Quakers Hill High school

Gender Equity Policy

2015

Last Revision
Date: 17th November 2014
By: B Maricic
Rationale

At QHHS we work within the strategic framework as set down by DEC to ensure that we adequately respond to the diverse learning needs of boys and girls and provide effective teaching and social support strategies necessary so all boys and girls achieve to their potential. This is realised through:

- Boys and girls are assisted to achieve their potential for full participation in further education, training, work, family and civic life.
- Teachers, students and parents examine and understand the impact of gender in their school context on boys and girls decision making, participation and achievement.
- Resources and support are targeted to boys and girls identified as being at risk of not achieving outcomes or of disengaging from school.
- Teaching strategies address the diverse learning needs of individual boys and girls.
- Respectful relationships among and between boys and girls are promoted through the curriculum and civic life of the school, and procedures are in place to address sex-based discrimination and harassment, including homophobia.
- Partnerships between homes, school and communities are strengthened to support improved learning and social outcomes for boys and girls.

The School and Classroom Practice

- Cater for the needs of individual students using effective teaching practices and differentiating the curriculum in consultation with the Learning Support Team and Welfare Team.
- Promote the whole school’s engagement with gender inclusive curriculum – fostering subjects like Food Technology, Child Studies, Industrial Technology, etc. to break down gender stereotypes.
- Make connections between school and life after school – through work experience options and collegiate links
- Provide ongoing professional learning for teachers about gender as educational issues – through the formation of the Boy’s Education Team and presentations at Staff meetings on boy’s learning needs
- Position of Head Teacher Welfare in the school provides specific support and mentoring to all girls. The creation of gender specific classes in PDHPE ensures the wellbeing and comfort of both genders when the curriculum covers sensitive and personal material.
- Encourage the development of positive identities for boys and girls through peer counselling, student leadership opportunities, sport, creative and performing arts, and collegial links.
- Provide boys and girls with the social support needed to do their best at school – using the House System, Welfare Team and Learning Support Team.
• Promote the development of respectful relationships – with Respect being a cornerstone of the school's SMART code of conduct.
• Make sure procedures are in place to address sex-based harassment and discrimination, including homophobia. This is achieved through the PD/H/PE curriculum, the leadership of the SRC and peer counsellors, the monitoring by the Welfare Team and school ARCO and activities such as Harmony Day.
• Establish a school environment where parents and community members are welcomed and their voices heard. An active and vibrant P&C as well as regular consultation with our Aboriginal parents and parents who have children with disabilities, means there are numerous forums for them to give the school feedback on what is working and not working across the school.
• Build links between the school and the wider community to support boy's and girl's education initiatives. The school is able to achieve this by aligning our school targets with collegiate targets, pooling staffing resources across the college to access specific programs to support students at risk and working with groups such as BREED, Rotary, Norwest Church and the local police liaison officer.