

2021 Annual Report

Westfields Sports High School



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Introduction

The Annual Report for 2021 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 Strategic Improvement 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.

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Principal's Report

The Annual Report of the 2021 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.

Student learning was significantly disrupted in 2021 due to the ongoing impact of COVID-19. Students were not able to attend school for up to 15 school weeks. HSC students were most heavily impacted and I would like to take this opportunity to acknowledge their resilience in adapting to these challenges with the support of their teachers and families.

HSC results for 2021 were outstanding considering the disruptions. The school received 60 band 6 results, 197 band 5 results and 361 band 4 results. This represents an improvement over previous years and the best results since 2014. Of particular note were the students undertaking major works and performances for their HSC. The uncertainty faced by our HSC students and teachers was significant and I would like to recognise the cohesive advocacy of the Fairfield Network of schools in conjunction with the Metropolitan South and West Performance Directorate in supporting the needs of these students, working in consultation with NESA, to ensure the efforts and challenges faced by our students were recognised.

All year groups experienced severe disruption in 2021. To support student learning the school provided 125 laptop computers and internet 'dongles' to students to facilitate their online learning. We sent home hundreds of work packs for students and continued to provide outstanding student wellbeing support. Testament to this support is that during this most disrupted of school years, student connection and belonging actually increased as indicated in the Tell Them From Me survey. An extraordinary result and one that can be attributed to the dedication of our teaching, wellbeing and support staff and systems.

Sport and Performing Arts in 2021 were again severely disrupted. Sydney South West, State and National competitions were cancelled for the second year in a row. For a sports high school this was an incredible disappointment as our students, in particular year 12, were unable to compete for selection in State or National teams. Despite these limitations, our student-athletes continued to train and rehearse, and even during lockdown maintained a strong connection with their coaches.

During 2021 Westfields Sports undertook the process of External Validation. This process saw all elements of our teaching and learning, management and wellbeing assessed by Department of Education staff. This process highlighted many positive practices across the school and provided us with an opportunity for reflection on areas for improvement to support us in continuing our journey of delivering excellence in education for our students.

Despite the setbacks and challenges, the strength and resilience of our students and staff ensured there were notable highlights. The visit by former student John Paul Young provided a wonderful opportunity for our music students to meet and perform with an icon of Australian Music. The adaptation of our staff to online assemblies was notable as were the motivation of our school captains Ethan and Breanna to engage with staff and students across the year. Meeting Olympians through online forums gave our students an opportunity to be informed and to ask questions, and be inspired by their heroes.

While 2021 was a year with many challenges, the students, staff and community at WSHS should be incredibly proud of the way they supported each other and demonstrated such resilience.

Thank you to every student, staff member and family of Westfields Sports High School; it is an honour to continue to lead such a wonderful school community.

Andrew Rogers, Principal

School vision

At Westfields Sports High School we are committed to developing a culture of high expectations and high achievement where every student is able to achieve their individual best in scholarship, citizenship, sport and the arts.

We strive to ensure all members of the Westfields Sports community are known, valued and cared for as individuals and that their strengths, achievements and needs are recognised, supported and celebrated.

Students at Westfields Sports will be provided with the skills, experiences and motivation to allow them to become effective life-long learners as they move beyond school. Students will be equipped with the skills of critical analysis and advocacy to ensure they are a positive voice of change in their world.

School context

School attributes and characteristics:

Westfields Sports High School (WSHS) is a co-educational specialist sports high school with an annual student intake comprising of students from the local area as well as talented sportspeople. The current student enrolment is 1663, with 55% of the students in the school being part of the Talented Sports Program (TSP). The current FOEI is 113.

67% of the students are from non-English speaking background (NESB). There are currently 118 students from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacifica, Assyrian / Arabic and Vietnamese.

The teaching staff of WSHS is comprised of 115 staff, with 18 support officers and 10 School Learning Support Officers (SLSO). These staff cover the entire range of experience, from newly appointed staff through to teachers who have retired and returned to WSHS to teach and coach.

There are currently 72 students enrolled from an Aboriginal or Torres Strait Islander (ATSI) background. These students are supported by an ATSI coordinator who is also Vice President of the local Aboriginal Education Consultative Group (AECG) and a SLSO of Aboriginal background. The school also has a partnership with John Moriarty Football (JMF) who sponsor Aboriginal students to come to Sydney to further their natural Football talents. The school currently has 3 JMF scholarship students.

Academic acceleration takes place in mathematics. A class of talented students undertake the 2 unit mathematics examination in Year 10 each year. Many of these students progress to undertake the Extension 2 course for the HSC.

Students at WSHS partake in a wide range of elective subjects. For the 2020 HSC, the school had students undertaking 20 individual HSC courses, with Industrial Technology (IT) being the most popular subject after English and Mathematics. 85 students completed the IT course across all strands, the largest number of any school in NSW.

Many WSHS students undertake VET courses. Westfields Sports currently offers six frameworks. These frameworks are Retail Studies, Business Services, Sports Coaching, Construction, Hospitality (Kitchen Operations and also Food and Beverage) and Dance Assist. In addition to the other courses, for 2022 WSHS intends to offer the 'Developing Athlete' and 'Emerging Athlete' courses.

