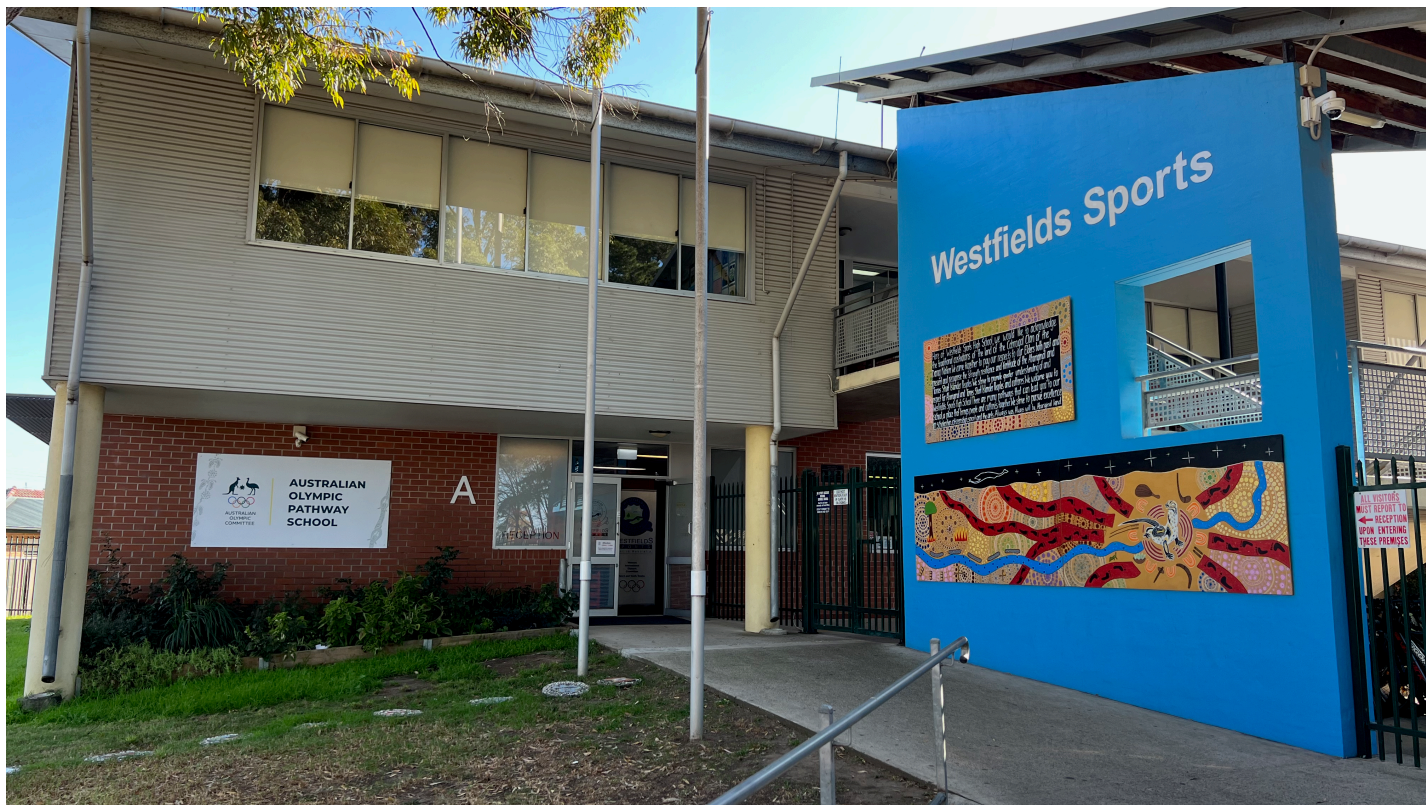


2023 Annual Report

Westfields Sports High School



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Introduction

The Annual Report for 2023 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

Westfields Sports High School
406A Hamilton Road
FAIRFIELD WEST, 2165
<https://westfields-h.schools.nsw.gov.au>
westfields-h.school@det.nsw.edu.au
9604 3333

Message from the principal

2023 was an outstanding year for Westfields Sports High School.

I would like to congratulate our HSC cohort who managed to achieve more bands 4-6 than any previous year. Over 90% of the students who applied to university were given offers and our top ATAR was 96.3. These results are a credit to our students and staff and reflect 6 years of dedication and effort. All eligible students also successfully completed their minimum standards assessments.

NAPLAN assessments were conducted online for the first time at Westfields Sports. The information gained from NAPLAN was used to support teaching and learning strategies for students and to provide staff with a clear understanding of student needs.

The Learning Centre supported over 350 individual students throughout 2023. The Student Learning Support Officers and teachers were able to deliver Multilit tuition to students as well as supporting them with their curriculum needs. Staff engaged under the Covid Intensive Learning Support Program (ILSP) worked within the Learning Centre to support those students identified as needing additional academic assistance.

At the conclusion of 2023 Westfields Sports had approximately 120 students from a refugee background. These students were strongly supported by the English as an Additional Language / Dialect (EAL/D) team across all Key Learning Areas (KLAs). The refugee team organised a variety of excursions and immersion experiences for their students to assist them in improving their English language skills.

Westfields Sports continues to pride itself on the engagement and attainment of our Aboriginal and Torres Strait Islander students. All students who sought to attain a HSC achieved this goal and matriculated to either university or work/training. The Aboriginal Education team provided a wide range of activities to engage our students with cultural and educational opportunities which culminated with an on-country camp at the end of the year. The connections made here have led to the development of an Aboriginal garden which will be constructed at the front of the school.

