



# Introduction

The Annual Report for 2022 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.

## School contact details

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## Message from the principal

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2022 was a year of significant challenges as the school community emerged from the direct health impacts of COVID 19.

I would like to applaud the efforts of the HSC cohort of 2022. After the significant disruptions of their preliminary year, they undertook the assessments, course work and final examinations of the HSC in their stride. Westfields Sports students achieved 147 band 5 and 6 results and fewer band 1 results than in previous years. These results are a credit to the students and staff who were able to prepare for the HSC under very difficult circumstances.

Year 9 NAPLAN results showed increases in all areas of achievement when compared to State and similar school groups. Of particular note were the achievements of our Aboriginal students in NAPLAN. Their improvements were outstanding and were a direct reflection of the efforts of the students and the dedicated support of the teaching and support staff.

All eligible year 12 students completed the minimum standards testing. This process requires students to demonstrate literacy and numeracy proficiency as part of their Higher School Certificate. I would like to thank the Learning Centre team for their coordination of this process.

The Learning Centre continued to support students with literacy and numeracy fundamentals through the 'Multilit' program. The Learning Centre was supplemented by the COVID Intensive Learning Support Program (CILSP) which worked to address the learning gaps left by extended COVID lockdowns. Over 300 individual students worked in the Learning Centre throughout 2022.

Competitive elite sport returned for 2022 and Westfields Sports featured prominently across a wide range of competitions. WSHS won 39 medals at CHS State Athletics. Open and 15's Girls Basketball won State Knockout competitions. Girls Football won the NSWCHS State Knockout, the All School Open Championships and the Bill Turner Trophy. 27 Footballers represented NSW and 7 made National teams. WSHS won the Open and 15's State Knockout in Netball. Rugby League won the University Shield and Buckley Shield competitions. Boys Softball won the NSWCHS State Knockout. Boys Tennis won the Stan Jones Cup State Knockout, and the girls were runners up in the Floris Conway Cup State Knockout. Daniela Galic, a member of the Football program, was named WSHS Sportsperson of the year. On the world stage, WSHS Alumni continue to excel. Kyra Cooney-Cross, Princess Ibini-Iese, Alanna Kennedy, Courtney Nevin & Jada Whyman represented the Matildas. Usman Khawaja represented Australia in test cricket. Maty Ryan, Aaron Mooy, Milos Degenek, and Danny Vuckovic represented the Socceroos at the Football World Cup and 7 of our alumni represented the Cook Islands, Fiji, Lebanon, New Zealand and Tonga in the Rugby League World Cup.

Westfields Sports was very fortunate to receive grants to support Breakfast Club, Homework Centre, Project Over and Out and our student leadership initiatives. This funding was provided through the Club Grants program and was funded by Club Marconi, St Johns Bowling Club and Canley Heights RSL and Sporting club. This funding saw Breakfast club operate 3 mornings per week, and the Homework Centre operate 3 afternoons each week to support the wellbeing and academic improvement of our students.

With the easing of public health orders, we were again able to celebrate the annual 'Evening of Dance'. This showcased the talents of our dance and drama students and provided a great evening of entertainment. We were also able to celebrate year 12 Graduation and the school presentation night with parents in attendance. Both these events were held at Liverpool Catholic Club and provided an excellent showcase for the achievements of our students.

We were fortunate to have an upgrade to our football field approved by the Department of Education. This provided a much more stable and functional surface to support the development of our talented footballers and for PE and sports classes to engage in physical activity throughout the day.

Westfields Sports continues to develop strong links with community user groups who utilise the specialised facilities after school hours and on weekends. Our stadiums, fields and synthetic surfaces are used extensively, and it is great to be able to support a wide variety of both elite and 'grassroots' sporting groups.

The Aboriginal Education team continued to work prominently throughout the school. 2022 saw the team facilitate a workshop led by a local Elder to support our students in the creation of a Westfields Sports Acknowledgement of Country. This process saw input from our Aboriginal students into not only the words of the Acknowledgement but also supporting a mural that provides a visual representation of the Acknowledgement. Both the Acknowledgement and mural are now proudly displayed at the main entrance to the school. The WSHS Acknowledgement of Country is printed below:

*Here at Westfields Sports High School, we would like to acknowledge the traditional custodians of the land of the Cabrogal Clan of the Darug Nation. We come together to pay our respects to our Elders both past and present and recognise the strength, resilience, and fortitude of the Aboriginal and Torres Strait Islander Peoples. We strive to promote a greater understanding of and respect for Aboriginal and Torres Strait Islander peoples and cultures.*

*We welcome you to Westfields Sports High School. There are many pathways that can lead you to our school, a place*

*that brings people and cultures together. We strive to pursue excellence in scholarship, citizenship, sport, and the arts.*

*Always was, Always will be, Aboriginal land.*

Student leadership continued to be a significant focus throughout the year. Our Student Representative Council was ably led by Jasmine and Shubh and the entire SRC proved themselves to be visible and inclusive student leaders.

A focus of 2022 was enhanced communication with the WSHS community. This was achieved through a significant widening of our presence on social media, and I would like to acknowledge the efforts of the school's social media team in engaging with our local, and broader community of supporters.

Thank you to all the staff, students and families of Westfields Sports for their effort and support throughout 2022.

## 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 1538, 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 backgrounds (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 an SLSO of Aboriginal background. The school also has a partnership with John Moriarty Football (JMF) which 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 2022 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 the 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 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. 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.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

| Elements   | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Sustaining and Growing |
| LEARNING: Wellbeing                                    | Sustaining and Growing |
| LEARNING: Curriculum                                   | Sustaining and Growing |
| LEARNING: Assessment                                   | Delivering             |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Delivering             |
| TEACHING: Data skills and use                          | Sustaining and Growing |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Delivering             |
| LEADING: Educational leadership                        | Delivering             |
| 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

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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

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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

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**Professional learning:** \$25,000.00  
: \$5,000.00

### Summary of progress

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In this initiative, we focused on professional learning as the tool to provide change. Our staff development days saw a focus on data-informed teaching strategies to improve students' outcomes in literacy. We utilised experts to deliver quality professional learning on best practices in evidence-based pedagogy in reading and supporting teachers to embed NAPLAN-style questions in lessons. Faculty time was provided to allow faculties to employ these strategies in their teaching and learning programs and assess students on their learning. Professional Learning on evidence-based teaching practices for stage 6 included HSC high-leverage strategies, providing all teachers with the opportunity to use evidence-based practice when teaching stage 6 courses using pedagogy that caters to our diverse range of students. The impact of this was that 46.35% of our students achieved the top 3 bands in the HSC.

