

Wiley Park Girls High School Annual Report



2018



8888

Introduction

The Annual Report for **2018** is provided to the community of Wiley Park Girls 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.

Grahame Steigler-Peters

Principal

School contact details

Wiley Park Girls High School

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Message from the Principal

Wiley Park Girls High School is a comprehensive high school with a compressed senior curriculum excelling in girl's education. We are located in Wiley Park and the entrance to the school is from The Boulevard. The school was established in 1957 and is located in a tranquil environment with beautiful established gardens. Achievements cover academic, sporting, cultural and creative areas with many of our students coming from overseas or from non-English speaking backgrounds.

Welcome to Wiley Park Girls High School, a school with a long and proud history, educating the young woman and achieving strong educational outcomes.

In 2018 student success was reflected in over 53 students gaining Band 5 and 6 students gaining Band 6 with 2 students gaining ATAR results of 96.9 and 97. Over thirty students gained entry into university courses. There was significant growth in our NAPLAN results and all students demonstrated growth in their learning outcomes.

The school is a modern learning environment with a foundation in our proud past. We have and continue to prepare young women in order to proceed to university and other careers to take their place in modern Australia.

While academic achievement is the foundation stone of the school, students today enjoy a dynamic and rich school environment which develops individual strengths and character, while fostering a love of learning and exciting school experience.

Girls go from Wiley Park Girls High School to become wiser and well educated young women. They are working in the wider community, particularly in the context of health, education, the environment and social justice.

Talents of students past and present are remarkable with many previous students returning as qualified teachers. Some girls after graduation have chosen careers in law and in sciences as well as careers in the humanities. We are proud of all our graduates.

Teachers, parents and students work in partnership to ensure that the education received by every student at Wiley Park Girls High School is of exceptional quality and that the memories of the school years spent at Wiley Park Girls High School are recalled with the school motto. 'Do Justly Love Mercy'.

Grahame Steigler-Peters

Principal, Wiley Park Girls High School.

School background

School vision statement

We are a vibrant and innovative learning community that is committed to delivering excellence within a rich and diverse learning environment.

Every student has the opportunity to achieve their personal best through engaged, active learning in our safe, respectful and supportive school.

School context

Wiley Park Girls High School is a comprehensive high school in South Western Sydney. Our school community is enriched with 97% of students being from a language background other than English (including refugee students). It has a proud history of supporting a diverse student population and caters for the educational and wellbeing needs of girls. We differentiate for the needs of students at all levels, including Gifted and Talented students. The school works in partnership with our local community and employs four Community Liaison Officers from Arabic and South Pacific Islander community groups.

Our aim is to transform teaching practice through innovative curriculum development and professional learning for teachers in the delivery of reading and comprehension strategies, numeracy across the curriculum and the use of technology to enhance student learning. This is well supported through a diverse range of co-curricular programs for student engagement and wellbeing.

A major focus area for the school is the Compressed Curriculum Model, which compresses both the Preliminary and HSC course into one year. Three courses are completed in the first year of study and three different courses are completed in the following year.

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.

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

Empowering Students for Success

Purpose

All students actively engaged in learning; developing the skills which will empower them to successfully think and work creatively, collaboratively and resourcefully.

Students are able to transfer literacy and numeracy skills across a variety of contexts in order to increase their levels of understanding and engagement.

Overall summary of progress

All staff working towards improvement measures, accessing professional learning opportunities, focusing on literacy and numeracy initiatives and differentiation to suit the learning needs of students.

Completion of the Tell Them From Me Survey (TTFM) to gain an understanding student engagement and satisfaction of learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Students are able to demonstrate sustained growth in literacy and numeracy.	\$5,000	Get Reading Right (GRR) Program at TPL estimated \$5,000
2. All staff are accessing professional learning opportunities focussed on literacy and numeracy initiatives and differentiation to suit the learning needs of students.	\$52,821	TPL expended \$52,821
3. A demonstrated growth in student engagement in learning activities as a consequence of effective differentiation.	\$384	TPL and training at staff meetings expended \$389

Next Steps

Students are able to demonstrate sustained growth in literacy and numeracy.

A demonstrated growth in student engagement in learning activities as a consequence of effective differentiation.



Strategic Direction 2

Enhancing Professional Practice

Purpose

All teachers engage in individualised team and shared professional learning in order to further develop and implement the skills to meet teacher accreditation, the teaching standards and the School Excellence Framework across learning, teaching and leading.

Teacher skills are developed to ensure high quality, efficient and effective teacher performance that improves student outcomes.

Overall summary of progress

All teaching staff are accessing professional learning opportunities and accumulating evidence to validate their progress towards maintenance at proficient, highly accomplished or lead levels of the national teaching standards.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. All teaching staff accessing professional learning opportunities and accumulating evidence to validate their progress towards maintenance at Proficient, Highly Accomplished or Lead level of the National Teaching Standards.	\$52,821	All staff engaged in Maintenance at Proficient all funds expended.
2. Growth in student academic performance as a result of all school staff demonstrating leadership and innovative pedagogical practices.	\$43,214 in wellbeing and leadership initiative	\$16,000 spend on leadership
3. Increased professional learning funding and time dedicated to development of literacy and numeracy initiatives.	\$5,000 allocate	\$5,000 spent on Literacy and Numeracy
4. Increased professional learning activity that fosters cross faculty exchange of ideas and induction in relation to effective classroom practice	\$52,821 TPL	All funds expended.

