

# 2020 Annual Report

## Westfields Sports High School



8384

# Introduction

The Annual Report for 2020 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

---

2020 was a year like no other. The impact of the COVID-19 pandemic was significant and impacted the school in a multitude of ways. Through outstanding professionalism and dedication, the staff and students were able to quickly adapt to the demands of online learning to ensure educational outcomes were met. Google classrooms were developed or further improved in all KLA's and extensive quantities of physical resources were sent home to students who were unable to access digital devices.

Year 12 students and staff showed remarkable resilience in their approach to the disruptions of 2020. The communication and support provided to our HSC students was significant and ensured that they were able to fulfil academic and practical requirements for the HSC. Practical submissions were a particular challenge given the disruption to learning. The fact that students completed their projects to such a high standard was a credit to themselves and their teachers. Multiple students were considered for inclusion in Intech and Callback for Industrial Technology and Dance.

Our year 12 cohort performed well in the HSC. 52 band 6 results were obtained and 12 students attained ATAR's greater than 90%. More students than ever before were offered early entry to University courses. This provided them with surety in a year that was very unsure.

2020 saw the opening of S block and 23 new learning spaces. This building has revolutionised the way the school can operate and has provided an outstanding learning space for our students.

The school faced numerous facilities challenges throughout 2020. A sinkhole enveloped our year 7 area early in term 1 and asbestos contamination saw the immediate closure of 2 blocks in term 2. The response to the asbestos contamination was incredible and saw the two buildings assessed and the threat made safe within 4 school days.

Sporting and performing arts activities were severely impacted throughout 2020. School sport Australia, Combined High schools and Sydney South West events were all cancelled for the year. This led to our talented sports students not being able to play games or compete for state and national titles. The impact was felt most by our year 12's who would normally be in contention for selection into State and National teams. The strength of our students and coaches was evident through this period as they maintained their training intensity despite the lack of game opportunities.

## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
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	Delivering
LEADING: School resources	Excelling
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, 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 initiatives to recognise student progress, 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.

COVID-19 posed many challenges during 2020, with all students learning online for a period of time. All KLA's adapted existing teaching and learning programs to ensure students were able to continue with their learning. Regular parental and student contact was made, with teachers utilising Google Classroom, Microsoft Teams, Zoom to ensure student engagement and continuity of learning continued.

#### 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)
All faculties analysed 2019 HSC data.. Identified the need for students to experience more opportunities to write and apply course content. More opportunities for students to answer extended response questions	Faculties engaged in TPL \$56,000

- 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. 2020 NAPLAN did not go ahead due to COVID-19 restrictions.	Employment of teaching staff, SLSOs and part-time CLOs Homework Centre staffed three afternoons a week.

## Progress towards achieving improvement measures

- Process 3:** • Staff consistently apply the Positive Behaviour for Learning (PBL) and Wellbeing procedures as outlined in the Wellbeing Framework to recognise student progress and manage behaviour whilst promoting a positive school culture.

Evaluation	Funds Expended (Resources)
Teachers utilise the school's wellbeing system to recognise and reward positive behaviour.  The Wellbeing team analysed all wellbeing data to determine future directions	Year Advisors and assistants with an increased allocation to support students  An SSO has been employed full time to support students

## Next Steps

Westfields Sports High School will continue to develop and incorporate strategies to:

- Establish a Data, Evaluation Assessment and Programming (DEAP) Team to design and implement improved school systems and processes in data literacy, data analysis, data use in teaching and data use in planning. This specialised data committee to explicitly analyse whole school data to inform whole school planning, establishing school processes across the school to support their work.
- Professional learning and consistent school-wide application of SCOUT/NAPLAN, RAP and internal data to inform pedagogy in literacy and numeracy.
- Review and improve the use of formative assessment practices in literacy and numeracy to monitor student achievement, identify gaps in student learning, and inform teaching practices.
- Embed a strengthened culture of data analysis practices, at teacher, faculty and executive level, building teacher capacity to identify target areas and implement evidence-based teaching practice to improve growth and achievement for all students.
- Draw on experts to deliver professional learning on best practice evidence-based pedagogy in reading and numeracy.
- Instructional leaders for Literacy and Numeracy embed and use professional learning models to build teacher capacity in implementing evidence-based practices in reading and numeracy.
- Develop consistent and explicit teaching practices in literacy and numeracy in years 7-9: strengthening questioning techniques in reading and increasing purposeful writing opportunities.
- Adoption of literacy and numeracy progressions (Plan2) in years 7-10 to support individualised student 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 (NAPLAN was not undertaken in 2020 due to COVID-19) 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 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 the internal monitoring process in 2020, in alignment with NESA guidelines. Regular collaborative meetings with KLA Head Teachers and Deputy Principals to share best practice and innovative approaches to teaching and learning.	Relevant needs-based PL for all staff  Collaborative practice and developing a culture of sharing ideas

