

2020 Annual Report

Wiley Park Girls High School



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Introduction

The Annual Report for 2020 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.

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Message from the principal

2020 was certainly a challenging year for all staff, students and our Wiley Park community. We saw enormous emotional and personal challenges in this initial COVID-19 period. We successfully responded to this challenge by adapting our teaching practice to an offsite remote online delivery model during the times of lockdown in the community. I would like to thank all the staff who formed online classrooms to facilitate the remote style learning methods and all the students who adapted to this change. All of our parents and care givers must be thanked for their ongoing support during this difficult time.

Upon their return to school, our students displayed great effort to catch up on the connections with the school and their studies. At the end of this challenging year, all students performed very well in their studies. Our HSC classes gained strong results in the examinations and most gained the minimum standards qualification.

This will be my last year as Principal at Wiley Park Girls High School as I am retiring from service. I have greatly enjoyed my six years at the school and appreciated the generosity and compassion of our community. I will miss all members of this educational community. Thank you to all of you and continue the great work that Wiley Park Girls High School is capable of achieving.

Grahame Steigler-Peters (Principal)

School vision

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.



Multicultural dance groups celebrating our multicultural community

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
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

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.

Improvement Measures

1. Students are able to demonstrate sustained growth in literacy and numeracy.
2. All staff are accessing professional learning opportunities focussed on literacy and numeracy initiatives and differentiation to suit the learning needs of students.
3. A demonstrated growth in student engagement in learning activities as a consequence of effective differentiation.

Progress towards achieving improvement measures

- Process 1:** Targeted professional learning to:
- improve the capacity of staff to identify and meet the learning needs of their students and
 - enhance staff confidence when using literacy and numeracy strategies in teaching programs.

Evaluation	Funds Expended (Resources)
Ongoing professional development designed to sustain staff growth developing and using literacy and numeracy strategies to meet the identified needs of students. The Learning Support team has undertaken the testing of Stage 4 students at the beginning and end of the year. At the end of 2020, Year 7 student results from PAT testing indicated literacy comprehension growth across the year. Improved ICT/Technology TPL skill development with increased number of staff accessing Google Classroom, Microsoft Teams and Zoom.	<ul style="list-style-type: none">• Literacy & Numeracy TPL training = \$3,900• Literacy & Numeracy consultants meetings = \$1,800• PAT testing software used by Learning Support team during 2020 = Subscription cost \$1,400• Casual relief for Best Start testing and administration 6 days @ \$550 = \$3,300• ICT/Technology TPL skill development

- Process 2:** Literacy and numeracy skills are visible in classroom practice and explicitly taught by all staff in the context of their teaching and learning programs.

Evaluation	Funds Expended (Resources)
Introduction of a Numeracy Strategic Project Team led by Deputy Principal, Head Teacher Mathematics with DoE consultants and co-ordinators from HSIE, Mathematics and PDHPE providing whole school TPL using SCOUT Data to inform teaching and learning and improve numeracy targets. 100% staff now using SCOUT to inform teaching. Staff implemented explicit numeracy strategies in their teaching and learning programs focusing on Measurement. These strategies have been supported and observed in action by faculty Head Teachers and/or teaching peers from PDHPE, HSIE and Mathematics. Our learning community will continue to provide professional learning for staff to implement further literacy and numeracy strategies. Word flyers data indicated students were highly engaged in the program and showed growth in their literacy skills through formative assessment.	<ul style="list-style-type: none">• Cost of the WordFlyers subscription for 2020 = \$1,395• 2020 total Teacher Professional Learning (TPL) costs = \$34,698

- Process 3:** Teachers develop an understanding of how their individual students learn and differentiate teaching

Progress towards achieving improvement measures

Process 3: programs and learning experiences to cater to those learning needs.

