

# Localities Embracing and Accepting Diversity (LEAD)

School-based audit tool

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# Introduction

Race-based discrimination impacts negatively on targets of, and those practising, race-based discrimination, as well as the broader community. Experiencing race-based discrimination can 'traumatise, hurt, humiliate, enrage, confuse, and ultimately prevent optimal growth and functioning of individuals and communities' (Harrell 2000). Race-based discrimination may also have adverse effects for individuals who perpetuate it, distorting their personalities and their perceptions of the world. Furthermore, there are data to indicate a significant association between reported levels of unhappiness and prejudiced attitudes against people from different cultural and racial backgrounds (Borooah & Mangan 2007).

While this is the case across a range of contexts, recent research identifies Australian schools as a key setting for race-based discrimination, particularly for children and young people from Aboriginal and/or Torres Strait Islander (Lester 2000; Mansouri, Jenkins, Morgan et al. 2009) and migrant and refugee backgrounds (Mansouri, Jenkins, Morgan et al. 2009; Refugee Health Research Centre 2007). This is particularly concerning given evidence indicating such experiences impact negatively on education, social and health outcomes for those from minority groups during childhood, adolescence and in adulthood (Gallaher et al. 2009; Larson et al. 2007; Lester 2000; Mellor 2003; Pachter & Coll 2009; Paradies, Harris & Anderson 2008; Paradies et al. 2009; Sanders-Phillips 2009; Wong, Eccles & Sumeroff 2003). Addressing race-based discrimination within schools is thus critical.

Commitments for schools to be free of racially or ethnically based discrimination have been made and reinforced by the peak national ministerial council on education (MCEETYA 1999, 2008). Guided by these declarations, the recently released Australian Curriculum identifies intercultural understanding as a general capability addressed explicitly across curriculum and knowledge areas. The new national curriculum also espouses a specific focus on promoting, enabling students to respect and appreciate their own and others cultures and to relate appropriately to those from other ethnic/cultural backgrounds (National Curriculum Board 2009). At a state level, explicit goals of supporting ethnic diversity and combating racism are also outlined in education policy agendas and curriculum frameworks (DEECD 2009, 2010). Further, Victorian education-related policies and instruments outline a strong commitment to supporting the diverse needs of all Australian school students (DEECD 2008a) and the particular needs of Aboriginal and Torres Strait Islander students (DEECD 2008b), as well as students from diverse ethnic backgrounds including refugees and migrants (Victorian Multicultural Commission 2009).

There is increasing recognition that school-based anti-racism efforts have strong potential to reduce race-based discrimination and support diversity and inclusion (Buhin & Vera 2008; Craven 1999; Milojevic et al. 2001; Paradies 2007; Pedersen & Barlow 2008). This rationale is based on a number of factors:

- childhood and adolescence are times of substantial cognitive, social and emotional skill development and so provide a unique opportunity to influence and modify racial attitudes and behaviours (Aboud & Levy 2000)
- children and young people spend a significant proportion of their daily lives at school (Buhin & Vera 2009)
- schools are important contexts for shaping social norms (World Health Organization 1996, 2003)
- school-based strategies have high potential to target large numbers of children and young people with consequent potential for population level change and for evaluation and modification of intervention strategies (Aboud & Levy 2000)
- schools are well suited to multi-level and reinforcing interventions, which have a greater likelihood of producing sustainable outcomes (World Health Organization 1996, 2003)
- school-based anti-racism interventions can influence other priority policy areas such as increasing school retention rates and improving educational achievement (Paradies et al. 2009).

## Why conduct a school-based audit?

Organisations such as schools have the ability to either perpetuate or reduce race-based discrimination and can have a powerful influence on the behaviours of individuals and groups with whom they are in contact, both upon people working in such organisations and the clients (e.g. students, parents) that they serve (Paradies et al. 2009). Furthermore, within the field of anti-racism there is increasing recognition that school-based anti-racism efforts have strong potential to reduce race-based discrimination and to support diversity and inclusion (Buhin & Vera 2009; Craven 1999; Milojevic et al. 2001; Paradies 2007; Pedersen & Barlow 2008). The audit tool is about being proactive; its use does not signify that schools do not currently support diversity and anti-racism. The use of an audit tool is a way of building upon the positive processes and practices that schools are already undertaking and/or considering, to support diversity and anti-racism.

## Purpose of the school-based audit tool

This audit tool has been developed for use in conducting an assessment of current school policies, procedures and practices that support diversity and address race-based discrimination. This tool is intended to:

- provide a picture of what the school is currently doing to address race-based discrimination and to support diversity
- identify the strengths and areas for improvement in school policy, practices and procedures
- guide partnership development in supporting diversity and reducing race-based discrimination in the school setting.