Next Steps

Growth in student academic performance as a result of all school staff demonstrating leadership and innovative pedagogical practices.

Strategic Direction 3

Valuing School Culture

Purpose

The development of a strong community working in a diligent and sustainable manner embedding a system of values and a culture of success.

The fostering of a whole school community, which is mutually respectful, supportive, resilient and working towards the success of our students.

Overall summary of progress

Increased professional learning funding and time dedicated to the development of literacy and numeracy initiatives into programming and assessment. Increased professional learning whole school and cross faculty workshops ensured cross faculty exchange of ideas and induction in relation to effective classroom practice.

The school has continued its commitment to a Positive Behaviour for Learning (PB4L) ethos. PB4L has proven to be a valuable whole school approach to student wellbeing and behaviour. During 2018, the school's PB4L team continued to provide staff training centred on the creation of positive learning environments that facilitate student wellbeing and learning. In a targeted manner, staff worked with students to establish a clear understanding of the school community's expectations with regards to student behaviour and engagement in learning. The successful implementation of a new mobile phone (& electronic devices) policy since mid-2018 has supported the school's commitment to the creation of harmonious learning spaces. The PB4L behaviour expectations matrix is widely displayed and reinforced in everyday activities across the school. Our wellbeing reporting system has been altered to reflect the schools expectations of student behaviour, providing the opportunity to gather data on the success of this PB4L approach. In 2018, the school was awarded the Metropolitan South Operational Directorate Principals Network Award for its PB4L team's outstanding achievement.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
1. Increase mental health strategies being applied on a daily basis to support a positive and constructive learning environment.	\$43,214 allocated	\$20,000 spent in Mental Health Initiatives TPL and Training
2. A measurable difference in the awareness of the community in relations to mental health and its impact on student wellbeing.	\$43,214 allocated	
3. Increased connections with external agencies and academic partners and other organisations that enrich the school and the school community.	\$120,000	FUSION employed 1 day a week, SMITH FAMILY education. 3 CLO employed.

Next Steps

Increased mental health strategies are applied on a daily basis to support a positive and constructive learning environment.

A measurable difference of the community in relations to mental health and awareness.

Increase connections with external agencies and academic partners and other organisations that enrich the school and the school community

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency		
Quality Teaching, Successful Students (QTSS)	PDP process finalised <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$ 0.00) • Quality Teaching, Successful Students (QTSS) (\$0.00) 	PDP process finalised
Socio–economic background	\$340,000	all funds expended
Support for beginning teachers	\$0	\$0
Targeted student support for refugees and new arrivals	\$1,989	all funds expended



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	0	0	0	0
Girls	526	487	497	480

Total students enrolled at Wiley Park Girls High School: 481 students of which 97% are from NESB backgrounds.

The school consists of 439 mainstream students and 42 students in the Support Unit.

Student attendance profile

School				
Year	2015	2016	2017	2018
7	92.1	91.1	90.9	92.2
8	90.4	87.2	87.4	86.9
9	87	87.5	87.1	89.9
10	84.1	84.2	86.2	80.6
11	84.5	85.7	83	82.2
12	85.7	78.7	84.5	76.5
All Years	87.1	85.7	86.4	84.6
State DoE				
Year	2015	2016	2017	2018
7	92.7	92.8	92.7	91.8
8	90.6	90.5	90.5	89.3
9	89.3	89.1	89.1	87.7
10	87.7	87.6	87.3	86.1
11	88.2	88.2	88.2	86.6
12	89.9	90.1	90.1	89
All Years	89.7	89.7	89.6	88.4

Management of non-attendance

Community Liaison Officers (CLO) contact families daily regarding student absenteeism. Fortnightly letters are sent by the SASS team regarding repeated unexplained absenteeism. This is followed up at wellbeing meetings with each year advisor analysing absentee data pertaining to their year group. Meetings with families of students with high absenteeism are organised to set up student management plans to improve attendance. This may include further referrals with external agencies including the Home School Liaison Officer (HSLO).

Post-school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	2	6
Employment	0	0	27
TAFE entry	4	1	14
University Entry	0	0	35
Other	0	0	10
Unknown	0	0	23

A significant amount of students gained meaningful employment in retail and commerce related careers. Another significant number gained entry to university courses and undergraduate degrees. Some students attended TAFE and others took up careers options in family business and the local community.

Year 12 students undertaking vocational or trade training

45 students in total undertook Vocational or Trade Training (VET) qualifications. This included 15 students in Hospitality, 15 students in Retail Services and 15 students in Business Services.

Year 12 students attaining HSC or equivalent vocational education qualification

100% attained HSC or equivalent Vocational Education Qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Head Teacher(s)	8
Classroom Teacher(s)	31.5
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	11.18
Other Positions	1

*Full Time Equivalent

Wiley Park Girls High School has no staff who identify as being of Indigenous background.

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	20

Professional learning and teacher accreditation

Staff development takes place on school professional learning days, staff and faculty meetings, and at additional times within and outside of school. All staff have been involved in professional learning activities throughout the year including mandatory training in Child Protection, Anaphylaxis, Emergency Care and CPR Training. All staff members are able to apply for professional learning funds to support individual professional learning plans as completed by all staff each year. The total expenditure on Professional Learning in 2018 was \$67 232.