We provided staff time to participate in the HSC strategy to support High Impact Professional Learning practices. This learning was filtered back to the whole staff as a starting point for planning how to use evidence-based teaching practices to improve student outcomes. Sharing of staff knowledge in literacy techniques and giving staff time to embed them into teaching and learning programs was well received and supported authentic conversations about effective teaching and learning strategies.

Unfortunately, due to staffing issues, we could not provide authentic opportunities for staff to seek professional learning opportunities outside of school. Most courses were completed online with some teachers needing to complete the learning in their own time to not disrupt the functioning of the school. Quality high-impact professional learning will be instrumental in improving teacher understanding of best practices in teaching and learning in all key learning areas. We were also unable to complete all activities intended to achieve success within these initiatives and many will be changed to allow for a more narrow and deep approach to support enhanced improvement in student outcomes in literacy and numeracy.

The impact of this initiative has resulted in overall improved student results. NAPLAN results showed Year 9 students demonstrating improvement against the State and similar school groups in all areas of NAPLAN assessment. The strongest improvement was seen in writing. Aboriginal students in year 9 demonstrated performance significantly higher than the State average or similar school groups. The academic improvement of Aboriginal students has been consistently rising since 2019. The most significant improvement in year 9 NAPLAN results was in writing. An uplift of 16 points was demonstrated as an average across the cohort. This is a higher rate of improvement than either State or similar school groups. Improvements for Aboriginal students ranged from 31 points in Spelling to 97 points in Writing. These improvements are a direct result of targeted support strategies to enhance the results of individual students.

In 2023, we will provide professional learning for all staff in using data to inform practice, differentiation and providing feedback to students. Faculty-based projects in embedding literacy and numeracy strategies in teaching will occur, alongside a focus on explicit teaching and differentiation. We will also implement an instructional leadership model in literacy and explore the creation of specific Literacy and Numeracy classes in years 7-9 to provide explicit lessons on core skills.

### Progress towards achieving improvement measures

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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   |
|--|--|
| <p><b>NAPLAN NUMERACY - TOP 2 BANDS</b></p> <p>A minimum of 24.5% of students achieve the top 2 bands in NAPLAN numeracy.</p>        | <p>2022 NAPLAN data indicated 9.58% of students are in the top two skill bands for numeracy indicating progress yet to be seen towards the system-negotiated lower bound target.</p>   |
| <p>Between 71-73% of students achieve expected growth in numeracy</p>  | <p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check in data and internal assessments indicates a need for ongoing work in Numeracy to support enhanced numeracy progress for students.</p> |
| <p><b>NAPLAN READING - TOP 2 BANDS</b></p> <p>A minimum of 17.5% of students achieve the top 2 bands in NAPLAN reading.</p>          | <p>NAPLAN 2022 data indicated 7.11% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen towards the system-negotiated lower-bound target.</p>   |
| <p>Between 62% and 66 %of students achieve expected growth in NAPLAN in reading</p>  | <p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check in data and internal assessments indicates a need for ongoing work in Literacy to support enhanced numeracy progress for students.</p> |
| <p><b>HSC - TOP 3 BANDS</b></p> <p>Increase the percentage of HSC Course results in the top three HSC bands to a minimum of 61%.</p> | <p>46.96% of students attained HSC results in the top three bands demonstrating progress yet to be seen towards the system negotiated lower bound target.</p>  |
| <p>Increase the percentage of Aboriginal students attaining the HSC whilst maintaining their cultural identity.</p>                  | <p>There was a 100% increase in the number of Aboriginal students attaining the HSC.</p>   |
| <p>Reviewing and consolidating at sustaining and growing in Effective classroom practice with emphasis on explicit teaching</p>      | <p>Self-assessment against the School Excellence Framework shows the school currently delivering in the element of Effective classroom practice.</p>   |

## 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:** \$37,000.00  
: \$10,000.00

### Summary of progress

In this initiative all staff completed their PDP goals which were aligned with our Strategic Improvement Plan and Departmental priority areas. Our first Twilight in term one provided opportunities for all staff to engage in quality professional learning on evidence-based teaching strategies. Collaboration amongst staff in engaging in two lesson observations provided quality feedback to staff to support professional growth. The annual review of all PDPs allowed the process to review goals and provide the next steps for 2023. We supported our early career teachers (ECTs) by appointing a teacher mentor who assisted with the accreditation process as well as conducted observations with constructive feedback to provide ECTs with a vast repertoire of teaching and learning skills. The orientation program implemented by the Head Teacher Teaching and Learning and the Teacher Mentor ensured that all newly appointed teachers were fully supported in their teaching. Professional learning saw most learning completed online. Staff were engaged in courses that had a strong focus on formative feedback and assessment. Our expert teachers provided valuable teacher professional learning at Twilights, and Staff Development Days to support the school's focus on feedback and collaboration. We continued to hold termly internal monitoring meetings to support discussions between teachers and head teachers about how to lift student achievement in all stage 6 courses. The monitoring ensured teaching and learning programs were individualised and showed differentiated strategies to support students on PLaSPs and PLPs.

The challenge that made this initiative difficult was allocating quality time for collaboration. Issues with staffing did not allow for teachers to have quality time to collaborate regularly, in a more formal capacity, on teaching and learning.

Our internal monitoring processes also allowed for KLA Head teachers to meet with their supervising Deputy Principals each term to evaluate teaching and learning programs across faculties, ensuring programs were differentiated to meet the needs of all students incorporating a range of strategies to be inclusive of all students.

Quality teaching and learning will be strengthened in 2023 to ensure the delivery of improved educational outcomes for all students. High impact targeted professional learning will maintain collaboration as an important tool to build the capacity of staff in explicit teaching using scaffolds and learning intentions and success criteria. We will endeavour to create a What Works Best at Westfields Toolkit to showcase all evidence based teaching and learning that works to improve student results at our school. High Performance and Gifted Education will be a focus area for professional learning to guide differentiation and challenge students to excel in all areas in a supportive environment that will allow them to connect, thrive and succeed.