Evaluation	Funds Expended (Resources)
<p>The Literacy and numeracy Team led whole school teacher professional learning (TPL) to support teachers meet the needs of students at different levels of achievement, resulting in differentiation strategies embedded into programming and assessment. The Learning and Support team continued to work on a school referral system and consequently provided expertise and support to staff. As a result, teacher confidence has increased in their ability to the need of the students.</p>	<ul style="list-style-type: none">• TPL for differentiation workshops = \$3300

Next Steps

Ongoing data analysis from Best Start, NAPLAN, Minimum Standards, PAT and HSC indicate a need for a continued focus on building staff capacity to explicitly teach literacy and numeracy skills.



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.

Improvement Measures

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.
2. Growth in student academic performance as a result of all school staff demonstrating leadership and innovative pedagogical practices.
3. Increased professional learning funding and time dedicated to development of literacy and numeracy initiatives.
4. Increased professional learning activity that fosters cross faculty exchange of ideas and induction in relation to effective classroom practice

Progress towards achieving improvement measures

- Process 1:** Ongoing and sustainable professional learning created through:
- Professional Learning Team to create learning opportunities to cater for individual and faculty PDP goal achievement and the diverse needs and career stages of staff.

Evaluation	Funds Expended (Resources)
<p>The focus of teacher professional learning (TPL) expanded during the year as a result of the COVID-19 pandemic. The implementation of Quality Teaching Rounds (QTR) has been delayed and priority was given to the training of staff in the use of technologies to support online learning. A students at the school were enrolled in online classrooms and staff were trained in the effective use of those technologies. Staff continued to be involved in TPL focused on literacy, numeracy, aboriginal policy implementation and High Potential and Gifted Education Policy.</p> <p>All teaching staff have accumulated evidence to validate their progress towards accreditation and/or maintenance of their proficiency.</p>	<ul style="list-style-type: none">• Teacher Professional Learning (TPL) total = \$34,698• Beginning Teachers = \$11,911

Next Steps

The implementation of Quality Teaching Rounds (QTR) will be addressed in the next school plan as a result of being delayed due to the COVID-19 pandemic. Staff have suggested further TPL on the use of data to inform teaching practice to strengthen student literacy and numeracy capability. Further TPL to be undertaken regarding mandatory policy implementation.

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.

Improvement Measures

1. Increase mental health strategies being applied on a daily basis to support a positive and constructive learning environment.
2. A measurable difference in the awareness of the community in relations to mental health and its impact on student wellbeing.
3. Increased connections with external agencies and academic partners and other organisations that enrich the school and the school community.

Progress towards achieving improvement measures

Process 1: Ongoing implementation of positive psychology initiatives that support using a range of techniques to build the affective skills of resilience, emotional intelligence and mental wellbeing.

Evaluation	Funds Expended (Resources)
<p>Our wellbeing team members maintained their participation in professional development and network meetings online during the year and were able to share their expertise with staff at meetings and professional development events.</p> <p>In order to address the wellbeing impacts of COVID-19, our support teams for students (wellbeing, refugee and learning support) worked to develop process to identify students at particular risk and create plans to improve student wellbeing. This initiative was extremely effective in re-engaging students after the lockdown and remote learning. Ongoing staff and student training centered around wellbeing has continued to support a positive and constructive learning environment. The comprehensive approach to mental and emotional wellbeing is evident across the school community.</p>	<ul style="list-style-type: none">• Learning and Support Team planning days cost = \$3,000• Purchase of technology to support online meetings (webcams, microphones etc) = \$1,000• Wellbeing team planning days cost = \$4,000• Fusion youth counselling = \$13,400

Process 2: Support of learning programs that enhance school harmony and tone.

