Introduction

The Annual Report for 2015 is provided to the community of Sunning Hill 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.

James Opie
Principal

School contact details:
Sunning Hill School
169 Joseph Street
LIDCOMBE 2141
www.sunninghil-s.schools.nsw.edu.au
sunninghil-s.school@det.nsw.edu.au
8737 5025

Message from the Principal

During 2015 Sunning Hill continued to deliver quality Stage 4 and 5 Australian curriculum to young woman in custody. Our committed, passionate staff delivered a broad range of learning opportunities designed to empower our students and equip them for the challenges of the 21st century. Our school endeavours to establish a safe, supportive learning environment where all students have the opportunity to achieve their personal best and positive respectful relationships across the school community are present.

In 2015 there was representation of 6 cultural groups amongst our student cohort. Sunning Hill continues to deliver learning assistance to improve the literacy and numeracy of our Aboriginal students via the Norta Norta tutorial program and our cultural learning hub facility. The cultural learning space provides our Aboriginal students with the opportunity to engage in intensive numeracy, literacy and Aboriginal studies programs designed to promote cultural identity and safety for all students.

This year our school adopted a new school logo featuring a hand releasing a butterfly symbolising our students returning to the community post discharge. The new school brand led to the development of staff uniforms featuring the logo to clearly identify school staff in a custodial environment and promote a collaborative staff team culture.

Our school community is committed to the school’s strategic directions and practices to deliver quality educational services within Juniperina JJC.

Again our close partnership with Juvenile Justice and Juniperina came to the fore in 2015 with a range of initiatives including

- Joint NAIDOC Day celebration
- Anti Domestic Violence month activities and Action Day.
- Juvenile Justice Aboriginal Consultative Committee representation
- Careers Expo Day

Our SSP network consisting of five centres of expertise have collaborated in 2015 to develop a variety of teaching and learning resources to support mainstream and special education settings. The Every Student Every School Project Managing challenging behaviours in a mainstream setting resulted in the development of a package containing picture books, teaching programs supported by a support website addressing bullying, and anger management to cater for the needs of students experiencing social difficulties.

In 2015 Sunning Hill School introduced a new behaviour management framework to align with and support The Wellbeing Framework for Schools. The scheme designed on choice theory, aims to empower our students to make positive choices and to promote independent student decision making to support the establishment of a proactive
learning environment, to promote positive emotional and social wellbeing. All staff participated in choice theory professional learning to assist in the implementation of this initiative.

Our school has moved forward in the achievement of Milestones and the School Plan 2015-2016 Strategic directions. We are looking forward to further developing these initiatives in order to continue making a difference to the lives of young women in custody.

**Centre Managers Report**

A highlight of the past school year has been the successful collaboration in joint initiatives undertaken by Sunning Hill School and the Juniperina Juvenile Justice Centre teams to enhance the educational experience of young people at the centre.

One of the most rewarding projects undertaken this year was to assist young people in juvenile justice become aware of the prevalence of domestic violence and to support them to say “no to violence”. With Australian of The Year Rosie Batty as our inspiration the “White Ribbon Day Project” was initiated at the suggestion of Assistant Principal Lynne Kirkpatrick.

In collaboration with our colleagues from the Department of Justice Victims Counselling Service, Sunning Hill School, Juniperina Juvenile Justice Centre and Reiby Juvenile Justice Centres, Justice Health and Karitane a week of learning experiences was scheduled into the school week. Young women from Juniperina Juvenile Justice Centre and young men from Reiby Juvenile Justice Centres engaged in educational classes and a range of activities focusing on domestic violence.

At Juniperina Juvenile Justice Centre the week culminated in a presentation day where Sunning Hill School students and invited guests shared their thoughts and experiences of domestic violence through written and spoken word, art and music. The presentation day also attracted a large number of visitors to the centre who were deeply moved by the sensitive and insightful contributions made by our young women on the day. With the success of the inaugural “White Ribbon Day Project” the Sunning Hill School, Juniperina Juvenile Justice Centre and Reiby Juvenile Justice Centre teams are committed to engaging teams within juvenile justice to also take a stand against domestic violence to coincide with the annual White Ribbon Day.