### 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 two or more themes within the element of | Self-assessment against the High Impact Professional Learning Model shows the school currently performing at delivering in the element of |

|  |   |
|--|---|
| Professional Learning is continuous and inclusive of the High Impact Professional Learning model.                          | Professional Learning is Continuous.  |
| Maintaining delivering in two or more statements of the HPGE policy but moving towards sustaining and growing.             | Self-assessment against the HPGE policy shows the school currently performing at sustaining and growing.  |
| 66% or more staff suggests that Instructional leaders communicate their strategic vision and values for the school. (TTFM) | The TTFM survey was not conducted during 2022 and will be a priority for 2023.  |
| 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 delivering in the element of Learning and Development. |

### Purpose

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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

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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

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**Refugee Student Support:** \$27,452.00

**Aboriginal background:** \$5,000.00

: \$15,000.00

### Summary of progress

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In 2022, 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, maintained 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 2022 highlighted that students were performing above the 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 were 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 the student's academic goals and aspirations. These goals were reviewed in semester 2 in consultation with parents and carers to assist students to attain student goals. Our partnerships with the NRL School 2 Work Program also saw success with all students who participated in this program with all students gaining entry to university or beginning an apprenticeship in the field relating to the goals set out in their PLP. Aboriginal culture and identity continued to be valued, respected and promoted throughout the whole school community with high expectations for the educational achievements of Aboriginal students and aboriginal students achieving outcomes.

The school has had a strong focus on developing strong partnerships between teachers and parents through a wide range of communication strategies. The school established a social media team in 2022 and the team has been successful in supporting enhanced ways for parents to engage with the school and promoting the school's achievements in curricula and sports.

Attendance has been a major initiative to bridge the gap and meet targets. Enhanced strategies were put in place to contact parents where there is a pattern of attendance causing concern or the parent has failed to provide a satisfactory explanation for an absence. The school has had a focus on the early identification of students at risk of developing poor school attendance patterns through strategies such as regular roll checks, focused work with the HSLO and involvement in the Perfect Presence Program. Outstanding attendance was recognised and promoted across the school as a strong indicator of student success.

The impact of these activities on our initiatives is that resilience and PULSE data indicated that students had an increased sense of belonging at the school. Students could identify which staff member they would like assistance from.

In 2023 we will continue to strengthen our wellbeing programs to enhance student wellbeing and engagement. We will continue to support our teachers in embedding Aboriginal histories and cultures in all programs.

### Progress towards achieving improvement measures

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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  |
|---|---|
| <p><b>WELLBEING:</b></p> <p>70.6% or above students reporting positive wellbeing (advocacy, belonging, expectations) as measured by Tell Them From Me data.</p> | <p>Tell Them From Me data indicates 71.69% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). indicating achievement of the system negotiated lower-bound target and progress towards the system negotiated upper bound target.</p> |
| <p><b>ATTENDANCE:</b></p> <p>A minimum of 76% of students attending school more than 90% of the time.</p>   | <p>The number of students attending greater than 90% of the time or more has decreased by 26.45%, however this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.</p>  |

| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Refugee Student Support</p> <p>\$27,452.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Strategic and Planned Approach to Wellbeing and Engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support in classes and in additional programs to support student wellbeing.</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Explicit teaching of literacy through the formation of additional EAL/D support classes across years 7, 8 and 10<br/> Refugee students and their families were supported with multilingual translation services at school through the engagement of an Arabic speaking SLSO. This led to more parents of refugee students attending interviews and parent/teacher meetings, therefore, being more engaged and informed about their children's education.<br/> The provision of targeted transition programs for year 12 students resulted in all refugee students seeking university entry being successful in their applications Targeted programs to introduce students to the tertiary system and to support them through the application process were integral to this success.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> The school will continue to engage an Arabic speaking SAO for 2023 to continue the positive communication with parents/carers.<br/> Transition supports will continue for all refugee students seeking to leave school.</p> |
| <p>Integration funding support</p> <p>\$186,946.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs. SLSOs (2.2 FTE) engaged to support students in class to achieve the goals outlined in PLaSPs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Students supported in their academic and social development to achieve their goals within PLaSP (Personalised Learning and Support Plan) across all KLAs. Curriculum differentiation and assessment modification was undertaken to ensure learning experiences were appropriate and achievable for supported students.<br/> SLSOs supported the development and implementation of PLaSPs in direct collaboration with the student, parent and LAST.<br/> 85 students who identified and/or diagnosed with a disability reported in the Nationally Consistent Collection of Data (NCCD) were supported by the Learning Support Faculty with individualised and comprehensive PLaSPs. This focused support directly impacted these students' learning outcomes,</p>   |

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|--|--|
| <p>Integration funding support</p> <p>\$186,946.00</p> | <p>with all students showing improvement. Professional learning in the Disability Modules and levels of adjustments and NCCD data collection was delivered to all staff. This supported school 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.</p> <p>16 students across stages 4-6 were assessed and accessed a Life Skills curriculum. These students had tailored support and withdrawal sessions to practice for the HSC Minimum Standard requirements. These students were able to access differentiated and challenging work and all improved engagement and learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continue to employ SLSOs to support the learning needs of students in classrooms and the development and implementation of PLaSPs. The Learning and Support Team will continue to monitor and evaluate the effectiveness of all support interventions for students with integration funding at WSHS.</p>  |
| <p>Socio-economic background</p> <p>\$1,009,924.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support literacy and numeracy program implementation. 4.0 SLSOs employed in the Learning Centre to directly support the delivery of the Multilit program to develop student literacy skills.</li> <li>• staff release to increase community engagement through the promotion of school achievements and expectations via social media platforms.</li> <li>• employment of external providers to support students with additional learning and wellbeing needs. Engagement with the Resilience Project to provide students' diaries and wellbeing lessons for all students.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> <li>• Engagement of Community Liaison officer to support connection to parents and to provide additional support services to students</li> <li>• Engagement of SAO (0.6) to support the delivery of VET at WSHS</li> <li>• Engagement of highly qualified sports coaches to support the physical domain of the HPGE strategy for athletes at WSHS.</li> <li>• employment of additional staff to support transition program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Additional SLSOs have enabled over 300 students (from years 7-9) to be supported through the Learning Centre. Year 8 students demonstrated a 5% improvement in vocabulary and 3% improvement in comprehension as demonstrated in the Check in assessments. Year 8 students also demonstrated a 9% improvement in statistics and 2% improvement in algebra.</p> <p>Time has been allocated for the CLO (0.1) to coordinate the Social media team. This has resulted in an average of over 10 000 page views per month and an ever-growing national and international recognition of the achievements of WSHS students.</p> <p>The Resilience Project provides student with access to curated wellbeing activities for their completion both at home and school. The completion of these activities is prioritised in roll call each Wednesday. The school also utilised the Pulse Check-in app for all students. Throughout the year all students check-in to update their overall wellbeing. This has resulted in wellbeing staff being alert to changes in student wellbeing to enable them to respond promptly to concerns.</p> <p>Student support funding ensures that financial hardship does not limit</p> |