Evaluation	Funds Expended (Resources)
<p>As a result of the COVID-19 pandemic, staff and students initially reported a negative impact on their feelings of wellbeing during the year. The Positive Behaviour for Learning (PB4L) team responded by producing reorientation lessons and materials to support students struggling with their return to school after the lockdown period. The staff wellbeing team developed activities to support the wellness of staff and students. Consequently, staff have continued to embed the Positive Behaviour for Learning (PB4L) to support a safe, respectful learning environment. Students have been publicly acknowledged for their successful behaviour in the school and community.</p>	<ul style="list-style-type: none">• Signage for PB4L program = \$8,000• PB4L acknowledgement prizes = donations + \$200• Staff wellbeing team costs = \$1,000• Casual days (6) for planning = \$3,300

Process 3: Use of external agencies and outreach programs in order to support productivity, effective communication, an inclusive community and supporting the achievement of student personal learning outcomes

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>WPGHS CLOs have continued to create and maintain substantial links with our community. The number of days was increased for CLO support as a consequence of the increased demand for home school communication. Our school community was appreciative of the support being provided by the school and were supportive of the return to school plan due in large part to the work of the CLOs. Responding to the requests of families, the school facilitated an increased number of allied support services working with students during the year.</p>	<ul style="list-style-type: none">• Cost for employment of Fusion youth worker = \$13,400• Total cost of CLO employment = \$64,393

Next Steps

Staff have indicated their ongoing support for the Positive Behaviour for Learning (PB4L) approach and the revised behaviour management system at the school. The PB4L team wishes to review the existing merit awards system at the school to acknowledge and celebrate student success in manner that ties in with PB4L.

Staff and students have indicated some confusion regarding the increasing use of external youth services and allied services within the school to support students. The school will undertake a review of the processes for engagement and the effectiveness of the services engaged.

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Total costing for the implementation of literacy strategies = \$34,698	Ongoing use of the GRR and ALARM literacy strategies embedded in teaching and learning has enabled the explicit teaching of literacy across KLAS. Training and professional development provided by literacy and numeracy consultants had strengthened the skills of teaching staff with the capture and use of data to inform teaching practice.
Quality Teaching, Successful Students (QTSS)	Total cost of TPL = \$34,698	All staff have successfully created and worked towards the completion their Performance & Development Plan (PDP) for 2020. The staff's professional growth goals outlined in their PDPs were aligned with the school targets in order to build teacher capacity. The Quality Teaching Rounds (QTR) team have participated in the preparation of the the 2021-2024 school plan to prioritise the inclusion of the QTR project in order to support sustained teacher pedagogy growth.
Socio-economic background	Total cost of uniform support for families = \$33,800 Financial assistance waiving school charges & fees = \$58,000	As a result of the severe financial impacts of the COVID-19 pandemic, the school has greatly increased the amount of funding provided to our families in the form of uniform and financial assistance. Many families have benefited from this ongoing priority of the school, enabling students to participate more fully in learning activities, feeling comfortable and valued by our school community. The school's Yr 7 scholarship program for local primary schools has helped families financial transition to a new school setting.
Support for beginning teachers	Total spent to support beginning teachers = \$11,911	A small percentage of teachers in 2020 at the school were beginning teachers. Those teachers were successfully supported towards gaining their accreditation by their mentors and our school's beginning teacher coordinator. Additional staff in the school have successfully worked with Beginning Teachers as informal mentors to broaden their understanding of the functioning of the school, NESA requirements and Department of Education responsibilities.
Targeted student support for refugees and new arrivals	Total uniform costs provided = \$33,800 Total cost of school charges waived = \$58,000	The Wiley Park Girls High School refugee support coordinator continued to provide a tailored support system which has prioritised the wellbeing of students. Students were able to form a supportive community which enabled them to gain experiences and understanding of Australian culture. Further training was provided for staff and students about the needs of refugee /newly arrived students. The refugee students continue to indicate they feel positive about their education and potential future success. The program has been a valuable contribution to the whole school culture and the individual success of our refugee students.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	497	480	476	501

