

Tenterfield High School

Annual Report



2017



8358

Introduction

The Annual Report for **2017** is provided to the community of **Tenterfield High School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Mrs Sandra Rosner

Principal

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School background

School vision statement

We are committed to developing an exciting, challenging and interesting learning environment allowing students to exit Tenterfield High school as proud, creative, discriminating life-long learners capable of being productive members of the community. We will achieve this through high performing and dedicated teaching and support teams in positive partnership with our parent and wider community.

School context

Tenterfield High School, situated 18km south of the Queensland border, is a rural school catering for the needs of approximately 270 students including 12% Aboriginal and/or Torres Strait Islander students. the school caters for students with a range of abilities and includes two multi-categorical classes. Quality teaching and learning form the basis for excellent educational initiatives, ranging from a whole school Literacy program, Agricultural and successful vocational education programs. The student are highly active within the community and reach state level in a variety of sporting events. Staff are committed to improving the educational opportunities at Tenterfield High School to reflect C21st teaching and learning. The school enjoys very strong parent and community support with significant ties to the local Aboriginal community and has in place a highly developed student welfare system.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of learning, we are delivering in terms of learning culture, wellbeing, curriculum and learning, student performance measures and effective classroom practice. We are sustaining and growing in the areas of assessment and reporting.

In the teaching domain, we are delivering in the areas of effective classroom practice and collaborative practice. we are sustaining and growing in the areas of data skills and use, learning and development and professional standards.

In the leading domain, we are delivering in school planning and implementation and reporting. We are sustaining and growing in the areas of leadership, school resources and management practices and processes.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Students are highly engaged, motivated and independent 21st century learners

Purpose

To create independent thinkers, leading to better student outcomes and building effective life-long learners able to adapt in a 21st century learning environment.

Students should be able to confidently and effectively use a range of technology, improving their skills and capacity as they progress through school. Teachers and students should enjoy their learning and teaching.

Overall summary of progress

Strategic Direction 1 (Students are highly engaged, motivated and independent 21st Century learners) saw the milestones of the creation of STEM classes on our curriculum, the completion of individual interest projects and the development of mentoring opportunities; the development of our Aboriginal learning centre with a dedicated learning space and futures focused furniture, breakfast club and cultural awareness programs. Literacy programs were expanded and numeracy was integrated across KLAs. ICT was likewise integrated.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• A 5% improvement in the number of students in the top three bands in all external examinations• 50% of assessment tasks across the school contain an explicit and relevant component of ICT• Implementation of a whole school student technology skills package• Student and staff evaluations reflect positive comments/ratings to teaching and learning• Continual improvement in student results including HSC• Survey/quality of work of independent learning classes• Survey/assessment of students in Quicksmart	<p>ALARM (A learning and response matrix) training undertaken \$1000</p> <p>Quicksmart literacy and numeracy purchased \$1800</p>	<p>External examinations improvement targets not met</p> <p>ICT target met</p> <p>Students and staff positive towards computer space and laptop utilisation</p>

Next Steps

Implementation of ALARM across all faculties led by HT Teaching and Learning

Close analysis of Z scores and development of strategies working towards improving external exam results

Establishment of learning support room by HT Welfare

Investigation of strategy to supply computers for all year 7 students each year

Strategic Direction 2

A safe and challenging learning environment resulting in high expectations, success in learning and positive and productive school–community partnerships

Purpose

To work towards maximising student learning outcomes in a safe and challenging environment and leading to continually improving individual success at every level of their high school education resulting in improved Higher School Certificate results.

To continue to provide a wide range of opportunities open to all students which will develop personal learning skills and enhance school experiences leading to a happy and fulfilling school career.

Overall summary of progress

Strategic Direction 2, (A safe and challenging learning environment resulting in high expectation, success in learning and positive and productive school community partnerships) saw advances in our support of senior students, reflections on year 9 NAPLAN through data analysis and students targeted for intense learning opportunities. Opportunities for parental and community attendance and interaction within the school were increased, welfare programs were expanded and Sentral records showed a decrease in negative incidents by targeted students