Students travel to WSHS from all over the Sydney area to participate in the Talented Sports Program (TSP). There are currently 16 different sports offered at WSHS as part of the TSP. Rugby League, Football, Netball and Cricket are the largest sports in terms of student numbers. The school also offers Dance as part of the TSP. WSHS is part of the NSW Sports High Schools Association (SHSA). This body represents the 7 NSW Sports high schools and acts as an advisory body to further the needs of Sports high schools within the NSW Department of Education and within the broader NSW and national sporting landscape.

Westfields Sports High School is positioned within the Foundation, Talent, Elite & Mastery (FTEM) high-performance pathway for sporting performance designed by the Australian Institute of Sport in 2011. This pathway assesses the rigour and potential of individual sporting clubs or programs and rates their ability to deliver best-practice coaching and athlete support. WSHS currently has memorandums of understanding (MOU) with 11 of the 16 peak sporting bodies representing the school's sporting programs. These MOUs allow the school to access high-quality professional development for coaches, and support as required.

Student-athletes at WSHS are involved in extensive training and competition outside of school. The heavy external training demands are managed effectively by coaching staff. This is done through formalised check-in processes and

load and injury reporting programs.

High-Level areas for improvement:

Literacy and numeracy attainment was identified as a significant area of student need. An analysis of NAPLAN results indicated a significant variation between grade cohorts for reading, writing and numeracy. Diagnostic testing of year 7 students provides the school with early identification information of students requiring support.

A faculty situational analysis was completed by each faculty in 2020. This was used to inform the school's Situational Analysis and subsequently, the strategic directions of Quality Teaching and Learning and School Culture. Central to these strategic directions was the overarching theme of 'High Expectations'. This was raised by all Key Learning Areas as being the critical element for school improvement and represented an insistence on both student and staff expectations.

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 and participated in an external validation. 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 Strategic Improvement Plan and annual report. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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 growth and attainment

Purpose

All teachers will know their students and how they learn by being data-driven through internal and external performance measures and embed evidence-based teaching practices. Through differentiation, explicit teaching and high expectations, we will provide the opportunity for all students to be challenged and supported to achieve growth in literacy and numeracy and build strong foundations for future academic success.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Data to inform Pedagogy
- Differentiated and Challenging Literacy and Numeracy Work

Resources allocated to this strategic direction

Professional learning: \$50,000.00
Socio-economic background: \$300,000.00
English language proficiency: \$464,000.00
Low level adjustment for disability: \$435,000.00
Integration funding support: \$220,000.00
COVID ILSP: \$366,536.78
: \$0.00

Summary of progress

Literacy professional learning took place supporting the staff to embed literacy strategies into their current teaching and learning programs. A Data, Evaluation, Assessment and Programming (DEAP) team has been established to design and implement processes in data literacy, analysis and data use in teaching and planning. The team is explicitly analysing whole school processes across the school to support this work.

Targeted programs focused on improving learning outcomes for stage 6 students who were identified as at risk of not completing their Higher School Certificate. Senior tutorials staffed by teachers three times per week were delivered to support students to receive their HSC

As a result of programs implemented 23% of our HSC students achieved in the top 2 bands, which is an improvement from our 2020 results. Student performance continues to improve between year 9 and year 12 with value add data indicating the teaching and learning strategies are having a positive effect on HSC results.

In 2022 faculties will be using the funding to purchase literacy resources and will be supported to continue to embed explicit teaching.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase in the percentage of students achieving expected growth in NAPLAN numeracy to be at the baseline of 70.2%	Students achieved 43.89% expected growth in the numeracy component of NAPLAN, indicating progress yet to be seen toward the system-negotiated lower bound target.
Increase the percentage of students achieving expected growth in reading to be at the baseline of 61.1%	Students achieved 49.32% expected growth in the numeracy component of NAPLAN, indicating progress yet to be seen toward the system-negotiated lower bound target.
Increase in students achieving top 3 bands in the HSC to be at or above 57%	55.28% of students achieved in the top 3 bands in the HSC, slightly below the target of 57%.

Increase in students achieving top 2 bands in NAPLAN numeracy to be at or above 20.2%	9.75% of students achieved in the top 2 bands of NAPLAN in numeracy, indicating progress yet to be seen toward the system-negotiated lower bound target.
Increase in students achieving top 2 bands in NAPLAN reading to be at or above 11.8%	9.75% of students achieved in the top 2 bands of NAPLAN in reading, slightly below the target of 18%.
Reviewing and consolidating from delivering to sustaining and growing in Data to inform practice	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Data to inform practice.
Reviewing and consolidating from delivering to sustaining and growing in effective classroom practice with specific reference to explicit teaching	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme of Explicit teaching.

Strategic Direction 2: Quality Teaching and Learning

Purpose

Quality teaching and learning will be strengthened to ensure the delivery of improved educational outcomes for all students. High impact and targeted professional learning that draws upon the collective expertise of staff, combined with implementing explicit systems for collaboration and feedback will support the continual professional growth of educators within a high expectations culture.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Strengthening Collaborative Practices
- Instructional Leadership to Build Whole School Improvement.

