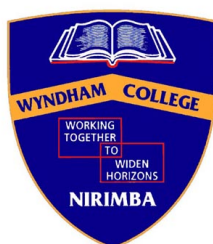


Wyndham College

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Wyndham College 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.

School contact details

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School background

School vision statement

At Wyndham College, we work in partnership with the whole school community to create a safe supportive environment which will challenge and enable all students to identify and move towards reaching their potential.

Our legacy will be the nurturing of young adults who have developed a love of learning, a suite of skills, a global outlook and a willingness to constructively participate in the wider community.

School context

Wyndham College provides a range of educational options for stage 6 students. The College offers a broad range of senior curriculum, supported by an extensive student support program.

Wyndham College is located in Quakers Hill on the Nirimba Education Precinct, and is a comprehensive senior high school and draws students from the three 7–10 schools within the Nirimba Collegiate (Quakers Hill, Riverstone and Seven Hills High Schools). The College, with its reputation for the provision of high quality education, attracts a significant number of students from non-government schools.

In 2018, there were over 700 students enrolled in the College.

Of these, approximately 6% students identified as Aboriginal and Torres Strait Islanders.

The College partners within the Nirimba Education Precinct are: Western Sydney University–The College Nirimba Campus, Western Sydney Institute of TAFE (Nirimba College) and the Catholic Education Office Parramatta Diocese (St John Paul II Catholic College).

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 school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 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	Sustaining and Growing
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality educational practices

Purpose

Provide a high standard of education through innovative pedagogy, student engagement and quality teaching that enables all learners to succeed.

Improvement Measures

Improved student engagement is reflected in improved attendance, increased retention rates and improved value added in courses.

Students requiring differentiation are identified and have a learning plan/pathway that are accessible to all staff.

Data analysis is used to inform improved educational practices.

Data will identify improved **numeracy and literacy** educational practices

Overall summary of progress

The progress on the improvement measures is sound. All areas have been, and continue to be addressed with progress being monitored and evaluated.

Progress towards achieving improvement measures

Process 1: All staff will:

Use data to reflect on their own and others' teaching practice to identify best practice and areas for improvement

Evaluation	Funds Expended (Resources)
Reflection on results and develop areas, in all KLA, that require improvement and/or modification. Enhanced teaching and learning should come out of detailed analysis and reflection.	RAP , SMART Data and SCOUT

Process 2: Engage in collaborative planning to differentiate teaching programs and resources

Evaluation	Funds Expended (Resources)
Each faculty to develop targeted programs to address area/s identified as concerns. Successes measured by improved data, to be celebrated.	School development days; School based professional learning Teacher identified professional learning Supported by TPL and RAM funds

Process 3: Build student capacity to become self-directed and independent learners

Evaluation	Funds Expended (Resources)
Each Faculty develops strategic programs to target area where improvement has been required.	Faculty program days to review implementation

Process 4: Implement the NESA changes for 2018–Teacher accreditation , implement new syllabuses and Implement new assessment requirements.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
MY PL Data	TPL

Process 5: The College will:

Provide alternative enrichment and innovative curriculum initiatives to meet student needs. This might include:

- * STEM
- * Trade–School
- * Build–a–Bike course
- * Platinum class

Evaluation	Funds Expended (Resources)
Student engagement and student feedback	Selected staff

Process 6: Provide 'A Learning and Responding Matrix' (ALARM) Cross curricular **literacy** program

Re–engage MAGIC–(*Meaning, Attack, Generate, Interpret, Communicate*) Cross curricular **numeracy** program

Evaluation	Funds Expended (Resources)
Students embed the use ALARM strategies in extended responses.	Teaching staff

Process 7: Provide transition planning and careers advice, exit meetings and post school destination surveys

Evaluation	Funds Expended (Resources)
Teaching staff, Learning and Support Teacher (LaST) and Student Learning and Support Officer (SLSO)	Teaching staff, Learning and Support Teacher (LaST) and Student Learning and Support Officer (SLSO)

Next Steps

All directions to be monitored and evaluated. Key information gleaned for inclusion and/or modification in the next Strategic Plan.

Strategic Direction 2

Leading, learning and connecting

Purpose

Provide a culture of learning and development, which enhances pedagogical skills, leadership experiences and connections within and beyond the college.