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• A 5% reduction in negative referrals• A 5% growth in NAPLAN results from Year 7 to Year 9 in reading and numeracy• A 5% growth in spelling, grammar and punctuation from Year 7 to Year 9 NAPLAN• A 5% growth in writing from Year 7 to Year 9 NAPLAN• A 5% growth in Planning and Conducting Investigations in	<p>Sentral software \$5500</p> <p>Community Liaison Officer 1 day per week \$260</p>	<p>Some gains being made in numeracy</p> <p>Specific classes for junior years in literacy and numeracy taught by senior members of staff</p> <p>Programming and assessment more accurately reflecting desired outcomes of this strategic direction</p> <p>STEM mentoring program</p>
<ul style="list-style-type: none">• More than 75% of staff, student and parent surveys reflect positive support for school culture• Results from a range of surveys such as Tell them from Me and internal school surveys indicate a 2% growth in positive reflection of school culture	<p>Tell them from me – students only – freeware</p> <p>Survey monkey – \$360</p>	<p>77% response, fairly even across all year groups</p> <p>Overall students have a positive sense of belonging and positive relationships as well as high to medium sense of optimism and happiness</p> <p>Some boys have poor homework behaviours, lower intellectual engagement, interest and motivation and effort than average. They generally try less hard to succeed than the NSW govt norms and are below average in academic self-concept.</p> <p>Too many students felt a lack of confidence in their skills and found English, maths or science challenging.</p> <p>Effective learning time, relevance and rigour all need to be addressed. This is closely related to a need to enhance positive learning climate and expectations for success.</p> <p>While around a 1/3 of students have cited bullying experiences, there is good connection to advocates</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • More than 75% of staff, student and parent surveys reflect positive support for school culture • Results from a range of surveys such as Tell them from Me and internal school surveys indicate a 2% growth in positive reflection of school culture 		<p>within the school and to a lesser extent, outside of the school. There are reasonable teacher/student relationships.</p> <p>Less boys than average intend to go to university however this could relate to the local context whereby boys tend to undertake a less academic career path.</p> <p>We need to consider whether we have enough focus on writing (English), explanation (maths) and scientific concepts (science).</p> <p>While many ATSI students felt good about their culture and felt it is understood by teachers, the number who did not feel good about this is significant enough for us to continue to address the sense of belong school affords to ATSI students.</p>
<ul style="list-style-type: none"> • Student work samples show student reflection and continual evaluation • Stronger parent response to school activities and support of students through positive participation and attendance at information nights, formal assemblies, functions, parent/teacher nights 		<p>Information nights have been re-instated after a few years without. Attendance very pleasing.</p> <p>Formal assemblies once per term attendance filling the hall</p>
<ul style="list-style-type: none"> • Establishment of a Facebook Page, update of Web Page and Phone App to encourage easier and better communication with families 	Phone app ActiveMobileApp \$847	FB page well received and commented on. Phone app used extensively.
Success of the Aboriginal Learning Centre	Community room and student study area established \$13 241	<p>Interagency groups, Elders and community members more involved with ATSI programs.</p> <p>Relationship extended with Armajun Health with personell working in the school 1/2 day per week</p>

Next Steps

Extension of modern literacy and numeracy programs in junior years to 1 lesson per week yr7–9 in both literacy and numeracy, 1 lesson per fortnight in year 10

Increased involvement in state of the art STEM programs, working with Universities of Sydney and Brisbane

Establish alternative programs for disengaged and at risk students in collaboration with community agencies

Strategic Direction 3

Staff are high performing, collaborative and dynamic teachers and leaders

Purpose

To up-skill teachers in using technology in creative, effective and appropriate ways for 21st century learning, engaging and motivating students for success in learning. To systematically build the capacity of all staff as highly competent practitioners in all areas of their work, informed by the Australian Professional Standards for Teachers.

Overall summary of progress

Strategic direction 3 (Staff will be high performing, collaborative and dynamic teachers and leaders) saw the development of individual PDPs with attainable goals, which guided staff professional learning throughout the year. Workshops run by members of staff saw improved classroom management and teaching and learning practices. A standardised observation sheet was developed by a senior member of staff and used in classroom observations for a variety of purposes, to inform teaching and learning practices. Assessment and differentiation were targeted for professional learning for all staff during the year. Use of NESA resources and the ACE website generated professional discussion and the ALARM (A Learning and Response Matrix) project was introduced to staff by our Head Teacher Teaching and Learning. Leadership differentiation strategies were employed by senior executive to upskill middle management and staff members identified as teacher leaders within the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• At least 50% of staff involved in learning walks by the end of 2015 increasing to 70% by the end of 2017• All staff involved in professional learning teams• Development of an integrated KLA cross-curriculum task for year 9	<p>Sentral software introduced (see above)</p> <p>Laptops purchased for all teaching staff \$21 952</p> <p>C21st learning software – Freeware</p>	<p>Learning walk target not achieved.</p> <p>Some professional learning teams established</p> <p>Team marking established</p> <p>Visits to and from Duval HS, Ballina Coast HS, Inverell HS, Guyra HS and Walcha Central school to participate in lesson observations and professional dialogue</p> <p>PDPs more focused on strategic plan and individual professional needs</p> <p>Staff development targeted to identified need across the school</p>