Judy Stanley
Centre Manager
Juniperina Juvenile Justice Centre
School background

School vision statement

Sunning Hill School is committed to working in collaboration with relevant stakeholders to optimise the delivery of quality educational programs within Juniperina JJC. Our school provides a rigorous, meaningful curriculum through the provision of challenging, relevant learning experiences to increase the potential of our students to return to successful community based living. Every student has the opportunity to achieve their personal best within a safe, secure and supportive environment.

School context

Sunning Hill School is situated within the confines of Juniperina Juvenile Justice Centre. Our students originate from areas throughout NSW. Our school caters for a maximum of 36 female students between the ages of 12 and 21. Most have experienced significant difficulties engaging in formal education. Our students come from a range of very difficult backgrounds and have experienced fractured school attendance and unstable family relationships.

Our dedicated staff team works in collaboration with Juvenile Justice to deliver lifelong learning experiences in the social, physical, emotional and academic domains.

Our school is divided into two campuses: Boronia School targeting the needs of our short term student population and Casuarina for our longer term cohort. All students engage in learning according to their own Personalised Learning Plan. Learning opportunities focus upon BOSTES Secondary Curriculum adjusted to engage students according to their individual learning needs. Students are also provided with the opportunity to engage in TAFE TVET delivered vocational education courses. Our school also provides a range of extra curricula subjects such as the Stephanie Alexander Kitchen Garden Program to promote healthy lifestyle and eating habits. Our school has a broad range of programs designed to support the needs of our Aboriginal student cohort. These programs include a local Elders mentoring program to provide cultural support within the classroom.

All students experience engagement in a transition preparation program to target the needs of students transitioning back to the community and further education or employment opportunities.
Self-assessment and school achievements

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. All Sunning Hill staff were consulted and contributed throughout the process. The School Plan 2015-2017 and milestones were examined to determine areas of strength and development to map our future directions.

Learning

Our primary focus in the domain of Learning was Curriculum and Learning and Wellbeing. In term 1 all staff received Professional Learning delivered by Quality Teaching Advisors in Teaching Reading using the Super 6 Reading Strategies. During 2015 the Super 6 was implemented across the curriculum to promote consistency of quality teaching practice and differentiation of the curriculum across the school and to address the learning needs of our student cohort whom learn effectively through oral discussion and spoken language.

This year the school reviewed our discipline policy and implemented a Behaviour Management Framework to support the wellbeing of our students socially, emotionally, academically and physically. This framework was introduced to empower our students with the opportunity to make responsible choices and a chance to think and reflect upon their own behaviour. All staff participated in Choice Theory Training in 2015 to provide staff with the knowledge and research base to successfully support the implementation of the framework within the classroom. The revised procedures and policies have resulted in a reduction of inappropriate student behaviour and student suspensions.

Teaching

The focus in the domain of Teaching in 2015 was Data Skills and Use and Collaborative Practice. A review of our induction program revealed the need to introduce a broader range of data collection tools. In response the school introduced the implementation of the PAT numeracy and literacy standardised testing to establish base line data to identify student learning needs and student progress and achievement. Within the element of Collaborative Practice staff teams collaborated to produce conceptual units to be implemented across the curriculum to address our student learning needs and to improve student outcomes.

Leading

In the domain of Leading our primary focus was Leadership and the development of strong collaborative partnerships with the Indigenous Community, parent representatives and a broad range of stakeholders. Our school participated in the Justice Aboriginal Community Consultative Committee (JACCC) meeting and participated in planning the development of an Aboriginal Learning Circle to provide cultural connection for our students. In partnership with Juniperina Juvenile Justice and Bankstown Youth Counselling Service, our school delivered a variety of workshops and recognition days focussed upon the prevention of domestic violence in our society. All school initiatives were discussed and planned within our Local Education and Training Consultative Committee. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.
Strategic Direction 1

Quality Teaching and Excellence in Student Learning

Purpose

To build staff capacity to deliver quality teaching and learning adjusted to address individual student needs within a framework of evidence based practice, creating high expectations of student learning and a culture of shared professional practice.