Improvement Measures

All staff will engage in professional learning and are successful in achieving and maintaining their accreditation.

Increased number of students involved in student leadership programs.

Monitor Performance and Development Plans for all staff which build capacity across all aspects of professional practice.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

Mentoring of teachers new to the College

Evaluation	Funds Expended (Resources)
Executive PDP Meetings with Principal following executive having PDP meetings with staff confirming goals, directions and strategies.	<ul style="list-style-type: none">• Staff, Faculty and Professional Learning Meetings;• Professional Learning Team;• Informal conversations.

Process 2: Teachers share curriculum and corporate knowledge

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• MyPL data;• Review of teaching & learning programs and assessment.	<ul style="list-style-type: none">• MyPL;• School based professional learning;• Teacher identified professional learning;• Faculty meetings and planning days.

Process 3: Staff will engage in professional learning based on their Performance and Development Plan

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Individual Teacher Analysis completed using RAP Data;• Review of teaching and learning programs, assessment and teaching strategies and resources;• Head Teachers to prepare summary of HSC Analysis to present at executive Conference in March 2019.	RAP Data for HSC Analysis; Faculty conversations from RAP Data analysis.

Process 4: Develop strategies to ensure greater involvement of students in leadership programs. These may include:

- * SRC
- * Peer Counsellors
-
- * MUNA

Progress towards achieving improvement measures

Process 4: * UBS Young Women's Leadership Academy

* UBS Finance Academy

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Experience shared with SRC; • Students involved in a range of leadership opportunities. 	<ul style="list-style-type: none"> • SRC Coordinators and Executive Team; • Teacher and Program Coordinators.

Process 5: All staff and students will be immersed in the 'Be You' Wellbeing Program

Evaluation	Funds Expended (Resources)
Survey evaluation on morale of staff and students	Staff PL for better delivery to staff and students.

Process 6: Select and implement the use of appropriate technologies for staff and students

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • MyPL data; • Sentral Resource Booking data reviewed; • Technology Team minutes. 	<ul style="list-style-type: none"> • Professional learning opportunities; • Technology support staff; • Technology Team.

Process 7: Create STEM opportunities for staff and students

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Student participation in clubs; • Reports published in Wyndham Whispers and on the College website and Facebook page. 	<ul style="list-style-type: none"> • School Development Days; • STEM Coordinator; • Teaching staff and Program Coordinators; • Head Teacher Secondary Studies; • Precinct Committees and Working Groups.

Process 8: Create an e-P&C to increase parental involvement

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none"> • Communication between parents and Wyndham College staff; • Resourcing decisions made. 	<ul style="list-style-type: none"> • Wyndham College staff; • FOW members.

Next Steps

All directions monitored and evaluation for inclusion and/or modification in the next Strategic Plan.

Strategic Direction 3

Holistic development of students

Purpose

Provide an inclusive, holistic educational environment to enhance student development as independent, resilient learners and citizens.

Improvement Measures

All staff and students are engaged in the *'Be You' Wellbeing Program*.

Greater involvement of students in the opportunities and events provided by the College.

Students successfully transition to employment or further education at the conclusion of secondary education.

Overall summary of progress

This is an on-going area, with strategies being evaluated and modified according to need.

Progress towards achieving improvement measures

Process 1: How do we do it and how will we know?

The College will continue to offer opportunities for student participation in activities and events This might include:

- * SRC
- * Peer Counselling
- * Australian Indigenous Mentoring Program (AIME)
- * Goal Hub
- * School Representative Sport
 -
- * Student Clubs
- * Transition / Orientation Activities
- * WREC Days, Harmony Day, Multicultural Day, Competitions, Spirit Days
- * Hosting international school visits
- * SRE Assemblies / Ethics Program
- * Participation in community, citizenship and charity programs

Utilise connections with recognised accredited providers to enhance the learning experiences of students. These may include: WSU, TAFE, Elevate, Ready for Work, personnel to support the Life Ready program.

Maintain effective wellbeing programs to support students

Evaluation	Funds Expended (Resources)
Monitor retention rates from Preliminary to HSC courses. Monitor student post-school destinations. 2020 Calendar of events established.	Collegiate Partner school data – HTs Wellbeing/ Year Advisers/ Careers Advisers
More student centred activities developed – assemblies etc.	