Resources allocated to this strategic direction

Professional learning: \$40,000.00

Socio-economic background: \$320,000.00

School support allocation (principal support): \$77,000.00

Summary of progress

The school has developed an internal monitoring process where KLA Head Teachers meet with their supervising Deputy Principals each term to evaluate teaching and learning programs, ensuring they are differentiated and meet the needs of students with learning difficulties. These teaching and learning programs are individualised and clearly show the differentiated strategies individual teachers are utilising to support teaching and learning.

Every teaching member of staff completed a Performance Development Plan in consultation with their supervisor. Goals were set that align with the school plan and the Professional Teaching Standards, with professional learning opportunities identified to support staff in achieving their goals. Two lesson observations occurred and constructive feedback was provided to ensure teaching and learning pedagogies were engaging and catered for the needs of students. The annual review process supported reflections on key successes, learnings and future professional development needs.

All school leaders ensured a culture of high quality teaching and learning, providing ongoing professional learning to individuals and teams to support the school's focus on feedback and collaboration.

During the COVID-19 lockdown facilities needed to adjust and pivot to an online learning environment, developing learning resources and shifting from face-to-face teaching in a classroom to conducting lessons via online platforms such as Zoom and MS Teams.

The school's executive team met weekly with a focus item relating to school planning and the School Improvement Plan, ensuring all school leaders had a solid understanding of the SIP. Action items from these meetings ensured faculties, school teams and the school leadership were continually reviewing and evaluating initiatives.

All teaching staff participated in professional learning on High Potential and Gifted Education (HPGE) ensuring all the students at Westfields Sports High School have access to a supportive learning environment that promotes connection and enables students to thrive. Teachers were supported to implement the 'High Performance and Gifted Education Differentiation Adjustment Tool' to support all students achieving their personal best and success is celebrated.

To strengthen the support for early career teachers the school is investing in teacher mentors, whose role will be to support these teachers commencing in 2022. The HPGE policy will be further implemented in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Sustaining and growing in one or more	The school is Developing in one or more themes within the element<i

themes within the element Professional Learning is continuous and inclusive of the High Impact Professional Learning model.	Professional learning is continuous and inclusive of the High Impact Professional Learning model, and is working towards achievement of this improvement measure.
Delivering in two or more statements of the HPGE policy.	The school is currently delivering in one or more statements of the HPGE policy.
Sustaining and Growing in the element of Educational Leadership as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Educational Leadership.
Sustaining and Growing in the element of Learning and Development as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning and Development.

Strategic Direction 3: School Culture

Purpose

To promote a culture where all students are known, valued, and cared for as individuals, and their talents are recognised and nurtured to allow them to grow and improve each and every year. High expectations for personal excellence will be promoted and supported within a wellbeing framework that allows all students to connect, succeed and thrive as they progress towards their personalised goals. We aim to continue to build effective partnerships with our families and wider community.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- A Strategic and Planned Approach to Wellbeing and Engagement
- Community Connectedness

Resources allocated to this strategic direction

Socio-economic background: \$140,000.00

: \$0.00

Aboriginal background: \$50,000.00

Refugee Student Support: \$12,000.00

Summary of progress

The formation of parallel EAL/D classes for English, Mathematics, Science, Geography and History proved to be an extremely valuable strategy. Students in these classes were directly supported by specialist EAL/D teachers, ensuring the curriculum was differentiated appropriately and suitable strategies were employed to support the improvement of every student.

In 2021, initiatives were implemented to ensure every student was known, valued and cared for by implementing a planned approach to wellbeing programs that was underpinned by the Wellbeing Framework. The school's large and experienced wellbeing team, led by the Head Teacher Wellbeing, implemented the following to support the school's holistic approach to wellbeing:

- The Resilience Project: This initiative strategically embedded wellbeing programs into roll call classes through the use of students' diaries. All students were given an opportunity to self-reflect each day by answering a simple personalised question or completing a simple activity. Each Wednesday, roll call teachers delivered an explicit lesson focused on gratitude, empathy, mindfulness and emotional literacy.
- Pulse Student Wellness Tracker: With a weekly Pulse check-in, students reflected on their mental health and answered brief 'science-backed' engagement and wellbeing questions. In 60 seconds students provided statistically significant school-wide wellbeing data every week. This data proved invaluable during the COVID-19 lockdown, enabling students to reach out directly to members of the wellbeing team who then provided immediate support. The data analysed during 2021 highlighted that students were performing above State average in all areas of their wellbeing. The school's successful practices in providing a strategic and planned approach to support the wellbeing of all students was confirmed through the school's external validation process where the school was recognised as excelling in the element of Wellbeing.

The school's Aboriginal Education strategy to effectively support Aboriginal students in attendance, engagement and achievement of outcomes commenced and was supported by the school's Aboriginal Education team. Every Aboriginal and Torres Strait Islander student had a Personalised Learning Pathway developed collaboratively with the student and parent to support the achievement of students' academic goals and aspirations. Two teachers have been members of the Fairfield Network Aboriginal Education Collaboration Team to build knowledge and capacity to enhance the leadership of Aboriginal Education for all students, both Aboriginal and non Aboriginal, to increase knowledge, understanding and appreciation of Aboriginal histories and culture.

Attendance monitoring systems, using a variety of strategies, have been put in place identify and support students with concerning patterns of attendance. In 2022 the school will continue to develop systems and strategies to engage and improve student attendance.