Next Steps

Professional classroom observations and learning walks established

Visits to and from other educational facilities extended

Use of on site expertise for upskilling staff extended

PDPs further refined to needs of school and staff members

Increase of leadership density and opportunities for professional leadership and management skills development

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Community Liaison position established one day per week (SAO) – (see strategic directions for cost)</p> <p>Community Room established (as above)</p> <p>Indigenous programs</p> <p>RAM funding \$23 208.02</p>	<p>Higher attendance and more focused engagement in Aboriginal programs both by individuals and across the Aboriginal student population</p> <p>Students needing support guided to appropriate staff/agencies and making more use of these resources</p>
Low level adjustment for disability	RAM funding \$25 003	5 part time student learning support officers employed
Socio-economic background	RAM funding \$155 264	A variety of programs implemented targeting stages, year groups, small groups and individuals as required for educational and wellbeing purposes including Man vs Wild, Girls' program, ATSI cultural group, Wags the Dog and alternative educational delivery.
Support for beginning teachers	<p>Beginning teacher suppliment \$17 513</p> <p>3 teachers involved</p>	Beginning teachers have had release time to plan and review programs and lessons with mentors, purchase appropriate resources and undertake travel to professional development workshops as well as to observe and discuss the teaching strategies of senior members of staff in other schools.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	113	124	116	117
Girls	132	132	140	145

Enrolments remain relatively stable. A slight increase is the trend which may be reflective of the opening of a second Multicategorical class within the school. Addition of new curriculum choices from year 8–12 may see a continuation of the upward trend in future years.

Student attendance profile

School				
Year	2014	2015	2016	2017
7	89.9	89.5	89.6	88.8
8	89.9	84.8	88	87.6
9	88	87.8	83.2	84.4
10	87.6	83.6	82.5	84.7
11	85.4	88.6	84.2	80.5
12	85.8	86.9	84	84.3
All Years	88	86.9	85.4	85.1
State DoE				
Year	2014	2015	2016	2017
7	93.3	92.7	92.8	92.7
8	91.1	90.6	90.5	90.5
9	89.7	89.3	89.1	89.1
10	88.1	87.7	87.6	87.3
11	88.8	88.2	88.2	88.2
12	90.3	89.9	90.1	90.1
All Years	90.2	89.7	89.7	89.6

Management of non-attendance

Student attendance remains below state average. We work closely with our district HSLO and other local agencies to address attendance issues. A member of our SASS staff is undertaking a community liaison role to support students and families with attendance issues. Since term 3 2017, senior executive undertake interviews with stage 6 students and their families to move towards higher attendance and engagement. This process will continue and be expanded in 2018 and beyond.

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10%	Year 11%	Year 12%
Seeking Employment	0	0	3.5
Employment	3	7	51.7
TAFE entry	0	3	0
University Entry	0	0	44.8
Other	0	1	0
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

Of the students moving to employment, 13.8% have gained apprenticeships both locally and further from home. One female student is undertaking a mechanical apprenticeship, one a hairdressing apprenticeship, both 3 hours from Tenterfield. Another female student is undertaking construction training and one male student is doing electrotechnology locally.

Year 12 students attaining HSC or equivalent vocational education qualification

All of our year 12 students (29) attained the HSC in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	0
Head Teacher(s)	4
Classroom Teacher(s)	20.6
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.18
Other Positions	1

*Full Time Equivalent

Tenterfield High School has one Aboriginal member of teaching staff and one Aboriginal member of SASS staff (SAO) who is also the President of our local AECG.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	15

Professional learning and teacher accreditation

Teachers were involved in a wide range of professional learning in 2017, which was mainly school based, but included workshops at other locations including schools in the North Coast and New England areas.. At the beginning of the school year, all staff completed the mandatory Child Protection Training. Funding was provided by the DET for the support of 2 beginning teachers at our school.

Professional learning developed the mindsets and capabilities of our staff to reflect on current practice, partake in professional dialogues and led to all teachers actively developing a PDP to improve their own performance.

Six teachers are maintaining accreditation at proficient and several senior members of staff continue to investigate the requirements for highly accomplished and lead standards, aligning requirements to their PDPs for 2017.

