

# Westfields Sports High School

## 2019 Annual Report



8384

## Introduction

The Annual Report for 2019 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.

### 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

### Message from the principal

2019 was a year of significant success and change at Westfields Sports High School. The year saw our highest ever number of students complete the Higher School Certificate. HSC results were again outstanding with 60% of students matriculating to further education. 56 band 6 results were achieved. Many students were recognised for their major works through Call back, Onstage, Art Express and InTech showcase events. Student growth was strong in NAPLAN and value added growth from year 9 to the HSC continued to be in the top 10% of all Department of Education schools.

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.

A significant rebuilding program started at the end of term one which saw the demolition of J block. A new building, which will accommodate 23 learning spaces in addition to seminar rooms and a large multi-purpose space is scheduled for completion at the end of 2020. The renovation of the gymnastics hall was completed and now serves as a large multi-purpose centre (MPC) for both PE and Sport classes. This has proven to be an invaluable resource for the students of Westfields Sports.

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 2019 through the 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.

The staff of Westfields Sports continued to work towards the strategic directions of the school plan. Student Learning, Quality Teaching and Leading and Innovation framed the decision making processes and directions across the school. The school Learning Centre has continued to support students through the delivery of Multilit and numeracy support strategies and supported over 400 individual students in 2019. These students showed significant improvement in their reading abilities and in many cases improved 6 years in their reading ability.

Andrew Rogers

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 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

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing



## 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.

#### Improvement Measures

- \* Increase the number of band 5 and 6 results in the HSC over the 5 year average.
- \* Increase the number of students achieving proficiency in Year 9 NAPLAN – Reading, Writing and Numeracy.
- \* Increase the number of students who are actively engaged in learning as reported in the Tell Them From Me Survey (TTFM)
- \* Increase the number of students exhibiting positive behaviour and a sense of belonging in TTFM.

#### Overall summary of progress

Westfields Sports High school's 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 (ALARM, PEEL & PETAL) were explicitly taught to all students.

Learning interventions and support strategies such as; Project-Based Learning, Creating Chances, Learning Centre withdrawals, LAST, EALD, ATSI Support, Life Skills, Homework Centre, Links to Learning, Transition, Work Skills, HSC and VET were provided to re-engage identified students.

Staff consistently applied Positive Behaviour for Learning (PBL) and wellbeing 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 student wellbeing data.

#### Progress towards achieving improvement measures

- Process 1:**
- Implement a whole school approach to supporting students develop numeracy and literacy skills with an emphasis on extended response writing.

Evaluation	Funds Expended (Resources)
Analyse HSC data.. Identified less band 6 results were attained. This will form a basis for future planning.	Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff.

- Process 2:**
- Targeted literacy and numeracy intervention programs for all students.

Evaluation	Funds Expended (Resources)
Learning Centre and Learning Support Teams analyse relevant data to improve areas of weakness identified in PLASPs/NAPLAN	Employment of teaching staff, SLSOs and parttime CLOs
Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff	Homework Centre Staff

- Process 3:**
- Staff consistently apply the Positive Behaviour for Learning (PBL) and Wellbeing procedures as

## Progress towards achieving improvement measures

**Process 3:** outlined in the Wellbeing Framework to recognise student progress and manage behaviour whilst promoting a positive school culture.

Evaluation	Funds Expended (Resources)
Analysed all wellbeing data to determine future directions – Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff	Improved NAPLAN value added results for students targeted by the learning centre and the learning support staff

## Next Steps

Westfields Sports High School 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.

The Learning Centre and Learning Support Teams will continue to target students requiring support and develop PLaSP's and offer specialised withdrawal sessions that will continue to drive improvement in student outcomes.

The Homework Centre will continue to operate 3 afternoons a week, staffed by experienced teachers to assist students in completing homework and assessment tasks.

Targetted tutorial sessions to continue to run three times per week to support TSP students having difficulty balancing the demands of academia and sport.

Continue to develop programs that re-engage students in their learning.



## 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.

#### Improvement Measures

- Increase the number of staff who provide quality feedback as identified in the Focus on Learning, Teacher Survey.
- 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.
- All staff will complete a PDP, undergo professional learning and meet NESA Accreditation requirements.

#### Overall summary of progress

Westfields Sports High School's teaching staff annually analyse HSC and NAPLAN data through SCOUT and RAP platforms.

KLA Head Teachers met with their supervising Deputy and Principal to discuss HSC results and formulated teaching, learning and assessment strategies to support the school's goal to improve HSC results.

A number of teachers participated in professional development within 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 by all teachers in collaboration with their direct supervisor and lesson observations were conducted in accordance with the DoE Performance and Development Framework (planning, implementation, evaluation).

#### Progress towards achieving improvement measures

**Process 1:** • Targeted literacy and numeracy intervention programs for all students.

Evaluation	Funds Expended (Resources)
LC and LS Teams analyse relevant data to improve areas of weakness identified in PLASPs/NAPLAN	PL support has enabled all staff to complete PDP and NESA requirements

**Process 2:** • Shared practice and lesson observations are used to increase collaboration and professional dialogue.

Evaluation	Funds Expended (Resources)
Faculty reviews replaced by internal monitoring process in 2020, in alignment with NESA guidelines.	Relevant needs based PL for all staff

**Process 3:** • Every staff member is responsible for developing and maintaining their annual Professional Development Plan and NESA Accreditation.

Evaluation	Funds Expended (Resources)
Teacher Professional Learning survey data analysed to determine PL directions	Relevant needs based Professional Learning for all staff
Professional Learning support has enabled all staff to complete PDP and	

## Progress towards achieving improvement measures

NESA requirements	
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## Next Steps

Westfields Sports High School will 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 SCOUT and RAP to plan for future improvement in student learning outcomes and change in teacher practice.

Continued professional learning opportunities will be provided to staff in order to facilitate the continued implementation of new HSC and 7–10 curricula across a range of KLAs. This will be directly supported through the provision of \$1500 for each full-time member of staff.

Targetted professional learning to support quality teaching will occur throughout the year in the form of Twilight sessions. Local schools will also participate, ensuring all staff have a variety of professional learning opportunities to participate in.

The appointment of a Deputy Principal to drive Teaching and Learning improvement across all KLA's

The faculty review process will be replaced by a rigorous internal monitoring process.

## 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.

#### Improvement Measures

- \* Development of high performance sporting programs in consultation with state/national sporting bodies.
- \* Research partnership with tertiary institutions provide high quality data about student athlete development.
- \* Continual refinement of administrative practices and online procedures to increase efficiency and communication with an aim to reduce the reliance on paper-based systems.

#### Overall summary of progress

Students and staff completed the Tell Them From Me survey and that data was used to drive school improvement.

Staff established leadership goals and EOI/Merit Selection was used 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.