All staff are accredited at Proficient teacher status under the Australian Professional Standards for teachers with five staff currently at Provisional level who are working towards Proficiency.

School development days have focused on an overview

of WPGHS' School Plan, Positive Behavior For Learning (PB4L) and Cross Curricular projects offered at the school. Deputy Principal Janet Fitzpatrick, led a presentation on Analysis of HSC results from the previous year leading to goal setting for 2018 and beyond in terms of student performance. There were specific sessions for new teachers to WPGHS and for staff who would be working with Support Unit students in various subject areas during the upcoming year. Time was allocated for each faculty to focus upon preparation, planning and implementation of the new Australian Curriculum, and development of the Performance Development Plans (PDP) by all teaching staff. The ongoing partnership with the High Resolves organisation has seen greater focus on preparing our students as global citizens. This has translated into greater participation from students in their pursuit of academic excellence.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	217,650
Revenue	7,966,746
Appropriation	7,759,856
Sale of Goods and Services	18,971
Grants and Contributions	182,981
Gain and Loss	0
Other Revenue	2,788
Investment Income	2,150
Expenses	-7,633,070
Recurrent Expenses	-7,633,070
Employee Related	-6,938,766
Operating Expenses	-694,304
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	333,676
Balance Carried Forward	551,326

1. The school has undertaken a specific succession planning approach to financial management. Upskilling of staff and related professional learning initiatives supporting this focus. Application of the Principal's Support Funds to employ a part-time consultant (an

ex-High school Principal) to assist with the management of SAP reporting processes has resulted in the development of a more strategic understanding and implementation of the school's processes. Additionally, a structured reporting cycle has been developed and implemented resulting in a more consistent monitoring regime by school based finance personnel. These sessions allow the school to adjust to emergent issues throughout the financial year. Secondly; training of administration staff to adapt to more specialised functionality expectations of the new SAP environment. This is particularly noteworthy in HR.

2. The school experienced no unusual expenditure/income patterns. Aspects of note however, include:

a) The school generates very little discretionary income. This essentially means that there is little growth in "6300 funds". Consequently, the school is entirely dependent upon the allocated SBAR of which some 16% are funded programs.

b) The school's funded programs are significantly directed toward employment of additional staff (both teaching and non-teaching). Short-term projections indicate that this will continue.

c) The small balances the school has accrued will be allocated to on-going maintenance and employment strategies.

3. Total expenditure in 2018 on Professional Learning was \$67232. The school was allocated \$52821: thus was an overspend on some \$14411. Professional Learning constituting some 127% of the Departmental allocation.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	5,125,322
Base Per Capita	104,713
Base Location	0
Other Base	5,020,608
Equity Total	1,216,337
Equity Aboriginal	1,305
Equity Socio economic	655,576
Equity Language	275,056
Equity Disability	284,401
Targeted Total	881,997
Other Total	151,838
Grand Total	7,375,494

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

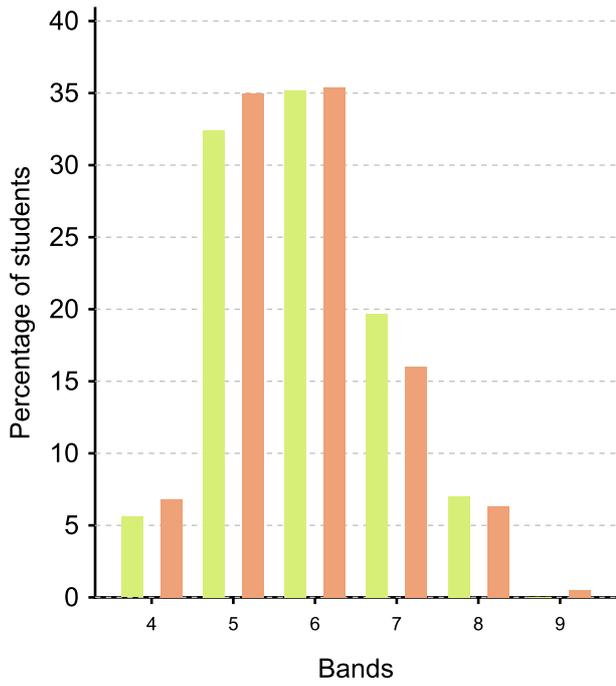
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