The process of undertaking an audit is a statement to the school community that the school is committed to addressing race-based discrimination and that it both values and is actively committed to supporting diversity.

This audit tool should be used as an assessment guide, rather than a measure of individual or organisational performance.

## Background to the school-based audit tool

The following audit tool has been developed upon review of eight school-based audit tools (Australian Principals Associations Professional Development Council 2007; Conference of Education Systems Chief Executive Officers 2000; Dadzie 2001; Department of Education and Children's Services 2007; Department of Education and Training, Office of Multicultural Interests and Public Education Endowment Trust 2009; Department of School Education 1995; Mansouri, Jenkins, Morgan et al. 2009; Victorian Foundation for Survivors of Torture 2004) which were either part of a school-based anti-racism project or a stand-alone assessment tool, as well as two audit tools relating to Aboriginal and/or Torres Strait Islander people (Department of Human Services 2005; Department of the Premier and Cabinet 2006).

There is currently little evidence-based guidance available to identify effective components of, or approaches to implementing school-based audit tools, and little evidence regarding their utilisation within Australian educational contexts (Australian Principals Associations Professional Development Council 2007; Conference of Education Systems Chief Executive Officers 2000; Department of Education and Children's Services 2007; Department of Education and Training, Office of Multicultural Interests and Public Education Endowment Trust 2009; Department of School Education 1995; Mansouri, Jenkins, Leach et al. 2009; Victorian Foundation for Survivors of Torture 2004). The audit tools were reviewed and appraised according to the following criteria:

- usability (the degree to which the tool can be understood and applied to assess school practices, policies and procedures)
- comprehensiveness (the extent to which the use of the tool would enable a comprehensive indication of school practices, policies and procedures, across multiple levels, relevant to addressing race-based discrimination and supporting diversity).

Upon review of the collected audit tools, and in the absence of evaluations on their effectiveness, no one tool was considered comprehensive in providing an account of school practice or in assessing such practices in relation to Aboriginal and/or Torres Strait Islander people, migrants and refugees. As such, a new audit tool was developed to enable a comprehensive and multi-level assessment of school practice in relation to supporting diversity and addressing racism.

Key elements of the reviewed tools were incorporated into a best-practice audit tool in an attempt to create a user-friendly and comprehensive instrument which would provide an in-depth assessment and understanding of school practices, policies and procedures in relation to supporting diversity and addressing racism. However, it should be noted that further research to refine and evaluate this tool within Australian educational settings will be necessary to examine and test its acceptability and effectiveness.

## How long does the school-based audit take?

The time required to use the audit tool is yet to be determined; however, the completion time will vary depending on the number of sections of the audit tool that are to be completed (i.e. whether just completing Section 1, or Sections 1–4).

## How to conduct the audit

The following audit tool is divided up into Sections (1–4). It is advised that all schools **complete Section 1 of the audit tool**, in order to provide a general picture of school practice in regards to supporting diversity and addressing race-based discrimination. If schools have policies relating to race-based discrimination and ethnic diversity, it is ideal that all Sections (1–4) of the audit be completed. If schools do not have policies relating to race-based discrimination and ethnic diversity, ideally, Sections 1, 3 and 4 of the audit tool would be completed.

The following table provides an outline of each section of the audit tool, to assist schools in choosing the sections that are most relevant to them.

### Section 1 Assessing current school practice and procedures

Section 1 assesses school practices and procedures relevant to addressing race-based discrimination and to supporting ethnic diversity, providing an indication as to the strengths and areas for improvement in regards to such practice.

**Please note:** This section aims to provide an assessment of current school procedures and practices that support diversity and address race-based discrimination, to provide a general overview of practice in these areas. It is recommended that schools at least use this section to assess relevant school practice.

### Section 2 Assessing school policy

Section 2 is for use in assessing the comprehensiveness and sufficiency of school policies which aim to prevent and/or address race-based discrimination and support ethnic diversity, e.g. equal opportunities, anti-racism or multicultural policies.

**Please note:** This section is only relevant to schools that have policies that aim to prevent and/or address race-based discrimination and support ethnic diversity.

### Section 3 Assessing school practice in terms of monitoring and reporting incidents of race-based discrimination and student academic performance

Section 3 is for use in assessing current school practice in terms of monitoring and reporting incidents of race-based discrimination as well as student academic performance.

**Please note:** This section enables a more detailed and thorough examination of current school practice in terms of monitoring and reporting incidents of race-based discrimination than the questions outlined in Section 1 allow. This section is recommended if the school would like a more in-depth indication as to current practice in this area. This section also provides an assessment of school practice in terms of monitoring student academic performance.