All staff were encouraged to seek courses offered externally to the school in relevant teaching, management and office areas to develop their skills in teaching, understanding the way in which students learn and management strategies. STEM, ALARM, effective classroom management and differentiated learning were popular themes to teacher professional learning this year.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income

broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	227,322
Global funds	435,921
Tied funds	361,201
School & community sources	123,410
Interest	5,597
Trust receipts	10,296
Canteen	0
Total Receipts	936,425
Payments	
Teaching & learning	
Key Learning Areas	105,055
Excursions	32,312
Extracurricular dissections	29,497
Library	3,228
Training & Development	0
Tied Funds Payments	259,877
Short Term Relief	16,950
Administration & Office	78,704
Canteen Payments	0
Utilities	71,093
Maintenance	27,206
Trust Payments	10,900
Capital Programs	29,700
Total Payments	664,521
Balance carried forward	499,227

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.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	535,150
Appropriation	499,227
Sale of Goods and Services	12,441
Grants and Contributions	23,483
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-184,623
Recurrent Expenses	-184,623
Employee Related	-73,104
Operating Expenses	-111,519
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	350,527
Balance Carried Forward	350,527

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The School's volunteer Finance committee consists of the Principal and Deputy Principal, staff representatives, students and P&C representatives. The budget is discussed and ratified by the executive and finance committee.

The Principal has the responsibility of the school's education goals and to ensure the budget and cash flow remain on target during the year. The major means of monitoring the budget is through the production of detailed monthly reports relating to actual vs budgeted receipts and payments. The committee meets during school terms as required to receive progress reports and to discuss budget revisions. The day to day financial affairs of the school and the preparation and distribution of monthly financial reports to all faculties are the responsibility of the School Administrative Manager under the direction of the Principal.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	3,653,790
Base Per Capita	40,044
Base Location	93,477
Other Base	3,520,269
Equity Total	294,892
Equity Aboriginal	23,208
Equity Socio economic	155,264
Equity Language	0
Equity Disability	116,420
Targeted Total	413,170
Other Total	175,391
Grand Total	4,537,242

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.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

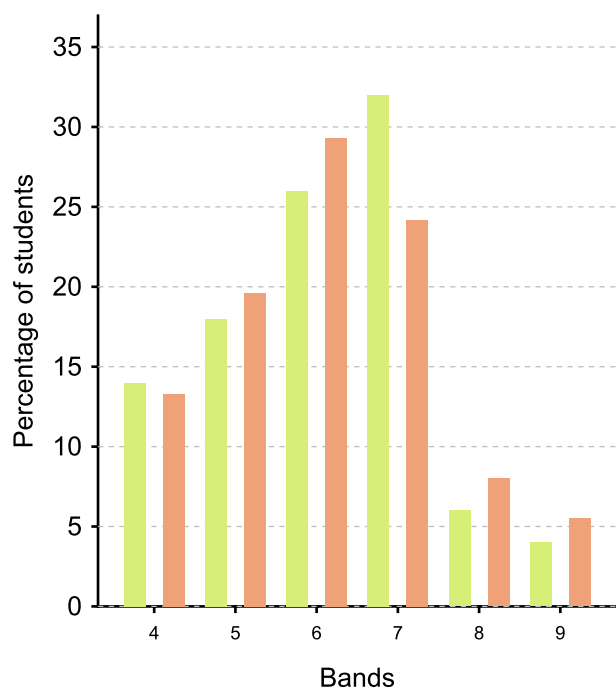
School performance

NAPLAN

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

From NAPLAN results in years 7 and 9, reading and writing continue to be areas to focus teaching and learning efforts upon. Grammar and Spelling results are comparable to similar schools.

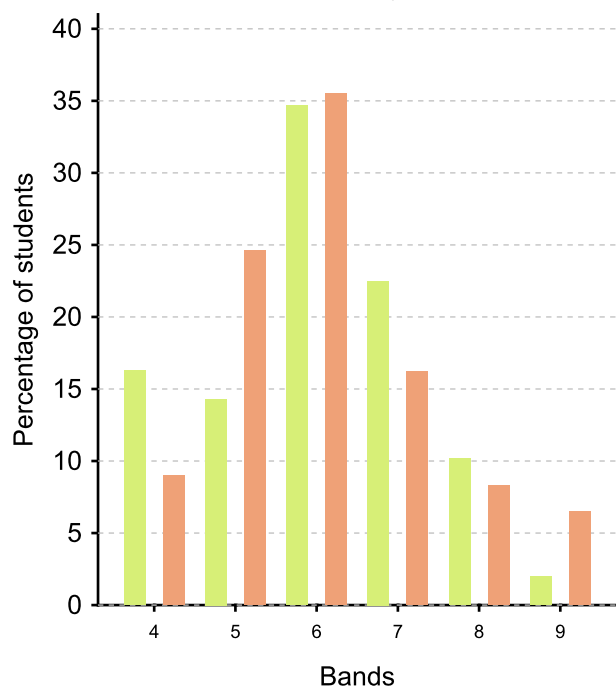
Percentage in bands:
Year 7 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	14.0	18.0	26.0	32.0	6.0	4.0
School avg 2015-2017	13.3	19.6	29.3	24.2	8.0	5.5