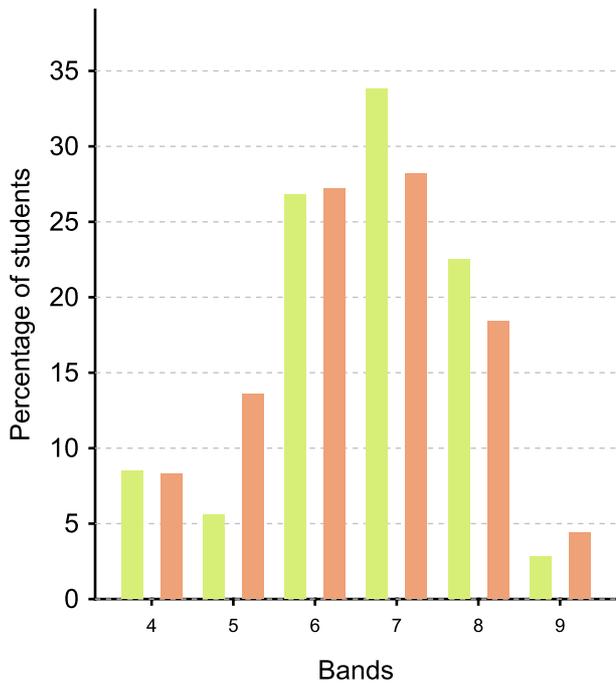
Wiley Park Girls High School achieved 35% of students in Band 6 in Writing, 34% of students in Band 7 in Spelling, 45% of students in Band 6 in Reading and 28% of students in Band 7 in Grammar and Punctuation in year 7. In the Year 9 Writing component 41% of students gained band 6 with 27% achieving band 7. This is a good result based on previous years and the ESL nature of the student profile. In Spelling 32% of students gained band 7 with 25% gaining band 8. In Reading 38% of students gained band 7. This is an improvement over previous years. 14% of students gained band 8, with a combined 5% achieving band 9 and 10 respectively. In Grammar and Punctuation, 22% of students gained band 7 with 27% gaining band 8. The growth pattern of all these literacy components need to be built on in coming years and is an area the school has listed as an improvement measure in the school plan.

**Percentage in bands:
Year 7 Writing**



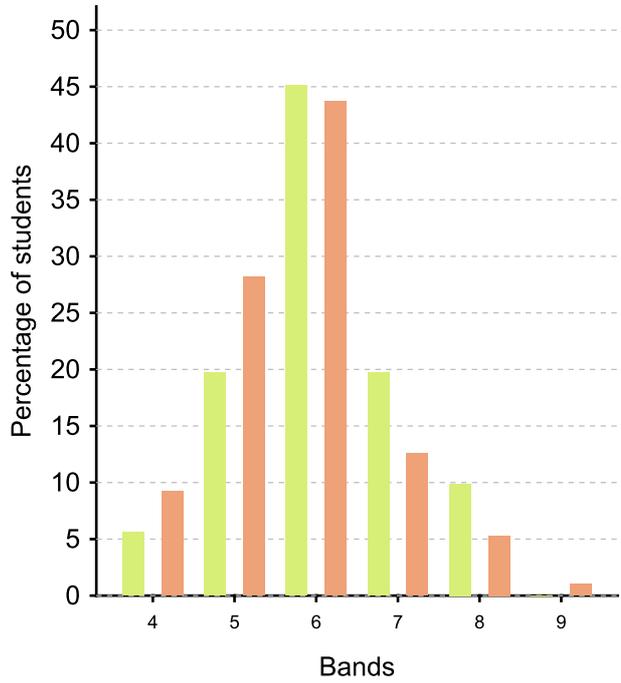
Band	4	5	6	7	8	9
Percentage of students	5.6	32.4	35.2	19.7	7.0	0.0
School avg 2016-2018	6.8	35	35.4	16	6.3	0.5

**Percentage in bands:
Year 7 Spelling**



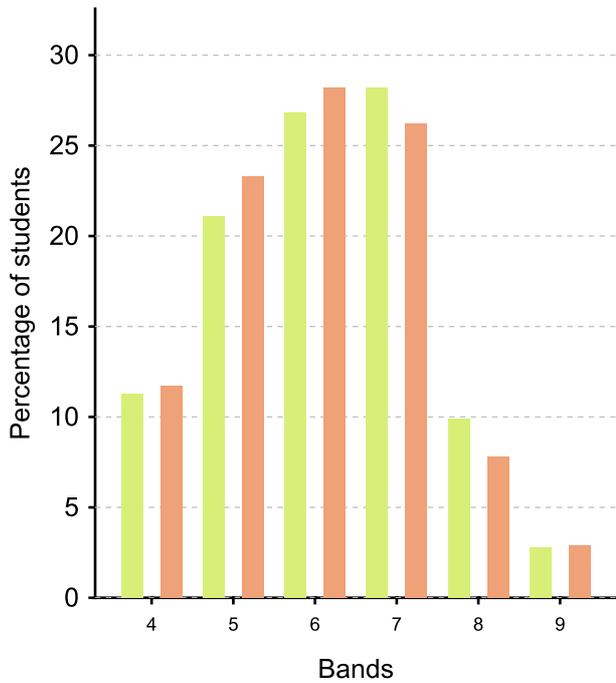
Band	4	5	6	7	8	9
Percentage of students	8.5	5.6	26.8	33.8	22.5	2.8
School avg 2016-2018	8.3	13.6	27.2	28.2	18.4	4.4

**Percentage in bands:
Year 7 Reading**



Band	4	5	6	7	8	9
Percentage of students	5.6	19.7	45.1	19.7	9.9	0.0
School avg 2016-2018	9.2	28.2	43.7	12.6	5.3	1