Next Steps

All directions to be monitored and evaluation for inclusion and/or modification in the next Strategic Plan.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Finalise the PLPs for year 11 moving into year 12 courses</p> <p>Start the formulation of PLP's for year 10 students moving to Wyndham College for year 11.</p> <p>Finalise post school destinations for exiting year 12 students</p> <p>Goal Hub initiated</p> <p>Aboriginal teacher/mentor</p> <p>Wellbeing team</p> <p>AIME mentoring team</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$3 000.00) 	<p>All PLPs will be finalised</p> <p>Full post school destination report will be finalised</p>
English language proficiency	<p>EAL/D teacher</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$7 000.00) 	<p>Engaged students who have successfully completed their studies to the best of their ability</p>
Low level adjustment for disability	<p>SLSO's</p> <p>LaST teacher</p> <p>Professional Learning on how to differentiate the curriculum for all students to access the curriculum</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$25 000.00) 	<p>Student attendance to be reviewed.</p> <p>Results to be evaluated to consider effect. Reflect on the requirements for 2020 and targeted areas to be identified for 2020</p>
Socio-economic background	<p>Targeted teachers to deliver the specialist programs–Tradschool</p> <p>Build a bike</p> <p>ALARM coordinator</p> <p>STEM coordinator</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$50 000.00) 	<p>Success will be determined by the number of students who complete the respective programs. Programs evaluated annually to assess their relevance</p> <p>The effectiveness of the ALARM and platinum programs to be reflected in improve value added for students</p> <p>STEM– interest will help determine the offerings within in STEM</p>
Support for beginning teachers	<p>Teaching time</p> <p>Allocated class allowance</p> <p>Targeted class</p> <p>LAST assistance</p>	<p>More efficient transition to Stage 6 teaching</p> <p>Better relationships between students/ teachers</p>

Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> • (\$60 000.00) 	More efficient transition to Stage 6 teaching Better relationships between students/ teachers
Targeted student support for refugees and new arrivals	EALD Teacher Support Mentor Support Specific allocated class EALD staff teaching time Funding Sources: <ul style="list-style-type: none"> • (\$20 000.00) 	More efficient transition to School Provision of safe and valuing environment

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	355	352	357	311
Girls	313	339	350	315

Student attendance profile

School				
Year	2016	2017	2018	2019
11	89.8	89.3	89.1	88
12	90.3	90.1	87	88.3
All Years	90	89.6	88.1	88.2
State DoE				
Year	2016	2017	2018	2019
11	88.2	88.2	86.6	86.6
12	90.1	90.1	89	88.6
All Years	89	89	87.7	87.5

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Post school destinations

Proportion of students moving into post-school education, training or employment	Year 10 %	Year 11 %	Year 12 %
Seeking Employment	0	0	9.5
Employment	0	0	26.5
TAFE entry	0	0	18
University Entry	0	0	43.5
Other	0	0	2.5
Unknown	0	0	0

Year 12 students undertaking vocational or trade training

44.96% of Year 12 students at Wyndham College undertook vocational education and training in 2019.

Year 12 students attaining HSC or equivalent vocational education qualification

96.4% of all Year 12 students at Wyndham College expected to complete Year 12 in 2019 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)	11
Classroom Teacher(s)	40.34
Learning and Support Teacher(s)	0.4
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	14.28
Other Positions	1

*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, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

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 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	889,752
Revenue	10,089,978
Appropriation	9,639,382
Sale of Goods and Services	68,783
Grants and contributions	377,567
Investment income	4,146
Other revenue	100
Expenses	-9,552,233
Employee related	-8,452,197
Operating expenses	-1,100,036
Surplus / deficit for the year	537,745

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.

