the year. The students combined with Dance students to present An Evening of Dance "Write on Time". The showcase was written by Ms. Dance–Wilson, Ms. Holden and Miss Fishburn and directed by Miss Fishburn. The Drama students from Year 9, 10 and 12 provided the narrative and links of the show. Writing a "best seller" was the focus of the characters and overcoming obstacles and hurdles enabled the book to be written, published and a "best seller". Featured performers included Sebastian Sosa and Mariam Badhia.

The Drama students enjoyed several trips to the theatre to see "On Stage", "Calamity Jane" and "Stolen". The opportunity of attending live theatre enables our students to further their performance skills and support an industry of talented Australian actors.

The annual Art exhibition at Westfields Sports High School allowed the talents of the Visual Arts students to showcase their creative talents. Two students; Alyssa Smith and Lucas Ontario were nominated and accepted into Art Express (exemplary works from the 2018 Practical Visual Arts HSC). Their works will be displayed in two regional galleries for future students to appreciate and be inspired by. Sonia Joudo attended an awards ceremony at the Art Gallery of NSW to receive second prize in the Screenshot Competition for her photographic series "Be Serious". Her images can be found online at the Gallery website.

2018 was a busy and productive year and the Creative Arts staff worked tirelessly to provide real, rich and engaging opportunities for students.