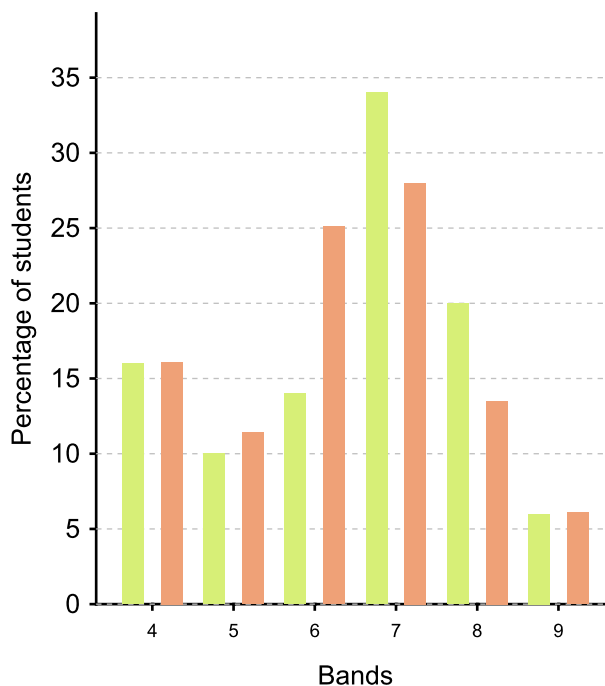
Percentage in bands:
Year 7 Reading



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	16.3	14.3	34.7	22.5	10.2	2.0
School avg 2015-2017	9.0	24.6	35.5	16.2	8.3	6.5

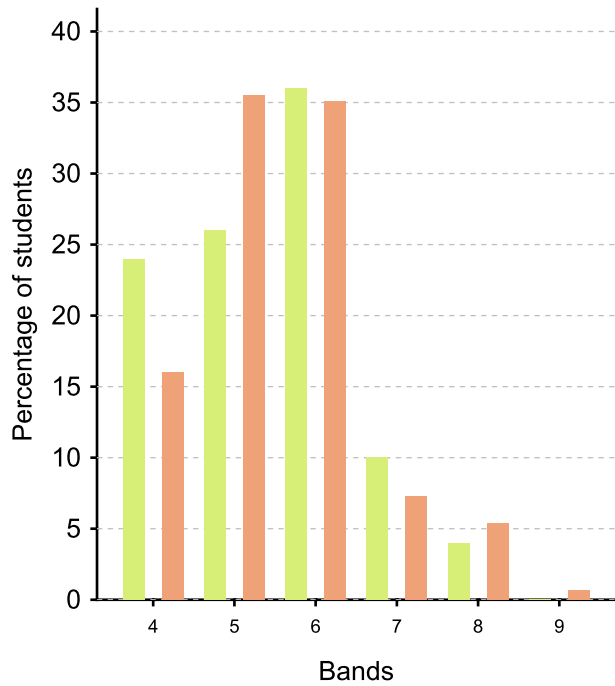
Percentage in bands:
Year 7 Spelling



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	16.0	10.0	14.0	34.0	20.0	6.0
School avg 2015-2017	16.1	11.4	25.1	28.0	13.5	6.1