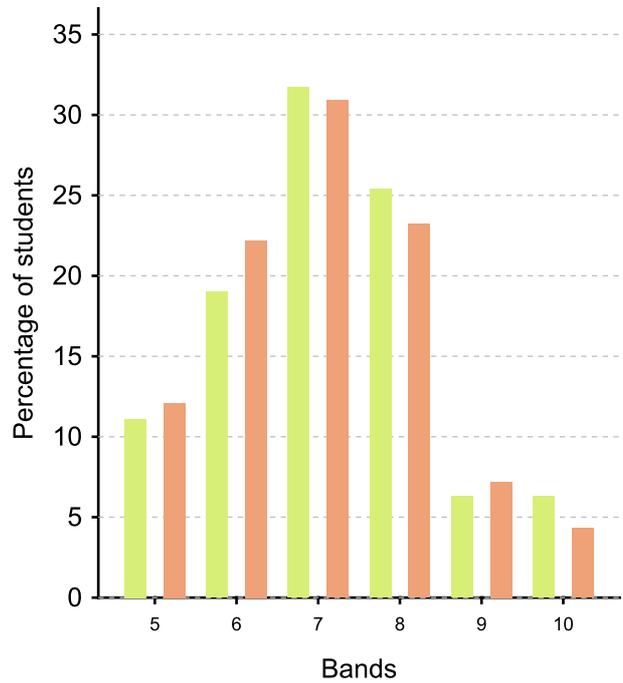
Percentage in bands:
Year 7 Grammar & Punctuation



Band	4	5	6	7	8	9
Percentage of students	11.3	21.1	26.8	28.2	9.9	2.8
School avg 2016-2018	11.7	23.3	28.2	26.2	7.8	2.9

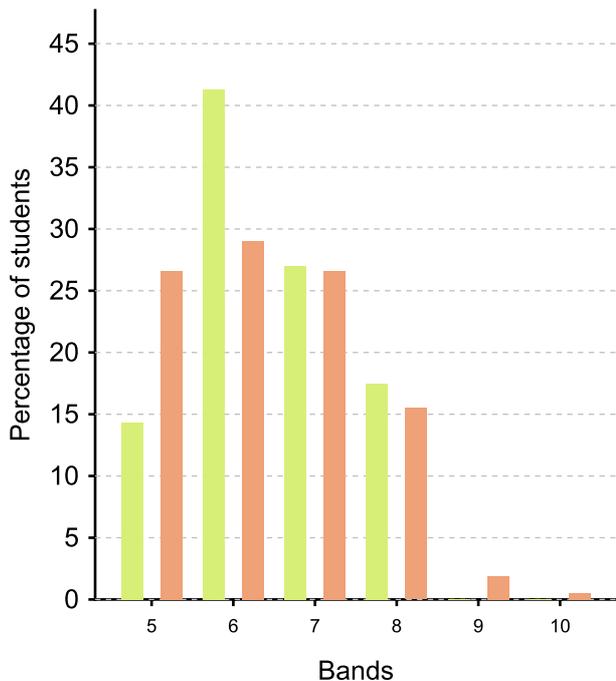
Band	5	6	7	8	9	10
Percentage of students	14.3	41.3	27.0	17.5	0.0	0.0
School avg 2016-2018	26.6	29	26.6	15.5	1.9	0.5

Percentage in bands:
Year 9 Spelling

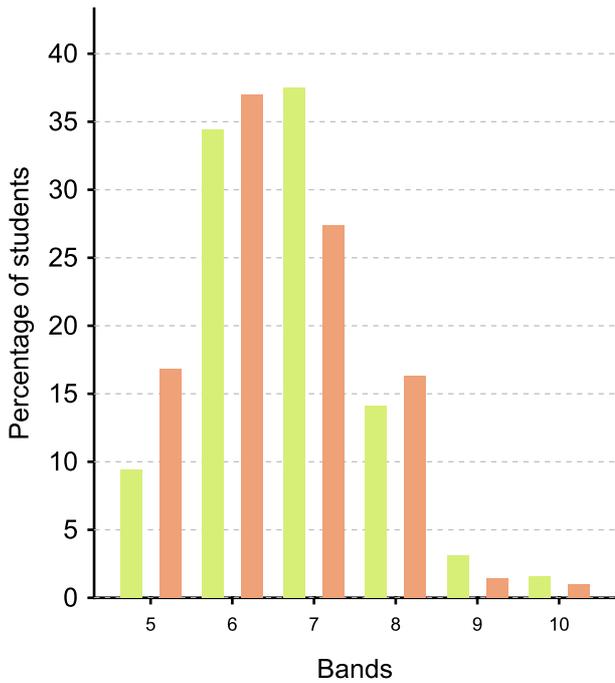


Band	5	6	7	8	9	10
Percentage of students	11.1	19.0	31.7	25.4	6.3	6.3
School avg 2016-2018	12.1	22.2	30.9	23.2	7.2	4.3

Percentage in bands:
Year 9 Writing



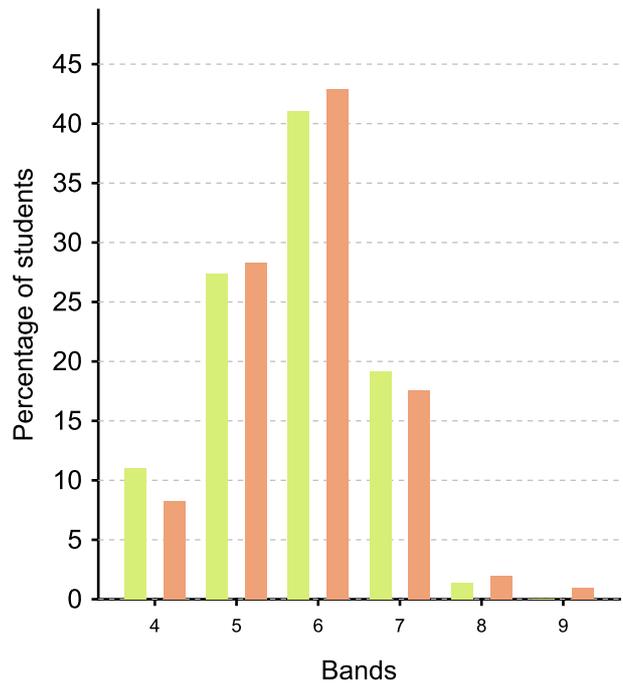
**Percentage in bands:
Year 9 Reading**



Band	5	6	7	8	9	10
Percentage of students	9.5	31.7	22.2	27.0	7.9	1.6
School avg 2016-2018	18.8	28.5	28.5	16.9	5.8	1.4