### Section 4 Supporting the diverse needs of ethnically diverse students and promoting support of diversity among all students

Section 4 provides an assessment of school practices and procedures relevant to supporting the diverse needs of students, including those who are ethnically diverse, and the level of engagement and collaboration with parents and other relevant external agencies.

**Please note:** This section will help determine the strengths and areas for improvement in school practice and procedures, regarding student access to opportunities and resources to best support students' wellbeing and educational needs.

## Glossary of terms

### **An Aboriginal and/or Torres Strait Islander person:**

This term is used to refer to a person who:

- is a descendant of the First Peoples of Australia
- identifies as an Aboriginal and/or Torres Strait Islander person
- is accepted by the community in which they live as an Aboriginal and/or Torres Strait Islander person.

**Ethnic diversity or ethnically diverse:** refers to racial, ethnic, cultural, religious and/or linguistic diversity.

**Race-based discrimination:** behaviours or practices that result in avoidable and unfair inequalities across groups in society based on race, ethnicity, culture or religion (Paradies et al. 2009).

**Direct discrimination:** *unequal treatment* that results in unequal power, resources or opportunities across different groups (Paradies et al. 2009).

**Indirect discrimination:** *equal treatment* that results in unequal power, resources or opportunities across different groups (Paradies et al. 2009).

**Racism:** a phenomenon that results in avoidable and unfair inequalities in power, resources or opportunities across groups in society, based on race, ethnicity, culture or religion. Racism can be expressed through beliefs, prejudices or behaviours/practices. Racism is about unfair actions, regardless of whether these actions are intended or not (Paradies 2006).

**Internalised race-based discrimination:** when an individual accepts attitudes, beliefs or ideologies about the superiority of other groups and/or the inferiority of their own racial, ethnic, cultural or religious group (Paradies et al. 2009).

**Interpersonal race-based discrimination:** interactions between people that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups (Paradies et al. 2009).

**Institutional/systemic race-based discrimination:** requirements, conditions, practices, policies or processes that result in avoidable and unfair inequalities across different racial, ethnic, cultural or religious groups (Paradies et al. 2009).

**Anti-racism/anti-discrimination:** behaviours or practices that attempt to address race-based inequities and create equal power, resources or opportunities across different groups.

**Please note:** in the following audit, the term 'ethnic diversity or ethnically diverse' is inclusive of Aboriginal and/or Torres Strait Islanders, as well as people of other racial, ethnic, cultural, religious and/or linguistically diverse backgrounds. However, when using the term 'Aboriginal and/or Torres Strait Islander', this term is specifically referring to persons who identify as First Australians, are descendants of the First Peoples of Australia, and are accepted as such by the community in which they live.



# Section 1: Assessing current school practice and procedures

## Instructions

After reading each question, place a tick in the response box ('Yes' or 'No') which most reflects your answer. Then explain your answer and, if relevant, outline any barriers to undertaking this action.

School practices and procedures			
The enrolment process			
Question	Yes	No	Please explain your answer (i.e. elaborate on your 'Yes' or 'No' response and if relevant identify barriers to action)
1. Does the school collect background information, at enrolment, about new students, e.g. to identify students' countries of origin, students from Aboriginal and/or Torres Strait Islander backgrounds, students' education history, visa category?			
2. Does the school collect reports and information from feeder schools and English Language Schools/Centres (ELS/Cs) regarding new enrolments, e.g. information on students' educational progress, details of past educational experiences?			
3. If you answered 'Yes' to Question 1 and/or 2, please answer the following:			
a) Does the school enable relevant teaching staff to access this information (background information about ethnically diverse students, information from feeder schools and ELS/Cs) so they may be better informed about the needs and issues of students, e.g. so that they are informed of any learning issues?			
b) Does the school have systems in place to enable and encourage teachers to access this information?			



## Professional development for staff

Question	Yes	No	Please explain your answer
4. Please identify if the school provides the following types of training for staff:			
a) Training that provides information about other cultures, including information aimed at countering stereotypes, which aims to improve participants' communication and interaction with people from various ethnic backgrounds			
b) Training that aims to increase participants' awareness of their own attitudes and beliefs, the issue of race-based discrimination in society and what can be done to address it			
c) Training to assist staff in understanding the experiences of ethnically diverse students (e.g. experiences of refugee students), issues that may be affecting such students, and their needs (e.g. Islamic students fasting during Ramadan)			
d) Professional development to assist in supporting ethnically diverse students, e.g. training in implementing supportive classroom strategies?			
e) Professional development for school staff who teach curriculum related to ethnically diverse groups (e.g. Aboriginal and/or Torres Strait Islander people and refugees) and cultural diversity			
f) Access to resources, and/or training, informing school staff of the appropriate terminology to use when interacting with, and teaching about, Aboriginal and/or Torres Strait Islander people			
g) Professional learning to support improved practice in English as a Second Language (ESL)			
h) Training in working with interpreters			
i) Other types of training (please specify the content of this training)			
If the school does provide training to staff, please answer the following questions:			
j) Who is this training provided to, e.g. teachers, new staff, all school staff, including administration staff? (Please specify which training is provided to whom.)			
k) Is training provided on a continuous or 'one-off' basis? (Please specify which training.)			
l) Is training compulsory or optional? (Please specify which training.)			