Creative and performing arts were able to showcase amazing student work at a variety of exhibitions and performances across the year. 'An Evening of Dance' was held at Casula Powerhouse and featured both Dance and Drama performances along with examples of student visual arts works. HSC Dance students were recognised with 3 'Callback' nominations.

Communication and community engagement was a key focus for 2023. The social media team continued to develop our social media presence across all platforms and this facilitated the promotion of student achievement to an ever expanding audience.

Westfields Sports said a sad farewell to one of its longest serving members of staff. Mrs Joanne Kenny was Director of Sport for over 20 years and was at the school since 1984. Her retirement was acknowledged by both the school and the wider community and the number of messages of support indicated what an impact Mrs Kenny truly had on this school.

Throughout 2023 the school library continued to be a hub for students to study, research, read and engage in a variety of board games and craft activities. Lunchtimes would frequently see the Library filled with students working and socialising.

The Student Representative Council was very active. They organised activities to support a range of charities and mental health awareness initiatives. The captains, Anika and Daimyan were inspirational leaders who truly captured the voice of the students.

The Westfields Sports P&C were again wonderful supporters of the school. The P&C funded resources for the Library, scholarships for students and the lease for a school bus. These resources directly contributed to support our students and their learning.

The staff of Westfields Sports facilitated a wide range of educational, wellbeing and sporting opportunities for our students. Activities such as debating, musical ensembles, after school tutoring, Breakfast Club, Positive Peer Culture, interstate and regional tours and Enviroclub were all organised by Westfields Sports staff to support our students.

Westfields Sports had the honour of being named as a Olympic Pathway School by the Australian Olympic Committee. This was in recognition of our years of outstanding work preparing student athletes for an Olympic pathway. Westfields Sports is the only school in the world to be recognised with both the Olympic Sport and Youth Trophy and Olympic Pathway school status.

2023 was another outstanding year for our talented sporting programs. Westfields Sports won the National Schoolboys Rugby League title defeating Palmbeach - Currumbin HS from Queensland. We were state champions in Open boys and girls Football, U15 Girls Football, Open girls Basketball, 15's boys and girls basketball, Open Girls Cricket, Girls Athletics, Open Boys Softball, Opens Netball and 15's Netball.

A total of 40 current and former Westfields Students were named in Football Australia teams from U17s to the Matildas and Socceroos. At the Women's World Cup we had former students Allanah Kennedy, Courtney Nevin, Kyra Cooney-Cross and Ellie Carpenter showcasing their talents to the world.

Lachlan Galvin and Rashid Kabba were jointly awarded the Westfields Sports Sportsperson of the year award as recognition for their outstanding achievements during their time at school. NSW Combined High school Sports Association Blues were awarded to Lachlan Galvin (Rugby League), Makayla Minshall (Basketball), Megan Mifsud (Football), Rashid Kabba (Athletics) and William Freney (Football). A CHS Blue is the pinnacle of recognition for a student-athlete and all of these students were worthy recipients.

Thank you to all the staff, students and community for their efforts throughout 2023. It is an honour to be the Principal of this wonderful school and I look forward to building upon these achievements in 2024.

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 students from the local area as well as talented sportspeople. The current student enrolment is 1448, with 55% of the students in the school being part of the Talented Sports Program (TSP). The current FOEI is 121.

67% of students come from language backgrounds other than English. There are a large number of students who come from a refugee background, predominantly from Iraq and Syria. The largest individual cultural groups within the school are Pacifica, Assyrian, Arabic and Vietnamese.

There are currently 69 students enrolled from an Aboriginal or Torres Strait Islander background. These students are supported by an Aboriginal Education 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.

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

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.

Westfields Sport High School is recognised as an Australian Olympic Pathways school. 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.

A comprehensive situational analysis which was inclusive of staff, executive and community involvement led to the formulation of three strategic directions which will drive our school improvement plan of 2023-2026. Our three strategic directions include:

Strategic Direction 1: Student Growth and Attainment: aims to focus on data-driven practices to differentiate and challenge all students and improve learning outcomes.

Strategic Direction 2: Quality Teaching and Learning aims to strengthen collaborative practices where instructional leadership will provide opportunities for good quality teaching to be shared amongst all teachers.

Strategic Direction 3: High Performing School Culture aims to foster community partnerships to strengthen attendance, Aboriginal education and student wellbeing to develop strong connections to the school culture and allow students to connect, succeed and thrive.

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	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

- Whole school literacy and numeracy strategy
- HSC Strategy to lift student achievement

Resources allocated to this strategic direction

Professional learning
Integration funding support
Socio-economic background
English language proficiency
Per capita

Summary of progress

Literacy

The focus for 2023 was the introduction of literacy classes for students in years 7-9 led by the newly appointed Head Teacher English (years 7-9). This involved an explicit focus on comprehension, vocabulary, language conventions and familiarisation with the NAPLAN structure. Professional learning was facilitated on the explicit teaching of vocabulary and all faculties are working towards embedding these in teaching and learning programs.

As a result, there has been a statistically significant improvement in spelling, reading, grammar and punctuation and writing for Year 9 students. The success of the activities completed this year in Literacy has seen that the entire Year 9 cohort has improved. There was a statistically significant improvement in all areas of NAPLAN - Spelling, Reading, Grammar and Punctuation, and Writing. There was a 25% improvement in Vocabulary and Spelling in this area for the year 8 cohort. This highlights the success of the teachers work in explicit teaching.