**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 Professional Learning support has enabled all staff to complete PDP and NESA requirements	Relevant needs based Professional Learning for all staff

#### Next Steps

Westfields Sports High School will continue to develop and incorporate strategies to:

- Build and implement explicit systems for collaboration and feedback to strengthen quality teaching practices and ensure improved student outcomes.
- High impact professional learning targeted to specific school and Departmental priority areas.
- Schedule, resource and implement faculty opportunities for collaboration to support the use of data as a tool to inform planning, identify interventions and modify teaching practice.
- Build strong professional learning communities within and beyond the school, sharing expertise and deepening pedagogical knowledge and skills.
- Embed focused and targeted professional learning structures to build teacher capabilities and collective pedagogical practice.
- All school leaders model instructional leadership; building the capacity of teachers to expertly use data to inform evidenced-based teaching and learning programs; ensuring differentiation is at the core of all teaching and learning programs, with programs adjusted to meet individual learning needs to ensure students are challenged and supported.
- Strong focus on systems and processes that support high impact professional learning structures reflected in Performance and Development Plans (PDP) underpinned by ongoing feedback, analysis of evidence and planning.
- The leadership team embed systems and processes to monitor the impact and quality of teaching and learning programs across the school.
- Develop deep staff understanding and effective implementation of programs related to the High Potential and Gifted Education Policy

## 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.

The 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 continued 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.

The school invested in EDROLO as an online learning platform to support students through COVID-19. Teaching staff have embedded this tool into Stage 6 programs to support students during their HSC.

#### 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. COVID-19 prevented any progress from occurring in this area.	Sports High Schools have a PSM allocated to lead, support and evaluate current practice  Employed a part time High Performance Manager  Employed a part time coach mentor

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

Evaluation	Funds Expended (Resources)
Due to COVID-19 only one testing period took place. Results from the Term 1 testing period were disseminated and an analysis tool was developed in collaboration with The University of Sydney. All TSP staff received training in the use of the tool and TSP program staff implemented training programs to	The University of Sydney partnership  Dedicated PhD in exercise scientist to disseminate data for all sporting

## Progress towards achieving improvement measures

address training deficiencies.

program student-athletes

Employment of PhD students

**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)
Student-athlete IPP's were completed. COVID-19 impacted the analysis of game performance, however individual skills-based development was still able to occur.. TSP staff innovated their coaching by developing online resources and monitored athletic development through platforms such as Zoom and Google Classroom.	Cutting edge technology and sports science embedded in all TSP

## Next Steps

Westfields Sports High School will continue to develop and incorporate strategies to:

