

# 2020 Annual Report

## Willoughby Girls High School



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# Introduction

The Annual Report for 2020 is provided to the community of Willoughby 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.

## School contact details

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Willoughby Girls High School

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## School vision

At WGHS we strive to develop the best in each girl, to draw out her talents and interests, and to support and guide her in all areas of her schooling, so that she is well placed to pursue her career options, and to live a happy and productive life.

With the interests of all students in mind, the school offers a broad curriculum, with more than 40 courses in the junior and senior years, as well as a rich array of over 80 extracurricular programs, including competitions and awards in all subject areas, exhibitions in visual arts and design and technology, music and drama ensembles and performances, debating and sporting teams, study camps and the sustainability garden.

Student voice and leadership are valued and growing within the school with an active engaged SRC and Prefect body. The school's culture promotes values essential for living in a caring, civil and just society, values such as cooperation, integrity, responsibility and respect for others. We foster in students a capacity for independent, life-long learning and provide opportunities and guidance for students to develop into good citizens and capable leaders.

Girls and their parents choose Willoughby Girls High School because of our focused learning environment, our high expectations of students' learning and behaviour, the dedicated and accomplished teaching staff and the focus on student wellbeing.

## School context

Founded in 1934, Willoughby Girls High School, located on Sydney's Lower North Shore, is recognised as a leader in girls' education in one of the most competitive schooling areas in Australia. In the general community, the school has a strong reputation for setting high standards and for academic excellence, evident in the school's consistently outstanding HSC results, with the vast majority of graduates progressing to university studies. Extension streams for selected students of high academic achievement operate in Years 7 to 10. Strong values and an effective, proactive support system, along with clear discipline policies and a well-defined uniform code, create a safe and stable school setting.

## 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

### Engaging Learners for Success

#### Purpose

In schools that excel there is a culture of thinking, reflection and intelligent learning behaviours. The whole school community values all stages of the learning process as students and staff engage with challenge and work towards mastery. This enhances and is enhanced by innovative curriculum, self-motivation and wellbeing underpinned by Habits of Mind

#### Improvement Measures

Stage 5 maintain 2 iSTEM classes - evaluation of student outcomes

Project Based Learning is embedded in KLA programs, including cross-curricular

Assessment - less summative tasks; less tasks overall but more opportunities for student - teacher and teacher - student feedback

#### Progress towards achieving improvement measures

##### Process 1: Habits of Mind

Enhance student learning and wellbeing through embedding Habits of Mind in all policies, teaching and learning programs, lessons, assessment and wellbeing programs. Ensure development of teacher understanding of and confidence in Habits of Mind culture through ongoing Teacher Professional Learning

Evaluation	Funds Expended (Resources)
Habits of Mind continues to be a focus for students and teachers. Further explicit use of the language of HoM still needs to occur in classrooms. Increasing numbers of students use some of the language more regularly.	Faculty planning and evaluation days. See professional learning expenditure.

##### Process 2: Innovative and Engaging Curriculum

Implement challenging, relevant and engaging learning experiences with real world connections so that students are challenged and value what they learn, including (but not limited to):

- iSTEAM elective Stage 5
- Year 7 PBL
- Project Based Learning within subjects and across subjects as appropriate
- Authentic questions and rich assessment tasks

Evaluation	Funds Expended (Resources)
iSTEAM continues to consolidate - one class in Year 9, one in Year 10. Strong connections with iSTEAM teachers & students in LNCoS schools, especially NSGH & Cammeraygal HS  Year 7 PBL continued - evaluation revealed the course needs rewriting to increase rigour and develop Habits of Minds  Project based learning audit - PBL units of work in all KLAs. Most KLAs have at least one PBL unit in each Year. Students enjoy project work but prefer it is spread more evenly throughout the year rather than mostly in Term 4. PBL units rescheduled for 2021 across the year.  Assessment tasks - authentic questions and rich tasks are developing. Most subjects have two major assessment tasks per year in Years 7-10. Long-term assignments partially completed in class have replaced in-class tests in some subjects.	No additional costs - resources from faculty budgets

**Process 3:** Future Focused Learning

Explicitly teach students skills for engaging productively with the world within and beyond school, including skills for:

- Collaborative learning
- Critical thinking & Problem solving
- Self reflection
- Imagination
- Adaptability/ flexible thinking
- Peer and self-assessment
- Highly developed communication skills (written, oral and visual)
- ACARA General Capabilities

Evaluation	Funds Expended (Resources)
<p>Through rich and regular professional learning staff continued to develop their understanding of, and skills in increasing the authenticity and rigour of student learning experiences. the focus for 2020 was on collaborative learning and self-reflection, especially on return to the classroom after the COVID school closure period. adaptability became a by-product of the COVID experience - for both students and teachers. The majority of our students managed well with learning from home and remained engaged throughout. The school closure enabled the Learning Support team to work closely with learning support students who attended school every day throughout. Teachers worked hard to adjust their programs and teaching methods to the online environment.</p>	<p>Professional Learning funds and faculty release time</p>

## Strategic Direction 2

### Inspiring and Engaging Teaching

#### Purpose

Highly effective teachers collaborate, innovate and engage students as individuals for lifelong learning. Our purpose is to improve and broaden pedagogy through collaborative practice. This involves observing, reflecting upon and refining teaching skills to enhance collective teacher efficacy. Evaluation of teaching and learning programs is data driven in order to make informed decisions and foster student practice.

#### Improvement Measures

Increased teacher confidence in the use of data to inform practice (surveys over 3 years)

Increased use of evidence informed pedagogy by teachers (VT, PBL, assessment as/ for learning etc)

Increase in the number of teachers working towards and achieving Highly Accomplished Teacher

#### Progress towards achieving improvement measures

##### Process 1: Inspiring pedagogy

Strengthen individual and collective teacher pedagogy using research informed practices that facilitate individualised student learning through effective differentiation of teaching and assessment practices: (eg. Visible Thinking, Problem Solving, Flipped Learning, Flipped Classroom, PBL, Literacy Strategies-ALARM & Reading to Learn, Opportunities for Feedback (Assessment as and for Learning, including peer and self-assessment)

Evaluation	Funds Expended (Resources)
Teachers continued to improve their pedagogy through professional learning and peer observations and feedback. Instructional Rounds began in Term 4 and revealed a need to improve in several areas including explicit teaching, higher level questioning, using technology for deep learning, more varied and task-oriented feedback, routine use of learning intentions and success criteria. These will drive focus areas for the next school plan 2021-2024.	Professional Learning funds EALD flexible funding Low socio-economic funding <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Professional learning (\$77224.00)</li><li>• English language proficiency (\$37678.00)</li></ul>

##### Process 2: Collaborative and reflective practice:

Collaboratively plan and evaluate teaching and learning programs framed around big questions, using the PDP framework to support observation, reflection and refinement of practice, (opportunities for team teach including peer coaching etc)

Evaluation	Funds Expended (Resources)
Faculties continued to collaboratively revise and refine their teaching programs. All junior programs are driven by big questions. Release time was provided for teachers to observe each others' practice for self-identified areas for improvement.	PL funds Teacher release time

##### Process 3: Data informed practice:

Analyse student learning and wellbeing data to know students and know how they learn. Reflect on student progress using a range of small and big data sources at key points throughout each year.

Differentiated teaching ensures all students are challenged and supported in their learning.

Evaluation	Funds Expended
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**Progress towards achieving improvement measures**

<b>Evaluation</b>	<b>(Resources)</b>
<p>Differentiation continued to be a focus for teachers led by the Learning Equity team. However, teachers' understanding of differentiation and adjustments still needs refinement. The situational analysis conducted in Term 4 identified the need for a stronger focus on reading, writing and numeracy. Most teachers have accessed student achievement data on SCOUT and have developed their confidence in using this data. This continues to be an area of expertise teachers need to develop, however, close analysis of data takes time and teachers prefer to spend their time with students in class.</p>	<p>Teacher time</p>



## Strategic Direction 3

### Collaborative and Connected Partnerships

#### Purpose

In schools that excel, all members of the learning community are engaged in purposeful, collaborative partnerships that are committed to achieving ongoing whole school improvement. The school leadership team makes strategic use of relationships with teachers, students, parents / carers and the wider community to increase resilience and improve learning outcomes.