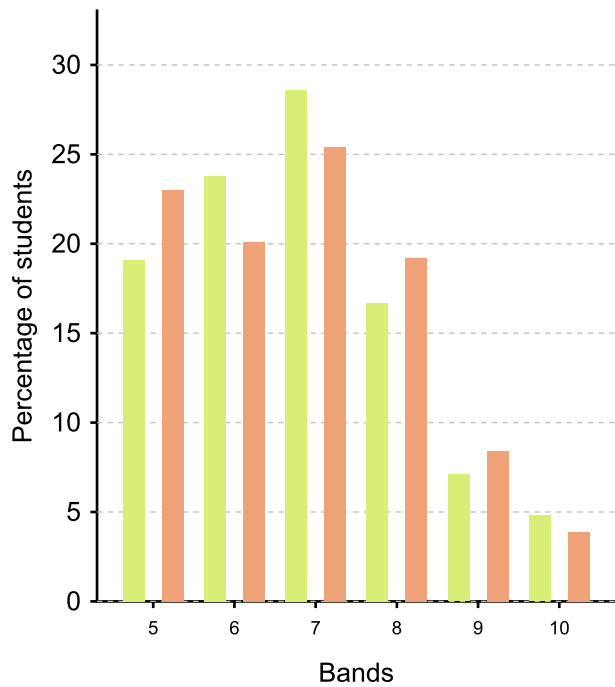
Percentage in bands:
Year 7 Writing



Percentage in Bands
School Average 2015-2017

Band	4	5	6	7	8	9
Percentage of students	24.0	26.0	36.0	10.0	4.0	0.0
School avg 2015-2017	16.0	35.5	35.1	7.3	5.4	0.7

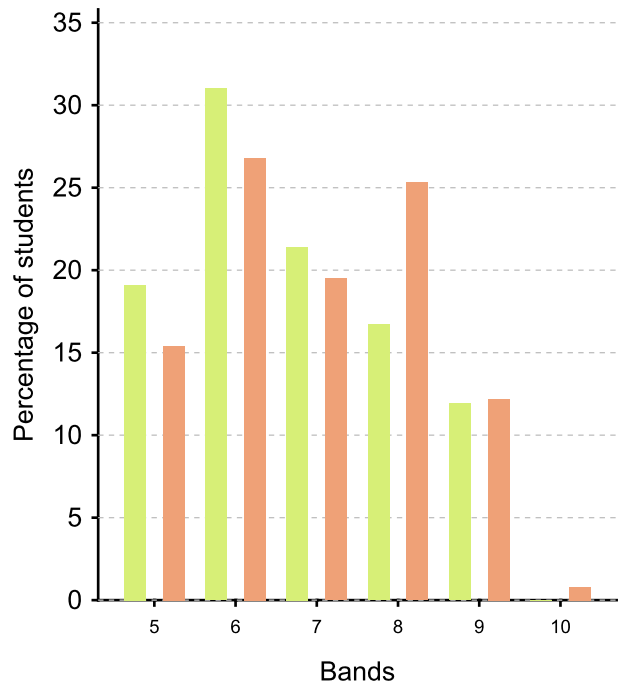
Percentage in bands:
Year 9 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	19.1	23.8	28.6	16.7	7.1	4.8
School avg 2015-2017	23.0	20.1	25.4	19.2	8.4	3.9

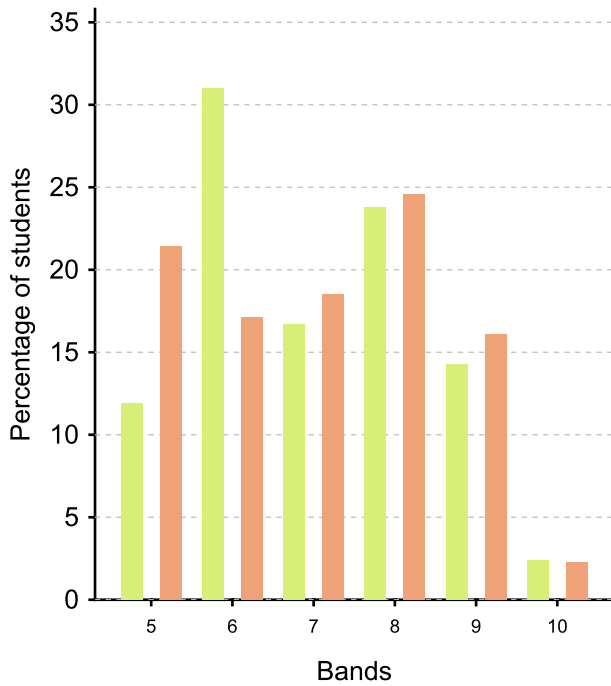
Percentage in bands:
Year 9 Reading



Percentage in Bands
School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	19.1	31.0	21.4	16.7	11.9	0.0
School avg 2015-2017	15.4	26.8	19.5	25.3	12.2	0.8