The appointment of a Principal Coach Mentor (PSM) to support sports high schools in developing MOU's with the peak sporting bodies

There was continued development and maintenance of a network that supported BYOD and the school invested significantly in additional faculty laptops and iPads.

#### Progress towards achieving improvement measures

- Process 1:**
- State/national bodies provide technical support to enhance sporting programs inline with negotiated MOUs.

Evaluation	Funds Expended (Resources)
All MOUs with the exception of 2 sports now established	Employ part time High Performance Manager Employ part time coach mentor

- Process 2:**
- Maintain and foster links with tertiary institutions and key sporting bodies.

Evaluation	Funds Expended (Resources)
Nutrition Survey platform to be reviewed in 2020 due to inconsistencies	Employ 2 part time PHD students from Western Sydney University

- Process 3:**
- Development and maintenance of a network and structures that will support the efficient and effective functioning of the school.

Evaluation	Funds Expended (Resources)
IPP reports inconsistently completed	Cutting edge technology and sports science embedded in all TSP



## Progress towards achieving improvement measures

IPP reports inconsistently completed

Programs

## Next Steps

Westfields Sports High School will continue to be a leading member of the Sports High Schools Association. This will include the finalisation of MOU's for 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, including nutrition to ensure that our talented sports students are given the best possible chances to make it to the top of their sport.

The appointment of a Head Teacher TSP to directly support student wellbeing and foster the partnership with the University of Sydney. This new position will facilitate the continued study into the athletic development of the talented sports students as well as leading the collection of nutrition data and implementation of nutrition education for all the students in the TSP's.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>School budget allocation of \$34 320 (Flexible) through SBAR.</p> <p>SLSO 0.2 FTE</p> <p>All funds were expended</p>	<p>Personalised Learning Pathways (PLP's) are developed for all ATSI students.</p> <p>Educational equipment was purchased to support all ATSI students (eg 'Roll-Over Stationary Pack').</p> <p>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 involve Year 9 students engage 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>Students participated in the annual NAIDOC Touch Football tournament.</p> <p>A number of ATSI students were picked to participate in the SHOWS camp and STEM camps with a range of NSW schools.</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>
<b>English language proficiency</b>	<p>Staffing: \$341 491 of staffing (3.2 FTE)</p> <p>\$46 103 in flexible funding</p> <p>All funds expended in 2019.</p>	<p>EAL/D students were supported across the school through a variety of initiatives.</p> <p>Immersive learning opportunities were provided to targeted EAL/D students d by taking them on excursions to deepen their cultural understanding and support the learning process.</p> <p>Collaborative team teaching is a core aspect of EAL/D program with specialist teachers working with all KLAs within the school to provide targeted learning support to students. This was also reinforced through the subject withdrawal of new arrival and emerging English Language Learners to help them develop the skills necessary to succeed in their subjects.</p>
<b>Low level adjustment for disability</b>	<p>\$234 775 (2.2FTE)</p> <p>\$176 642 (flexible). 2.5FTE</p>	<p>149 students reported in the Nationally Consistent Collection of Data on Students with Disability (<b>NCCD</b>) and 149 students with detailed PLASPs (Personalised Learning &amp; Support Plans) with disabilities or additional learning and support needs.</p> <p>The whole school Learning and Support Team consists of the Wellbeing Team, the Learning Centre, EAL/D support staff, school counsellors, and KLA teaching staff all working collaboratively to ensure students</p>

<p><b>Low level adjustment for disability</b></p>	<p>\$234 775 (2.2FTE)</p> <p>\$176 642 (flexible). 2.5FTE</p>	<p>have current differentiated teaching and learning programs, disability provisions for assessment tasks, support across the classroom environments, 1–1 and small group assistance with literacy/numeracy and NAPLAN target areas and support with wellbeing and assessments.</p> <p>Head Teachers and staff across the school are supported by 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.</p> <p>Support staff develop, consult with staff and collaboratively work with parents and outside specialists to develop Personalised Learning and Support Programs (PLASP's). SLSO's assist teachers and targeted students in the classroom environment with modified content, tasks, assessments, understanding content and achieving outcomes. This is for targeted students with disabilities and/or integration funding and students with additional learning and support needs.</p> <p>Parent/carers, students and staff all work in a consultative and collaborative process to develop PLASPs that support the needs of all students.</p> <p>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.</p> <p>Support Transition programs have continued to grow where teams from Westfields Sports High school regularly meet 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.</p>
<p><b>Socio–economic background</b></p>	<p>\$ 790 265 flexible.</p> <p>Learning Centre funding: \$265000 allocation of funding to the school learning center (SLSO's)</p> <p>Additional teaching staff (4.0 FTE) to support whole school programs</p>	<p>Analysis of SCOUT data indicated 85% of students have met the HSC Minimum Standards in preparation for their HSC in 2020.</p> <p>Student withdrawals continued to provide specific literacy support through the MultiLit program.</p> <p>Continued employment of CLOs and SLSOs within the school's Learning Centre provided additional support to students and continued engagement with parents and the</p>

<b>Socio-economic background</b>	<p>\$ 790 265 flexible.</p> <p>Learning Centre funding: \$265000 allocation of funding to the school learning center (SLSO's)</p> <p>Additional teaching staff (4.0 FTE) to support whole school programs</p>	<p>wider community.</p>
<b>Support for beginning teachers</b>	<p>Eight Beginning Teachers receiving a total of \$88,200</p>	<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 DOE 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>	<p>\$20 652.</p> <p>Two teacher Refugee Program Coordinators and supervising Deputy Principal</p>	<p>Two Refugee Student Coordinators worked in collaboration with a Head Teacher and Deputy Principal as part of a team to improve learning and wellbeing outcomes for refugee students at Westfields Sports High School.</p> <p>Funding was used to provide a variety of programs aimed at developing skills and a sense of belonging within the growing number of refugee students within the school. A floral crown workshop was conducted for parents and students.</p> <p>Senior students were given the opportunity and attended a school camp in which they learned and developed crucial skills in teamwork and resilience. Furthermore, junior students participated in the Paul Wade Goals program aimed at developing the ability of our students to overcome challenges in their school and personal lives.</p> <p>A core aspect of our refugee team is the wellbeing support of our students. Refugee Coordinators used their allocated periods to help new arrival students transition into the school community by addressing their specific learning and wellbeing needs.</p> <p>The Refugee Team also conducted a number of parent meetings in which parents and</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>\$20 652.</p> <p>Two teacher Refugee Program Coordinators and supervising Deputy Principal</p>	<p>caregivers of refugee students were invited to the school for morning or afternoon tea. This provided parents with opportunities to be involved in the school community, connect with teachers and other staff, and become more engaged in their child's education.</p> <p>Strong links were maintained with STARTTS, LMA, Creating Chances, and MTC (Links to Learning).</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	981	982	952	969
Girls	682	686	703	704

### Student attendance profile

School				
Year	2016	2017	2018	2019
7	93.9	93.8	94.5	93.4
8	92.6	92.3	92.1	89.2
9	91.9	91.6	91.7	88.6
10	90.9	88.3	92	88.2
11	89.8	89.3	88.9	87.7
12	89.7	90.3	92.6	86.4
All Years	91.5	90.9	91.9	88.9
State DoE				
Year	2016	2017	2018	2019
7	92.8	92.7	91.8	91.2
8	90.5	90.5	89.3	88.6
9	89.1	89.1	87.7	87.2
10	87.6	87.3	86.1	85.5
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89.7	89.6	88.4	88

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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

39.48% of Year 12 students at Westfields Sports High School undertook vocational education and training in 2019.