#### Improvement Measures

Interschool and intraschool collaboration - numbers involved, actions, impact on teacher & student learning

Successful attendance at and feedback from parent information sessions.

Increased level of student participation in student-led activities - measured through attendance data, TTFM feedback

Broad representation of staff (and students) on teams

#### Progress towards achieving improvement measures

##### Process 1: Engaging with parents:

Utilise range of communication methods with parents - social media, updated website, email, Sentral Portal as well as evening information sessions co-organised with the school and P&C on topics of interest to parents and relevant to student learning and wellbeing.

Increase opportunities for parental involvement and skill sharing (parent careers advice - Taster Week; parent input into PBL and as experts and authentic audiences)

Evaluation	Funds Expended (Resources)
Due to COVID very little was achieved in this space. However, more parents 'attended' parent teacher interviews which were held via Zoom. The quality of the school's newsletter and email communication with parents improved - due to COVID this was the main way we communicated. Our attempts to add a Facebook page and twitter to our website were thwarted by department of education limitations.	Principal's administrative assistance allowance

##### Process 2: Teams leading improvement:

Distribute leadership throughout the school through representative teams, ensuring school-wide investment in improvement processes. Teams include: Faculty, Executive, Professional Learning, SASS, Wellbeing, Attendance, Learning Support, Differentiation, Student Leaders (prefects, SRC, House Captains, Amnesty etc), EALD, GATs, Extra-curricular, Lower North Shore Community of Schools (LNSCoS).

Evaluation	Funds Expended (Resources)
In-school teacher teams - Executive, Learning Equity, Literacy, professional Learning, Learning Support and Wellbeing teams continued to grow in strength, possibly due to the challenged created by COVID and the need to think and operate differently. teachers rose to this challenge and engaged enthusiastically both within their teams and as learners when programs were rolled out to staff via Zoom. Much team time was spent evaluating and planning for ongoing improvement of pedagogy and wellbeing of students in 2021.  LNSCoS was effectively on hold for the year - the principals met twice in Term 4 in preparation for 2021.	Professional learning funds

## Progress towards achieving improvement measures

Student groups continued but their activities were significantly restricted due to COVID.

### Process 3: A sharing school community:

Engage with expertise beyond the school to support best practice in learning, teaching and wellbeing primarily through LNSCoS and among the School's staff.

Implement and strengthen programs to support student mentoring, including, Year 7&10 Home Rooms & Peer Reading, Year 12 mentoring, Habits of Mind

Evaluation	Funds Expended (Resources)
<p>All activities involving outside people were cancelled due to COVID restrictions.</p> <p>Support for Learning Support and EALD students improved significantly throughout the year as Learning Support students attended school throughout the learning from home period - teachers and support staff were able to learn more about these students' needs and spend time developing strong learning relationships with students. With the addition of two EALD teachers from the nearby IEC, we were able to undertake some significant data gathering and analysis and prepare rigorous intervention and support programs for EALD students commencing term 4 and to continue into 2021. EALD teachers began working closely with teachers in faculties to help them develop skills in teaching language to EALD student within the context of their subjects.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>English language proficiency</b>	2.6 EALD teachers and flexible funding was spent on team teaching across the curriculum, a parallel English class in year 10 and senior EALD English classes.	The EALD program was revamped in term 4 to ensure all teachers would develop language teaching strategies within subject context in 2021.
<b>Low level adjustment for disability</b>	0.6 Learning Support teacher  flexible funding	1.1 FTE SLSOs were employed to support students in classes. This was not adequate for the number and diversity of students in need of support. The school will allocate additional school funds for this program in 2021.
<b>Socio-economic background</b>	Low socio-economic funds	Using some of these funds for SLSO costs enabled more students to be supported more often in their in-class learning.
<b>Support for beginning teachers</b>	Beginning teacher funds	Unfortunately the LNCoS beginning teachers group did not meet in 2020 - this is invaluable support for teachers across our network. This will recommence in 2021. All teachers in their second year gained their accreditation.