The school implemented the Creating Chances program that targeted disengaged students in Year 9 with poor attendance and behaviour, and the program ran for 10 weeks throughout 2021. This program included a number of

refugee students and proved to be valuable in improving student attendance rates and decreasing the number of negative behaviours for all students.

The school has a strong focus on developing strong partnerships between teachers and parents through a wide range of communication strategies. In 2022 a bespoke parent portal will be implemented to provide 'real-time' information for parents on their child's achievements.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
TTFM Wellbeing data (advocacy, belonging, expectations) to be at or above 67.9% system-negotiated target	71.69% of students reported through the TTFM survey a strong sense of advocacy, belonging and high expectations. This exceeds the lower bound target of 67.9%.
Attendance is at or above 73.1% of students attending school more than 90% of the time.	60.99% of students attended school more than 90% of the time. This is below the lower bound target of 73.1%. COVID-19 has had a significant impact on this data.
Aboriginal culture will be embedded in all school curriculum to encourage both Aboriginal and non-Aboriginal students to make some connections to the importance of Aboriginal history and culture.	The school is sustaining and growing in embedding Aboriginal history and culture in all school curriculum as measured by school based data.
Sustaining and Growing in the element of Wellbeing as measured by the School Excellence Framework. Sustaining and Growing in the themes of High expectations and Attendance as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Wellbeing, and Sustaining and Growing in the themes of High expectations and Attendance.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$12,000.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Strategic and Planned Approach to Wellbeing and Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * refugee students participated in the Paul Wade Goals program to build skills in success, choices, motivators and teamwork Football was the focus on building these skills within the students. * ongoing support for refugee students with literacy and numeracy * ongoing support for families of refugee students <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * reflecting on alternative programs that better support the needs of our students and engage our refugee students in 2022. * renewed support to enhance learning of Literacy and Numeracy programs for refugee students. * continuation of wellbeing support for refugee students and their families and offer of assistance to connections with external agencies. * professional learning for staff around supporting students from refugee backgrounds delivered by Network EAL/D Leaders.
<p>Integration funding support</p> <p>\$220,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Westfields Sports High School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated and Challenging Literacy and Numeracy Work <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • consultation with external providers <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * all eligible students demonstrating progress towards their personalised learning goals. * identified students have had a personalised learning and support plan (PLaSP) developed in consultation with their parent/carer. * PLaSPs were regularly updated and responsive to student learning needs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to employ specialist SLSOs and LASTs to provide support students with additional needs. * continued consultation with parents/carers, teachers, support staff and LST to implement quality PLaSPs.

<p>Socio-economic background</p> <p>\$970,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Westfields Sports High School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated and Challenging Literacy and Numeracy Work • Strengthening Collaborative Practices • A Strategic and Planned Approach to Wellbeing and Engagement • Community Connectedness • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • The Learning Centre a learning hub to provide targeted support for students in literacy. • additional staffing to implement programs to support identified students with additional needs • supplementation of extra-curricular activities • engage with external providers to support student engagement and retention • employment of additional staff to support TSP program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the employment of 5 SLSOs supported by the Head Teacher Secondary Studies to facilitate the running of the Learning Centre. * 309 students were supported by the Learning Centre in 2021. This support ranged from assessing students' literacy and numeracy proficiency through to intensive student withdrawals to improve literacy and numeracy skills. * student data showed 85% improved their Literacy and Numeracy skills, through both internal testing and Check in assessment data. * engaging a school community liaison officer to support the wellbeing of our students and families. Tell them From Me data showed 72% of students reported having a strong sense of belonging, which exceeded the school's lower bound target. To further support student wellbeing Year Advisor and 2IC allocations were increased in 2021 in order to better allow wellbeing team members to support student needs. Tell Them From data showed that 62% of students felt a strong sense of advocacy at school. * the Homework Centre and senior student tutorials operated 3 times per week to support students in completing homework and assessments. An average of 35 students attended and benefited from attending these programs. Between 3 - 5 teachers were engaged each day to facilitate this program. This resulted in a greater number of students being awarded their HSC credentials and fewer Band 1 results were awarded. * The percentage of HSC results in the top 3 bands was 55.28%, an increase of 4.45% from 2019. * NAPLAN results for the top two bands in the areas of spelling and punctuation were equal to or better than Statistically Similar School Groups (SSSG). <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to fund the Learning Centre to provide targeted support for students in literacy at point of need. * to continue to employ additional teachers, SLSOs, CLOs and specialist staff support staff to meet the academic, sporting and wellbeing needs of all students.
<p>Aboriginal background</p> <p>\$50,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Westfields Sports High School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p>