Overall summary of progress

All teaching staff have improved their capacity to deliver quality, differentiated teaching and learning. The school has built a collaborative foundation to facilitate professional; dialogue the sharing of best practice and collaborative planning practices to address student learning needs and enhance student outcomes. All students have PLP’s. PLP reviews are conducted weekly and student progress information is communicated to Juniperina Juvenile Justice Centre to assist in detainee CAMS Meeting discussions.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>In light of the average student’s length of stay of 30 days the majority of students will demonstrate growth in literacy and numeracy from arrival testing to departure testing using the Burt Word, Schonnel Reading Assessments and the Promoting Learning Numeracy Test.</td>
<td>Our school purchased a variety of assessment tools including PAT numeracy and Literacy, ACER, Star Reading and MULTILIT to enhance our capacity to obtain powerful data and to determine and track student progress. All data is stored on the SENTRAL server. Norta Norta tutors were employed to provide intensive numeracy and literacy tuition and to obtain base line data via literacy and numeracy assessment tools.</td>
<td>$25 742 Socio-economic Background Funding $41 457 Norta Norta</td>
</tr>
<tr>
<td>All teaching staff will have Teacher Professional Learning Plans to target capacity to adjust the curriculum and to cater for learner diversity.</td>
<td>All teachers have PDPs aligned to the school plan, National Teaching Standards, career goals and aspirations.</td>
<td>Nil</td>
</tr>
<tr>
<td>Conceptual Units of Work designed to cater for the specific learning needs of our students.</td>
<td>Faculty teams held meetings to discuss and plan conceptual units of work targeting the specific learning needs of our students. These units were incorporated into our curriculum delivery this year.</td>
<td>$1 280</td>
</tr>
</tbody>
</table>

Next steps

- Continue to implement the use of new and effective assessment tools to produce powerful data as evidence of quality teaching, student achievement and adjusted curriculum provision.
- Evaluate our curriculum delivery to determine the effectiveness of differentiation strategies and addressing the diverse needs of our student population.
- Provide further opportunities for the development and implementation of units of work across the curriculum in 2016.
- The school will target whole staff professional learning focusing on behavior management. Nonviolent Negotiation Training will be held during Term 2 2016 for all staff.
- The establishment of a Strategic Directions Committee to track Milestone achievement and evaluate and assess the School Plan’s impact on student outcomes, staff performance and community relationships.
Strategic Direction 2
Culture and Community

Purpose
To grow and build learning partnerships to enrich student learning experiences and facilitate connections with authentic learning experiences. Ensure all students have cultural support through effective engagement with community, business and industry to enhance cultural connectedness and safety within an environment of mutual respect and appreciation for cultural, social and religious diversity. Working in partnership and collaboration with key stakeholders to provide all students with the knowledge, skills, understandings and values to successfully return to community based living and establish and maintain productive lives.

Overall summary of progress
The school has considerably increased its involvement with community stakeholders throughout 2015. The effectiveness of transition procedures has significantly been enhanced. Aboriginal Thematic Units have been produced and implemented across the school. Our cultural learning space to provide cultural safety and support for our Aboriginal students is nearing completion. The room features artwork by a well-known local Indigenous artist, our students and staff.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>School formal involvement with key community stakeholders has increased from the 2014 level of 8 to 16.</td>
<td>Involvement with community stakeholders and organisations increased significantly in 2015. These included Home School Liaison Officer, School Links Coordinator, Justice Aboriginal Community Consultative Committee (JACCC), Justice Victims Counselling Service, Aboriginal Lands Council, and the SSP COS Network.</td>
<td>$2 328 Teacher Professional Learning Funds $5 400 Global funding</td>
</tr>
<tr>
<td>All students have effective transition plans.</td>
<td>The school conducted a review of student transition policy and procedures in 2015 with Dorchester ETU. This resulted in the development of a new transition policy and procedures. All medium to long term students now have effective transition plans stored on the SENTRAL system.</td>
<td>$1 930 2014 Residual funds $1 400 Global funding</td>
</tr>
<tr>
<td>Aboriginal Studies Thematic Units of work developed and delivered via teaching and learning programs.</td>
<td>An Aboriginal Education team was formed to plan and produce Aboriginal Thematic units of work. These units highlighted the cultural significance of the local area incorporating the 8 Ways of Aboriginal Learning.</td>
<td>$2 000 Global funding</td>
</tr>
</tbody>
</table>