Year 7 Numeracy is represented with most students achieving bands 5, 6 and 7. 27% of students in band 5, 41% in band 6 and 19% of students in band 7. This is consistent with previous years and there is a need for growth. Year 9 Numeracy is represented with most students in bands 6 and 7. 40% of students in band 6 and 38% of students in band 7. This is consistent with previous years.

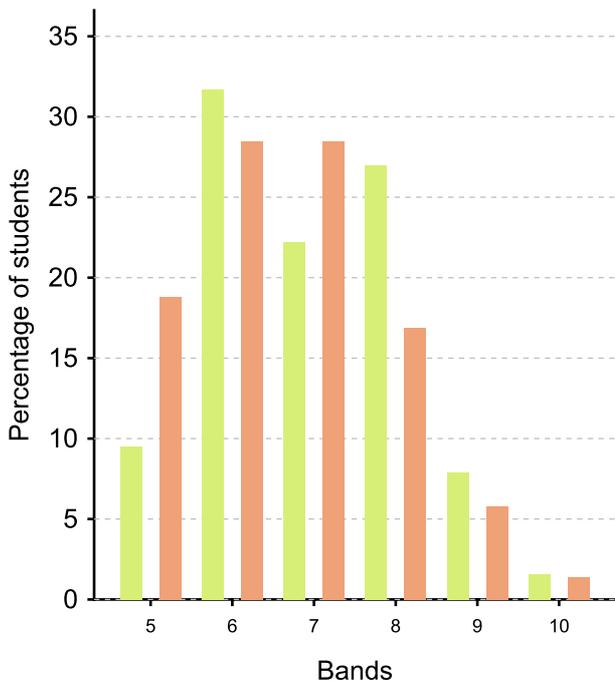
**Percentage in bands:
Year 7 Numeracy**



Percentage in Bands
School Average 2016-2018

Band	5	6	7	8	9	10
Percentage of students	9.4	34.4	37.5	14.1	3.1	1.6
School avg 2016-2018	16.8	37	27.4	16.3	1.4	1

**Percentage in bands:
Year 9 Grammar & Punctuation**

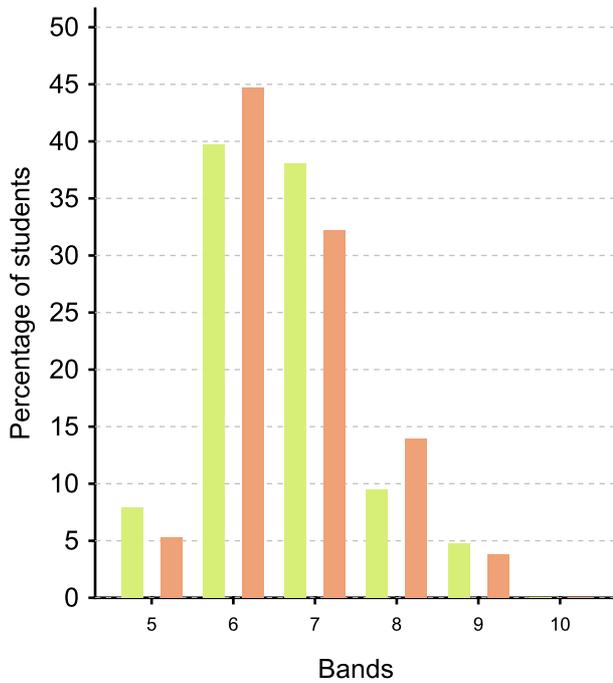


Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Band	4	5	6	7	8	9
Percentage of students	11.0	27.4	41.1	19.2	1.4	0.0
School avg 2016-2018	8.3	28.3	42.9	17.6	2	1

Percentage in bands:
Year 9 Numeracy



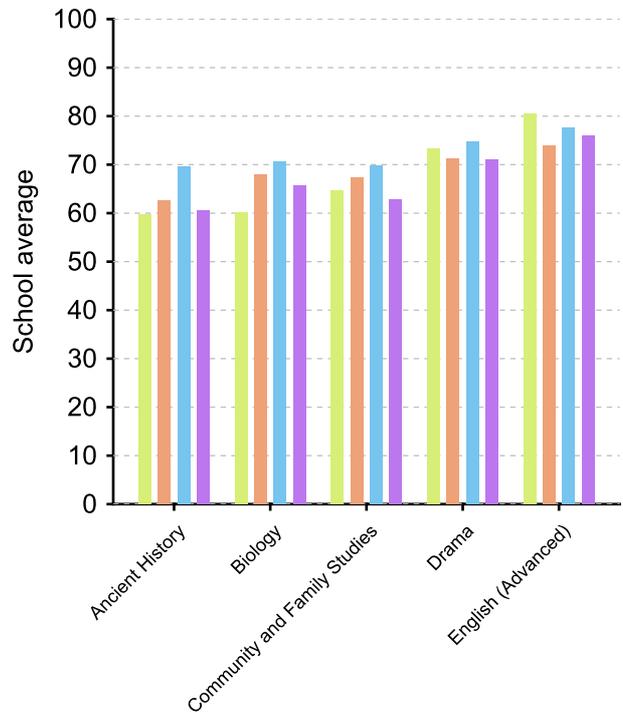
Band	5	6	7	8	9	10
Percentage of students	7.9	39.7	38.1	9.5	4.8	0.0
School avg 2016-2018	5.3	44.7	32.2	13.9	3.8	0