<p>Aboriginal background</p> <p>\$50,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Strategic and Planned Approach to Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff (SLSO) to support Aboriginal students • staffing release to support the development and implementation of Personalised Learning Plans and analysis of data <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Aboriginal students are engaged, with data indicating that students are performing at or above school average. * Personal Learning Pathways are designed in conjunction between school, student and family to ensure students have the best chance at achieving learning progress with a majority achieving their goals by the end of the year. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * professional learning on Aboriginal Education to provide teachers with education around Aboriginal cultures and histories to enable faculties to evaluate current teaching practices and embed rich and contextually meaningful learning activities into all teaching programs. * to continue involvement in the Fairfield Network Aboriginal Education Collaboration Network. * to continue to strengthen practices for the development and implementation of Personalised Learning Pathways for Aboriginal students.
<p>English language proficiency</p> <p>\$464,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Westfields Sports High School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated and Challenging Literacy and Numeracy Work <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Formation of EAL/D classes • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * improved learning outcomes for all EAL/D students in Literacy and Numeracy outcomes. * an increase in knowledge for all staff in using EAL/D learning progressions to identify student needs in language acquisition. * collaborative planning and team teaching opportunities, with class teachers and EAL/D specialist teachers. * explicit teaching in all classrooms by providing extensive scaffolding to EAL/D students to enable access to the curriculum. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to support EAL/D students through the parallel class formation strategy, which will ensure targeted and differentiated teaching and learning programs to address students' specific needs. * professional learning will be provided for all staff to support the teaching of EAL/D students by increasing their knowledge and skills of the EAL/D progressions when planning, programming and reflecting on student achievement. * utilising the EAL/D Educational Leader to deepen teacher understanding of effective EAL/D pedagogy.

<p>Low level adjustment for disability</p> <p>\$435,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Westfields Sports High School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated and Challenging Literacy and Numeracy Work <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional LaSTs • employment of SLSO to support students with additional needs <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the employment of 3 LaSTs and 10 SLSOs to provide support in the classroom and assist teachers in planning, programming and assessing students. * 208 students identified and/or diagnosed with a disability under the DDA reported in the Nationally Consistent Collection of Data. (NCCD initiative), where 191 of these students were supported by the Learning Support Faculty with individualised and comprehensive PLaSPs (Personalised Learning & Support Plans). * students accessed differentiated teaching and learning programs, support in the classroom, and provisions for assessment tasks ensuring student learning needs were met. * professional learning in Disability Modules and levels of adjustments were delivered to all teaching and learning staff which supported staff to improve 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. * targeted students improved engagement and learning outcomes as a result of modified programs and outcomes. There were 22 students across stages 4-6 accessing a Life Skills curriculum. These students had access to tailored support and withdrawal sessions to practice for the HSC Minimum Standard requirements. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * continue to use funding for teachers and SLSOs in a support role, to work with specific students with additional learning needs, in addition to staff entitlement.
<p>COVID ILSP</p> <p>\$366,536.78</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated and Challenging Literacy and Numeracy Work <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 240 HSC students were offered tutorials to support their return to face to face learning in the lead up to the HSC. 74% of those students completing their HSC took this opportunity to work closely with their teachers, which impacted their HSC results positively. This program had a significant impact on HSC results with students achieving more band 3, band 4 and band 5 results than in the previous 8 years. Data showed that the number of students achieving Bands 5 and 6 increased as a result of this program. * 60 students across Stages 4 and 5 attended weekly withdrawal lessons in

<p>COVID ILSP</p> <p>\$366,536.78</p>	<p>Maths and English to improve their numeracy and literacy skills. The formative assessment completed during the program drove the differentiated learning and showed the students were improving weekly.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning.
<p>School and Community funding</p> <p>\$650,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Westfields Sports High School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Employ specialist staff to coach within the Talented Sports Programs. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * the Talented Sports Program (TSP) at Westfields Sports employs 38 specialist coaches to support the skill development and elite pathway opportunities of the 950 high potential and gifted athletes across 16 sports at Westfields Sports High School (WSHS). * a High Performance Manager was employed 2 days a week to support the elite coaches improve the quality of their programs and ensure their alignment with the Foundation, Talent, Elite and Mastery pathway (FTEM). An external review was undertaken by the Sports High School Association and found the 16 sporting programs aligned with FTEM model. * the findings from interviews and surveys indicate extremely strong support for the Talented Sports Programs at WSHS. In general, students commented very favourably on the high quality of their coaches, facilities and training sessions. The percentage of parents who would recommend the TSP to others is the highest of all of the sporting high schools. Impact measured by performance could not be ascertained due to sporting competitions and representative pathways being cancelled due to COVID-19. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> * Continue to employ specialist TSP coaches. * Review whole school communication strategy and create a School Promotion position to provide enhanced information and promotion of the school's TSP on all social media platforms.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	952	969	943	920
Girls	703	704	691	705

Westfields Sports High School (WSHS) is a co-educational specialist sports high school with an annual student intake comprising students from the local area and talented sportspeople. The current student enrolment is 1663, with 55% of the students in the school being part of the Talented Sports Program (TSP). The current FOEI is 113.

67% of the students are from a non-English speaking background (NESB). There are currently 118 students from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacifica, Assyrian / Arabic and Vietnamese.

Student attendance profile

School				
Year	2018	2019	2020	2021
7	94.5	93.4	93.5	91.8
8	92.1	89.2	91.7	89.4
9	91.7	88.6	90.9	88
10	92	88.2	89.7	86.5
11	88.9	87.7	88.7	82.2
12	92.6	86.4	91.2	84.7
All Years	91.9	88.9	90.8	87
State DoE				
Year	2018	2019	2020	2021
7	91.8	91.2	92.1	89.7
8	89.3	88.6	90.1	86.7
9	87.7	87.2	89	84.9
10	86.1	85.5	87.7	83.3
11	86.6	86.6	88.2	83.6
12	89	88.6	90.4	87
All Years	88.4	88	89.6	85.9

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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	43
Other	0	0	7
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

43.37% of Year 12 students at Westfields Sports High School undertook vocational education and training in 2021.