- Build staff capacity and understanding of the Wellbeing Framework and implement effective classroom and school-wide strategies to support the holistic wellbeing of students.
- Build staff capacity to become wellbeing models for students through collaborative and engaging professional learning that increases staff knowledge of wellbeing dimensions (cognitive, emotional, social) and Social Emotional Learning (SEL) competencies.
- Systems and processes are in place for promoting the importance of regular attendance across the community, including well-maintained and regularly reviewed data collection and analysis procedures.
- Strengthen the school's Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes and support non Aboriginal students to develop knowledge, understanding and appreciation of Aboriginal histories and culture.
- Build and foster connections between families and the school that promote student learning and high expectations, and families contributing to students' success at school.
- Build and strengthen whole-school communication processes with parents/carers
- Strategically embed strategies to support enhanced consultation and collaboration practices with parents/carers.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>\$34,006 in flexible funding</p> <p>SLSO 0.6 FTE</p> <p>All funds were expended</p>	<p>Westfields Sports High School has sixty-eight Aboriginal and Torres Strait Islanders enrolled. supported by 18 teachers who form the ATSI team.</p> <p>Prior to the disruptions caused by COVID-19, we were fortunate to be able to invite all new Aboriginal and Torres Strait Islander students and their families onto school grounds to participate in the Personalised Learning Pathway Plans (PLP's) process. Conducted by a variety of ATSI team members, this procedure provides valuable family and personal information about the student and thus informs teachers how the school can best support students inside and outside the classroom. To further this, our ATSI SLSO was able to commit to work two days a week, providing in-class support for our students and tutoring at lunchtime for our senior students.</p> <p>In 2019, we were not able to attend our regular Cultural Immersion Camp in Ulladulla with Uncle Noel and Aunty Trish due to the NSW South Coast bush fires, so a select group of approximately thirty students spent three days learning about the importance of culture, respect, land, sustainability and responsibility from Aboriginal Elders on Yuin country at the beginning of 2020 instead.</p> <p>Koori Culture Club restarted for the year and was hosted weekly in D-Block on a Friday at lunchtime. This was an opportunity for students of all backgrounds, abilities and cultures to come together and broadly learn and immerse themselves in Aboriginal culture. Different modules were presented, and various activities were facilitated, including; studying an Aboriginal War Dance, participating in Aboriginal Art workshops, designing Aboriginal games and puzzles, cultural stories and discussions, designing a DEADLY NAIDOC jersey that ATSI students can wear when participating in Aboriginal sporting tournaments including the Annual Touch Football play-off against Hills Sports HS.</p> <p>NRL School to Work Program was offered to all ATSI students in Years 11 and 12. This was an opportunity for students to gain assistance in improving life skills necessary for their futures and potential careers including; engaging and being provided with connections that could offer work experience prospects, cultural experience from various excursions and opportunities to gain employment. Some of our senior ATSI students gained 'early entry' into higher education or received trade positions through the School to Work Program.</p> <p>The ATSI team organised and facilitated the</p>

<p><b>Aboriginal background loading</b></p>	<p>\$34,006 in flexible funding</p> <p>SLSO 0.6 FTE</p> <p>All funds were expended</p>	<p>annual NAIDOC celebrations where we hosted the Wandana Aboriginal Education group. They were an engaging company that broadly taught all Year 9 students about Aboriginal culture. The year group were broken up into three groups and participated in a rotational compilation of activities such as learning about basic Aboriginal symbols, completing their own design and painting it on a rock and observing cultural weapons and artefacts. The team saw this NAIDOC celebration as a success as there was a subsequent increase in students attending Friday Koori Kulture Klub sessions, which was very positive.</p> <p>NAIDOC week celebrations continued as the ATSI team collaborated with the English faculty, all roll call teachers and the Library staff to deliver short lessons to all students about the importance of NAIDOC and the symbolic meanings behind the Aboriginal and Torres Strait Islander flags. The English faculty provided lessons to some of their classes focussing on Aboriginal language and culture. The ATSI team and the library staff held lunchtime activities in the library and students voluntarily participated in Dreamtime stories, traditional bush medicine and got to try some traditional jams on damper. Students also participated in an art workshop where they painted original designs on small canvases which are now all on display in the library.</p> <p>The ATSI Garden Team offered a select group of students interested in learning about traditional gardening techniques, native plants and bush foods. The team has generated five garden beds around the school which are now filled with native plants, various traditional herbs and has become a hub for various faculties across a range of KLA's to use in their curriculums.</p> <p>The Museum of Contemporary Art (MCA) ran a Djurali workshop where a select group of junior students who were interested in refining their art techniques were able to participate in a three-day Zoom conference, learning about Indigenous contemporary artists and got to look at the works of Uncle Roy Kennedy and Miriam-Rose Ungunmerr. A fantastic opportunity to connect students to the gallery, artist and art world.</p> <p>A diligent and passionate year 10 student was nominated and selected to participate and represent the NSW Young Ministers. She will be on the student council and will participate in a range of leadership events throughout 2021. Three students were nominated and recognised as part of the Aboriginal Education Awards scheme for achieving high academic performance throughout the year.</p> <p>By December, COVID restrictions had eased</p>
---	--	--