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| <p>Socio-economic background</p> <p>\$1,009,924.00</p> | <p>student access to curriculum or school opportunities. This funding is prioritised towards the provision of curriculum resources.</p> <p>The engagement of a Community Liason Officer (CLO) has resulted in improved communication with the school community and support for our students at school. The CLO has run leadership programs as well as programs to support our most disengaged students. This has resulted in students showing increased motivation and attendance at school.</p> <p>The engagement of a 0.6 SAO to support the Careers Adviser / VET coordinator has enabled the careers adviser to spend more time directly supporting students with their transition options. The VET/Careers administration assistant has facilitated the completion of work placement applications across 6 frameworks for staff and students and has ensured the completion of VET compliance information, further releasing the careers adviser from administrative duties.</p> <p>Specialised sporting coaches and strength and conditioning trainers have supported students within the Talented Sports Program (TSP) at WSHS. These highly specific training programs have supported TSP students with an individual player plan, following physiological assessments, to ensure continual physical improvement in their chosen sport.</p> <p>Students seeking to transition into the workforce have been provided individual support as part of a school tranistion strategy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>The Learning Centre will continue to support students requiring personalised literacy and numeracy interventions.</p> <p>The Social Media Team will continue to be led by the CLO and will formalise links with KLAs to ensure a balance of content between academic, creative, sporting and wellbeing initiatives, is promoted.</p> <p>The Resilience Project and Pulse initiative will continue to be implemented across the school.</p> <p>Student assistance will continue to be provided to families on a needs basis.</p> <p>CLO engagement to continue with a focus on parental engagement.</p> <p>VET/Careers support to continue in order to provide administrative release time for the Careers Adviser to directly work to support student transition.</p> <p>Continued engagement of specialist coaches and strength &amp; conditioning staff to ensure the highest quality sporting programs are delivered to our TSP students.</p> <p>The transition team will continue to support students, and will consist of the Head Teacher Administration, Student Support Officer and Community Liason Officer.</p> |
| <p>Aboriginal background</p> <p>\$63,022.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• A Strategic and Planned Approach to Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency through the Personalised Learning and Support Plan meetings and the creation of the WSHS Acknowledgement of Country</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students in the form of a 0.6 SLSO of Aboriginal heritage</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Aboriginal students and their families were invited to the school to formulate students' Personal Learning Pathways (PLPs) and set goals for the year. This process was continually reviewed throughout the year and PLPs were updated as required in response to student need.</p> <p>Aboriginal students were directly supported in class through the</p>  |



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| <p>Aboriginal background</p> <p>\$63,022.00</p>                | <p>engagement of an Aboriginal SLSO. This can be attributed to the significant increase in the NAPLAN scores across all domains for Aboriginal students, including a 97 point improvement in writing.</p> <p>All Aboriginal students were invited to participate in the process of writing a WSHS Acknowledgement of Country and designing a mural to relay the story of the school. This process was led by a local Aboriginal Elder and was facilitated by the school Aboriginal Education Team. This supported all Aboriginal students in learning and celebrating their culture, supporting a sense of cultural connectedness and pride.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> The PLP process will be updated in line with new requirements.<br/> An SLSO will continue to be engaged to provide a targeted approach to supporting the needs and goals of our Aboriginal students.<br/> The Learning and Support Team and the Aboriginal Education Team will continue to evaluate the impact of supports that are in place and will continue to curate a variety of opportunities to support the educational attainment of Aboriginal students at WSHS.</p>   |
| <p>English language proficiency</p> <p>\$700,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives. Provision of elective classes in stage 5 to provide additional language support.</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives. Provision of stage 6 EAL/D English to eligible students.</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> All students studying EAL/D for the HSC attained results from band 3 to 5 in the HSC.<br/> Elective EAL/D classes in stage 5 provide additional language support to students and prepare them for the demands of the HSC.<br/> Additional support for EAL/D students in classes has ensured the curriculum is accessible for EAL/D learners to support them in achieving their academic potential.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Continue to provide specialist EAL/D teachers across stages 4-6.<br/> Continue stage 5 EAL/D elective to support the enhancement of literacy skills for EAL/D learners.<br/> Continue to provide in-class support across all stages and subjects to support EAL/D learners.</p> |
| <p>Low level adjustment for disability</p> <p>\$442,814.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a Learning and Support Teacher LaST) to work with individual</li> </ul>   |