Next steps
- Continue to foster collaborative partnerships with external stakeholders to enhance our capacity to achieve successful student transition outcomes and address student learning needs.
- Conduct an evaluation of transition policy and procedures during Term 3 2016 to determine the effectiveness of newly incorporated strategies and processes.
- Ensure the implementation of Aboriginal cultural perspectives across the curriculum.
- Adjust the school plan to increase school involvement with community stakeholders from the 2014 level of 8 in 2014 to 24 in 2016.
- Continue to embed the 8 Ways of Aboriginal Learning in teaching programs and practice.
Strategic Direction 3

Leading for Learning

Purpose

To establish and maintain quality organisational, administrative and educational systems to promote the creation of a culture of engagement and collaboration to enhance student learning and wellbeing, effective leadership capacity, quality teaching practices and positive staff wellbeing.

Overall summary of progress

In 2015 our school successfully implemented the Performance and Development framework (PDF) with executive staff supporting teachers to set and implement meaningful and appropriate professional goals. PDF Meetings have indicated strong progress featuring the utilization of coaching and mentoring techniques and the use of feed forward questions to illicit responses.

Progress towards achieving improvement measures

<table>
<thead>
<tr>
<th>Improvement measure</th>
<th>Progress achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td>25% increase in teachers participating in school leadership opportunities</td>
<td>Leadership opportunities have been increased this year to build whole school leadership capacity. Staff were provided with the opportunity to attend Aspiring Leader COS Meetings and aspiring leader professional learning events.</td>
<td>$33 360 Global funding</td>
</tr>
<tr>
<td>All teachers have a digital portfolio of evidence to demonstrate quality teaching practice</td>
<td>All teachers have commenced collecting evidence of teaching practice and student achievement. The school is transitioning towards the digital storage of teacher evidence.</td>
<td>Nil</td>
</tr>
<tr>
<td>All staff participate in professional learning activities and achieve their yearly professional learning goals.</td>
<td>All teaching staff have PDPs aligned to their professional learning goals supported by executive supervision, feedback and</td>
<td>$31 695 Teacher Professional Learning Funding</td>
</tr>
</tbody>
</table>

Next steps

- Continue the provision of leadership opportunities, aspiring leader involvement in SSP COS Aspiring Leader Meetings, AP mentoring and coaching of aspiring leaders.
- Ensure all pre 2004 teachers are prepared for the accreditation at Proficient in 2017 and are utilizing digital portfolios to store evidence of teaching practice.
- 100% of teachers participate in professional learning aligned to their professional goals and the school plan.
- Professional Learning Committee to be established and planning meetings to be held twice per term to evaluate monitor and promote professional learning activities.
- Provision of professional learning for executive staff in Coaching and Positive Psychology.
Key initiatives and other school focus areas

This section includes:

- Key initiatives (from School planning template B).
- Policy requirements such as Aboriginal Education, Multicultural Education and Anti-Racism Education.
- Initiatives and other school focus areas which may not have been included in the school plan such as Early Action for Success, student leadership, partnerships and projects.