### Professional development for staff

Question	Yes	No	Please explain your answer
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5. To what extent does the school support its staff in recognising and addressing issues of race-based discrimination?

a) Have school staff received training to assist them in recognising race-based discrimination?

b) Have school staff received training to inform them of what to do if witnessing, or receiving complaints of, race-based discrimination, and of their responsibilities in such instances?

c) Does the school have guidelines on how to resolve conflicts with or among students?

d) Please note if there are any other ways that the school supports its staff in recognising and addressing issues of race-based discrimination

### School curriculum, pedagogy and programs

6. Have curriculum resources been evaluated to ensure they do not contain stereotypes, prejudices and generalisations about ethnically diverse groups?

7. Does the school curriculum actively:

a) Discuss, challenge and counter race-based discrimination, prejudice, bias, and stereotypes?

b) Promote understanding of the impacts of race-based discrimination and stereotyping?

8. Does the school curriculum provide opportunities for students to:

a) Learn about and take the perspective of ethnically diverse people?

b) Promote understanding of diversity, i.e. highlight that people of various ethnic backgrounds are similar, as well as unique/different?

9. Does the school curriculum include Australia's Aboriginal and/or Torres Strait Islander and multicultural history?

10. Does the school curriculum provide opportunities for students to learn conflict resolution skills?

Question	Yes	No	Please explain your answer
11. Does the school curriculum include cooperative learning techniques and approaches?			
12. Does the school undertake any explicitly anti-race-based discrimination activities/strategies, e.g. activities based on the anti-racism education approach?			
13. Does the school have a mentoring, peer support, 'buddy' or mediation scheme to support individual students at risk of exclusion or under-achievement?			
14. Does the school currently run any activities/programs with the explicit aim of enhancing the social connectedness and wellbeing of ethnically diverse students and promoting positive relationships between students of various ethnic backgrounds?			
15. Do school staff use criteria and/or consult with Aboriginal and/or Torres Strait Islander community organisations and members when selecting Aboriginal and/or Torres Strait Islander books/teaching resources, to ensure that they are accurate, not racist or stereotypical, and portray Aboriginal and/or Torres Strait Islander Australians in positive roles?			
16. Do songs, toys, games, books, posters, films, photos and the like represent a diverse range of people and cultures, including Aboriginal and/or Torres Strait Islander people?			
17. Are there paper, paints and crayons available in a variety of skin tone and colours?			
18. Are books written and illustrated by Aboriginal and/or Torres Strait Islander and ethnically diverse people available for children and parents?			
19. Does the school have books in Aboriginal and/or Torres Strait Islander and diverse languages available, or know where to access such resources?			

## School organisation, ethos and the environment

### School structures

Question	Yes	No	Please explain your answer
20. Does the school have a committee or other forum to support ethnically diverse students? If so, who are the members?			
21. If you answered yes to Question 20, please answer the following points:			
a) Does the committee/forum meet regularly?			
b) Does the committee/forum have input into the sourcing and development of curriculum materials and teaching resources related to ethnically diverse people and issues?			
c) Does the committee/forum provide strategic advice on school policy in relation to issues affecting ethnically diverse students, such as settlement issues and education pathways?			
22. To what extent are student representative bodies, such as the student council, reflective of the ethnic diversity of the school community?			
23. Does the school workforce reflect the ethnic diversity of the student population?			
24. Does the school actively recruit ethnically diverse members of staff, including teachers, who reflect and represent the ethnically diverse school community?			
25. If you answered yes to Question 24, are attempts to recruit ethnically diverse members of staff recorded? If so, how?			

### School ethos and environment

26. Does the school have visual displays (e.g. posters or exhibitions) that portray positive images of ethnically diverse people and convey diverse cultures, lifestyles, historical experiences and individual achievements?			
27. Does the school regularly monitor common areas, such as noticeboards and toilets, to detect and remove offensive graffiti?			
28. Are staff, students and their families supported to express and share their ethnic, cultural and linguistic backgrounds, e.g. are ethnically diverse parents invited to the school to talk to students about their country of origin, are there school activities which enable students to express their ethnic background (e.g. making flags, sharing of items from their cultural heritage)?			