Year 12 students attaining HSC or equivalent vocational education qualification

95.5% of all Year 12 students at Westfields Sports High School expected to complete Year 12 in 2021 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)	79.4
Learning and Support Teacher(s)	2.2
Teacher Librarian	2
Teacher ESL	3.6
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	680,317
Revenue	19,996,102
Appropriation	18,743,227
Sale of Goods and Services	344,940
Grants and contributions	898,470
Investment income	1,169
Other revenue	8,295
Expenses	-20,619,232
Employee related	-18,789,714
Operating expenses	-1,829,518
Surplus / deficit for the year	-623,130
Closing Balance	57,187

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.

	2021 SBAR Adjustments (\$)
Targeted Total	162,003
Equity Total	1,936,131
Equity - Aboriginal	54,612
Equity - Socio-economic	979,473
Equity - Language	465,399
Equity - Disability	436,647
Base Total	15,091,014
Base - Per Capita	402,833
Base - Location	0
Base - Other	14,688,181
Other Total	728,321
Grand Total	17,917,469

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

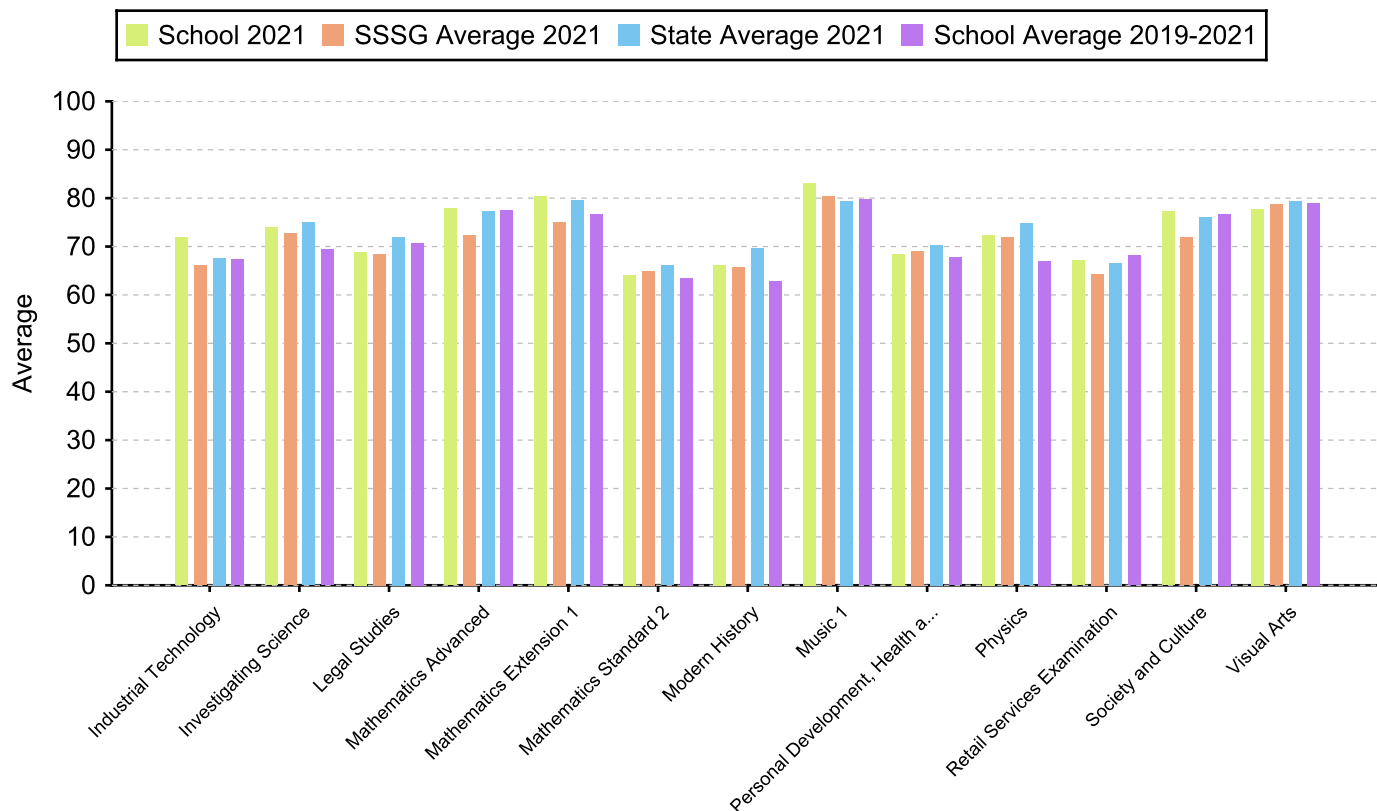
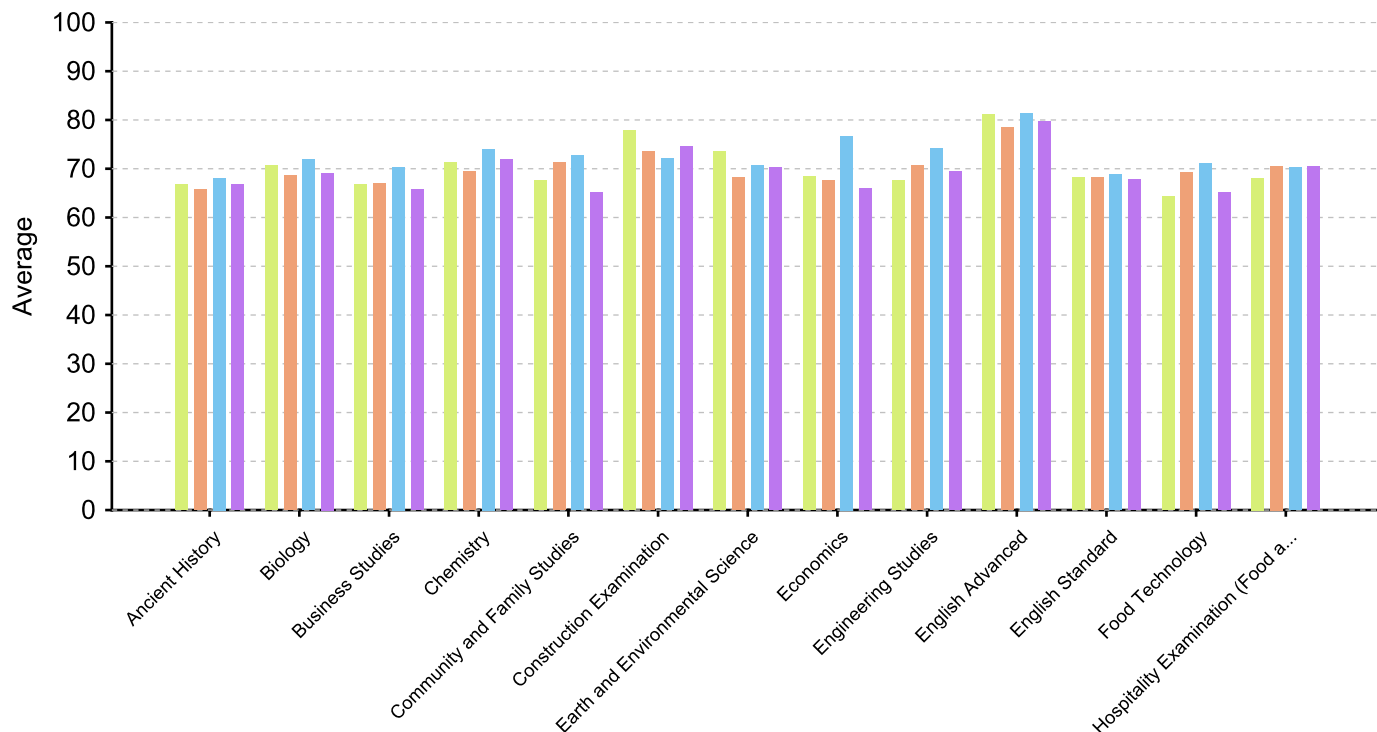
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