Student attendance profile

School				
Year	2017	2018	2019	2020
7	90.9	92.2	87.7	87.7
8	87.4	86.9	85.5	82.7
9	87.1	89.9	82.6	86.8
10	86.2	80.6	84.2	84.4
11	83	82.2	80	85.3
12	84.5	76.5	80.4	83.1
All Years	86.4	84.6	83.4	85.1
State DoE				
Year	2017	2018	2019	2020
7	92.7	91.8	91.2	92.1
8	90.5	89.3	88.6	90.1
9	89.1	87.7	87.2	89
10	87.3	86.1	85.5	87.7
11	88.2	86.6	86.6	88.2
12	90.1	89	88.6	90.4
All Years	89.6	88.4	88	89.6

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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	3
Employment	0	0	3
TAFE entry	6	8	25
University Entry	0	0	38
Other	0	0	8
Unknown	2	3	22

Year 12 students undertaking vocational or trade training

9.27% of Year 12 students at Wiley Park Girls High School undertook vocational education and training in 2020.

Year 12 students attaining HSC or equivalent vocational education qualification

95.1% of all Year 12 students at Wiley Park Girls High School expected to complete Year 12 in 2020 received a Higher School Certificate or equivalent vocational education and training qualification.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Head Teacher(s)	8
Classroom Teacher(s)	34.7
Learning and Support Teacher(s)	1.9
Teacher Librarian	1
Teacher ESL	2.2
School Counsellor	1
School Administration and Support Staff	13.08
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers

and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	731,246
Revenue	8,838,032
Appropriation	8,733,739
Sale of Goods and Services	19,745
Grants and contributions	78,526
Investment income	1,322
Other revenue	4,700
Expenses	-8,891,927
Employee related	-7,880,396
Operating expenses	-1,011,530
Surplus / deficit for the year	-53,895
Closing Balance	677,352

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.

	2020 Approved SBA (\$)
Targeted Total	100,173
Equity Total	1,394,843
Equity - Aboriginal	679
Equity - Socio-economic	810,356
Equity - Language	293,197
Equity - Disability	290,610
Base Total	6,762,993
Base - Per Capita	122,546
Base - Location	0
Base - Other	6,640,447
Other Total	362,729
Grand Total	8,620,738