# Student information

## Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	0	0	0	0
Girls	972	950	961	966

## Student attendance profile

School				
Year	2017	2018	2019	2020
7	97.1	96.2	95.9	95.7
8	95.8	96	93.9	93.3
9	94.5	95.1	93.5	90.9
10	94.6	94.9	94.3	92.4
11	94	93	93.8	94.6
12	94.8	93.3	94.2	94.7
All Years	95.1	94.7	94.3	93.6
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	0
Employment	0	0	0
TAFE entry	5.7	1	4.38
University Entry	0	0	86.2
Other	5.3	1	5.84
Unknown	0	1	2.18

## Year 12 students undertaking vocational or trade training

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15.38% of Year 12 students at Willoughby Girls High School undertook vocational education and training in 2020.

## Year 12 students attaining HSC or equivalent vocational education qualification

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96.4% of all Year 12 students at Willoughby 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)	2
Head Teacher(s)	10
Classroom Teacher(s)	48.1
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	11.77
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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	1,162,391
<b>Revenue</b>	10,675,723
Appropriation	9,996,628
Sale of Goods and Services	52,666
Grants and contributions	622,075
Investment income	4,354
<b>Expenses</b>	-10,859,007
Employee related	-9,577,523
Operating expenses	-1,281,484
<b>Surplus / deficit for the year</b>	-183,283
<b>Closing Balance</b>	979,108

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	461,625
Equity - Aboriginal	0
Equity - Socio-economic	18,318
Equity - Language	322,076
Equity - Disability	121,231
<b>Base Total</b>	9,033,852
Base - Per Capita	231,221
Base - Location	0
Base - Other	8,802,632
<b>Other Total</b>	359,733
<b>Grand Total</b>	9,855,210