Question	Yes	No	Please explain your answer
29. Is respect shown to Aboriginal and/or Torres Strait Islander peoples through:			
a) Flying the Aboriginal and Torres Strait Islander flags? (If so, are they displayed at all times or only at certain times?)			
b) Including a welcome to country or acknowledgement of country at public events?			
c) Consulting with local Aboriginal and/or Torres Strait Islander communities in relation to culturally appropriate programs and practices?			
d) Is an acknowledgement of the traditional owners of the land displayed at the school?			
30. Does the school have a suitable space(s) for all students, such as those of varying faiths or religions, for quiet prayer or contemplation?			
31. If the school has a food canteen, does it offer culturally appropriate food, e.g. halal, kosher, and vegetarian food?			
32. Does the school uniform code take into account possible clothing requirements for people of various faiths or religions, e.g. does it allow people to wear a hijab; do sporting clothes requirements allow people to cover up in accordance with their beliefs?			
33. Does the school have a policy on ethnic diversity that you are aware of?			
34. Does the school have a policy on race-based discrimination that you are aware of?			
<b>Monitoring and reporting incidents of race-based discrimination</b>			
<b>Incidents of race-based discrimination</b>			
35. Does the school have a well-publicised Code of Conduct linked to a Behaviour Policy that specifies what race-based discrimination is, and outlines the consequences that will apply if people engage in racially discriminatory behaviours?			
36. Does the school encourage pupil involvement in regular discussions about the school's Code of Conduct / Behaviour Policy and what should be in it?			
37. Does the school have a method of recording the details of any incidents of race-based discrimination that staff are encouraged to use?			

### Complaints resolution process

Question	Yes	No	Please explain your answer
38. Does the school keep a record of the ethnic groups involved in racial discrimination and note any action(s) taken?			
39. Does the school have procedures in place for offering immediate support to the target or victim of race-based discrimination, and to inform their parents or carers?			
40. Does the school have procedures in place for discouraging, counselling and/or re-educating perpetrators and informing their parents and carers?			
41. Does the school encourage staff to discuss ways of tackling harassment, verbal abuse, bullying, intimidation, fighting and other unacceptable behaviours in a firm yet non-confrontational way?			
42. Does the school include details of the grievance or complaints procedures in information to parents and actively consult them in the development of such procedures?			

### Rights and responsibilities

43. Does the school include details of the school's Code of Conduct and grievance or complaints procedures in staff induction to ensure that all staff are aware of their responsibilities for implementing them?			
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### School practice

44. Are there any other practices, procedures or policies in the school, that are supportive of the needs of school community members (i.e. students, staff, parents) including those who are ethnically diverse, and/or are anti-discriminatory in nature?			
45. Are there any other practices, procedures or policies, in the school, that could be unwittingly discriminatory towards any school community members (i.e. students, staff, parents), including those who are ethnically diverse?			

(Adapted from Dadzie 2001; Department of Education and Children's Services 2007; Department of Education and Training, Office of Multicultural Interests and Public Education Endowment Trust 2009; Department of Human Services 2005; Victorian Foundation for Survivors of Torture 2004)



## Section 2: Assessing school policy

### Instructions

After reading each question, place a tick in the response box ('Yes' or 'No') which most reflects your answer. Then explain your answer and, if relevant, outline any barriers to undertaking this action.

**Note:** The following questions refer to policy which relates to addressing race-based discrimination and supporting ethnic diversity, such as an equal opportunities/anti-racism (EO/AR) or multicultural policy.

Policy content and use			
School EO/AR policy			
Question	Yes	No	Please explain your answer (i.e. elaborate on your 'Yes' or 'No' response and if relevant, identify barriers to action)
1. Clearly and explicitly state the school's commitment to addressing race-based discrimination and to supporting ethnic diversity?			
2. Clearly distinguish between race-based discrimination and other forms of discrimination (e.g. sexism, bullying)?			
3. Address various forms and levels of race-based discrimination (e.g. indirect and direct discrimination; and interpersonal, internalised and systemic race-based discrimination)?			
4. Outline the school's commitment to working towards equality of access, provision and treatment for all staff and students, regardless of their ethnic background, religion and other differences?			
5. Promote friendship, cooperation and mutual understanding between students from various ethnic, social or religious backgrounds?			
6. Commit staff to delivering a curriculum that raises students' awareness of cultural, social, historical and political issues and encourages positive attitudes towards difference and diversity?			
7. Commit school staff to liaising closely with parents, local community groups and other relevant agencies to develop ways of combating race-based discrimination?			