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| <p>Low level adjustment for disability</p> <p>\$442,814.00</p> | <p>students and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Engagement of 2.4 FTE LaST across the school to support students with a disability or additional learning need. LaSTs have supported students in classes, worked with curriculum teachers to adjust assessment and class tasks, have provided modifications to class resources and have supported students with accessing special provisions for both school based and external examinations.</p> <p>2.1 SLSO FTE engaged to provide in-class support for students with a disability or additional learning need. These staff provide direct in-class support across the full range of curriculum areas to support both the physical and intellectual development of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> LaST and SLSO engagement to continue subject to school funding. The Learning and support team will continue to monitor and evaluate the impact of supports for students with integration funding.</p>   |
| <p>Professional learning</p> <p>\$62,000.00</p>                | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Westfields Sports High School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data to inform Pedagogy</li> <li>• Differentiated and Challenging Literacy and Numeracy Work</li> <li>• Strengthening Collaborative Practices</li> <li>• Instructional Leadership to Build Whole School Improvement.</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Provision of targeted professional learning to executive staff around assessment design.</li> <li>• Twilight program to support faculty development of programs, assessment data and review of assessment tasks.</li> <li>• Professional focus on the implementation of the HPGE strategy across the school.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> The focus on assessment design, specifically regarding formative assessment and regular 'check-ins' has resulted in faculties being able to better assess student performance and identify areas of academic deficit. The regular check-in assessments in mathematics ensured staff were informed of student achievement quickly and could adapt teaching strategies to address student needs.</p> <p>All staff engaged in professional learning around the HPGE strategy and how the 4 domains can be supported at schools. Faculties allocated time to ensure HPGE strategies were integrated into programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Regular Check-in assessments have been expanded to other KLAs across the school.</p> <p>The Twilight program will be continued with a specific focus on program development and syllabus implementation.</p> <p>HPGE will remain a focus and will continue to be supported through professional learning opportunities.</p> |
| <p>COVID ILSP</p> <p>\$422,838.00</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 2022.</p>   |

|   |   |
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| <p>COVID ILSP</p> <p>\$422,838.00</p>                   | <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing intensive small group tuition for identified students who were found to have learning gaps after the protracted COVID disruptions. 4.2 FTE Specialised SLSOs, with support from the HT Secondary Studies and the Learning Centre were engaged to facilitate this program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>270 students from years 7-10 were involved in small group and individual tuition programs facilitated by the CILSP team. The students worked on literacy and numeracy fundamentals and also received curriculum support with coursework.<br/>All students being supported showed improvements in their literacy skills. All Aboriginal students in years 7-10 received additional learning support through the CILSP team. This support was a mix of withdrawal and in-class support to ensure that all Aboriginal students demonstrated expected, or better than expected, growth through NAPLAN and Check-in assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>The program will continue through 2023 and will provide a mix of both in-class and withdrawal support for students in both literacy and numeracy fundamentals.</p>  |
| <p>Student support officer (SSO)</p> <p>\$96,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Coordination of Refugee Support Program.</li> <li>• Integration of targeted transition support for refugee and 'at risk' students.</li> <li>• Coordination of breakfast club.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The refugee support program resulted in year 12 students attaining HSC results which enabled matriculation to university. Junior students were supported through subject selection and programs to familiarise them with post-school options.<br/>A specific program was coordinated to provide work-skills to students looking to enter the workforce upon completion of the ROSA. This resulted in over 90% of the targeted students attaining their ROSA with 30% of students entering the workforce and the remainder continuing on to preliminary studies.<br/>Breakfast club operated 3 days a week and saw up to 120 students a day provided with a nutritious breakfast. Numbers of students utilising this facility almost doubled throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Support program for refugee students will continue to focus on post-school tertiary entry for interested students. Students will be supported to complete early-entry applications to university as well as engagement with TAFE and employment-placement groups.<br/>The pre-ROSA engagement program is continuing and expanding. Students are now undertaking formal qualifications to broaden their opportunities for gaining employment upon completion of the ROSA.<br/>Breakfast club is continuing for 2023.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 969        | 943  | 920  | 836  |
| Girls    | 704        | 691  | 705  | 654  |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 93.4 | 93.5 | 91.8 | 84.3 |
| 8         | 89.2 | 91.7 | 89.4 | 81.4 |
| 9         | 88.6 | 90.9 | 88.0 | 80.3 |
| 10        | 88.2 | 89.7 | 86.5 | 80.7 |
| 11        | 87.7 | 88.7 | 82.2 | 77.9 |
| 12        | 86.4 | 91.2 | 84.7 | 81.5 |
| All Years | 88.9 | 90.8 | 87.0 | 80.9 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| 7         | 91.2 | 92.1 | 89.7 | 85.5 |
| 8         | 88.6 | 90.1 | 86.7 | 82.1 |
| 9         | 87.2 | 89.0 | 84.9 | 80.5 |
| 10        | 85.5 | 87.7 | 83.3 | 78.9 |
| 11        | 86.6 | 88.2 | 83.6 | 80.0 |
| 12        | 88.6 | 90.4 | 87.0 | 83.9 |
| All Years | 88.0 | 89.6 | 85.9 | 81.7 |

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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         | 12        |
| Employment   | 0         | 0         | 17        |
| TAFE entry   | 0         | 0         | 20        |
| University Entry   | 0         | 0         | 44        |
| Other  | 0         | 0         | 7         |
| Unknown  | 0         | 0         | 0         |

## Year 12 students undertaking vocational or trade training

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43.06% of Year 12 students at Westfields Sports High School undertook vocational education and training in 2022.

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

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91.3% of all Year 12 students at Westfields Sports High School expected to complete Year 12 in 2022 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)                    | 73.1  |
| Learning and Support Teacher(s)         | 2.2   |
| Teacher Librarian                       | 1.4   |
| Teacher ESL                             | 6     |
| School Counsellor                       | 1     |
| School Administration and Support Staff | 18.17 |
| Other Positions                         | 1.2   |

\*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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 57,187           |
| <b>Revenue</b>                        | 20,261,573       |
| Appropriation                         | 18,549,776       |
| Sale of Goods and Services            | 329,725          |
| Grants and contributions              | 1,374,477        |
| Investment income                     | 4,055            |
| Other revenue                         | 3,540            |
| <b>Expenses</b>                       | -19,764,648      |
| Employee related                      | -17,659,877      |
| Operating expenses                    | -2,104,771       |
| <b>Surplus / deficit for the year</b> | 496,925          |
| <b>Closing Balance</b>                | 554,112          |

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

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

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 193,125                           |
| <b>Equity Total</b>     | 2,303,024                         |
| Equity - Aboriginal     | 58,022                            |
| Equity - Socio-economic | 1,099,924                         |
| Equity - Language       | 700,000                           |
| Equity - Disability     | 445,078                           |
| <b>Base Total</b>       | 14,484,707                        |
| Base - Per Capita       | 410,706                           |
| Base - Location         | 0                                 |
| Base - Other            | 14,074,002                        |
| <b>Other Total</b>      | 881,421                           |
| <b>Grand Total</b>      | 17,862,277                        |