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

92.6% of all Year 12 students at Westfields Sports High School expected to complete Year 12 in 2019 received a Higher School Certificate or equivalent vocational education and training qualification.



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	3
Head Teacher(s)	18
Classroom Teacher(s)	81
Learning and Support Teacher(s)	2.2
Teacher Librarian	2
Teacher ESL	3.2
School Counsellor	1
School Administration and Support Staff	18.37
Other Positions	2

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,547,687
<b>Revenue</b>	19,517,704
Appropriation	17,532,217
Sale of Goods and Services	555,797
Grants and contributions	1,413,769
Investment income	15,721
Other revenue	200
<b>Expenses</b>	-19,862,748
Employee related	-17,259,314
Operating expenses	-2,603,434
<b>Surplus / deficit for the year</b>	-345,044

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	144,446
<b>Equity Total</b>	1,623,596
Equity - Aboriginal	34,320
Equity - Socio-economic	790,265
Equity - Language	387,594
Equity - Disability	411,417
<b>Base Total</b>	14,630,412
Base - Per Capita	388,279
Base - Location	0
Base - Other	14,242,133
<b>Other Total</b>	745,692
<b>Grand Total</b>	17,144,146

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.

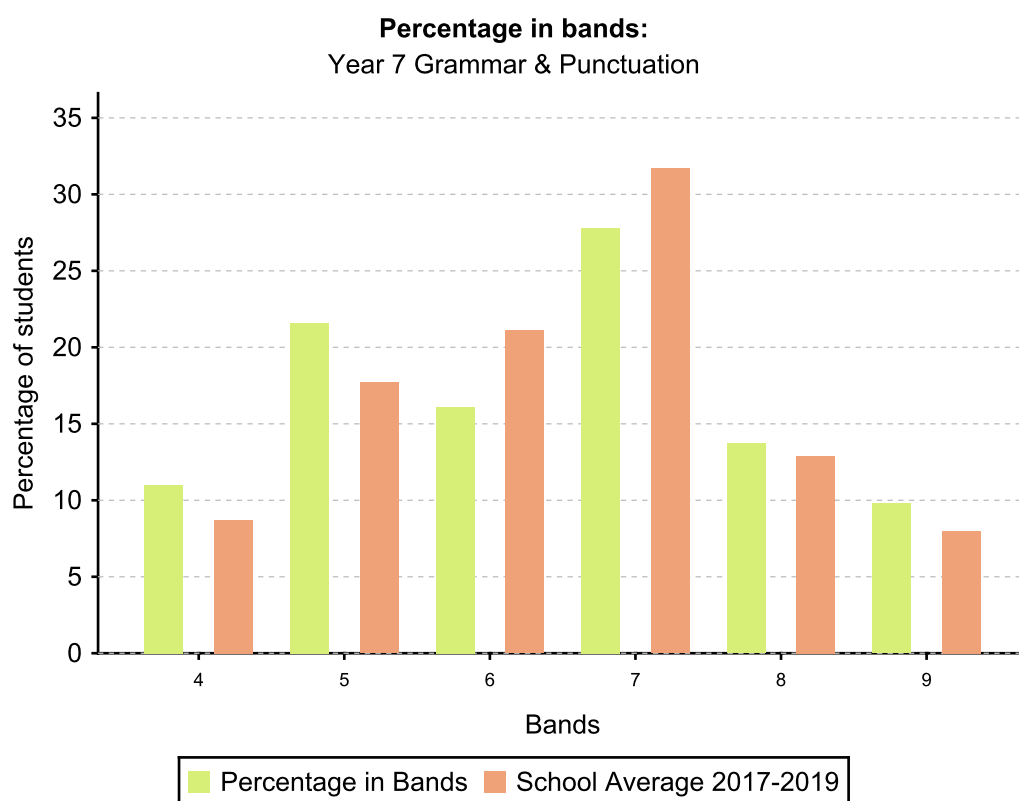


## School performance - NAPLAN

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.

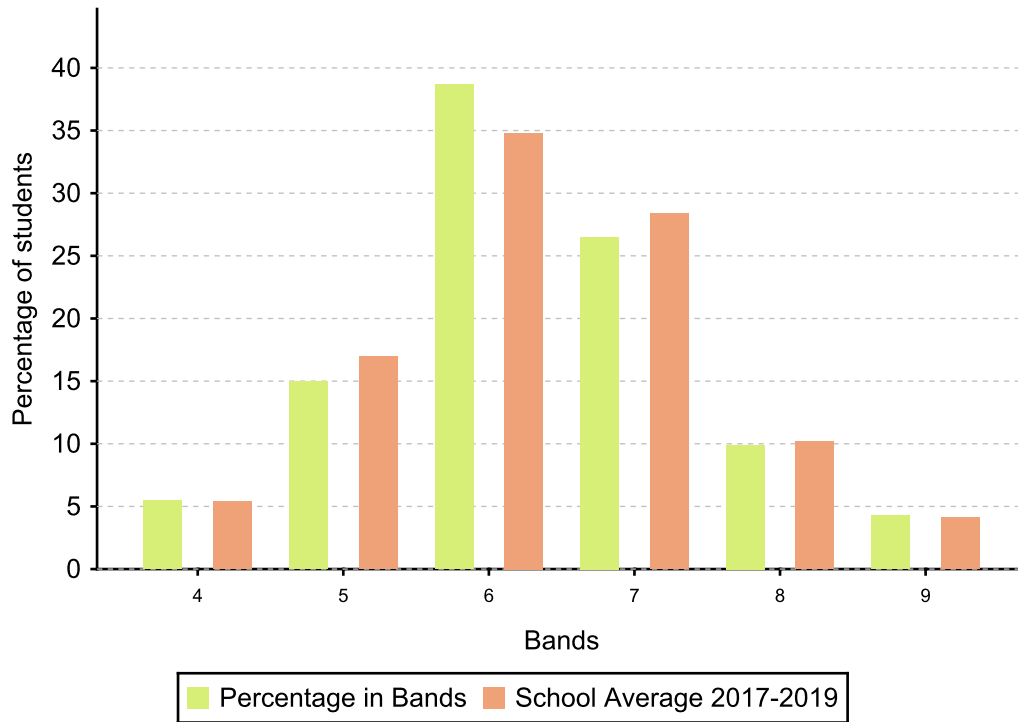
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