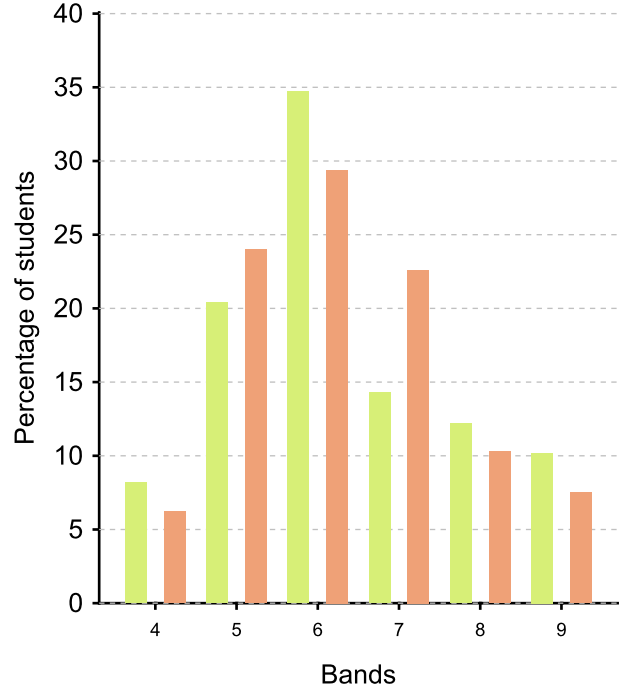
Percentage in bands:
Year 9 Spelling



Band	5	6	7	8	9	10
Percentage of students	38.1	35.7	7.1	14.3	4.8	0.0
School avg 2015-2017	38.5	27.8	12.2	18.4	3.1	0.0

Numeracy results are consistent with similar schools.

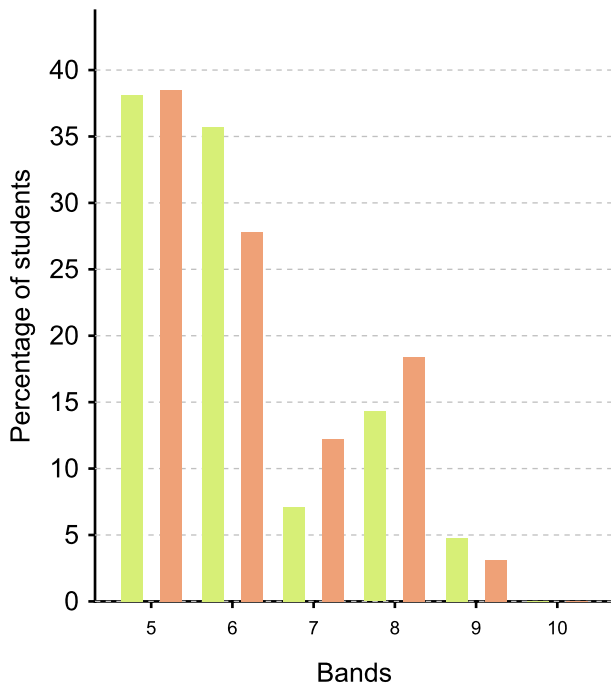
Percentage in bands:
Year 7 Numeracy



Percentage in Bands	
School Average 2015-2017	

Band	5	6	7	8	9	10
Percentage of students	11.9	31.0	16.7	23.8	14.3	2.4
School avg 2015-2017	21.4	17.1	18.5	24.6	16.1	2.3

Percentage in bands:
Year 9 Writing

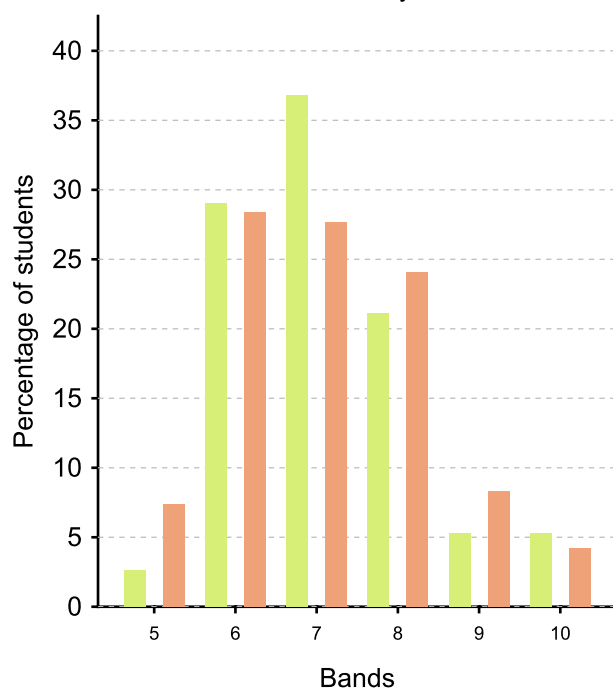


Percentage in Bands	
School Average 2015-2017	

Percentage in Bands	
School Average 2015-2017	

Band	4	5	6	7	8	9
Percentage of students	8.2	20.4	34.7	14.3	12.2	10.2
School avg 2015-2017	6.2	24.0	29.4	22.6	10.3	7.5