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

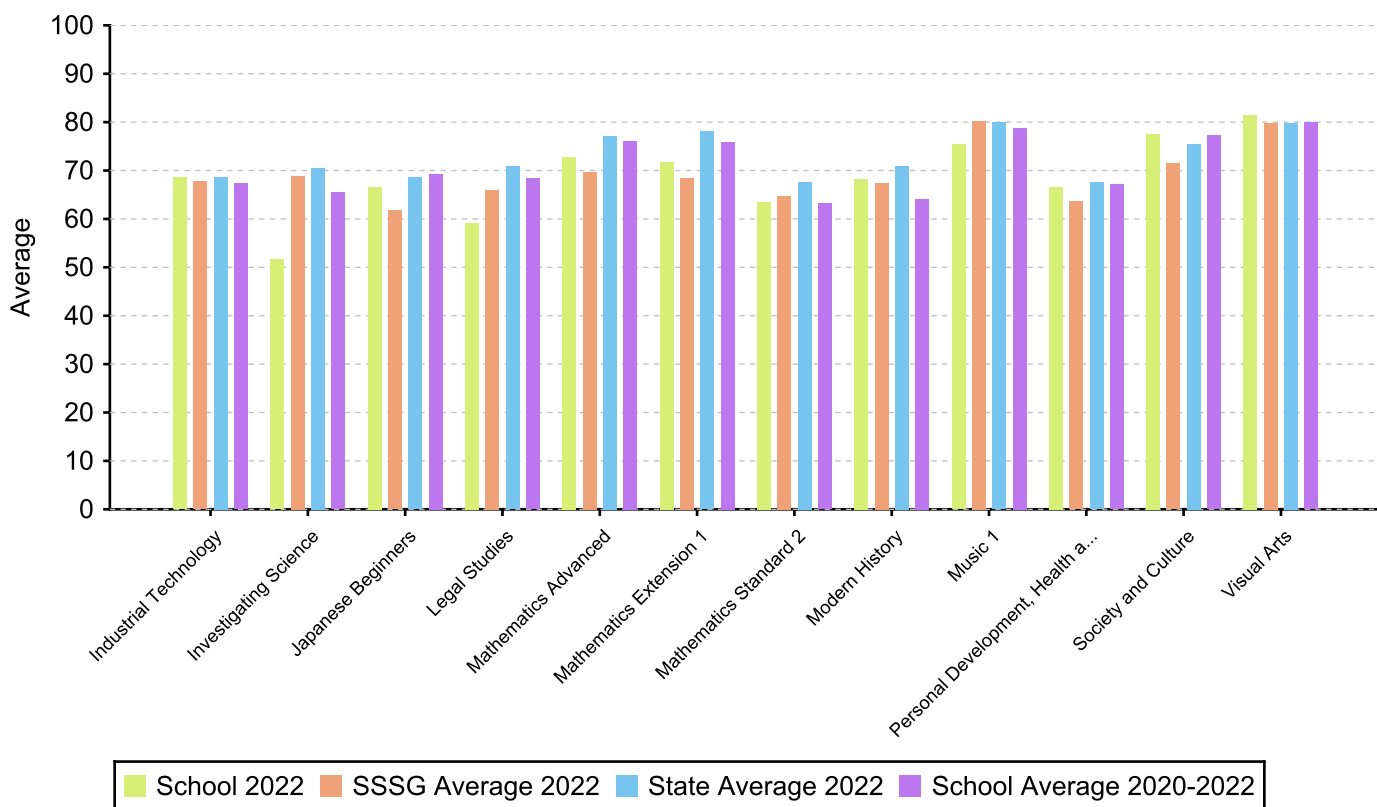
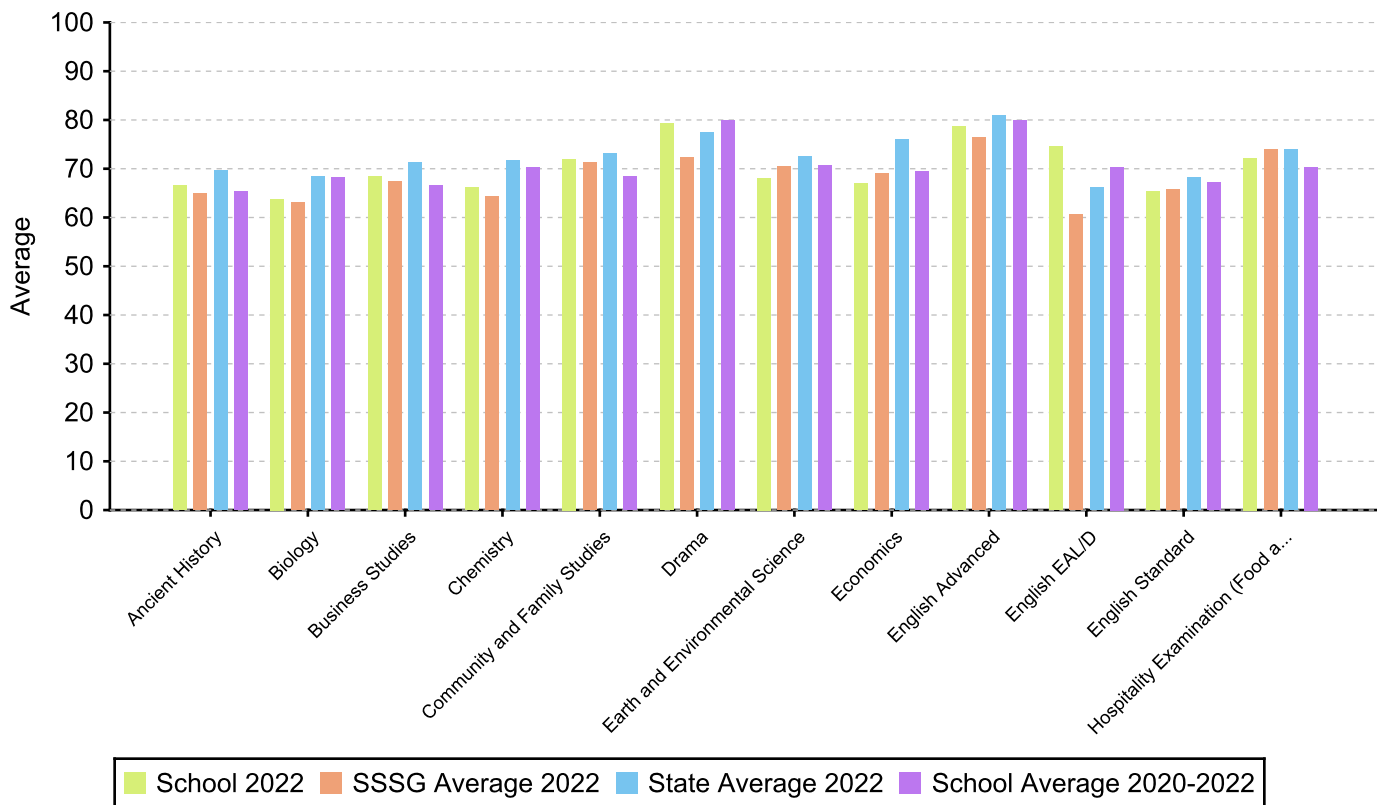
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