Question Does the school E0/AR policy:	Yes	No	Please explain your answer (i.e. elaborate on your 'Yes' or 'No' response and if relevant, identify barriers to action)
8. Provide for regular staff training on issues of race-based discrimination, equal opportunities and ethnic diversity?			
9. Require all staff to support this policy as an essential condition of service?			
10. Require all students to conduct themselves in a way that complements this policy and supports an ethos of equality and respect for ethnic diversity?			
11. Clearly outline the procedures and consequences that apply if staff or students do not adhere to the requirements of the policy?			
12. Promote staff recruitment practices and other actions designed to ensure that the school's staff are representative of the school community members it serves?			
13. Commit the school to pupil surveys, consultation with parents or other consultative mechanisms to help highlight concerns or issues with school practice?			
14. Clearly and explicitly outline school community members' rights and responsibilities in this area?			
15. Reference or provide an explicit framework for whole-school change and development?			
16. Actively inform the day-to-day life and work of the school?			
Question Is the school E0/AR policy:	Yes	No	Please explain your answer
17. Discussed, developed or reviewed, and supported, by those who are expected to implement it?			
18. Introduced to staff during induction, staff training, or other appropriate contexts?			
19. Introduced to students during enrolment, class time, or other appropriate contexts			
20. Seen as realistic and achievable by staff, parents and students?			
21. Used as a consultation, planning and self-assessment tool and as a formal measure against which to assess progress?			
22. Written in language that is easy to understand?			
23. Accessible in terms of its layout, headings, format and print-size?			



<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Please explain your answer</b>
<b>Is the school EO/AR policy:</b>			
24. Available to parents and students in relevant community languages and in alternative formats where required?			
25. Concise, or available to parents and students in a summarised form?			
26. Regularly discussed by principals, school council, staff, students and parents?			
27. Actively supported by principals and school council?			
28. An accurate reflection of the school's overall mission and its strategic plans?			
29. Supported by the necessary resources? For example, strong leadership, good quality teaching resources and funds for staff training.			
30. Linked to an achievable action plan that clearly identifies who is responsible for each task or objective?			
31. Linked to a realistic timeframe for both short and long-term implementation?			
32. Regularly monitored, reviewed and updated by everyone who has a stake in the school's reputation and achievements?			
<b>Turning policy into practice</b>			
<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Please explain your answer</b>
33. Does the school have a school-wide working party or focus group responsible for operationalising the EO/AR policy?			
34. Does the policy actively inform planning, monitoring and self-assessment activities relating to school practice in terms of addressing race-based discrimination and supporting ethnic diversity?			

(Adapted from Dadzie 2001)



# Section 3: Assessing school practice in terms of monitoring and reporting incidents of race-based discrimination and student academic performance

## Incidents of race-based discrimination

### 1. Are members of the school community actively encouraged to speak to the school if they feel that they/others are discriminated against?

Yes. Please explain how the school encourages such action.

For example:

- At enrolment, all parents/guardians are informed of the procedures and processes for reporting complaints/instances of race-based discrimination, are provided with the relevant key contacts and are encouraged to report any discrimination they or their children experience.
- New staff are informed of the procedures and processes for reporting complaints/instances of race-based discrimination, are provided with the relevant key contacts, and are encouraged to report any discrimination they experience or witness.
- Teachers make class announcements to inform students that they should report any discrimination they experience or witness. A poster with the reporting processes, procedures and key contacts is displayed in the classroom.

No. Please explain why the school does not actively encourage such action and identify any barriers to doing so.

For example:

- No, it is assumed that parents or staff will automatically bring incidents of race-based discrimination to the school's attention; there is no need to actively encourage school community members to do so.

### 2. Are incidents and complaints of race-based discrimination recorded?

Yes, How?

For example:

- Yes. Data on complaints of race-based discrimination are collected and monitored.

No. Please explain why not and any barriers to doing so.

For example:

- No. Incidents of race-based discrimination are not recorded.
- No. Incidents (e.g. verbal abuse, physical assault) are recorded all together; incidents of race-based discrimination are not distinguished from other incidents. It is difficult to distinguish between racially based incidents and other incidents.

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### 3. How are incidents (e.g. verbal abuse, physical assault) defined as being incidents of race-based discrimination?

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Please explain.

For example:

- It is up to the teacher to decide whether or not such an incident constitutes race-based discrimination.
  - The school has a definition of race-based discrimination, which is used to judge whether or not incidents are deemed as such.
  - Students report that an incident is racially based and such incidents are consequently considered as such by teachers.
- 

### 4. Are incidents of physical assault investigated to ascertain their underpinnings? (In particular, to ascertain whether the physical altercation occurred in retaliation to experiencing race-based discrimination or whether the instance was racially motivated)

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Yes. Please explain.

For example:

- Yes, we investigate why the physical altercation occurred, including, if the physical assault occurred because a student who experienced race-based discrimination (e.g. verbal assault) was physically violent towards a student who was the perpetrator of the race-based discrimination OR whether a student physically assaulted another student because of his/her ethnic background.