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

2020 NAPLAN

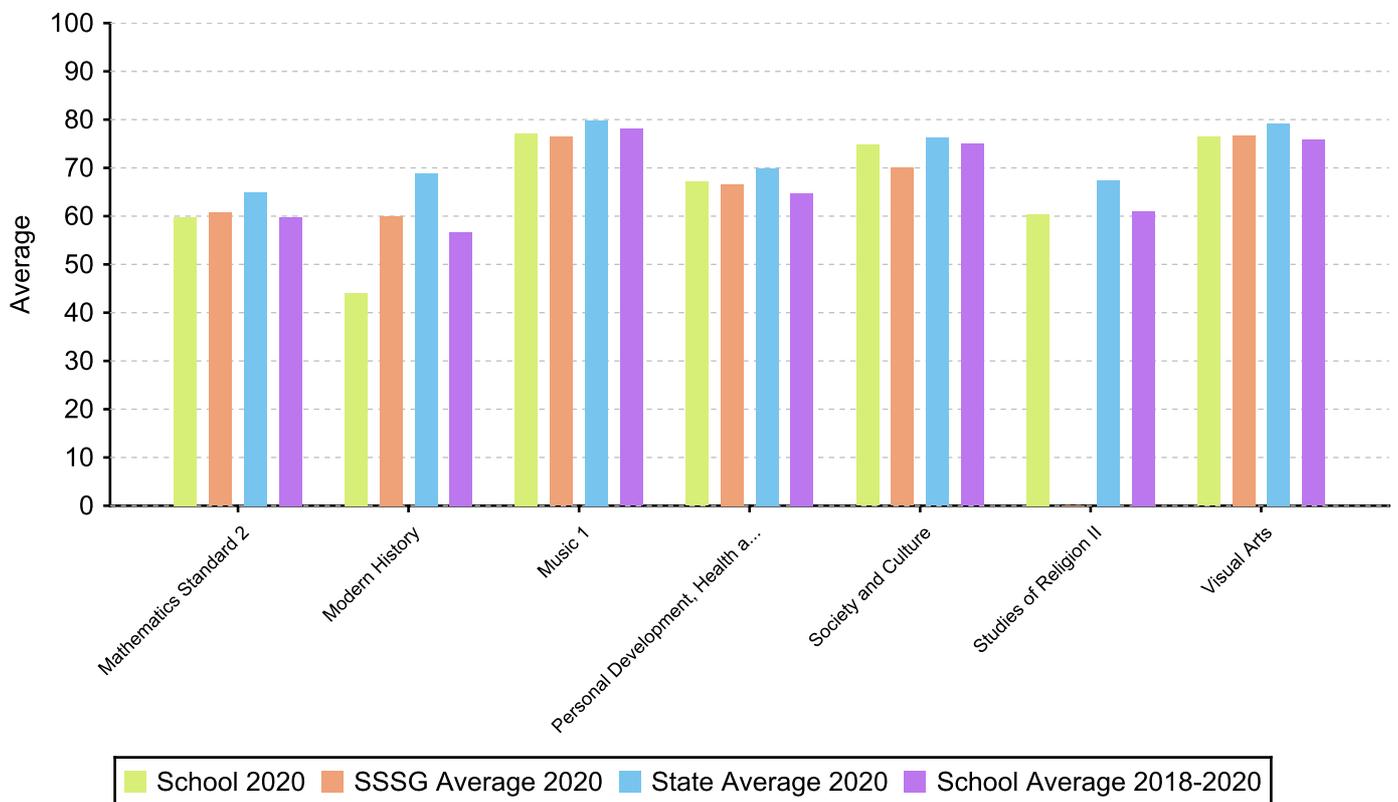
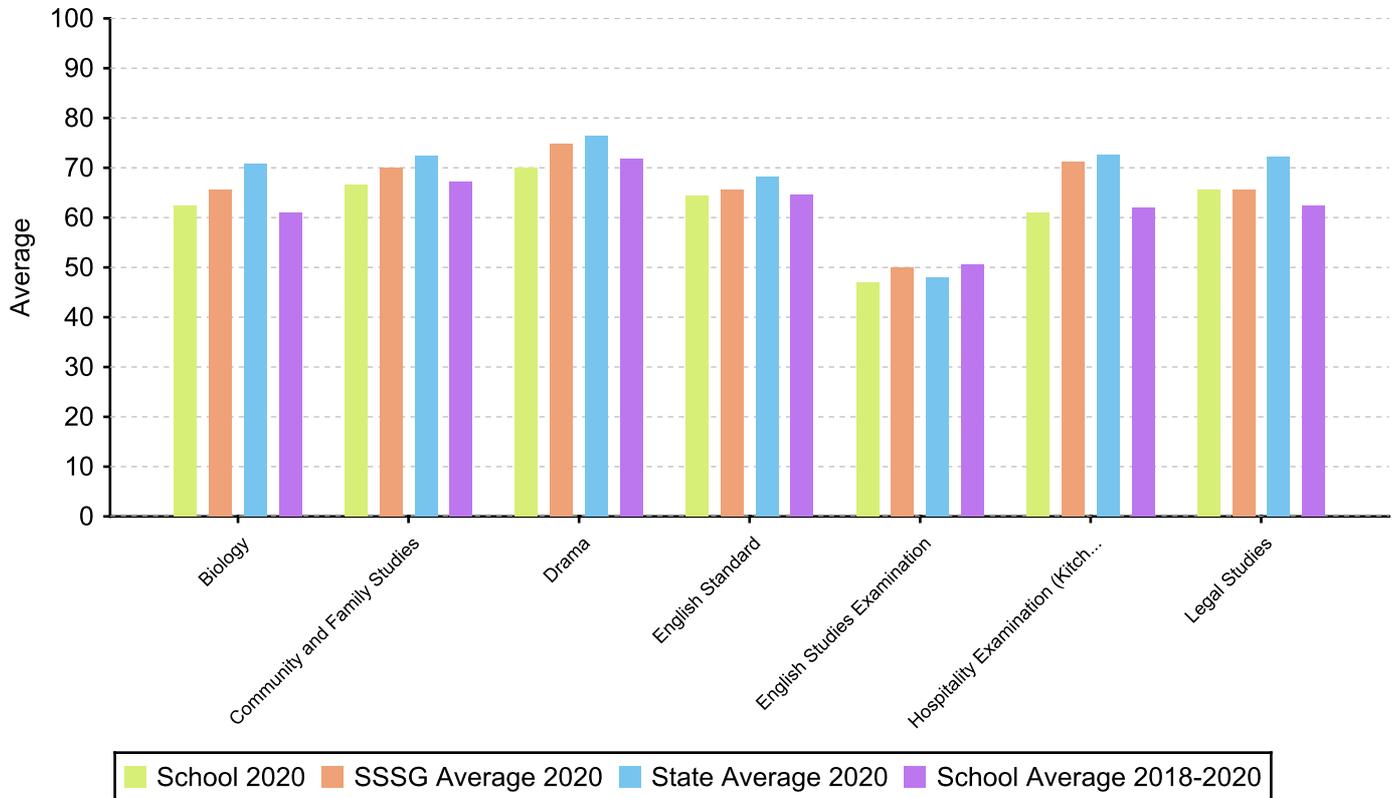
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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 2020	SSSG	State	School Average 2018-2020
Biology	62.3	65.6	70.8	61.0
Community and Family Studies	66.6	70.1	72.4	67.1
Drama	70.0	74.8	76.4	71.8
English Standard	64.3	65.6	68.1	64.6
English Studies Examination	46.9	50.0	47.9	50.6
Hospitality Examination (Kitchen Operations and Cookery)	61.0	71.3	72.5	61.9
Legal Studies	65.5	65.6	72.1	62.4
Mathematics Standard 2	59.8	60.7	64.9	59.8
Modern History	44.1	60.0	68.9	56.7
Music 1	77.1	76.4	79.8	78.0
Personal Development, Health and Physical Education	67.1	66.6	69.9	64.8
Society and Culture	74.8	70.0	76.2	74.9
Studies of Religion II	60.4	0.0	67.5	61.0
Visual Arts	76.4	76.7	79.2	75.8