<table>
<thead>
<tr>
<th>Key initiatives (annual)</th>
<th>Impact achieved this year</th>
<th>Resources (annual)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aboriginal background funding</strong></td>
<td>All Aboriginal students have a Personalised Learning Plan reviewed on a weekly basis.</td>
<td>$1 800</td>
</tr>
<tr>
<td></td>
<td>Aboriginal Equity Staff – Aboriginal Education Officer, to support Aboriginal students and Aboriginal education initiatives.</td>
<td>$61 587 Strategic Direction 2</td>
</tr>
<tr>
<td><strong>English language proficiency funding</strong></td>
<td>In classroom support for a NESB HSC student.</td>
<td>$1 140</td>
</tr>
<tr>
<td><strong>Targeted students support for refugees and new arrivals</strong></td>
<td>No funding received in 2015</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Socio-economic funding</strong></td>
<td>The employment of additional classroom teachers has enhanced our schools ability to provide intensive literacy and numeracy support to all students. Assessment from arrival testing to departure indicates the majority of students have demonstrated growth in literacy and numeracy with an average of two months improvement per 5 weeks school attendance.</td>
<td>$42 000 Strategic Direction 1</td>
</tr>
<tr>
<td><strong>Low level adjustment for disability funding</strong></td>
<td>No funding received in 2015</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Support for beginning teachers</strong></td>
<td>No funding received in 2015</td>
<td>Nil</td>
</tr>
<tr>
<td><strong>Other school focus areas</strong></td>
<td>Impact achieved this year</td>
<td>Resources (annual)</td>
</tr>
<tr>
<td><strong>NORTA NORTA Funding</strong></td>
<td>Data indicates strong growth in the literacy and numeracy of our Aboriginal students from arrival testing to departure.</td>
<td>$64 528 $56 000 Strategic Direction 1</td>
</tr>
<tr>
<td>Two NORTA NORTA tutors were employed in 2015 to provide intensive tutorial literacy and numeracy support for our Aboriginal students utilising NORTA NORTA funds. Literacy assessment is conducted using the YORK and WARP MULTILIT Reading Assessments and On line reading A-Z. The Aboriginal Cultural room provided an ideal learning space to provide this support.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce.

Workforce retention

Due to staff retirements and transfers several positions were advertised and filled by Merit Selection:

- Classroom Teacher
- Two Student Learning and Support Officer (SLSO) positions

Teacher qualifications

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Undergraduate degree or diploma</td>
<td>100</td>
</tr>
<tr>
<td>Postgraduate degree</td>
<td>40</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2015 our staff participated in a broad range of professional learning opportunities designed to build the capability of staff to achieve key priorities within the School Plan. All staff participated in whole school professional learning in Teaching Reading for Learning, Provide CPR, Child Protection Update, Emergency Care e learning, Anaphylaxis, Choice Theory, The Next Mission ED/BD Conference and Mental Health First Aid.

Individual Staff Professional Learning Activities included:

- Induna ETU Conference
- NSW SPC Annual Conference
- Managing PL for School Leaders
- Healthy Country Healthy Culture
- Leading Aboriginal Education
- SSP COS Aspiring Leaders
- The Numeracy and Literacy Continuum
- LEAP Conference
- The Koori Classroom
- ZUMBA Fitness
- Kitchen Garden Training
- Emotional Intelligence Essentials On line Course
- School Administration Managers Conference

Workforce information

Reporting of information for all staff must be consistent with privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>2.0</td>
</tr>
<tr>
<td>Classroom Teacher(s)</td>
<td>6.4</td>
</tr>
<tr>
<td>Teacher Extended School Year</td>
<td>0.701</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.2</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>8.414</td>
</tr>
<tr>
<td>Total</td>
<td>18.515</td>
</tr>
</tbody>
</table>
Financial information

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

A full copy of the school’s 2015 financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

Date of financial summary 30/11/2015

Income $ 425976.86
Balance brought forward 154349.14
Global funds 105943.99
Tied funds 152494.24
School & community sources 0.00
Interest 4.837.18
Trust receipts 8.352.31
Canteen 0.00
Total income 425976.86

Expenditure

Teaching & learning
Key learning areas 21999.77
Excursions 6.36
Extracurricular dissections 16.773.11
Library 2.611.50
Training & development 20265.41
Tied funds 100.054.90
Casual relief teachers 24300.51
Administration & office 32240.61
School-operated canteen 0.00
Utilities 5835.39
Maintenance 5505.33
Trust accounts 8352.31
Capital programs 0.00
Total expenditure 237945.20
Balance carried forward 188031.66

School performance

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below:

Student Engagement:

A quality of school life was conducted in 2015. Their responses are presented below.

Findings and Conclusions:

80% expressed a sense of achievement in what they were undertaking, the way staff supported their efforts 90%, the relevance of schooling to their lives 85% and their sense and identity while at school 90%.