No. Please explain.

For example:

- No, it is not considered important to investigate why the incident occurred, to ascertain whether or not it occurred in response to race-based discrimination.
- 

### 5. What is the process for reporting incidents of race-based discrimination and who deals with such reports?

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Please explain. Include in your response the reporting process for both students and school staff.

For example:

- In regards to students, students report such incidents to any teacher.
  - Students are to report incidents of race-based discrimination to certain teachers.
  - In regards to teachers, if teachers experience race-based discrimination, and wish to make a complaint, they are to write a formal written complaint which is to be lodged with the principal.
- 

(Adapted from Department of Children's Services 2007)

## Complaints resolution

### 1. What are the processes and procedures for dealing with instances of race-based discrimination?

Please explain how complaints of race-based discrimination against students and school staff are addressed, in particular, any processes or procedures for dealing with such instances. Please include in your response information on who is involved in the complaints resolution process.

For example:

- The parents of the victim(s) and perpetrator(s) of the race-based discrimination are informed of the incident and are involved in the complaints resolution process.
- The incident is dealt with 'in-house', parents of the victim(s) or perpetrator(s) of the race-based discrimination are not informed and are not involved in the complaints resolution process.
- Incidents of race-based discrimination are addressed by teachers.
- Incidents of race-based discrimination are taken directly to the principal who decides on the appropriate action.

### 2. Are all incidents of race-based discrimination addressed in the same manner and treated equally?

Please explain.

For example:

- All incidents are addressed in the same manner e.g. the perpetrator(s) of the race-based discrimination are always given detention.
- Incidents of race-based discrimination are considered individually and may be addressed in a different manner according to their nature and severity.

### 3. Are all incidents of physical assault treated equally and is there a standard way of addressing such incidents?

Please explain.

For example:

- We discipline all initiators of the physical assault equally, even if the physical assault is in retaliation to experiencing race-based discrimination. We do not treat victims of racial abuse who 'start a fight' differently from those who commit race-based assault. Any initiators of a physical altercation are suspended.
- We try to establish the underpinnings of the physical altercation and that informs the way in which we will address the situation, e.g. instances of race-based discrimination, when an individual behaves in a racially prejudicial manner against another, are treated differently from situations when an altercation is a reaction to/provoked by experiencing race-based discrimination.

## Rights and responsibilities

### 1. Does the school recognise that all students, staff, parents/caregivers have rights and responsibilities in relation to race-based discrimination?

Yes. Please outline what the school recognises to be the rights and responsibilities of students, staff, and parents/caregivers in relation to race-based discrimination.

No. Please explain.

### 2. Are all students, staff, parents/caregivers informed of their rights and responsibilities in relation to race-based discrimination? If so, how?

Yes. Please explain.

No. Please explain why not, noting any barriers to taking such action.

For example:

- School policies clearly outline the responsibilities and rights of school community members in relation to race-based discrimination and are clearly displayed in the staff room for all staff to see. Documents outlining the rights and responsibilities of school community members have been distributed to all parents. Teachers have informed students of their rights and responsibilities.

For example:

- No, it is assumed that all school community members are aware of their rights and responsibilities in relation to race-based discrimination; the school does not need to actively inform them of their rights and responsibilities.

(Adapted from Department of Education and Children's Services 2007)

**Student performance**

**1. Is student performance/student learning outcomes, according to ethnic group, recorded? If so, at what intervals (e.g. on a regular basis, sporadically, monthly, yearly)?**

Yes. Please state at what intervals.

No. Please explain why not and identify any barriers to such action.

**2. Are student retention rates, according to ethnic group, monitored?**

Yes. Please explain.

No. Please explain why not and identify any barriers to such action.

**3. If student performance is monitored, how is this information currently used, and for what purpose?**

Please explain.



# Section 4: Supporting the diverse needs of ethnically diverse students and promoting support of diversity among all students

## Instructions

After reading each question, place a tick in the response box ('Yes' or 'No') which most reflects your answer. Then explain your answer and, if relevant, outline any barriers to undertaking this action.

School practices and procedures			
Supporting students in transition			
Question	Yes	No	Please explain your answer (i.e. elaborate on your 'yes' or 'no' response and if relevant identify barriers to action)
1. Does the school run an orientation program to welcome new students?			
2. Does the school access English as a Second Language (ESL) index funding to support ESL eligible students?			
Interpreters, translations and Multicultural Education Aids (MEAs)			
Question	Yes	No	Please explain your answer
3. a) Does the school use either school-based interpreters or interpreters from other organisations?			
b) Does the school have a system for booking school-based interpreters or interpreters from other organisations?			
4. If the school uses interpreters, are students and parents asked about the preferred gender and ethnicity of interpreters prior to booking?			
5. The Department of Education and Early Childhood Development (DEECD) provides translated material on their website. Has the school accessed the translated material on the DEECD website?			
6. Does the school utilise Multicultural Education Aides (MEAs) to support and inform staff about refugee and migrant issues including country/culture-specific information?			
7. Has the school developed a program of alternative or additional educational support for ethnically diverse students?			