<p><b>Aboriginal background loading</b></p>	<p>\$34,006 in flexible funding</p> <p>SLSO 0.6 FTE</p> <p>All funds were expended</p>	<p>and that meant the ATSI team could take another group of students on the end-of-year Cultural Immersion Buddy Camp back down in Burrill Lakes. Students were immersed in cultural lessons from Yuin Elders, Uncle Noel and Auntie Trish and they learnt how to make boomerangs, native jewellery, they visited sites that had been devastated by the recent bush fires and were taught about the important role that fire plays on Australian landscapes.</p> <p>Finally, a yarning circle was created at the front of the school and this space will officially open in the year 2021. This yarning circle will be used by all classes for lessons, reflection and to host culturally significant events.</p> <p>It is important to note that during the COVID lockdown period during 2020, Aboriginal and Torres Strait Islander students were being supported and contacted by various teachers and SLSOs to check in on their wellbeing, progress and help was provided where possible. This included sending any work home via post, communication through email and offering any stationary/educational resources to students where it was needed.</p>
<p><b>English language proficiency</b></p>	<p>Staffing: \$350,029 (3.2 FTE)</p> <p>\$34,208 in flexible funding</p> <p>All funds expended in 2020</p>	<p>EAL/D students were supported across the school through a variety of initiatives. Targeted EAL/D students were provided with parallel English, History and Geography classes with a specialist EAL/D teacher. Furthermore, the EAL/D faculty has worked collaboratively with the social sciences and history faculties to provide parallel classes for EAL/D students in Stage 5. Funding allowed the faculty to employ a culturally appropriate SLSO to further assist students to develop their English language proficiency. We also provided learning opportunities to targeted EAL/D students by running small group tutoring session and offering extra learning opportunities both online during online learning and when classes returned. Collaborative team teaching is a core aspect of our program with specialist EAL/D teachers working with all KLAs within the school to provide targeted learning support to students. This was also reinforced through subject withdrawal of new arrival and emerging English Language Learners to help them develop the skills necessary to succeed in their subjects.</p>
<p><b>Low level adjustment for disability</b></p>	<p>Staffing \$240,645 (2.2FTE)</p> <p>\$189 988 in flexible funding</p> <p>All funds expended in 2020</p>	<p>In 2020, Westfields Sports High School had 208 students identified and/or diagnosed with a disability under the DDA reported in the Nationally Consistent Collection of Data (<b>NCCD initiative</b>), where 191 of these students were supported by the Learning Support Faculty with individualised and comprehensive PLaSPs (Personalised Learning &amp; Support Plans).</p> <p>The whole school Learning and Support Team consists of the Wellbeing Team, the</p>

<p><b>Low level adjustment for disability</b></p>	<p>Staffing \$240,645 (2.2FTE)</p> <p>\$189 988 in flexible funding</p> <p>All funds expended in 2020</p>	<p>Learning Centre, EAL/D, LaSTs, School Counsellors and external DOE support such as Itinerant Support Teacher Hearing and Student Support Teacher Transition. This team, working together, ensures students have access to current differentiated teaching and learning programs, support across the classroom environments, provisions for assessment tasks and school events. Further to this, the Learning Support Faculty supported staff in being professionally developed in Disability Modules and levels of adjustments. As a result, staff were able to build on their professional knowledge and judgement of student learning needs and collate evidence of their teaching and learning practices to support all students in achieving academic success.</p> <p>The LSF, employed 3 LaSTs and 10 SLSOs to provide support in the classroom and assist teachers in planning, programming and assessing students. LaSTs consult with staff and collaboratively work with parents and outside specialists to develop PLaSPs. They provide professional learning programs, critical information regarding students, how to accommodate and differentiate teaching and learning programs to deliver an inclusive learning environment. SLSOs assist teachers and targeted students in the classroom environment with modified tasks, assessments, understanding content and achieving outcomes. This is for targeted students with disabilities and integration funding and students with additional learning and support needs.</p> <p>Targeted students have improved engagement and learning as a result of modified programs and outcomes. There are 22 students across stage 4-6 accessing a Life Skills curriculum; 9 students with Integration Funding Support. These students had access to tailored support and withdrawal sessions to practice for the HSC Minimum Standard requirements. As a result, internal assessment results, SCOUT data and HSC Minimum Standard data have shown continual growth and improvement. (NAPLAN was not delivered in 2020 to provide this report).</p> <p>Support Transition programs have continued to grow where the LSF conduct 6-7 transition support and coordinate meetings with staff at feeder primary schools to build data on targeted students and implement strategies to support the student, parent/carers and Westfields Sports staff to ensure improved and successful transitions for those identified. The LSF also support students transition to their career pathways where we have accessed Link and VET funding support to work collaboratively with the Careers Advisor in supporting our identified students to their post-school pathways. As a result, our year 12 students have successfully been accepted</p>
---	---	--