# 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 2022</b> | <b>SSSG</b> | <b>State</b> | <b>School Average<br/>2020-2022</b> |
|---|--------------------|-------------|--------------|-------------------------------------|
| Ancient History                                     | 66.6               | 64.9        | 69.6         | 65.3                                |
| Biology   | 63.8               | 63.0        | 68.5         | 68.2                                |
| Business Studies                                    | 68.4               | 67.3        | 71.2         | 66.7                                |
| Chemistry   | 66.2               | 64.4        | 71.7         | 70.2                                |
| Community and Family Studies                        | 72.0               | 71.3        | 73.2         | 68.4                                |
| Drama   | 79.2               | 72.4        | 77.5         | 79.9                                |
| Earth and Environmental Science                     | 68.1               | 70.5        | 72.5         | 70.6                                |
| Economics   | 66.9               | 69.1        | 76.0         | 69.5                                |
| English Advanced                                    | 78.6               | 76.5        | 81.0         | 79.9                                |
| English EAL/D                                       | 74.6               | 60.6        | 66.1         | 70.4                                |
| English Standard                                    | 65.4               | 65.8        | 68.1         | 67.1                                |
| Hospitality Examination (Food and Beverage)         | 72.2               | 73.9        | 74.0         | 70.3                                |
| Industrial Technology                               | 68.6               | 67.7        | 68.6         | 67.3                                |
| Investigating Science                               | 51.6               | 68.9        | 70.6         | 65.4                                |
| Japanese Beginners                                  | 66.6               | 61.7        | 68.5         | 69.3                                |
| Legal Studies                                       | 59.2               | 66.0        | 70.8         | 68.4                                |
| Mathematics Advanced                                | 72.8               | 69.7        | 77.1         | 76.1                                |
| Mathematics Extension 1                             | 71.8               | 68.5        | 78.0         | 75.9                                |
| Mathematics Standard 2                              | 63.5               | 64.7        | 67.6         | 63.2                                |
| Modern History                                      | 68.2               | 67.4        | 70.9         | 64.1                                |
| Music 1   | 75.4               | 80.2        | 79.9         | 78.8                                |
| Personal Development, Health and Physical Education | 66.6               | 63.6        | 67.5         | 67.1                                |
| Society and Culture                                 | 77.5               | 71.4        | 75.5         | 77.2                                |
| Visual Arts   | 81.5               | 79.9        | 79.8         | 79.9                                |

## Parent/caregiver, student, teacher satisfaction

In 2022, surveys were used to seek the opinions of parents/carers, students and staff about the school. These surveys included: internal data collected through Pulse, a school developed parent survey and feedback through the school's social media accounts.

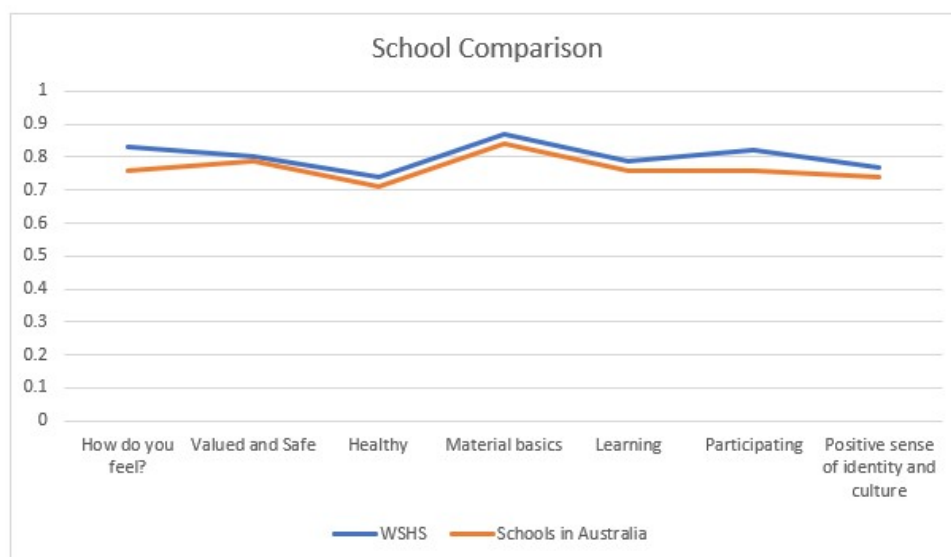
Pulse checks in with every student once a week. With a weekly check-in, staff who provide support to students get real-time insight into the wellbeing of individual students and the whole school. This proactive tool provided invaluable data during Covid, providing students with the opportunity to reach 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.

Staff participated in the People Matters Survey in 2022.