Next year the focus will be on all faculties embedding literacy strategies into teaching and learning programs with the support of the Head Teacher English (years 7-9). Staff will analyse student data to identify further opportunities for improvement.

Numeracy

The focus for 2023 was on all years 7-9 students completing regular skill check-ins based on problem solving for each strand in weeks 3,6 and 9 of each term. This initiative involved all members of the Mathematics faculty collecting data from regular check-in assessments which has now become a reportable outcome. Mathematics skill check-in data was used for assessment and improvement. After administering skill check-ins, the recorded data was used to identify trends and student performance. Teachers provided feedback to address strengths and weaknesses. Teachers identified common challenges across the group to inform curriculum adjustments, to refine strategies and contribute to ongoing enhancements in mathematical proficiency. Another strong focus was on supporting our EAL/D students with numeracy. Mathematics and EAL/D staff engaged in professional learning on Numeracy for EAL/D learners.

As a result, our data which was collected in 2023, indicated that the percentage of students in year 7 achieving growth in numeracy increased by 7.20%

Next year the focus will be to continue with using internal regular check-in data to assess student learning and identify gaps in learning and compare them to NAPLAN data. Mathematics will continue improving their ability to use the data to make evidence informed decisions of improving student outcomes. Further professional learning on data use and unpacking the data to understand trends will be needed to track improvements in numeracy. Numeracy will be taught explicitly with time allocated to support all faculties to allow for these initiatives to be embedded in all key learning areas. Professional learning for Numeracy EAL/D will support years 7-9 teachers across all key learning areas to understand their student learning needs and increase their knowledge of evidence informed strategies to improve student results in

numeracy.

HSC Strategy to lift achievement:

The focus for 2023 was the differentiation and explicit teaching needed to improve stage 6 results. Staff were engaged in professional learning on HSC high-leverage strategies so all teachers were exposed to the tools to implement evidence-based teaching and improve student outcomes. The HSC high impact strategy has also been taken up by some stage 6 teachers.

As a result, our HSC results for 2023 indicate that increasing numbers of students attained bands 4-6. Student numbers in Vocational Education and Training (VET) courses continue to grow. The majority of subjects are above the similar school group averages.

Next year the focus for this initiative/strategic direction will be a greater focus on improving stage 6 results. With professional learning being prioritised for this initiative should see more teachers embedded these strategies in their key learning area.

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 proportion of students achieving in the top three HSC bands at or above our baseline data.	56.48% of students attained results in the top three bands demonstrating progress towards the lower bound target.
An increase in Check-in assessment mean scaled score for Reading in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 7 achieving growth in reading increased by 2.67%</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 9 achieving growth in reading has increased by 7.6%</p>
An increase in Check-in assessment mean scaled score for Numeracy in Year 7 and 9 for 2023 compared with Year 7 and 9 in 2022.	<p>The Check-in Assessment mean scale score indicates the percentage of students in Year 7 achieving growth in numeracy has increased by 7.20%</p> <p>The Check-in Assessment mean scale score indicates the percentage of students in Year 9 achieving growth in numeracy has increased by 1.6%</p>
<ul style="list-style-type: none"> • Self assessment against the School Excellence Framework in the element of effective classroom practice, in the theme explicit teaching shows the school performing at sustaining and growing • Self assessment against the School Excellence Framework in the element of data skills and use, shows the school performing at sustaining and growing. • Self assessment against the School Excellence Framework in the element of data skills and use, in the theme data use in planning shows the school performing at sustaining and growing 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of explicit teaching.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme data use in planning.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use.</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
Beginning teacher support
Socio-economic background
Per capita

Summary of progress

Strengthening Collaborative Practice:

The focus for 2023 in this initiative was strengthening our collaborative practices across all faculties. Senior executive completed professional learning on the 4Cs with a focus on collaboration. A Google site has been developed and shared with staff to support professional learning documentation led by Head Teacher Teaching and Learning. Internal monitoring has been conducted 3 times this year with two faculties sharing what works best in their faculties and what further support is needed in future planning.

As a result, most documents are in a shared google drive and were used as evidence of HSC stage 6 monitoring, reflecting NESA requirements. The google site allowed all staff to know what professional learning was available, the structure of staff development days, and the identified mandatory training that was needed to be completed by all staff. The leadership team started using the professional learning from the 4Cs into everyday practice by changing the structure of our executive meetings to have a stronger professional learning focus. Internal monitoring showcased expertise from the various faculties in their teaching practice through this collaborative process.

Next year the focus will be on our executive meetings having a strong focus on professional learning on evidence informed teaching and learning practices. This will build capacity of middle leadership that will extend to support their faculty members.

Instructional Leadership to Build Whole School Improvement:

The focus for 2023 was on creating an instructional leadership model created specifically for literacy to support our literacy initiative. The instructional leadership model for literacy has been established. Regular meetings and data collection has allowed for evidenced informed strategies to be included in Literacy classes and has being the driven force behind our professional learning for our staff development days. With our Head Teacher English (years 7-9) leading literacy, we have allocated one English lesson a week to explicit teaching of literacy. The spelling tests and internal check-ins have shown student improvement in years 7-9.

As a result, data collected in 2023 shows that the percentage of students in year 7 achieving growth in reading has increased by 2.67%.