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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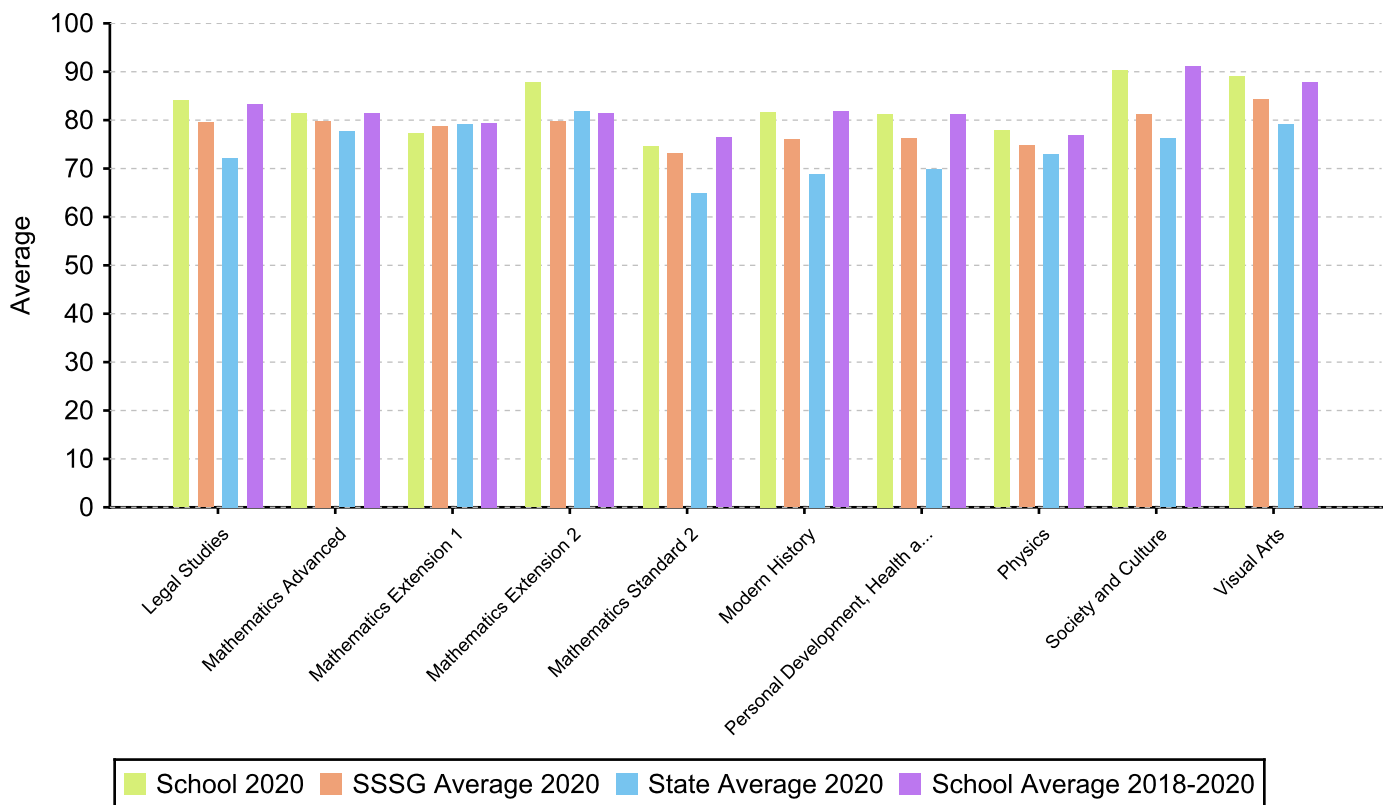
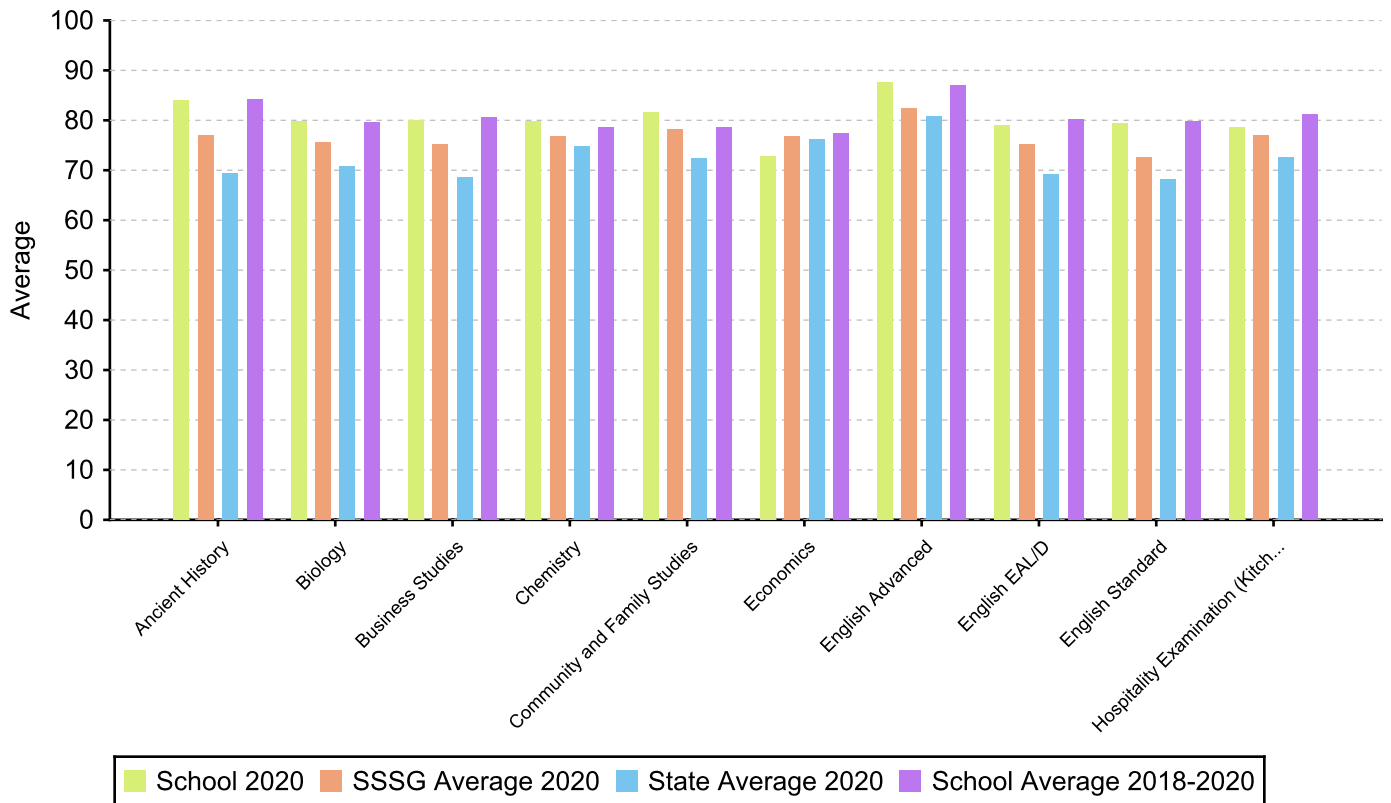
As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

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.