Parent/caregiver, student, teacher satisfaction

Due to the impacts of COVID-19 in 2020, the school was unable to survey parents/caregivers using the Tell Them From Me survey (TTFM). The school did not participate in the first round of TTFM surveys and only a limited number of students participated in the the second round later in the year.

Despite the very difficult circumstances of the school year, students indicated that they valued their achievement of learning outcomes and had very positive relationships with staff at the school. The students felt that teaching staff provided effective teaching strategies and they appreciated the additional learning and wellbeing support from staff provided outside of the classroom environment. The students felt very safe at school and indicated an increased level of advocacy. Students believed that staff consistently provided helpful encouragement and advice and held high expectations for student success.

As indicated by the survey, very few students at the school consider themselves being a victim of bullying. The students are aware the school has proactive wellbeing and resilience teams to assist with issues of emotional concern. Students feel they are confident to ask a member of staff to assist as an advocate if assistance was required.

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.

Throughout 2020 a targeted team collaborated with the Aboriginal Education Teacher Quality and Impact Team (AETCI) from Arncliffe Office to introduce and implement the Aboriginal Education Self Evaluation Tool to executive staff. Self-assessment with executive and the AETCI team evaluated WPGHS in Part A as Sustaining and Growing and Delivering. Executive extrapolating data in relation to Aboriginal education to provide direction for future initiatives including the integrated learning modules on Cultural Identity and Protecting Our Environment, year assemblies working with AECG in understanding Welcome to Country and Acknowledgment of Country and Outdoor Learning environment (Greenhouse) and peer support program with Aboriginal themes, working with Aboriginal Education team for consultation and authenticity.

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.