Next year the focus will be to continue with our literacy instructional leadership model with the Head Teacher English (Years 7-9) continuing to drive English literacy lessons, working alongside all faculties to assist them in embedding explicit teaching of vocabulary and spelling in their key learning areas.

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
<p>Moving towards sustaining and growing the theme of professional learning.</p> <p>Sustaining and growing in two or more themes in the element of learning and development.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Professional Learning. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
<p>In the element of educational leadership moving towards sustaining and growing in 1 or more themes</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational Leadership.

Strategic Direction 3: High Performing 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 peak sporting bodies to design quality programs to develop the potential of gifted and talented student-athletes.

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
- Talented athlete development strategy

Resources allocated to this strategic direction

Refugee Student Support
Socio-economic background
Aboriginal background
Student Support Officer
Low level adjustment for disability
Professional learning

Summary of progress

A strategic and planned approach to wellbeing and engagement:

Attendance:

The focus for 2023 was to improve communication on attendance with students, staff, parents/carers, and the community. Our focus included celebrating overall attendance and improvement each term. We refined attendance policies, processes, and practices in anticipation of upcoming changes as we progressed towards 2024. We have an attendance team which is led by a Deputy Principal. Regular meetings with DPs and their year groups have provided a clear vision on how to address the attendance issues relevant to each year group.

As a result, attendance improvement has been positive in 2023. We have enhanced communication channels involving home as well as continued to celebrate attendance as evidenced through termly celebration events. We have continued to have a positive impact on attendance through analysis of data from SCOUT and distributing this through our digital data wall. Our attendance baseline comparison data shows that we are performing above statistically similar school groups.

Next year we will continue to focus on collecting data and drive positive change for successful, widescale systematic change within the school and the community. The implications of no rollcall on our attendance will unfold moving into 2024 as we learn, monitor and reflect on change. We will continue our process of checking attendance and rewarding positive attendance each term. We need another year of implementing our current process to see if positive change has taken place as our data is suggesting we are trending positive and upwards.

Wellbeing:

The focus this year was on professional learning for all staff to strengthen their knowledge on Aboriginal Education. All teaching and learning programs have been identified with inclusive and respectful language. All staff were given an explicit template/framework that allowed for all staff to engage in the professional learning. As a result, all faculties have completed the analysis and all teaching and learning programs for 2024 will embed inclusive and respectful language.

Next year the focus will be on the Aboriginal Education team to deliver professional learning to all staff. Our first staff development day will include a nature walk and on country experience. More time will be needed for faculties to create resources alongside our Aboriginal coordinator to meet the needs of our Aboriginal students. We will also work on our reconciliation plan for 2024.

Talented Athlete Development Strategy:

The focus this year was for all coaching staff to be professionally developed on 'whole athlete' strategies to ensure students are engaged both in their sporting programs and with the academic curriculum. The appointment of the new Director of Sport provided a focus on coach education and program evaluation.

As a result, the collection of student performance data by the Strength and Conditioning team has continued to provide benchmarking information to assess athlete performance and to inform Individual Player plans.

Next year the focus will be on coach education and a review of all programs will continue in 2024 with a formal review conducted by the NSW Sports High Schools association. Findings of this review will be used to guide practice throughout 2024 and beyond.

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
5% increase in students attending school more than 90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has increased by 13.4 % between 2022 and 2023. • The whole school attendance rate has increased by 2.2% between 2022 and 2023. • In semester 1 our attendance rate was 2.55% above statically similar school group average and 0.96% above state average.
TTFM Wellbeing data (advocacy, belonging, expectations) to be at or above the baseline of 67.9% system-negotiated target	<p>Tell Them From Me data indicates 72% of students report a positive sense of wellbeing exceeding the lower bound target and baseline data.</p> <p>Tell Them From Me data shows an improvement of students who report;</p> <ul style="list-style-type: none"> • high expectations for success at 84%, equalling the lower bound target. • advocacy at school at 63% exceeding the upper bound target • Sense of belonging at 70% equalling the lower bound target.
<p>Self assessment against the School Excellence Framework in the element of Wellbeing shows the school performing at sustaining and growing</p> <p>Self assessment against the School Excellence Framework in the element of Learning Culture shows the school performing at sustaining and growing</p> <p>Self assessment against the School Excellence Framework in the element of Curriculum shows the school performing at sustaining and growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of wellbeing. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning Culture. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.
100 % of Aboriginal students attaining the HSC whilst maintaining their cultural identity.	100% of Aboriginal students have attained the HSC whilst maintaining their cultural identity.
Professional learning is provided to provide staff with basic understanding of all four domains of the HPGE policy.	All staff have a sound understanding of all four domains of the High Potential and Gifted Education policy.
Audit of all 16 TSP curricula conducted and PL on FTEM pathway completed by new Director of Sport	Audit of all 16 Talented Sports Program curricula conducted and professional learning on FTEM pathway completed by new Director of Sport

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$22,729.71</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"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring <p>The allocation of this funding has resulted in the following impact: Refugee students are supported in classes to achieve academic outcomes. Refugee students demonstrated literacy and numeracy improvement as measured by Check-in and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage staff to provide targeted support for refugee students.</p>
<p>Integration funding support</p> <p>\$156,137.00</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"> • Whole school literacy and numeracy strategy <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 (PLaSPs) • staffing release to build teacher capacity around curriculum adjustments. • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: 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. SLSOs supported the development and implementation of PLaSPs in direct collaboration with the student, parent and LAST. 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, 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. Life Skills 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>This funding has resulted in a whole school focus on vocabulary development and reading. Numeracy has been supported through regular check-in assessments which provide guidance for staff to differentiate</p>