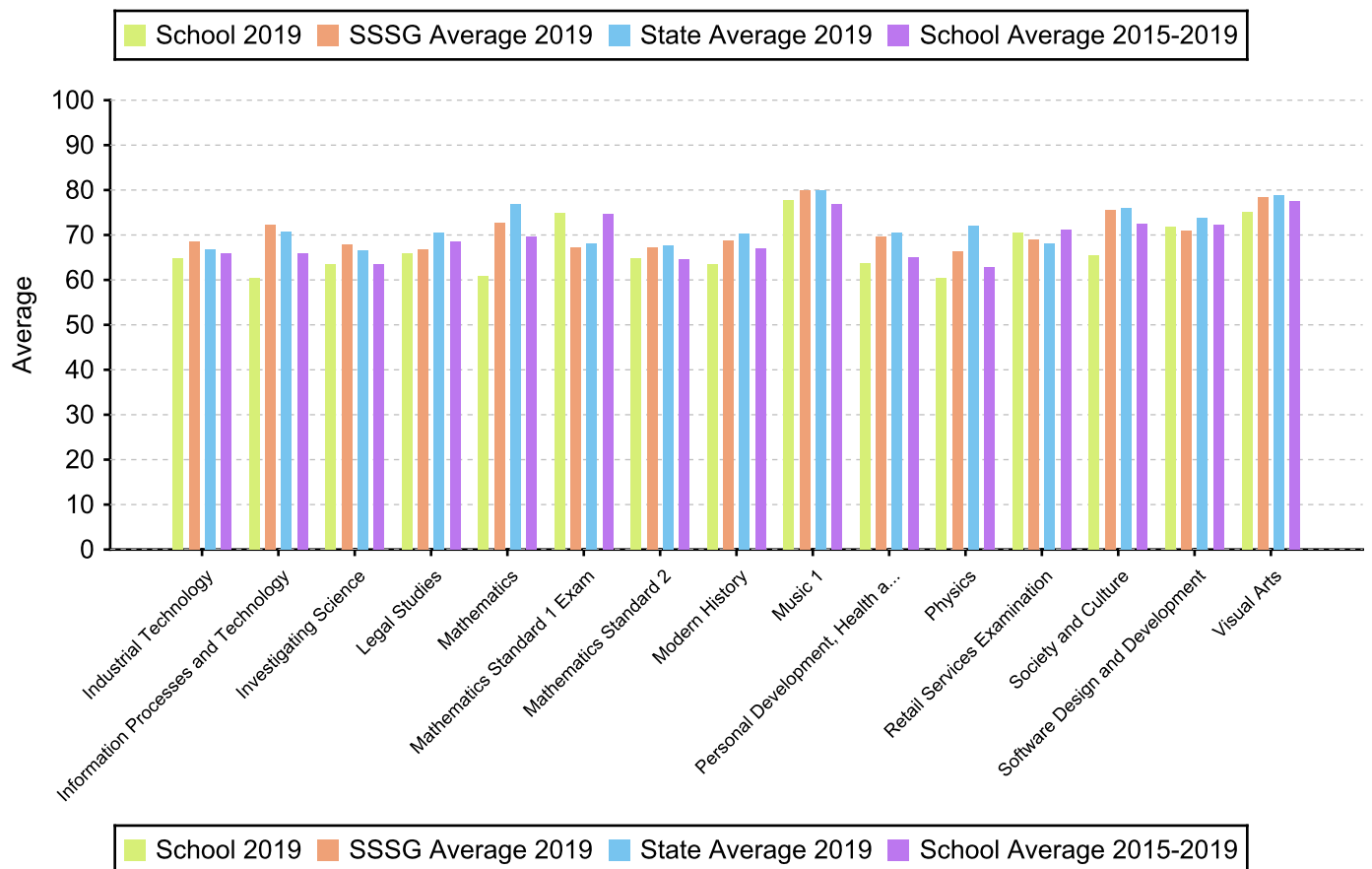
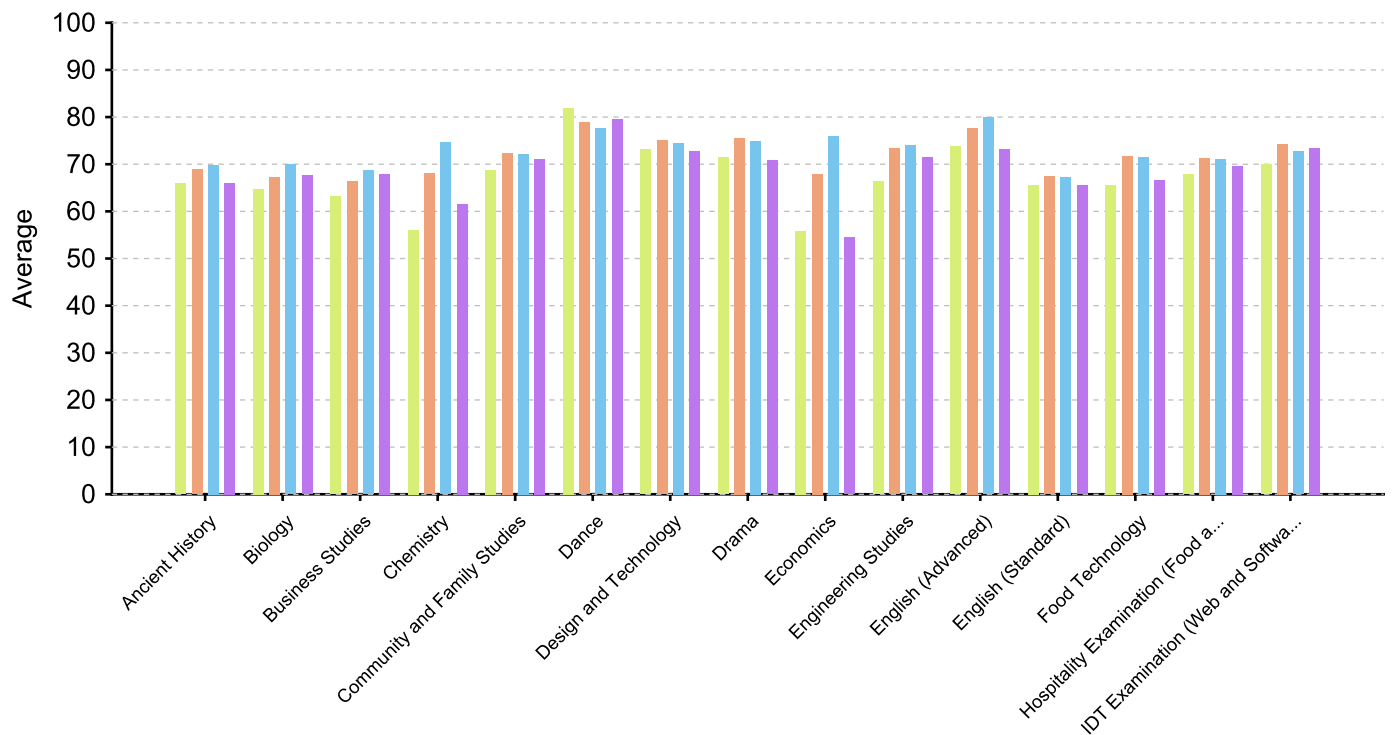
	2019 Approved SBA (\$)
Targeted Total	1,124,451
Equity Total	550,742
Equity - Aboriginal	24,765
Equity - Socio-economic	289,824
Equity - Language	51,778
Equity - Disability	184,375
Base Total	6,815,705
Base - Per Capita	173,604
Base - Location	0
Base - Other	6,642,101
Other Total	808,954
Grand Total	9,299,851