### Literacy and Numeracy Graphs



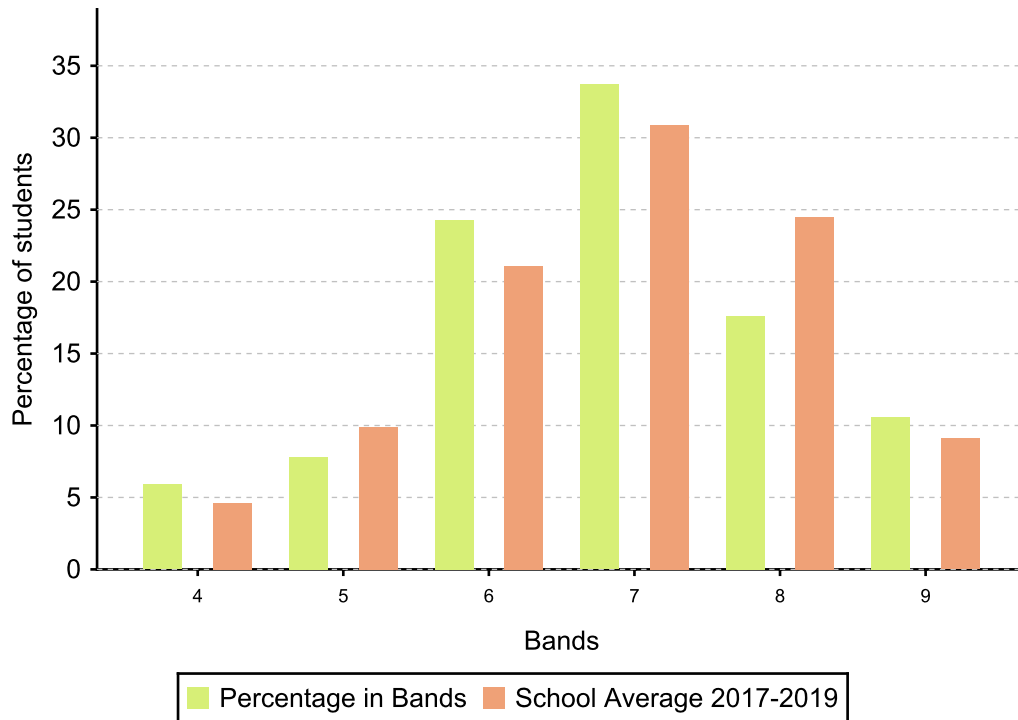
Band	4	5	6	7	8	9
Percentage of students	11.0	21.6	16.1	27.8	13.7	9.8
School avg 2017-2019	8.7	17.7	21.1	31.7	12.9	8

**Percentage in bands:**  
Year 7 Reading



Band	4	5	6	7	8	9
Percentage of students	5.5	15.0	38.7	26.5	9.9	4.3
School avg 2017-2019	5.4	17	34.8	28.4	10.2	4.1

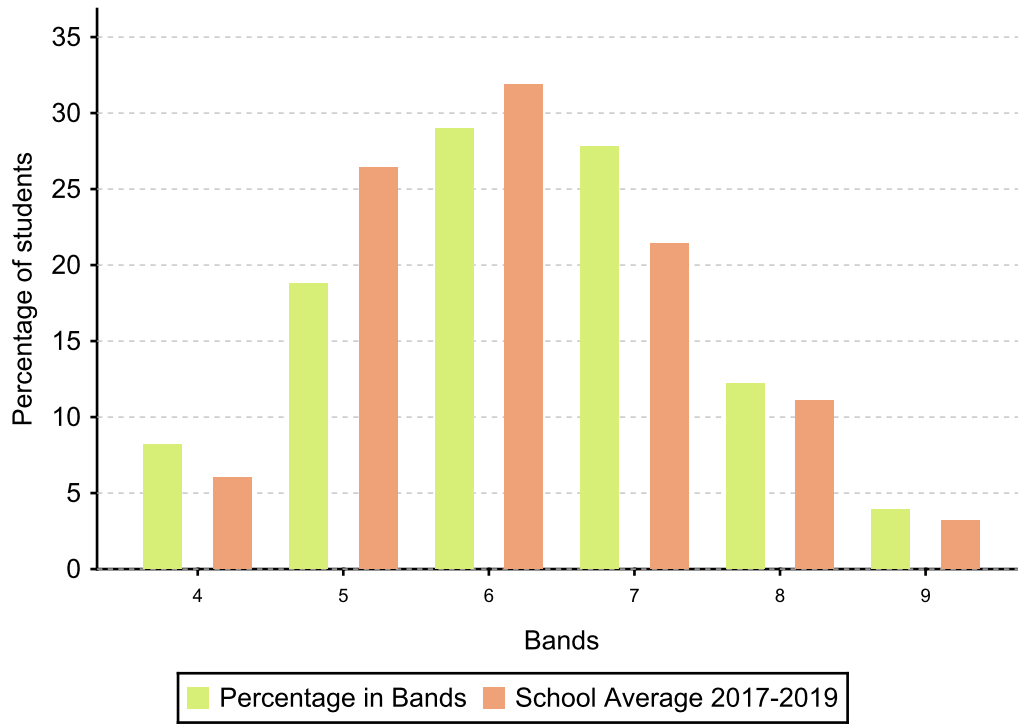
**Percentage in bands:**  
Year 7 Spelling



Band	4	5	6	7	8	9
Percentage of students	5.9	7.8	24.3	33.7	17.6	10.6
School avg 2017-2019	4.6	9.9	21.1	30.9	24.5	9.1

