



Macarthur Girls High School

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MULTICULTURAL EDUCATION POLICY

Rationale

The Multicultural education policy responds to the cultural, linguistic and religious diversity of NSW. It commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Multicultural Education is for all students and school communities. It promotes a shared vision of Australia based in intercultural understanding and community harmony. The Department's Multicultural Education Policy outlines our responsibilities in meeting the needs of our culturally diverse population.

The DoE Multicultural Education Policy can be found at

<https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy?refid=285843>

Policy

The cultural, linguistic and religious diversity of NSW is reflected in our students, staff and school community. Over 90% of all students at MGHS come from language backgrounds other than English, both overseas and Australian born. Our students speak approximately 60 different languages/dialects and hold a range of religious and spiritual beliefs.

Macarthur Girls High School will:

- foster student wellbeing and community harmony through the provision of programs and practices which counter racism and discrimination.
- provide teaching and learning programs that develop intercultural understanding, promote positive relationships and enable all students to participate as active Australian and global citizens.
- ensure inclusive teaching practices which recognise and respect the cultural, linguistic and religious backgrounds of all students and promote an open and tolerant attitude towards cultural diversity, different perspectives and world views.
- provide programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- deliver differentiated curriculum and targeted teaching and learning programs to address the specific learning and wellbeing needs of students from culturally diverse backgrounds, including newly arrived and refugee students.
- promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school.

Outcomes

As a result of the programs and strategies implemented at Macarthur Girls High School, students demonstrate enhanced:

- Community harmony
- Intercultural understanding
- Respect for the cultural linguistic and religious backgrounds
- Tolerance towards cultural diversity, different perspectives and world views
- Participation as active Australian and global citizens

Students achieve these outcomes by the provision of:

- Equitable educational outcomes for all students irrespective of backgrounds
- Specific learning needs of students from culturally diverse backgrounds, including newly arrived and refugee students being addressed

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MULTICULTURAL EDUCATION POLICY

Implementation / Procedures

Related documents

- [English as an additional language or dialect: Advice for schools \(PDF 627.75 KB\)](#)
- [Anti-Racism Policy](#)
- [Cultural Exchange NSW](#)
- [Racism. No way!](#)
- [Values in NSW Public Schools](#)

Procedures

Multicultural perspectives in TL Programs

MGHS faculties will ensure that multicultural perspectives are appropriately included in all Teaching/Learning programs delivered in the school. eg recipes used in food tech subjects, clothing in textiles, commercial activities in commerce and the like. These perspectives will be sensitive to the different cultures represented at the school and allow students to celebrate the cultural diversity of the school. Where appropriate, students will be able to celebrate their culture within their classrooms. Students will be offered the opportunity to study languages beyond the minimum requirements of the curriculum. A suitable EAL/D program will be provided to cater for the needs of the students who have EAL/D backgrounds.

RI availability

MGHS will provide the opportunity for students from all religions to practice their religious beliefs within the school Religious Education period. This will be contingent on the provision of a suitable leader for the group of students who wish to practice a particular religion. As part of this MGHS will support students wishing to observe recognized religious festivals outside of the festivals provided for in the school calendar.

Staffing

The staff of MGHS will be drawn from a pool of all suitable candidates. As a school we will celebrate the cultural diversity of staff within the school environment, in the same manner the cultural diversity of students is celebrated

Classing of students

Students will be placed in classes according to school classing arrangements, not cultural background. Where students are classed in cohorts of similar nature it will be based on educational grounds and the ability to provide support for their learning if they are placed in a class with others of similar cultures

Canteen foods

The canteen should provide a menu which includes foods appropriate for a range of cultures, and from a variety of cultural backgrounds. Since the canteen is contracted to provide the food service within the school, what foods are offered will be based on the canteen "Healthy foods" policy and commercial decisions.

Recognition of national days

The school will, where possible, recognize the national days (eg by advertising them in the daily notices) of the main cultural groupings represented through the students and staff bodies.

NB: Macarthur Girls High School utilizes interpreting and translation services when required.

Program

Macarthur Girls High School celebrates Multiculturalism through a variety of programs and activities. The PRIDE policy and the PRIDE Wellbeing program implemented in the school promote Respect for others and celebrate the Diversity of the students in our school. The PRIDE leaders and teachers of each Roll Call are responsible for reinforcing the PRIDE values.

Annually the Students Representative Council (SRC) runs a Multicultural Week in which the cultural food, costumes, dances, etc are celebrated by students and staff. Within the school curriculum, a range of Faculties have integrated programs that target multicultural elements of society, including the many project based learning activities within the Faculties of PDHPE, TAS, English, HSIE (History, Social Science), Integrated Learning and the EALD staff.

People

Teaching staff

- All staff members are responsible for ensuring their practices are consistent with the policy.
- Include appropriate cultural perspectives in all teaching programs
- Convey multicultural acceptance in their dealings with students and families

The Principal

- is responsible for ensuring school policies and practices are consistent with the DOE policy and for including multicultural education strategies in the school plan.
- is responsible for ensuring that the EALD Annual Survey is completed accurately to provide information on English language proficiency of students for resourcing purposes.

Other

- Use of the Interpreting service for meetings and interviews with EAL/D families are used when required for
- Ensure all students and visitors to the school are treated equitably regardless of cultural or ethnic background

Review, evaluation and reporting:

- Macarthur Girls High School reports annually on achievements in multicultural education in their Annual School Report. Macarthur Girls High School reports through the EALD Annual Survey providing accurate information on English language proficiency of students for resourcing purposes
- Reports on the activities undertaken by the SRC and other in school entities supporting multiculturalism will be posted on the school's social media platform