45% of students expressed indications of depression and anxiety in their lives with 60% indicating they feel depressed or upset and 25% feel restless.

70% indicated scale of agreement with their sense of self-esteem and status with 95% indicating they were treated with respect. 70% felt others thought a lot of them.

95% indicated teachers treat them fairly. 75% agreed they can do enough to be successful.

In 2015 our parent body via surveys and focus meetings has expressed high levels of satisfaction with the provision of education and training programs at Juniperina JJC.

Juvenile Justice Quality Assurance procedure identified high levels of student and parent body satisfaction.

90% of teaching staff indicated high levels of satisfaction via school map surveys.

Policy requirements

Aboriginal Education

In 2015 Aboriginal Equity Funding was utilised for the employment of an Aboriginal Education Officer to support our Aboriginal students to enhance their Aboriginal identity and provide Aboriginal Education perspectives across the curriculum. In addition NORTA NORTA Funds were expended to employ qualified and one unqualified tutor to assess, and support the learning needs of all Aboriginal students.

Sunning Hill is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Island students through a broad range of programs designed to address the specific needs of this student cohort.
Initiatives in 2015 included:

- Recognising and celebrating Harmony and Close the Gap Day.
- Guest speakers during NAIDOC Week including Muru Mittigar cultural teacher and Sean Choolburra comedian.
- Continuation of the Yarning with the Aunties program delivered by our AEO Alexis and Aunties Lola and Vicki. This year the students produced posters depicting messages relating to objection to violence against woman. This year our students also produced library bags for a local Aboriginal preschool.
- 100% of Aboriginal students have negotiated Personalised Learning Plans.
- Continuation of student contribution to the Aboriginal Cultural Learning Space mural which is due for completion in 2016.
- Development and implementation of Aboriginal Education Thematic Units.
- Acknowledging the traditional custodians of this area the Darug People at all school events and assemblies.

Norta Norta

In this program particular attention is given to our Aboriginal students. Here we focus on strong Literacy and Numeracy skills for the students to succeed in school life. Students are encouraged to develop more complex literacy and numeracy skills and the students are given explicit instructions based on their individual needs. All Aboriginal students are provided with a supportive and nurturing environment. This program aims to engage and supports all learners and provides the best possible learning environment.

Multicultural Education and Anti-racism

At Sunning Hill School the promotion of harmony within our school environment is a key priority. Our school’s policies and practices are designed to counter racist, discriminatory behaviour and to develop and promote cultural understanding.

The school provides the following strategies to value the backgrounds and diversity of all students:

- School teaching and learning programs are consistent with department Multicultural Education Policy.
- Culturally inclusive classroom practices are embedded for all students to foster student understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society.

Multicultural Education and Anti-racism (cont)

- Engaging and collaborating with the wider school community in school decision making processes to bring about whole school improvement via the Local Education and Training Consultative Committee, Aboriginal Education Committee and the Justice Aboriginal Community Consultative Committee (JACCC).
- Trained Anti-Racism Officer (ARCO) to ensure professional responses to complaints relating to racism and discrimination.

Other school programs

White Ribbon Month

During the month of November Sunning Hill School joined together with Juniperina Juvenile Justice Centre to provide the students with a series of workshops and learning opportunities to increase student awareness of domestic violence. Bankstown Youth Counselling Service delivered a two day workshop about sexual assault and domestic violence. At the conclusion students were invited to write poems, raps and paint face masks to represent their knowledge. Tim Bishop presented an Aboriginal perspective on domestic violence and ABC Parenting spoke of the impact of domestic violence on children. Representatives from Tharawal Medical Centre worked with the students to highlight medical issues that result from domestic violence. Students attended music lessons with Heaps Descent. In these classes they wrote lyrics and music that they later recorded.

An assembly was held on 27th November as a culmination of these workshops. Every student in the school spoke to the group about the impact this new knowledge had on their attitude toward domestic violence. To emphasis the students’ attitude to domestic violence they placed posters in a large NO on the oval. They then joined with staff and guests to form a human NO.