### Percentage in bands:

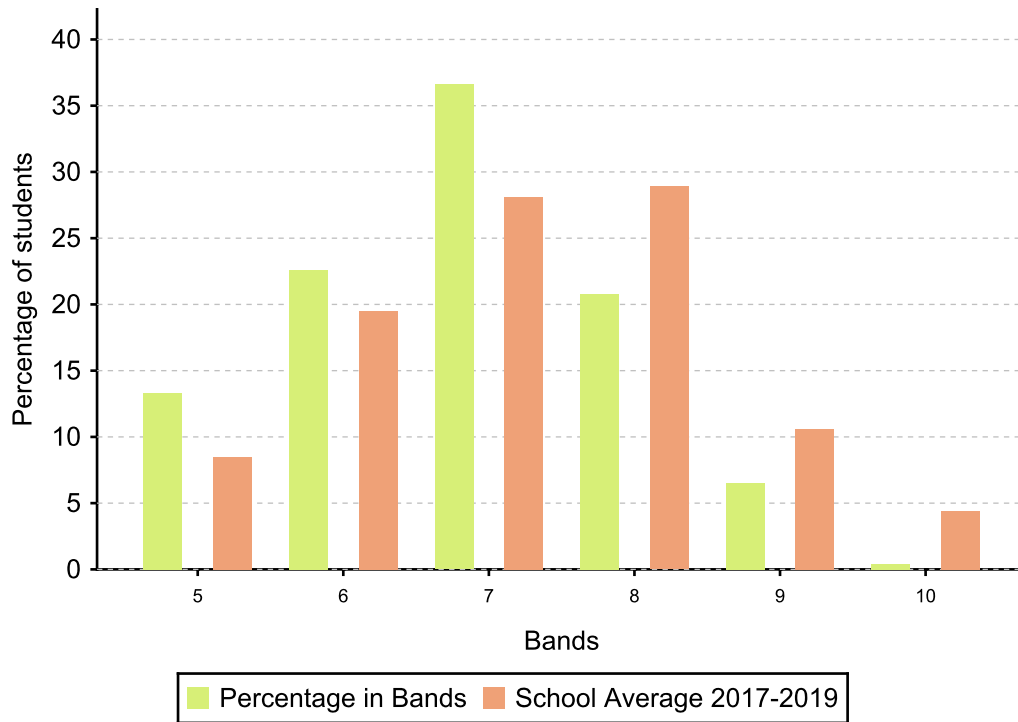
#### Year 7 Writing



Band	4	5	6	7	8	9
Percentage of students	8.2	18.8	29.0	27.8	12.2	3.9
School avg 2017-2019	6	26.4	31.9	21.4	11.1	3.2

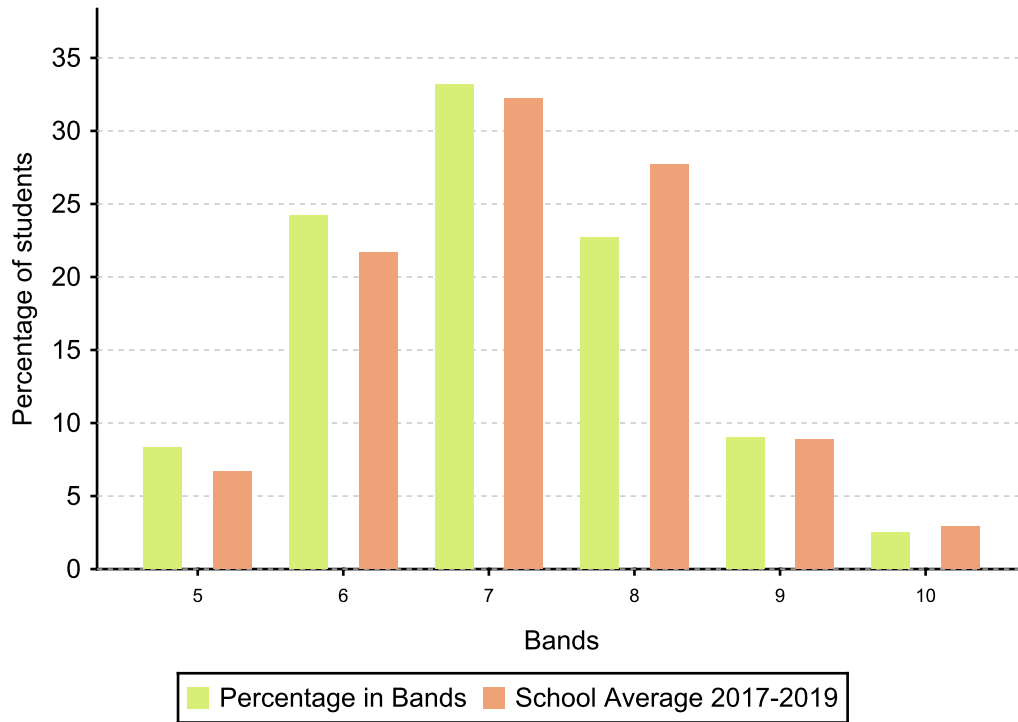
### Percentage in bands:

#### Year 9 Grammar & Punctuation



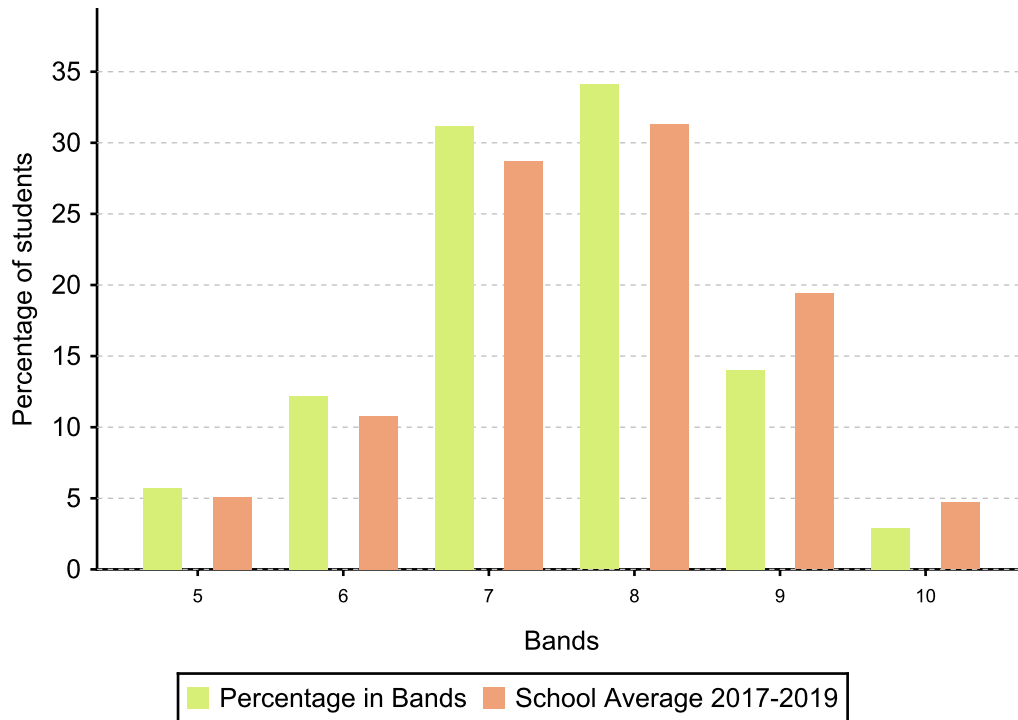
Band	5	6	7	8	9	10
Percentage of students	13.3	22.6	36.6	20.8	6.5	0.4
School avg 2017-2019	8.5	19.5	28.1	28.9	10.6	4.4