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 - 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 2019	SSSG	State	School Average 2015-2019
Ancient History	65.9	68.9	69.9	66.0
Biology	64.7	67.3	69.9	67.6
Business Studies	63.2	66.3	68.6	67.9
Chemistry	56.0	68.0	74.7	61.6
Community and Family Studies	68.8	72.4	72.2	71.1
Dance	81.9	78.8	77.6	79.5
Design and Technology	73.1	75.0	74.5	72.8
Drama	71.4	75.6	75.0	70.8
Economics	55.8	67.9	75.9	54.4
Engineering Studies	66.3	73.4	73.9	71.4
English (Advanced)	73.8	77.7	80.0	73.1
English (Standard)	65.6	67.4	67.3	65.5
Food Technology	65.6	71.7	71.4	66.7
Hospitality Examination (Food and Beverage)	67.8	71.3	71.1	69.6
IDT Examination (Web and Software Applications)	69.9	74.2	72.7	73.5
Industrial Technology	64.7	68.6	66.8	65.9
Information Processes and Technology	60.5	72.3	70.8	66.0
Investigating Science	63.5	67.9	66.5	63.5
Legal Studies	65.9	66.8	70.6	68.4
Mathematics	60.8	72.7	76.9	69.6
Mathematics Standard 1 Exam	74.8	67.2	68.1	74.8
Mathematics Standard 2	64.7	67.2	67.7	64.7
Modern History	63.5	68.7	70.2	67.0
Music 1	77.7	79.9	79.9	76.8
Personal Development, Health and Physical Education	63.6	69.7	70.5	65.0
Physics	60.4	66.4	72.1	62.9
Retail Services Examination	70.4	69.0	68.0	71.1
Society and Culture	65.5	75.5	75.9	72.5
Software Design and Development	71.7	70.9	73.8	72.1
Visual Arts	75.0	78.4	78.8	77.4