<b>Subject</b>	<b>School 2020</b>	<b>SSSG</b>	<b>State</b>	<b>School Average 2018-2020</b>
Ancient History	84.1	77.0	69.4	84.2
Biology	79.9	75.6	70.8	79.7
Business Studies	80.0	75.2	68.6	80.6
Chemistry	79.9	76.7	74.8	78.6
Community and Family Studies	81.6	78.3	72.4	78.7
Economics	72.8	76.9	76.1	77.3
English Advanced	87.7	82.4	80.8	86.9
English EAL/D	79.0	75.2	69.3	80.3
English Standard	79.5	72.7	68.1	79.8
Hospitality Examination (Kitchen Operations and Cookery)	78.5	77.1	72.5	81.3
Legal Studies	84.1	79.5	72.1	83.3
Mathematics Advanced	81.5	79.8	77.7	81.5
Mathematics Extension 1	77.4	78.7	79.1	79.4
Mathematics Extension 2	87.8	79.8	81.8	81.3
Mathematics Standard 2	74.7	73.2	64.9	76.4
Modern History	81.7	76.0	68.9	81.8
Personal Development, Health and Physical Education	81.3	76.3	69.9	81.3
Physics	77.9	74.8	73.0	76.9
Society and Culture	90.3	81.2	76.2	91.1
Visual Arts	89.1	84.3	79.2	87.9

## Parent/caregiver, student, teacher satisfaction

Students and parents were surveyed using a school-designed survey based on What Works Best. The majority of students completed the survey, however, we only had less than 30 parents respond. The P&C agreed that most parents did not respond because they are happy with how the school works with their daughters. Student results summary:

### STUDENTS

Years 7, 8 and 9 - issues around teacher relationships and engagement (clarity around what they are learning and why. Greater differentiation is needed to meet all students' needs)

Increasing number of students <85% attendance as they move from Years 7 - 9

Years 10, 11 and 12 - issues around stress and assessment, relationships with some teachers (but less than in junior years).

Number of students <85% attendance reduces as students move Years 10 - 12

Students have high expectations and sense of belonging, low school advocacy

### PARENTS

Need to know who to contact at school for different issues

Would like more information nights (COVID permitting)

Some would like additional channels of communication

Students' wellbeing is a high priority

### TEACHERS

Teachers completed the What Works best survey in faculty teams and individually. Overall teachers are satisfied with the progress the school is making but also identified some areas where we can still improve. Only a small number of teachers (20%) completed the NSW Government People Matter Survey. The feedback from this survey indicated that the senior executive team needs to consult more widely with these teachers regarding school planning. Communication with staff is also an area needing improvement.

# Policy requirements

## Aboriginal Education Policy

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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.

All faculties embed Aboriginal and Torres Strait Islander content and cultural understandings into their curriculum teaching and learning programs. NAIDOC week and Sorry Day are celebrated within the school through curriculum experiences and Aboriginal musicians and dancers performing and explaining cultural significance to students. these performances are usually interactive. Aboriginal Studies will be introduced into the school's curriculum in 2021.

## Anti-Racism Policy

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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.

Anti-racism is integrated into teaching and learning programs across the curriculum. Developing an understanding of the value of a non-racist, multicultural society is celebrated through Multicultural Day as well as our school's vision and daily practices of inclusion and appreciation of diversity.

## Multicultural Education Policy

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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.

Developing an understanding of the value of a non-racist, multicultural society is celebrated through Multicultural Day as well as our school's vision and daily practices of inclusion and appreciation of diversity.

Despite COVID Multicultural Day was celebrated in a limited form in 2020.