Percentage in bands:
Year 9 Numeracy



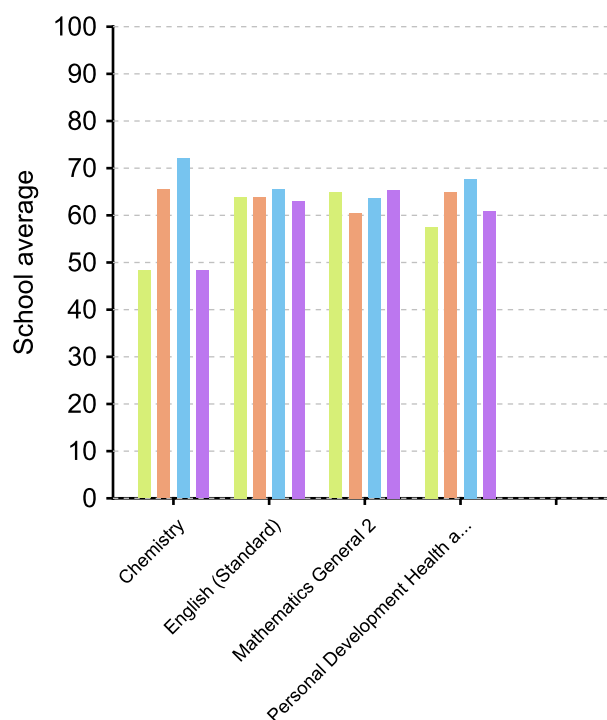
■ Percentage in Bands
■ School Average 2015-2017

Band	5	6	7	8	9	10
Percentage of students	2.6	29.0	36.8	21.1	5.3	5.3
School avg 2015-2017	7.4	28.4	27.7	24.1	8.3	4.2

In year 7 25% of Aboriginal students sitting NAPLAN achieved above state average in grammar and punctuation, spelling and writing. Of our year 9 Aboriginal students who sat NAPLAN, 50% were above state average in writing, 25% at state average in spelling and 50% just below state average in spelling.

Higher School Certificate (HSC)

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



■ School 2017	■ SSSG Average 2017
■ State Average 2017	■ School Average 2013-2017

Subject	School 2017	SSSG	State	School Average 2013-2017
Chemistry	48.3	65.5	72.1	48.3
English (Standard)	63.9	63.9	65.6	63.1
Mathematics General 2	64.8	60.5	63.6	65.3
Personal Development Health and Physical Education	57.5	64.9	67.7	60.9

Policy requirements

Aboriginal education

The implementation of the Aboriginal Education and Training Policy has seen Tenterfield High School target resources and professional learning to promote the inclusion of Aboriginal perspectives and content across KLAS. All Aboriginal students have individual education plans to support their individual needs and are invited to participate in activities in our Aboriginal learning centre,, located in our newly established Community Room. Several students have Student Learning and Support Officers assisting them. We work closely with Armajin Aboriginal Health Service staff, including their Clinical Nurse and Student Welfare Officer as well as Elders and community members to support the

education and wellbeing of our Aboriginal students.

Multicultural and anti-racism education

The Multicultural Education Policy and AntiRacism policy are supported through our Strategic Direction 2, which emphasises that every student is to have a safe learning environment. Acknowledgement and respect of cultural diversity and sense of belonging has been addressed through Harmony Day, run by our anti racism officer and student support officer. We have purchased and implemented a series of workshops for students in each stage of their education and for families and community members through the "Safe on Social Media" group, incorporating workshops and regular information brochures which we publish on our Facebook page and make hard copies available to students and community members. Our Student Support Officer and Community Liaison Officer work with individual and groups of students on multicultural and anit–racism issues.

Faculty programs also reflect a multicultural perspective. In English, students studied a number of texts from all cultural backgrounds as did HSIE students in both mandatory and optional courses. In Food Technology students studied food and customs from other cultures while students in History were involved in studying the impact of cultures in Australian society over time.