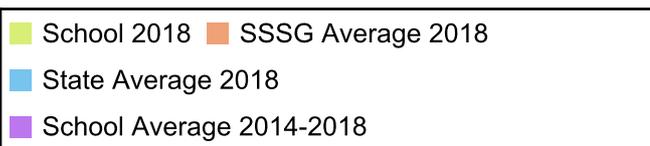
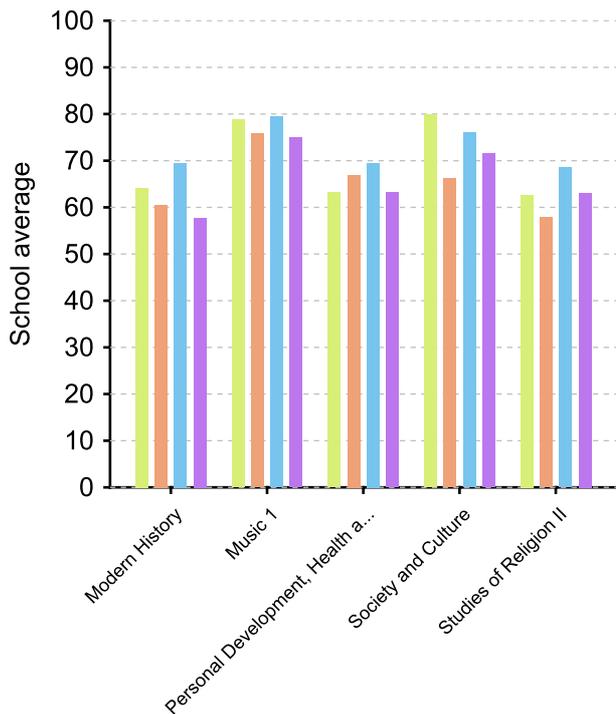
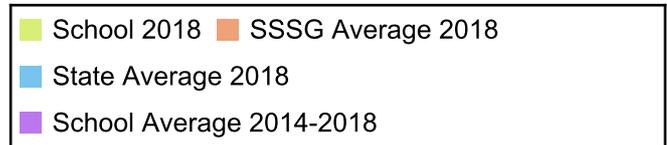
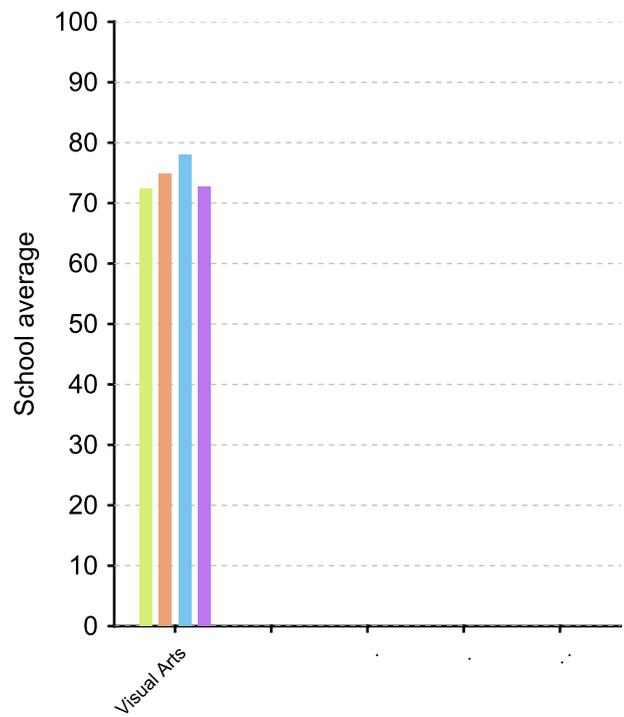
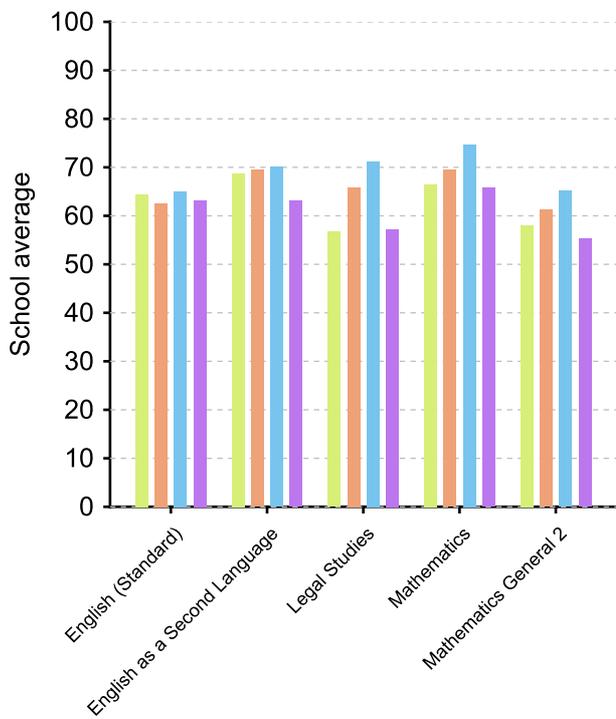
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Wiley Park Girls High School is working towards meeting the requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands. 2018 NAPLAN results demonstrated an improvement over previous years. In Grammar & Punctuation and Reading, 10% of students achieved band 8. 23% of students achieved band 8 in spelling and 7% of students achieved band 8 in writing. In year 9 Grammar and Punctuation, 37% achieved in the top 3 performance bands, with 19% achieving in the top 3 performance bands in reading. In spelling, 36% of students achieved a band 8 or above, with 17% achieving a band 8 in writing. These results represent an improvement from 2017 results. All KLA's at the school will be implementing literacy and numeracy strategies as part of the Get Reading Right (GRR) program to continue to improve these performance measures.