<p>Integration funding support</p> <p>\$156,137.00</p>	<p>learning tasks for students.</p> <p>After evaluation, the next steps to support our students will be: 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>\$1,139,117.33</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"> • Whole school literacy and numeracy strategy • HSC Strategy to lift student achievement • Strengthening Collaborative practices • A strategic and planned approach to wellbeing and engagement • Talented athlete development strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support literacy and numeracy program implementation. • employment of additional staff to support student wellbeing program implementation. • employment of additional staff to support Talented Sports Program implementation to support school HPGE initiatives. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy programs delivered through KLAs and the Learning Centre have resulted in positive student growth as measured by NAPLAN and Check-in data as shown below:</p> <ul style="list-style-type: none"> - The Check-in Assessment mean scale score indicates the percentage of students in Year 8 achieving growth in numeracy has increased by 10.5% - The Check-in Assessment mean scale score indicates the percentage of students in Year 9 achieving growth in numeracy has increased by 1.6% - The Check-in Assessment mean scale score indicates the percentage of students in Year 8 achieving growth in reading has increased by 3.5% - The Check-in Assessment mean scale score indicates the percentage of students in Year 9 achieving growth in reading has increased by 7.6% <p>A focus on HSC writing strategies and an effective transition process has resulted in an increase in top 3 band results and a decrease in bands 1-3. Executive teams worked collaboratively to evaluate school processes, faculty programs, HSC analysis and student achievement data. Wellbeing and Learning support teams collaborated strongly to ensure student were supported. Attendance rates have shown an improvement as measured against SSGs.</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. 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. 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</p>

<p>Socio-economic background</p> <p>\$1,139,117.33</p>	<p>supported TSP students with an individual player plan, following physiological assessments, to ensure continual physical improvement in their chosen sport. Students seeking to transition into the workforce have been provided individual support as part of a school transition strategy.</p> <p>After evaluation, the next steps to support our students will be: The Learning Centre will continue to support students requiring personalised literacy and numeracy interventions.. The Resilience Project and Pulse initiative will continue to be implemented across the school. Student assistance will continue to be provided to families on a needs basis. CLO engagement to continue with a focus on parental engagement. VET/Careers support to continue in order to provide administrative release time for the Careers Adviser to directly work to support student transition. Continued engagement of specialist coaches and strength & conditioning staff to ensure the highest quality sporting programs are delivered to our TSP students. The transition team will continue to support students, and will consist of the Head Teacher Administration, Student Support Officer and Community Liasion Officer.</p>
<p>Aboriginal background</p> <p>\$57,544.18</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>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 to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have a Personalised Learning Pathway which is written in conjunction with Parents / Carers to map learning and cultural goals for students. Students are supported in classes with SLSOs and outside class by a highly engaged Aboriginal Education Team to support their cultural connection. This process was continually reviewed throughout the year and PLPs were updated as required in response to student need. Aboriginal students were directly supported in class through the engagement of an Aboriginal SLSO. All Aboriginal students who who wanted to attain a HSC were able to do so.</p> <p>After evaluation, the next steps to support our students will be: The PLP process will be updated in line with new requirements. An SLSO will continue to be engaged to provide a targeted approach to supporting the needs and goals of our Aboriginal students. 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>\$720,996.16</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</p>

<p>English language proficiency</p> <p>\$720,996.16</p>	<p>including:</p> <ul style="list-style-type: none"> • Whole school literacy and numeracy strategy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: All English as an Additional Language/Dialect (EAL/D) classes are taught by trained EAL/D teachers. Support is given to EAL/D students in multiple KLAS. Elective classes established to provide students with additional language tuition in stage 5. All students studying EAL/D for the HSC attained results from band 3 to 5 in the HSC. Elective EAL/D classes in stage 5 provide additional language support to students and prepare them for the demands of the HSC. 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>After evaluation, the next steps to support our students will be: Continue to provide specialist EAL/D teachers across stages 4-6. Continue stage 5 EAL/D elective to support the enhancement of literacy skills for EAL/D learners. 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>\$492,343.04</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"> • 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"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: All students who receive individualised funding are supported by trained Learning and Support Teachers (LaSTs) and Student Learning Support Officers (SLSOs.). This has allowed all students to achieve curriculum outcomes. Personalised Learning and Support Plans (PLaSPs) were developed in collaboration with both students and parents to support student learning. 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. 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>After evaluation, the next steps to support our students will be: 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>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the</p>