**Percentage in bands:**  
Year 9 Reading



Band	5	6	7	8	9	10
Percentage of students	8.3	24.2	33.2	22.7	9.0	2.5
School avg 2017-2019	6.7	21.7	32.2	27.7	8.9	2.9

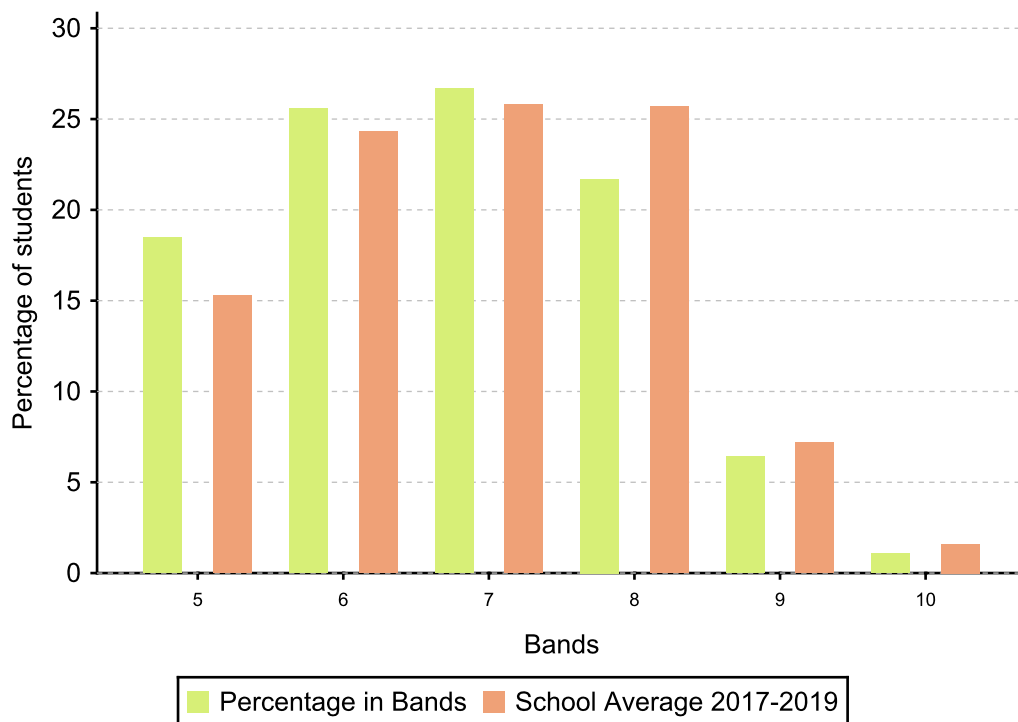
**Percentage in bands:**  
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	5.7	12.2	31.2	34.1	14.0	2.9
School avg 2017-2019	5.1	10.8	28.7	31.3	19.4	4.7

### Percentage in bands:

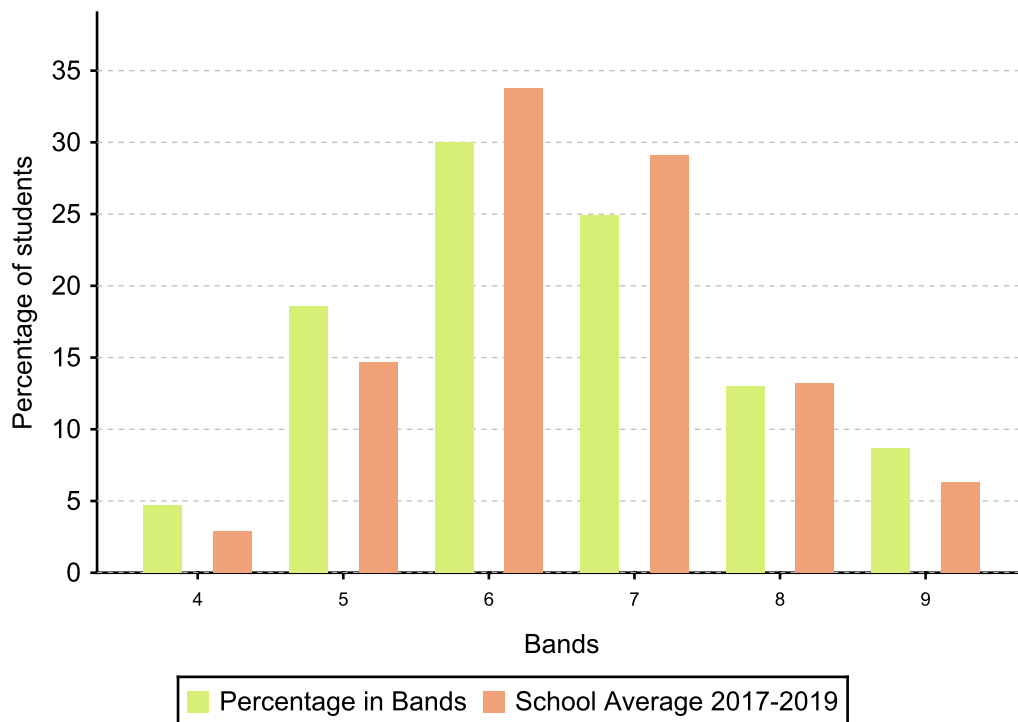
#### Year 9 Writing



Band	5	6	7	8	9	10
Percentage of students	18.5	25.6	26.7	21.7	6.4	1.1
School avg 2017-2019	15.3	24.3	25.8	25.7	7.2	1.6