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.



Subject	School 2021	SSSG	State	School Average 2019-2021
Ancient History	66.8	65.7	68.1	66.8
Biology	70.7	68.6	71.9	69.1
Business Studies	66.8	67.0	70.4	65.8
Chemistry	71.3	69.5	74.1	71.8
Community and Family Studies	67.6	71.2	72.7	65.1
Construction Examination	77.8	73.5	72.2	74.6
Earth and Environmental Science	73.5	68.2	70.6	70.2
Economics	68.4	67.5	76.7	65.9
Engineering Studies	67.6	70.6	74.1	69.4
English Advanced	81.2	78.4	81.4	79.6
English Standard	68.2	68.2	68.8	67.8
Food Technology	64.3	69.2	71.0	65.2
Hospitality Examination (Food and Beverage)	68.1	70.6	70.3	70.6
Industrial Technology	71.9	66.0	67.7	67.3
Investigating Science	73.9	72.7	74.9	69.4
Legal Studies	68.9	68.5	72.0	70.7
Mathematics Advanced	77.9	72.4	77.4	77.6
Mathematics Extension 1	80.4	75.0	79.5	76.7
Mathematics Standard 2	64.1	64.9	66.1	63.5
Modern History	66.2	65.7	69.7	62.9
Music 1	83.1	80.4	79.4	79.7
Personal Development, Health and Physical Education	68.4	69.1	70.3	67.7
Physics	72.4	71.9	74.8	67.0
Retail Services Examination	67.1	64.4	66.6	68.1
Society and Culture	77.2	71.9	76.0	76.8
Visual Arts	77.8	78.7	79.4	78.9

Parent/caregiver, student, teacher satisfaction

In 2021, surveys were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: Tell Them From Me and internal data collected through Pulse.