<p>\$126,794.08</p>	<p>Professional Learning for Teachers and School Staff Policy 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"> • Whole school literacy and numeracy strategy • HSC Strategy to lift student achievement • Strengthening Collaborative practices • A strategic and planned approach to wellbeing and engagement • Talented athlete development strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • other methods of learning designed to improve student outcomes. <p>The allocation of this funding has resulted in the following impact: A whole school focus on KLA specific vocabulary strategies has been delivered to staff across multiple professional learning sessions. This has resulted in literacy improvements as indicated by Check-in and NAPLAN results. Staff engaged with the HSC strategy to focus on higher order questioning to improve HSC performance. The Wellbeing team and key staff undertook Mental Health first aid training to facilitate the support of students experiencing mental health challenges. All staff engaged in professional learning to increase understanding of Aboriginal histories and cultures. This work resulted in all school programs being reviewed and updated to ensure they were reflective of best practice approaches to Aboriginal education. All executive staff deepened their understanding of Aboriginal education strategies through a targeted professional learning day to facilitate their leadership of Aboriginal education in their faculties. Coaching staff undertook professional learning around the Foundation Talent Expertise Mastery (FTEM) pathway facilitated by the NSW Institute of Sport (NSWIS). This supported their identification and development of athletes for the talented sporting programs.</p> <p>After evaluation, the next steps to support our students will be: Professional learning will focus on the implementation of explicit teaching in all lessons across all faculties. Professional learning will also be focussed on supporting the development of early career teachers in teaching and learning practices, and classroom management strategies. EAL/D staff will undertake professional learning around numeracy strategies to support their students. All staff will continue to enhance their understanding of Aboriginal histories and cultures through on-country learning and school based Teacher professional learning activities.</p>
<p>COVID ILSP</p> <p>\$396,090.22</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 2023.</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 targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: Small groups of students are supported by educators to undertake tuition in</p>

<p>COVID ILSP</p> <p>\$396,090.22</p>	<p>literacy and numeracy. Student growth is shown through improvements in check-in assessments, NAPLAN and MULTILIT data. All students in the program achieving progress towards their personalised learning goals. All Year 12 students in 2023 passed the HSC minimum standards external test.</p> <p>After evaluation, the next steps to support our students will be: This program will be continued based on available funding for 2024 and will continue to provide small group tuition to support student learning needs.</p>
<p>Student Support Officer</p> <p>\$99,516.00</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"> • A strategic and planned approach to wellbeing and engagement • Talented athlete development strategy <p>Overview of activities partially or fully funded with this Staffing - Other include:</p> <ul style="list-style-type: none"> • Improve the wellbeing, resilience, and pro-social behaviours of students by working in partnership with the wellbeing team and the school counselling service to prioritise and deliver individual, small group and whole-school evidence-based programs and strategies. <p>The allocation of this funding has resulted in the following impact: Student Support Officer (SSO) has facilitated Mental Health First aid training for 20 staff to support student mental health. Refugee students have been supported at school and through extra-curricular activities. All students have been supported through the running of Breakfast Club. Individuals and small group have been supported through lunchtime groups and check-ins to support their wellbeing. Improvement of careers and transition pathways for senior students to facilitate meaningful post school pathways.</p> <p>After evaluation, the next steps to support our students will be: Continuation of mental health first aid training to staff. Breakfast club will continue and careers and transition work will expand as part of a careers and transition team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	943	920	836	806
Girls	691	705	654	642

Student attendance profile

School				
Year	2020	2021	2022	2023
7	93.5	91.8	84.3	89.7
8	91.7	89.4	81.4	86.7
9	90.9	88.0	80.3	85.1
10	89.7	86.5	80.7	81.0
11	88.7	82.2	77.9	82.0
12	91.2	84.7	81.5	87.4
All Years	90.8	87.0	80.9	85.0
State DoE				
Year	2020	2021	2022	2023
7	92.1	89.7	85.5	87.9
8	90.1	86.7	82.1	84.6
9	89.0	84.9	80.5	82.8
10	87.7	83.3	78.9	81.1
11	88.2	83.6	80.0	81.7
12	90.4	87.0	83.9	86.0
All Years	89.6	85.9	81.7	83.9

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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	2	11
Employment	0	3	5
TAFE entry	0	3	4
University Entry	0	0	93
Other	0	1	4
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

45.34% of Year 12 students at Westfields Sports High School undertook vocational education and training in 2023.

Year 12 students attaining HSC or equivalent vocational education qualification

96.8% of all Year 12 students at Westfields Sports High School expected to complete Year 12 in 2023 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)	19
Classroom Teacher(s)	70.6
Learning and Support Teacher(s)	2.6
Teacher Librarian	1.4
Teacher EAL/D	6
School Counsellor	1
School Administration and Support Staff	17.77
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 2023, 2.5% 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 ¹	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	367,133.13
Revenue	20,865,755.75
Appropriation	19,095,982.17
Sale of Goods and Services	324,808.97
Grants and contributions	1,416,018.06
Investment income	21,787.55
Other revenue	7,159.00
Expenses	-20,331,499.58
Employee related	-17,907,833.37
Operating expenses	-2,423,666.21
Surplus / deficit for the year	534,256.17
Closing Balance	901,389.30

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.

	2023 SBAR Adjustments (\$)
Targeted Total	179,193
Equity Total	2,410,001
Equity - Aboriginal	57,544
Equity - Socio-economic	1,139,117
Equity - Language	720,996
Equity - Disability	492,343
Base Total	14,690,859
Base - Per Capita	387,892
Base - Location	0
Base - Other	14,302,968
Other Total	868,445
Grand Total	18,148,498