### Percentage in bands:

#### Year 7 Numeracy

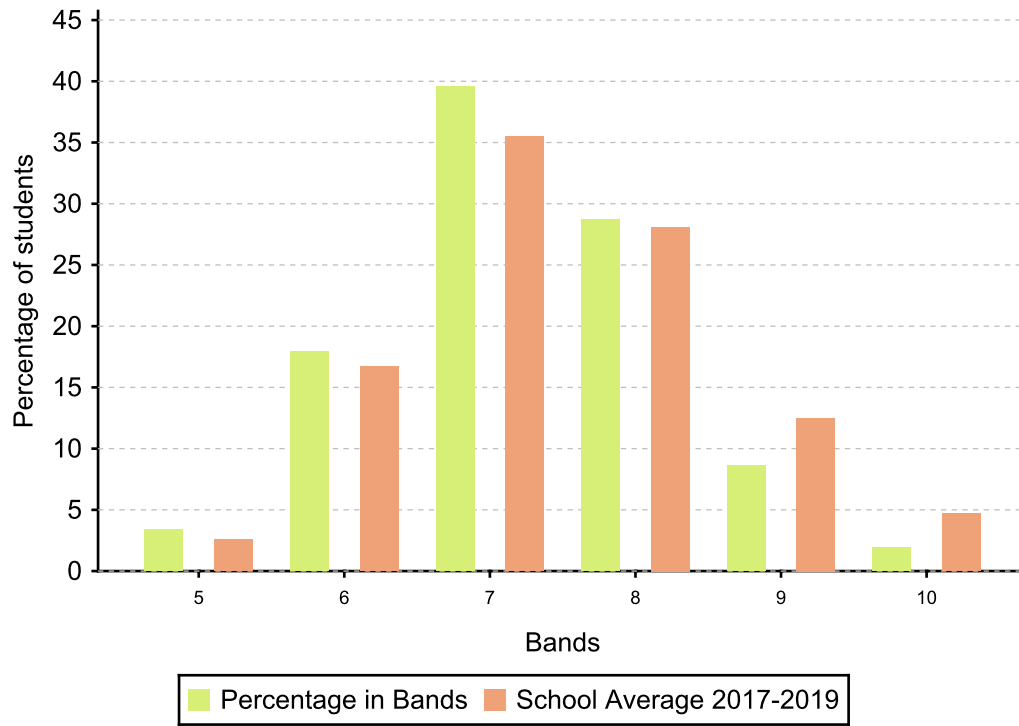


Band	4	5	6	7	8	9
Percentage of students	4.7	18.6	30.0	24.9	13.0	8.7
School avg 2017-2019	2.9	14.7	33.8	29.1	13.2	6.3



### Percentage in bands:

#### Year 9 Numeracy

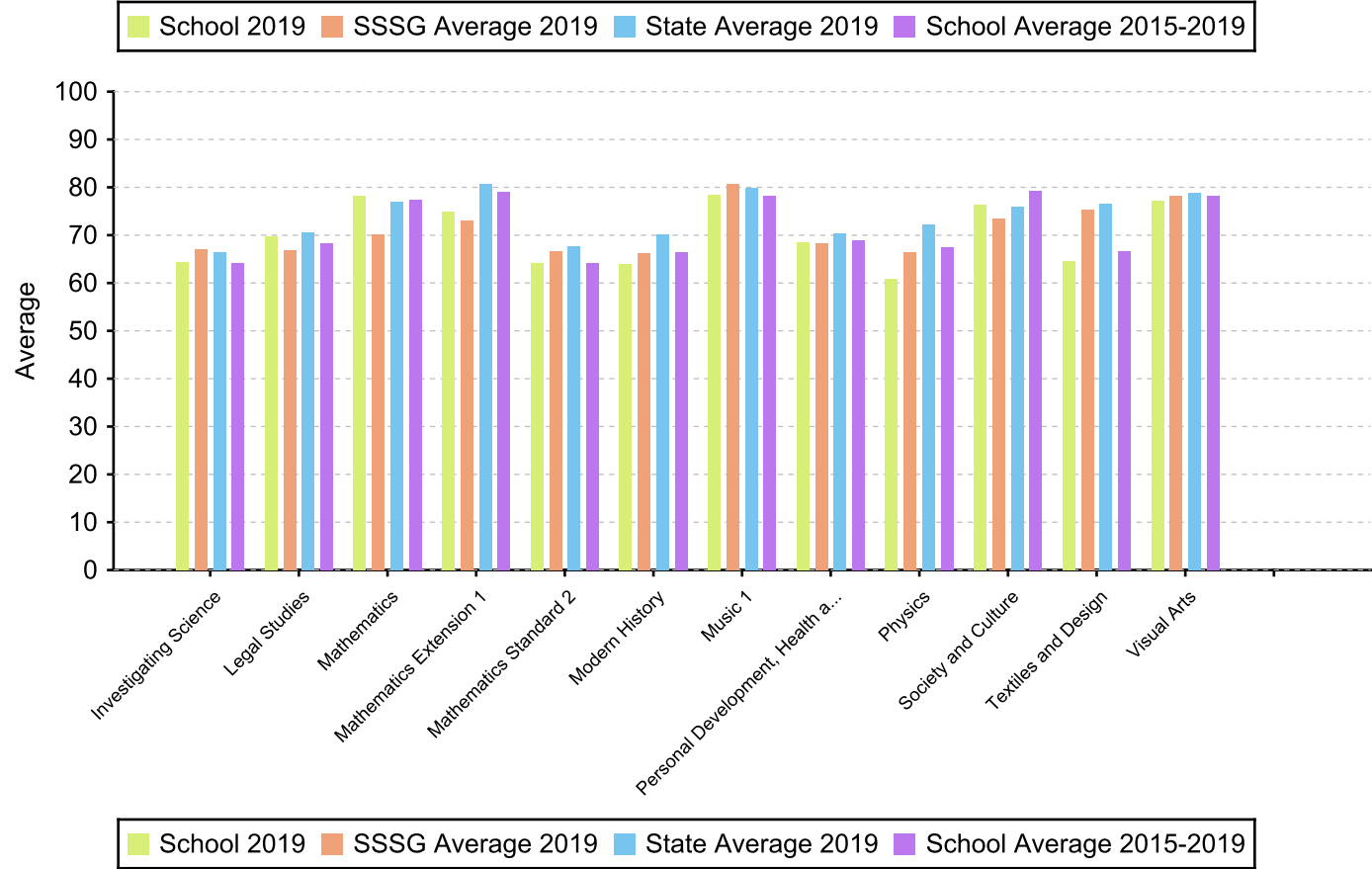
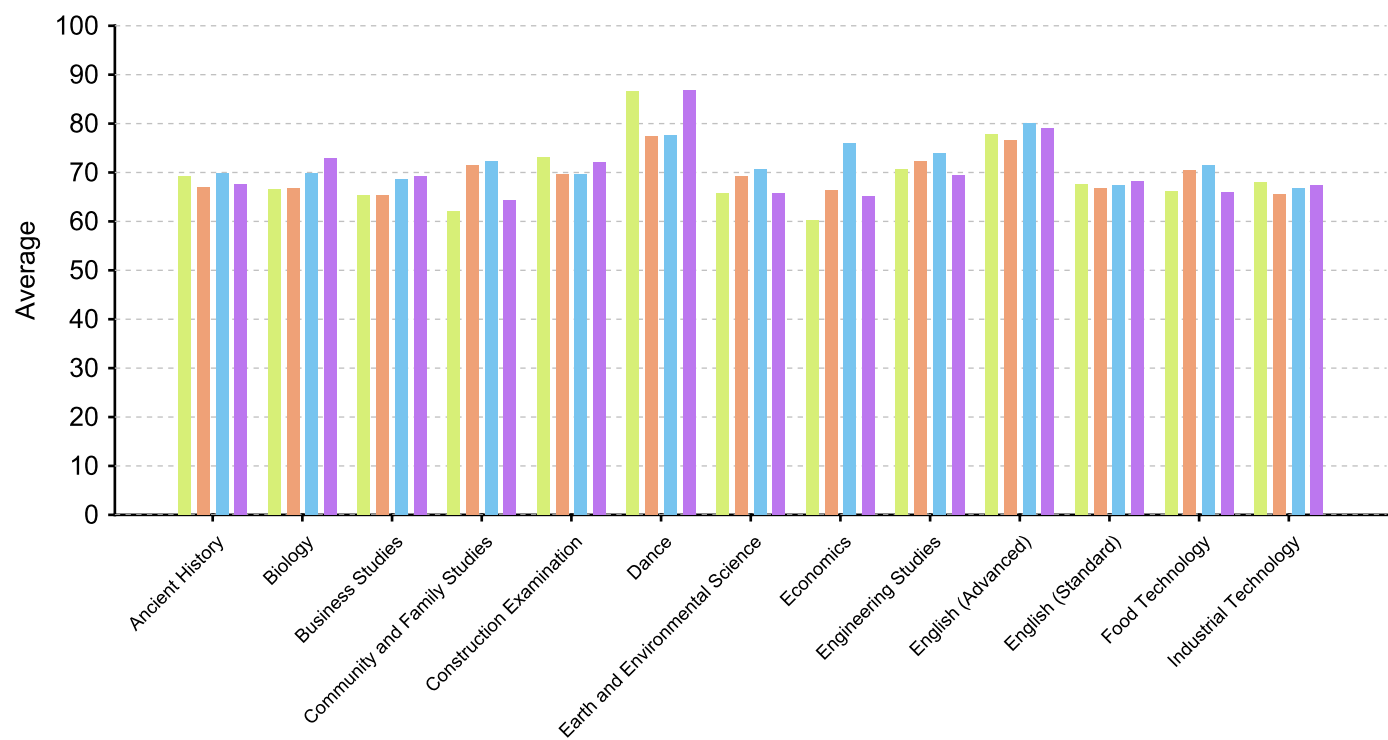