Higher School Certificate (HSC)

The performance of students in the HSC is reported in bands ranging from Band 1 (lowest) to Band 6 (highest). In 2018, the performance of students in the HSC demonstrated above state average results in the following HSC subjects: English (Advanced) and Society and Culture. Students are still reported in the range of bands from band 1 to band 6. However, in 2018, there were 6 band 6 results an increase on 2017 results.





Subject	School 2018	SSSG	State	School Average 2014-2018
Ancient History	59.7	62.6	69.5	60.6
Biology	60.1	67.9	70.7	65.6
Community and Family Studies	64.6	67.4	69.9	62.9
Drama	73.3	71.3	74.8	71.1
English (Advanced)	80.6	74.0	77.5	76.1
English (Standard)	64.4	62.6	65.0	63.2
English as a Second Language	68.7	69.4	70.1	63.1
Legal Studies	56.7	65.8	71.2	57.3
Mathematics	66.5	69.5	74.8	65.8
Mathematics General 2	58.1	61.2	65.1	55.3
Modern History	64.2	60.6	69.5	57.8
Music 1	78.8	75.8	79.5	74.9
Personal Development, Health and Physical Education	63.2	66.9	69.5	63.2

Society and Culture	79.9	66.2	76.1	71.5
Studies of Religion II	62.7	57.9	68.5	63.1
Visual Arts	72.3	74.9	78.0	72.6

The within school comparison indicated a significant growth in EAL/D, Society and Culture English Advanced and Standard. Students studying the above subject achieved their highest band overall.

Parent/caregiver, student, teacher satisfaction

The 2018 Tell Them From Me (TTFM) survey indicated that students believed staff at the school provided a high level of advocacy to support their learning. They feel connected to staff and identified that staff consistently provide encouragement and advice. Further, the students identified that the school culture has resulted in students having high expectations of success as they progress through their educational journey. They feel connected, have a strong sense of belonging and a high level of engagement with our school community. A large number of students at the school intend to complete Year 12 in order to attend tertiary education. Very few students at the school consider themselves being a victim of bullying at school. The students are aware the school has proactive wellbeing and resilience teams to assist with issues of emotional concern.

Policy requirements

Aboriginal education

All KLA's implemented and acknowledge the traditional; owners and their cultural identity. Aboriginal perspectives are incorporated into programs across all years and in the junior classes, lessons incorporate the 8 ways of learning approach.

Valuable learning experiences and deeper understanding of Aboriginal understanding were expanded with student visits to Broken Hill High School and connections with the aboriginal community. As part of the Wiley Park Girls High School commitment to the City Country Alliance (CCA) the school continues to exchange educational programs through visitations and video conferences with staff, students and families across Far West NSW forming partnerships to embrace cultural inclusion and diversity.

Multicultural and anti-racism education

The school has a partnership program with the City Country Alliance (CCA) and with the Together For Humanity Group to promote intercultural understanding and a sense of belonging for all students. Through CCA

the school has been linked with highly populated Aboriginal school communities and schools with diverse cultural populations across NSW and partnered with the University of Western Sydney in a research program to support anti-racism and promote cultural inclusivity and pride in their multiculturalism. The school further promotes anti-racism through its partnership with the Canterbury Bankstown Harmony Group with Wiley Park Girls High School and their teacher, Mrs Marie Mourad and Deputy Principal, Ms Debbie Agapitos also awarded for their contribution in the promotion of harmony and multiculturalism. The Refugee Awareness Committee (RAC) co-ordinated by Mrs Patricia Stefanidis continues to support anti-racism across the school. The committee has been running for more than 10 years and consists of our refugee students and other volunteer students. Refugee students are supported by the Refugee co-ordinator, counsellors and classroom teachers who have completed the "Teaching Refugees in My Classroom" course. This ensures that students are supported academically and reach their potential at school. Our staff have an awareness of cultural differences and are sensitive to the journey undertaken by refugees and their families. Whole school activities, excursions, inter cultural and school visits are undertaken during Refugee Week to ensure awareness of the plight of refugees and to promote an inclusive environment. Guest speakers have included ex-refugee students, authors and community members.