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

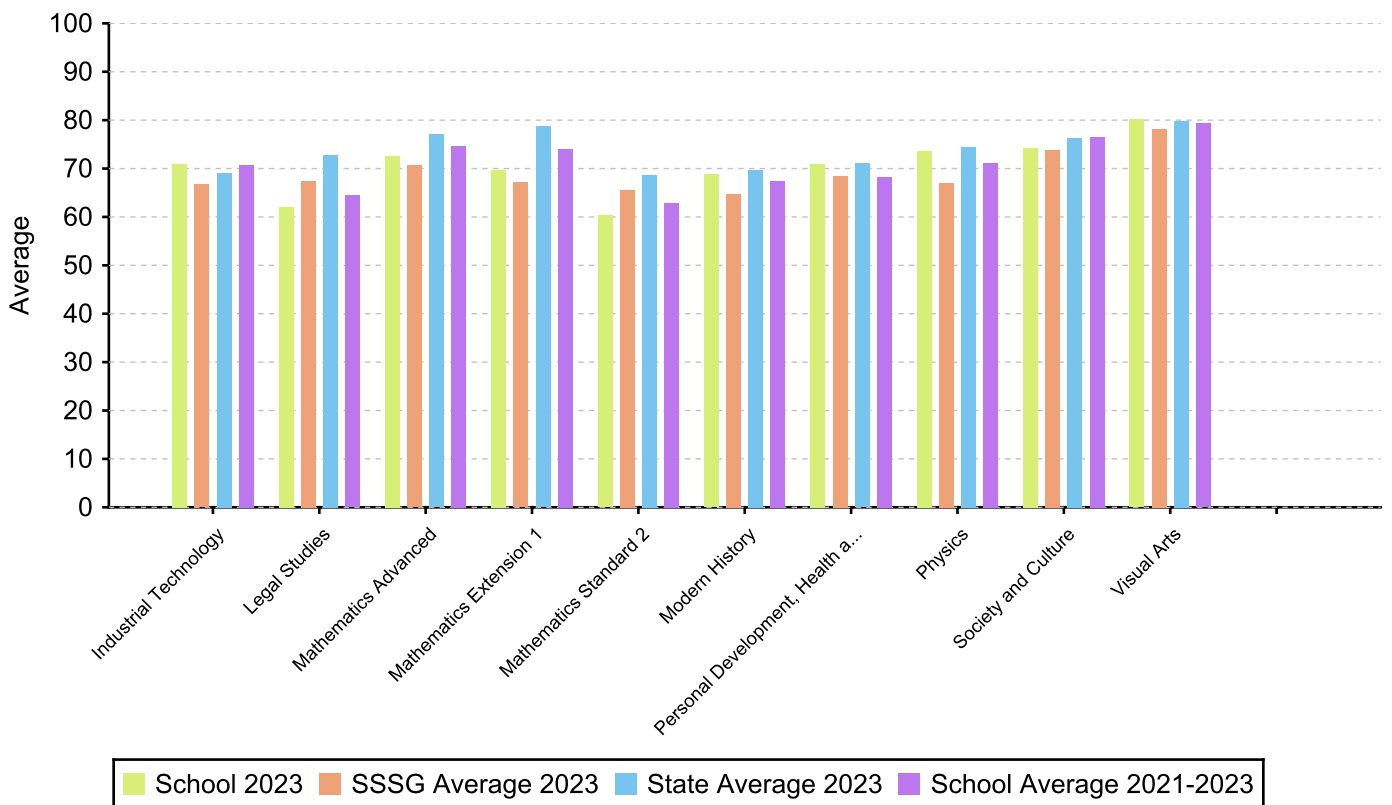
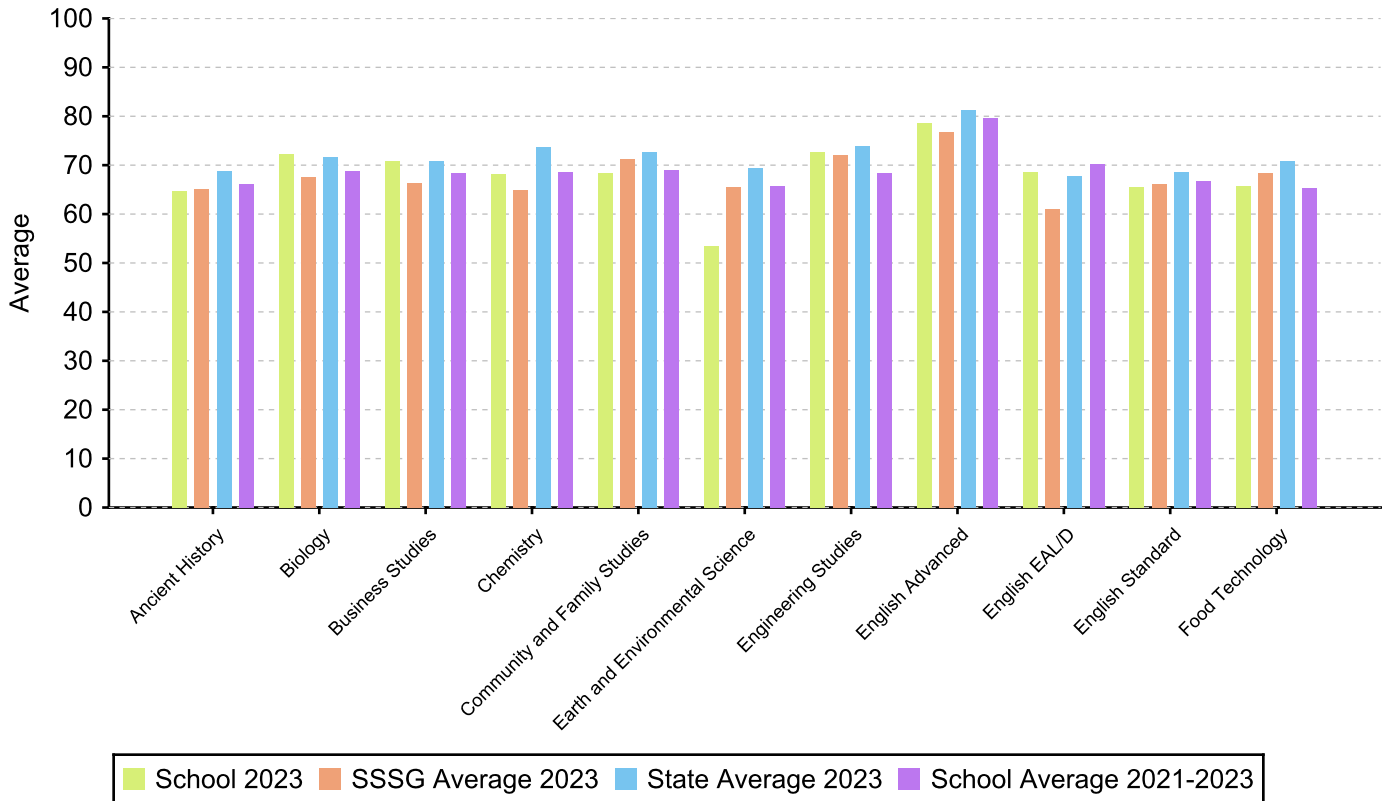
In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023	SSSG	State	School Average 2021-2023
Ancient History	64.8	65.1	68.7	66.2
Biology	72.2	67.6	71.8	68.8
Business Studies	70.9	66.4	70.9	68.3
Chemistry	68.1	65.0	73.7	68.7
Community and Family Studies	68.3	71.3	72.7	69.1
Earth and Environmental Science	53.5	65.4	69.4	65.7
Engineering Studies	72.6	72.0	73.9	68.4
English Advanced	78.7	76.9	81.2	79.6
English EAL/D	68.5	61.0	67.8	70.3
English Standard	65.6	66.1	68.5	66.7
Food Technology	65.7	68.5	70.8	65.4
Industrial Technology	70.9	66.7	69.1	70.7
Legal Studies	62.1	67.4	72.9	64.4
Mathematics Advanced	72.6	70.6	77.0	74.6
Mathematics Extension 1	69.7	67.1	78.7	74.1
Mathematics Standard 2	60.3	65.5	68.7	62.9
Modern History	68.8	64.8	69.6	67.4
Personal Development, Health and Physical Education	70.9	68.5	71.0	68.2
Physics	73.6	67.0	74.4	71.1
Society and Culture	74.3	73.9	76.3	76.5
Visual Arts	80.1	78.2	79.8	79.3