- 94% of staff reported that their manager encourages people in the workgroup to keep improving what they do. This is an 11% improvement from 2021 and a 38% increase from 2017.
- Staff also reported an increase in their involvement in whole-school decisions. This was a 1% increase from 2021 and an 18% increase from 2017.
- Collaboration within staff teams to achieve goals also saw an 18% increase from 2021 indicating a focus on collaborative planning and assessment processes. Most heartening was the fact that 89% of staff indicate that people treat others with respect. This is an increase of 18% from 2021 and an increase of 40% from 2017.
- For 2023 the focus will continue to be on enhanced collaboration within teams and to build upon staff capacity to support each other and their students.

The school conducted a survey of parents and carers:

- Approximately 70% of respondents in a school developed survey indicated a positive attitude to the schools' support of academic expectations, literacy and numeracy focus and student wellbeing. The results of the survey will be used to drive and evaluate school activities and further improve communication.
- 74% of respondents believed Westfields Sports HS had a focus on literacy and numeracy improvement. This is in line with the schools focus on literacy and numeracy fundamentals, especially in years 7-9.
- 65% of parents reported that the school effectively communicates matters with families. The school has focused heavily on developing and implementing a solid social media presence, through Instagram and Facebook. Since August 2022 the school's social media presence has attracted 4,600 Facebook followers and 900 Instagram followers.. This provides parents, carers and students with the opportunity to engage and provide feedback, with 95% of the feedback and comments being positive and supportive.



Pulse Data - WSHS v State Comparison

# Policy requirements

## Aboriginal Education Policy

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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

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Westelds Sports High School, in collaboration with the Department of Education, acknowledges the Aboriginal and Torres Strait Islander people as the First Peoples of Australia. We also acknowledge the Cabrogal people of the Darug nation, as traditional owners of the land on which Westelds Sports High School is located.

Westfields Sports High School will:

- identify students from an Aboriginal and Torres Strait Islander background from local feeder primary schools (Fairfield West Primary School and King Park Primary School) during planning for year 6 to 7 transition and provide them with the opportunity to participate in any transition programs
- identify any Indigenous students in the Sports programs, via Sentral, in the first week of year 7 and ensure the completion of a PLP by Week 6, Term 1
- provide students with Roll Over Packages
- continue running the Aboriginal Education committee, which includes: Executive, Classroom teacher(s) and the Parents of Indigenous students
- provide training of Indigenous Community Members to represent our Indigenous students on Employment Panels, run at Westfields Sports High School
- ensure a Personalised Learning Pathway is organised and implemented for all students in years 7-12
- aim to engage Aboriginal and Torres Strait Islander students in cultural and university programs each year, which will enable them to have the opportunity to explore their own identity and heritage
- provide all students with the opportunity to attend and engage in an Aboriginal cultural and heritage camp
- work with students and their families to ensure success at school.
- review student attendance patterns during the preparation of PLPs
- identify any Aboriginal and Torres Strait Islander students that have concerns with attendance and address these issues with appropriate interventions in consultation with key stake holders
- recognise outstanding attendance or improved attendance by nominating the student(s) for a SSW Aboriginal Achievement Award in November of the corresponding year
- work with all staff to ensure they become familiar with the Department of Education's Aboriginal Education Policy, appropriate perspectives and content
- support and enhance the leadership capabilities of any Early Career Teachers that identify as being of Aboriginal heritage.

- ensure all Aboriginal and Torres Strait Islander students entering years 11 and 12 have the opportunity to link with the KARI Resources Group at Liverpool. The KARI Resource Group provides ATSI students access to the Kari scholarship program (grants of up to \$500.00) and the Aboriginal Career Camp, where students have the opportunity to participate in a camp, where service providers from all areas of post-school programs, present programs available to ATSI students
- collaborate with the Careers Counsellor to allow for appropriate post school options to be explored and discussed so that applications for programs can be made in a timely fashion
- choose appropriate subjects as students move from year 10 to 11, including exploring the option of School Based Traineeships
- involve year 7 and 8 students in the targeted programs offered by Macquarie University Program to ensure the Transition Teacher is aware of any Aboriginal and Torres Strait Islander students who have plans to exit school before the completion of year 12
- provide post school pathway opportunities to support Aboriginal and Torres Strait Islander students and involve senior students in the NRL School to Work Program.

## Anti-Racism Policy

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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.

## Anti-Racism - School statement

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Westfields Sports is committed to providing a safe and caring environment in which all students and staff can achieve success.

All students and staff have the right to be treated fairly and with dignity in an environment free from disruption, intimidation, harassment, victimisation and discrimination.

The school aims to promote through its core values a proud, cooperative, respectful and positive learning environment where diversity is affirmed and individual differences are acknowledged.

Any bullying incident which comes to the attention of students and staff should be dealt with according to the policy and procedures below. Managing the incident swiftly and consistently enforces our "zero tolerance" for such behaviour.

As a school community, Westfields Sports rejects all forms of bullying or harassment and supports a culture that says it's "OK" to report incidents of bullying and harassment.

## Multicultural Education Policy

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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.

## Multicultural and anti-racism education - School Statement

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Westelds Sports High School is 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. Over 70% of the students at Westelds Sports High School are from non-English speaking backgrounds (NESB). Approx 10% of students are from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacica, Assyrian / Arabic and Vietnamese. All teachers are responsible for addressing the specic learning and wellbeing needs of students from cultural backgrounds through their teaching and learning programs. Westelds Sports High School is committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Each year the Principal ensures that the

EAL/D Annual Survey is completed accurately to provide information in English language proficiency of students for resourcing purposes and to inform planning and support strategies. Westfields Sports High School fosters and promotes student wellbeing and community harmony through the following programs and activities:

- English as an Additional Language or Dialect (EAL/D) specialised classes are designed to develop students' English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. EAL/D classes are small classes with a specialised teacher and SLSO support.
- Induction programs designed to support newly arrived and refugee students at the school
- Inclusive activities during Harmony Week recognise, promote and respect the cultural, linguistic and religious backgrounds of the students at the school. Such activities promote an open and tolerant attitude towards cultural diversity, different perspectives and viewpoints. Promotion of positive community relations through communication with parents and community members from diverse cultural, linguistic and religious backgrounds through the employment of a Community Liaison Officer
- Promotion of effective communication with parents and community members from cultural, linguistic and religious backgrounds through the use of (Telephone Interpreter Service) TIS National and the employment of an Arabic speaking SASS member of staff.