Band	5	6	7	8	9	10
Percentage of students	3.4	17.9	39.6	28.7	8.6	1.9
School avg 2017-2019	2.6	16.7	35.5	28.1	12.5	4.7

# School performance - HSC

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

The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a course or subject, summary statistics or graphical representation of student performance is not available.



<b>Subject</b>	<b>School 2019</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2015-2019</b>
Ancient History	69.2	67.0	69.9	67.6
Biology	66.5	66.8	69.9	72.9
Business Studies	65.4	65.3	68.6	69.2
Community and Family Studies	62.0	71.5	72.2	64.3
Construction Examination	73.2	69.5	69.6	72.0
Dance	86.5	77.5	77.6	86.9
Earth and Environmental Science	65.7	69.3	70.6	65.7
Economics	60.3	66.4	75.9	65.2
Engineering Studies	70.7	72.3	73.9	69.4
English (Advanced)	77.8	76.6	80.0	79.0
English (Standard)	67.6	66.7	67.3	68.2
Food Technology	66.1	70.5	71.4	65.9
Industrial Technology	68.0	65.6	66.8	67.4
Investigating Science	64.3	67.0	66.5	64.3
Legal Studies	69.8	66.8	70.6	68.3
Mathematics	78.2	70.1	76.9	77.4
Mathematics Extension 1	75.0	73.0	80.6	78.9
Mathematics Standard 2	64.2	66.7	67.7	64.2
Modern History	64.0	66.2	70.2	66.3
Music 1	78.5	80.8	79.9	78.3
Personal Development, Health and Physical Education	68.4	68.3	70.5	68.8
Physics	60.8	66.5	72.1	67.4
Society and Culture	76.4	73.4	75.9	79.3
Textiles and Design	64.6	75.3	76.6	66.6
Visual Arts	77.2	78.2	78.8	78.2

## Parent/caregiver, student, teacher satisfaction

1200 students at Westfields Sports High School participated in the 2019 Tell Them From Me Survey. This survey measures both student engagement and wellbeing and drives many of the school's initiatives.

The 2019 survey highlights the student's positive sense of belonging, behaviour, expectations for success and the Positive Learning Environment at school. The 2019 Year 10 cohort showed particularly strong results in all areas of the survey, scoring significantly above the state average in all areas.

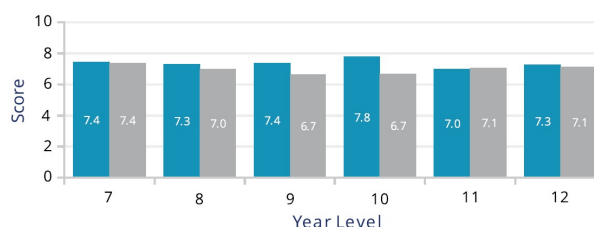
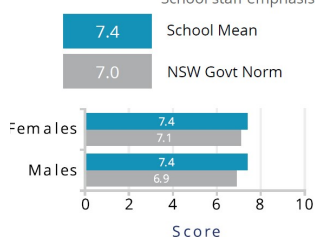
Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

Year ● 2015 ● 2016 ● 2017 ● 2018 ● 2019



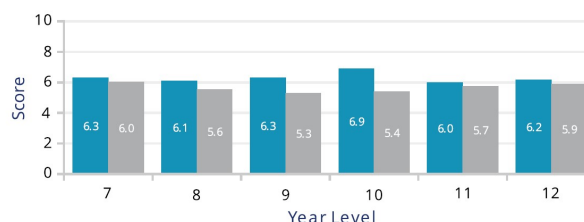
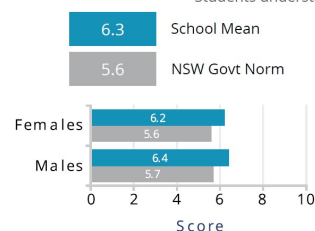
### Expectations for success

School staff emphasise academic skills and hold high expectations for all students to succeed.



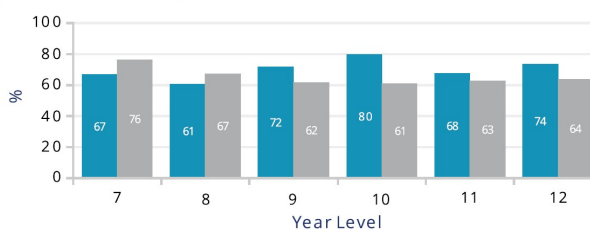
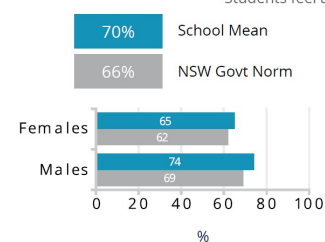
### Positive learning climate

Students understand there are clear rules and expectations for classroom behaviour.



### Students with a positive sense of belonging

Students feel accepted and valued by their peers and by others at their school.



# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