<b>Low level adjustment for disability</b>	<p>Staffing \$240,645 (2.2FTE)</p> <p>\$189 988 in flexible funding</p> <p>All funds expended in 2020</p>	into their field of choice.
<b>Socio-economic background</b>	<p>Learning Centre funding: \$912,611 allocation</p> <p>Additional teaching staff (4.2FTE) to support whole school programs</p> <p>All funds expended in 2020</p>	<p>The Learning Centre Faculty consists of specialist staff whose main focus is to assist students and cater to their individual learning needs. Each SLSO brings with them a wealth of knowledge and experience that benefits the wellbeing and learning of the students that are supported within the Learning Centre. The roles of the LC SLSO's consist of the following:</p> <ul style="list-style-type: none"> <li>• Identifying students who require additional support through the Multilit assessment process.</li> <li>• Delivering Multilit &amp; Multilit Extension intervention programs.</li> <li>• Delivering Literacy intervention programs.</li> <li>• Develop Primary Links with local feeder schools through transition and orientation (may include placement at local primary schools to assist with transition).</li> </ul> <p>Five Learning Centre rooms are allocated and seven Learning Centre SLSO's; (two full time and five part-time.) support students</p>
<b>Support for beginning teachers</b>	<p>8 Beginner Teachers received a total of \$105,636</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 that 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>Two teacher Refugee Program Coordinators and supervising Deputy Principal</p> <p>\$56,012 in flexible funding</p> <p>All funds expended in 2020</p>	<p>Two Refugee Student Coordinators worked in collaboration with a Head Teacher and Deputy Principal as part of a team to better learning and wellbeing outcomes for refugee students within the school. Funding was used to provide a variety of activities aimed at developing skills and a sense of belonging within the growing number of refugee students within the school. 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</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Two teacher Refugee Program Coordinators and supervising Deputy Principal</p> <p>\$56,012 in flexible funding</p> <p>All funds expended in 2020</p>	<p>by addressing their specific learning and wellbeing needs. We made concerted efforts to ensure all refugee students and their families could retain strong links to the school environment. We strengthened our transition program by initiating an IEC visit as part of our process. We used much of the allocation to offer academic support to Stage 6 students to enhance their ability to cope with the disruptions that online learning caused.</p>
--	--	--



DEADLY NAIDOC Jersey

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	982	952	969	943
Girls	686	703	704	691

### Student attendance profile

School				
Year	2017	2018	2019	2020
7	93.8	94.5	93.4	93.5
8	92.3	92.1	89.2	91.7
9	91.6	91.7	88.6	90.9
10	88.3	92	88.2	89.7
11	89.3	88.9	87.7	88.7
12	90.3	92.6	86.4	91.2
All Years	90.9	91.9	88.9	90.8
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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

---

39.74% of Year 12 students at Westfields Sports High School undertook vocational education and training in 2020.

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

---

89.4% of all Year 12 students at Westfields Sports High School expected to complete Year 12 in 2020 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)	80.9
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,202,643
<b>Revenue</b>	19,726,953
Appropriation	18,366,233
Sale of Goods and Services	513,808
Grants and contributions	841,979
Investment income	4,833
Other revenue	100
<b>Expenses</b>	-20,249,279
Employee related	-18,128,640
Operating expenses	-2,120,640
<b>Surplus / deficit for the year</b>	-522,327
<b>Closing Balance</b>	680,317

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.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	228,317
<b>Equity Total</b>	1,770,487
Equity - Aboriginal	43,006
Equity - Socio-economic	912,611
Equity - Language	384,237
Equity - Disability	430,633
<b>Base Total</b>	15,102,637
Base - Per Capita	402,388
Base - Location	0
Base - Other	14,700,250
<b>Other Total</b>	640,401
<b>Grand Total</b>	17,741,842