Parent/caregiver, student, teacher satisfaction

In 2023 the focus for Westfields Sports High School was to improve communications with our community by asking for feedback from our parents/carers students and staff. These surveys have provided powerful insights into our school which allows for future improvements to take place.

Pulse and tell them from me data: Students.

Pulse Check-ins occurred once a week with students having the opportunity to also check in at home. This provided the Wellbeing team with real-time insight into the wellbeing of our students. It provided a quick response to students who needed support and gave students the option to select the teacher who they would like to advocate for them. This proactive tool has proven valuable with most students accessing Pulse to communicate with staff and seek support.

Our pulse data shows 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.

Surveying our students for Tell Them from Me data shows that 72.07% of students feel a sense of belonging while 84.81% have expectations of success.

Next year the focus will be to continue using Pulse to work alongside our wellbeing team to support all students to feel known, valued and cared for.

Staff participated in the people matters survey in 2023.

- 87.50% of staff have confidence in decisions made by managers of this school. This is an 8% increase since 2022.
- 68.75% of staff believe that senior managers promote collaboration between staff and other organisations we work with. This has increased by 21.69% since 2022 which indicates that we are working to achieve our second Strategic Direction initiative of Strengthening Collaborative Practices.

Next year the focus will be to continue engaging all staff in professional discussions and collaborating to improve professional knowledge and practice.

The school surveyed parents and carers:

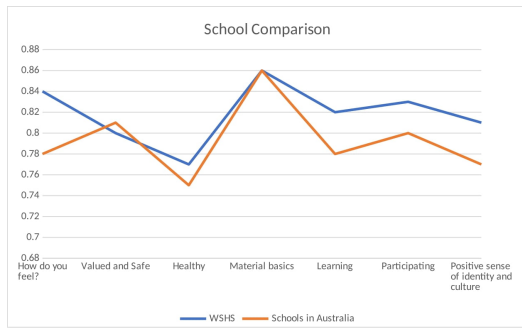
- 63% of parents believe that Westfields Sports High School supports students to achieve academically.
- 73.2% of parents believe that Westfields Sports High School has a strong focus on Literacy and Numeracy which aligns with Strategic Direction 1 of Student growth and attainment where we have introduced new literacy classes and check-in assessments to support students in literacy and numeracy.
- 63.4% of parents feel that Westfields Sports High School communicates effectively with parents. This aligns with our strategic direction 3 of High Performing School Culture. Weekly newsletters, the introduction of Audiri and our social media platforms have allowed parents to know what is happening at our school.

Next year the focus will be strengthening partnerships with parents/carers and the community. More surveys will be implemented and we will use the feedback to assist in future school improvement.

Social media and the community

Our newly created social media team has worked on creating a presence online via Instagram and Facebook. Our social media followers have increased by 89% and Instagram has increased by 100%. In 2023 our school's social media reached 672K people in our community.

Next year the focus will be to work on improving the School's website which will be another reliable avenue for all parents/carers and members of the community to access.



Pulse Data showing that students of WSHS are trending above other schools in most domains.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

All teachers are responsible for 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.