Pulse checks in with every student once a week. With a weekly check-in, staff who provide support to students get real-time insight into the wellbeing of individual students and the whole school. This proactive tool provided invaluable data during Covid, providing students with the opportunity to reach out for support directly to one of the school's wellbeing team. When measured against students' reporting back from schools across Australia, our students appear to be rating their health and wellbeing above what might be considered the norm. As you can see in the graph below the trends are quite consistent across each of the measurable domains, with the exception of 'Valued and Safe' where you can see the gap sharply decline between WSHS and schools across Australia.

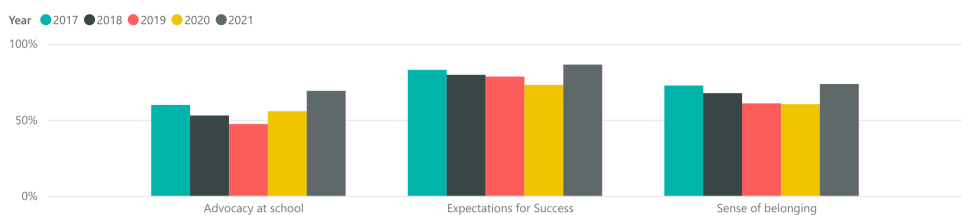
1009 students at Westfields Sports High School participated in the 2021 Tell Them From Me Survey, increasing from 2020. This survey measures both student engagement and wellbeing and drives many of the school's initiatives. The 2021 survey highlights the student's positive sense of belonging, behaviour, expectations for success and the Positive Learning Environment at school.

Advocacy, expectations and belonging showed strong growth which strongly correlates with the external validation process identifying student wellbeing as an area in which the school is excelling. These results show the school is well above state and statistically similar school groups. These results highlight the strong wellbeing programs the school has to support all students and the vital role those strategies played during the Covid-19.

Aboriginal and Torres Strait Islander students also reported a strong sense of belonging, high expectations for success and advocacy at school, and well above state and SSSG schools.

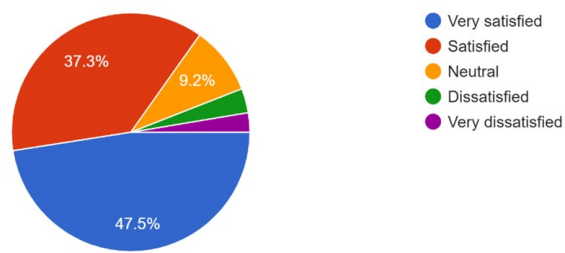
The talented sports programs were also reviewed in 2021 with over 300 parents surveyed. with an 85% satisfaction rate, with 89% of all parents indicating they would refer someone to the school.

In a school developed survey seeking feedback on parent satisfaction in the areas of academics and student wellbeing an average of 68% of respondents indicated a positive attitude to the schools' support of academic expectations, literacy and numeracy focus and student wellbeing. Feedback from this survey will lead to improvements in school communication strategies.

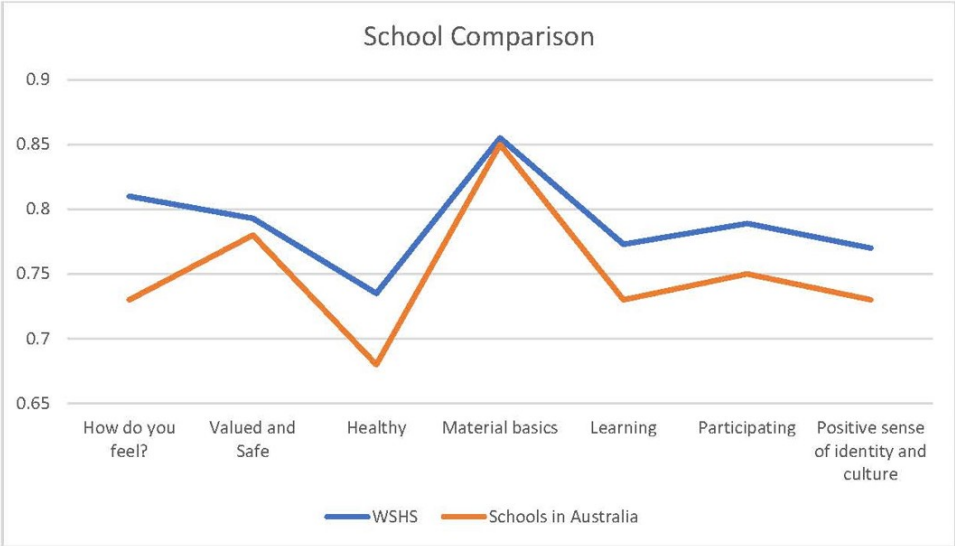


Advocacy, Expectations and Belonging TTFM Data over time

Q1. In terms of your overall level of satisfaction with the Talented Sports Program, how satisfied or dissatisfied would you say you are/were?
303 responses



TSP Evaluation - Parent Satisfaction



Pulse school data vs state

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.

Aboriginal Education - School statement

There are currently 72 students enrolled from an Aboriginal or Torres Strait Islander (ATSI) background. These students are supported by an ATSI coordinator who is also Vice President of the local Aboriginal Education Consultative Group (AECG) and an SLSO of Aboriginal background. The school also has a partnership with John Moriarty Football (JMF) who sponsor Aboriginal students to come to Sydney to further their natural Football talents. The school currently has 3 JMF scholarship students.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.