Parent/caregiver, student, teacher satisfaction

In 2019, the school sought the opinions of parents, students and teachers about the school.

Parents involved in e-meetings and physical meetings of the Friends of Wyndham, the peak parent group, were regularly asked to comment on aspects of the college's performance in the delivery of the curriculum, management of students and the general organisation of the college.

The overwhelming response was that they were very satisfied with all aspects of the college's performance singling out for special mention the dedication and teaching skills of all the staff.

Student and teacher opinions are regularly sought through Transition Day, our involvement in the "Tell them from Me" surveys as well as faculty input.

The surveys indicate that the majority of students are very satisfied with the quality of teaching, classroom resources and the physical environment of the college.

Responses from teachers echo student views. The majority of responses indicated that they were pleased with the quality and work ethic of students and are particularly satisfied with the quality and quantity of support they received with interactive communication technologies.

Parents/Carers are also able to source information through the Sentral Parent Portal, which has proven to be very popular.

The College web site has been re-designed and developed to a very vibrant and 'user friendly' level. It contains a plethora of information.

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.

During 2019, as part of the ATSI Department of Education initiative our students have had access to the AIME program, Walk the Way to Wyndham and precinct activities including the Aboriginal Student Conference, Reconciliation Day Ceremony and the Koori Pathways Careers Day.

The members of the Aboriginal Education Team have worked closely with ATSI students in developing Personalised Learning Programs which target improvements in areas identified by students and staff.. Students were identified by liaising with our feeder schools (Seven Hills High School, Riverstone High School and Quakers Hill High School) to obtain lists of students who had been identified as coming from an Aboriginal or Torres Strait Islander background. Also, information from the DoE OASIS report and a continuation of students moving from Year 11 into Year 12, provided us with information of students who can access additional help.

Students and parents were consulted about the Individual Sponsorship program through the use of diaries, Short Message Service (SMS), notes sent home, phone calls and invitations to activities such as conferences, parent teacher nights and Walk the Way to Wyndham. As a result of this, the school has established a sound rapport with parents. It has also been beneficial when siblings from the feeder schools enrol as we have already established links to each student and their families.

Evidence that student's learning was improved by the tutoring is shown through the number of students graduating and the enjoyment our students experience from being given additional assistance in endeavouring to close the gap. With consistent help, student's N-Award warnings have decreased and submission of assessment tasks has increased. Attendance at school is continuing to rise and is currently above school and state averages.

Several students have left to pursue full time employment and TAFE Courses.

Great emphasis has been placed on decreasing truancy rates with the Aboriginal student body and this has dramatically improved due to the constant liaison with families, the school, Year Advisors and members of the community. This partnership has developed over the course of the year and has made many of our students accountable for their attendance rate which has subsequently increased.

Our students have unique needs as do their families and the community. By attending classes on a daily basis and interacting with the students, our students keep up to date with classwork, as well as homework, assessment tasks and revision for exams. Of further importance is the ability to assist students in developing study skills to enhance their performance in examinations.

Anti-Racism Policy

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

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are 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.

Wyndham College is a culturally diverse learning community with students and staff working together to ensure inclusive practices which recognise and value the culture of all students and staff and promote a tolerant attitude towards different cultures, religions and world views.

In 2019, the college:

Continued to maximise the learning outcomes of students from Language Backgrounds other than English by offering the English (EaLD) course for students whose first language is not English

Participated in ARCO training and implementation.

Through its review process, focused upon improving communication and welfare procedures, particularly with students and parents from a multicultural background

Reinforced the college's code of conduct at assemblies and through newsletters. This code outlines the rights and responsibilities of students within the college in relation to understanding cultural diversity and tolerance.

Recognised and celebrated our cultural diversity through multi-cultural day.