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

---

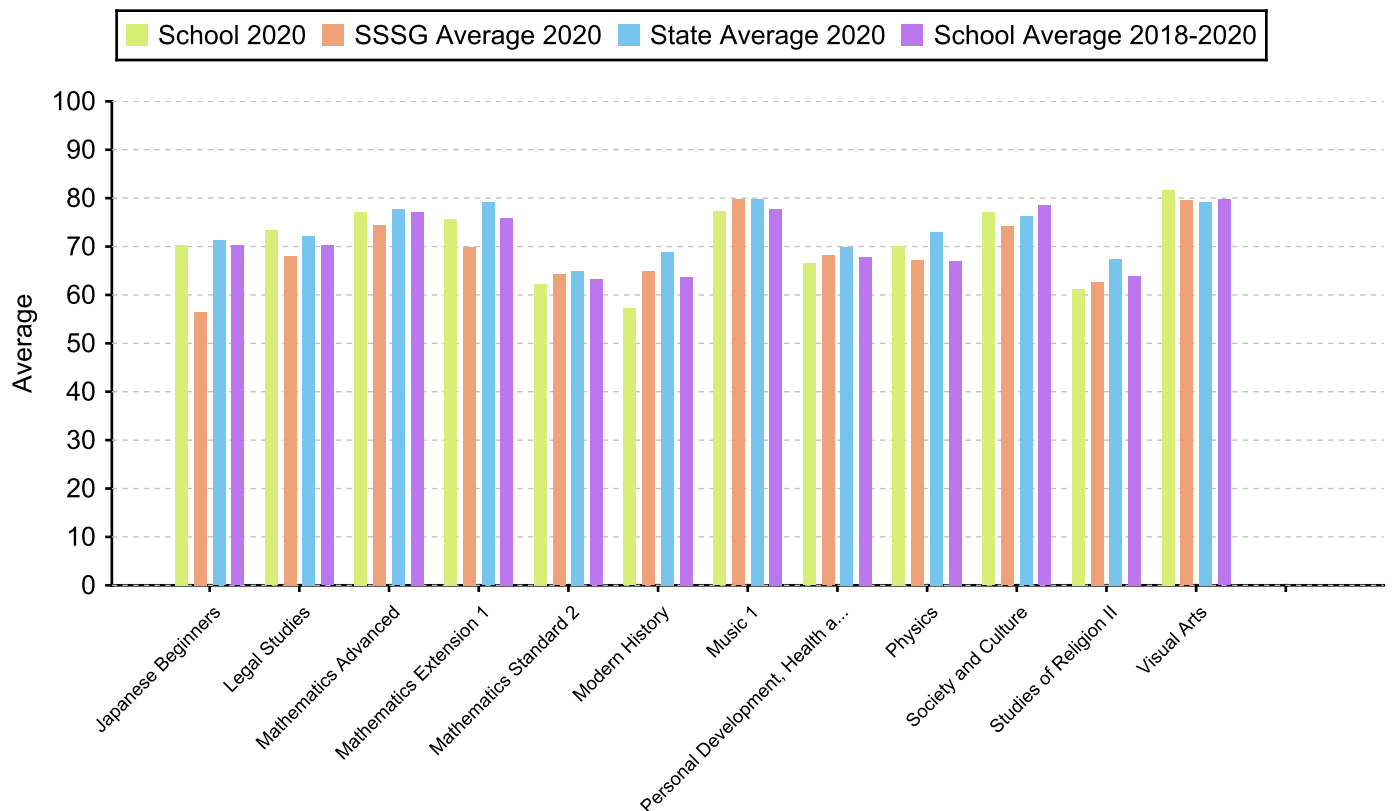
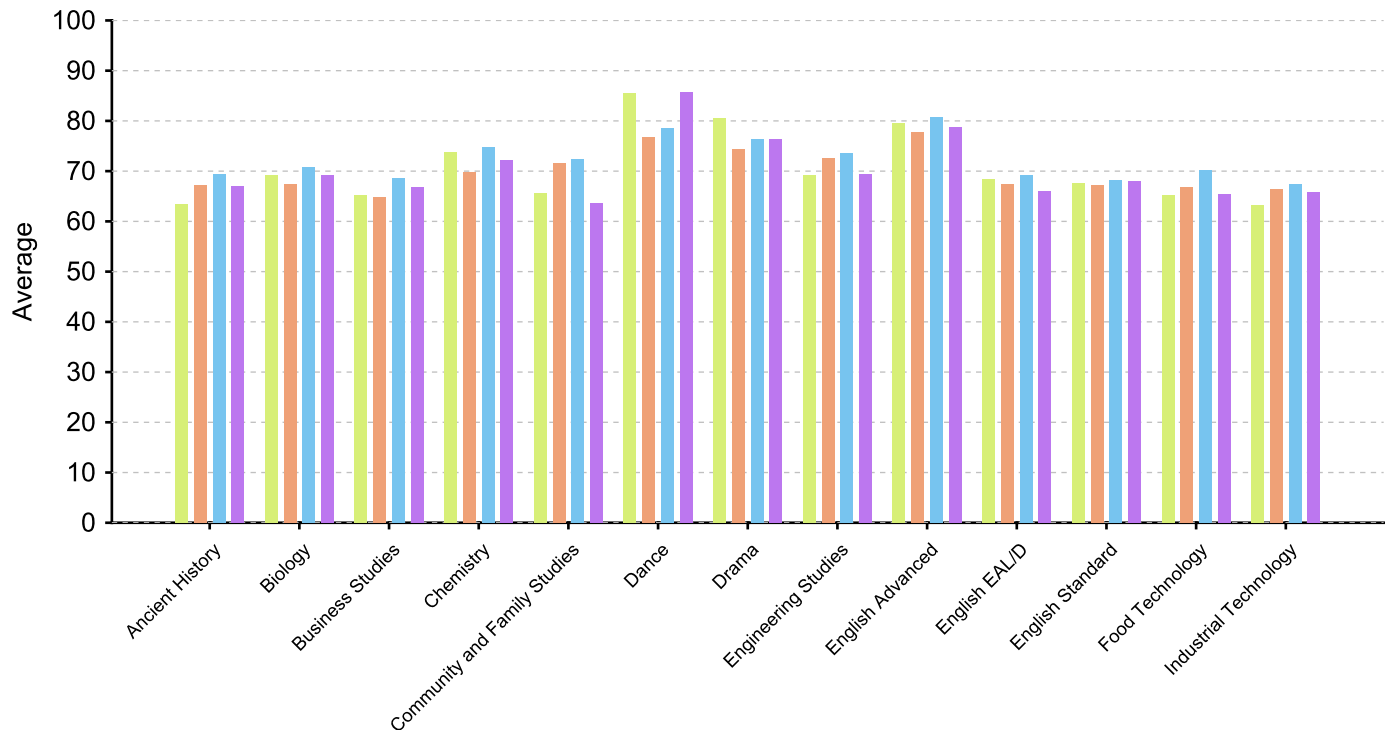
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## 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 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	63.5	67.3	69.4	66.9
Biology	69.1	67.4	70.8	69.2
Business Studies	65.1	64.8	68.6	66.7
Chemistry	73.7	69.8	74.8	72.3
Community and Family Studies	65.5	71.6	72.4	63.7
Dance	85.6	76.7	78.6	85.7
Drama	80.5	74.4	76.4	76.4
Engineering Studies	69.2	72.6	73.6	69.3
English Advanced	79.6	77.8	80.8	78.8
English EAL/D	68.4	67.5	69.3	65.9
English Standard	67.5	67.1	68.1	68.0
Food Technology	65.2	66.9	70.2	65.5
Industrial Technology	63.2	66.4	67.5	65.8
Japanese Beginners	70.3	56.5	71.2	70.3
Legal Studies	73.3	68.1	72.1	70.2
Mathematics Advanced	77.1	74.5	77.7	77.1
Mathematics Extension 1	75.7	69.9	79.1	75.9
Mathematics Standard 2	62.3	64.2	64.9	63.2
Modern History	57.2	64.8	68.9	63.7
Music 1	77.2	79.7	79.8	77.8
Personal Development, Health and Physical Education	66.5	68.2	69.9	67.8
Physics	70.1	67.2	73.0	67.0
Society and Culture	77.0	74.2	76.2	78.5
Studies of Religion II	61.2	62.6	67.5	63.9
Visual Arts	81.7	79.5	79.2	79.7

## Parent/caregiver, student, teacher satisfaction

990 students at Westfields Sports High School participated in the 2020 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.

Advocacy at school continues to grow, showing strong student wellbeing strategies are in place and working.

Year 7 made a wonderful transition to school, demonstrated in the TTFM survey results indicating an 85% sense of belonging and high expectations, which is significantly above the state average



# 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.