## School organisation, ethos and the environment

### School ethos and environment

Question	Yes	No	Please explain your answer
8. Does the school have signs and notices (e.g. directions, fire regulations, health and safety instructions) in the languages of the school community members, where required?			
9. Does the school:			
a) Celebrate or acknowledge significant cultural and religious occasions or key cultural or religious holidays?			
b) Organise activities to celebrate the ethnic diversity of the student population, e.g. has the school celebrated diversity through artistic or creative displays such as a mural, or community project?			
c) Participate in community festivals and events such as Harmony Day, Reconciliation and NAIDOC Week, Sorry Day, International Day of Peace, Children's Day, World Refugee Day, and Asia in Schools Week?			
10. Are opportunities provided for staff and students to visit culturally significant places, e.g. excursions to the Migration Museum, Koorie Heritage Trust, temples, mosques, synagogues, and churches?			
a) Please indicate if you are aware of the following policies and charters. If you are aware of such policies/charters, please outline how they are integrated into school policies, strategies and practices.			
b) <i>Equal Opportunity Act 2010</i>			
c) <i>Racial and Religious Tolerance Act 2001</i>			
d) <i>Multicultural Victoria Act 2011</i>			
e) <i>Charter of Human Rights and Responsibilities Act 2006</i>			
f) <i>Victorian Aboriginal Affairs Framework 2013–2018 (Department of Premier and Cabinet 2012)</i>			
g) <i>Victoria's Advantage: Unity, Diversity, Opportunity (Victorian Multicultural Commission 2013)</i>			
h) <i>Unity through diversity: The Victorian Government's vision for civics, citizenship and multicultural education (Department of Education and Training 2014)</i>			
i) <i>Engage, Involve, Create: Youth Statement (Department of Human Services 2012)</i>			
j) <i>Dardee Boorai: Victorian charter of safety and wellbeing for Aboriginal children and young people 2008 (DEECD 2008b)</i>			
k) <i>Garrin Garrin: A strategy to improve learning and development outcomes for Aboriginal Victorians (DEECD 2014)</i>			



Classroom environment			
Question	Yes	No	Please explain your answer
11. Has the school sought to gain an understanding of how ethnically diverse students feel about your school?			
12. If you answered 'Yes' to Question 11, does the school have strategies in place seeking to address feedback provided by ethnically diverse students?			
Partnerships with agencies			
13. Are school staff aware of ethnically diverse-related community service agencies? e.g. refugee-related service agencies, Aboriginal and/or Torres Strait Islander-related services agencies.			
14. Does the school maintain an up-to-date database of appropriate support and referral agencies for ethnically diverse people, with adequate contact details?			
15. Is information displayed in the school premises about ethnically diverse-related services and support agencies?			
16. Does the school seek information from ethnically diverse-related services and relevant community members (e.g. elders, community leaders) about the needs of Aboriginal and/or Torres Strait Islander and ethnically diverse students and their families and the resources available to them in the community?			
17. Does the school consult with organisations, advocates or outside experts, who represent ethnically diverse groups in the communities in the following instances:			
a) For assistance in the design and implementation of curriculum related to ethnically diverse people?			
b) Before finalising programs and policies that may have an impact upon ethnically diverse school community members?			
18. Has the school invited service agencies with expertise in working with ethnically diverse people to run information sessions or provide professional development for school staff?			

## Referral protocols

Question	Yes	No	Please explain your answer
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19. Has the school developed a referral system for ethnically diverse students, e.g. systems for referring refugee students to service agencies supporting refugee children?			
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20. If you answered 'Yes' to Question 19, please answer the following questions:			
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a) Has the school developed referral forms?			
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b) Has the school developed referral protocols with outside agencies?			
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c) Are school staff aware of referral protocols for ethnically diverse-appropriate community service agencies?			
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d) Does the school have a designated staff member to oversee the referral process and coordinate activities with outside agencies?			
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21. Are school staff able to identify ethnically diverse students who should be referred to community service agencies, e.g. are school staff able to recognise when a refugee student is showing signs of needing counselling and support?			
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## School curriculum, pedagogy and program

22. Do curriculum resources highlight shared values across cultures and belief systems?			
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23. Do curriculum resources show the contributions of all cultures and societies to human achievement, e.g. technology, literature, art, dance, music?			
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24. Does the school provide students with the opportunity to learn languages other than English? If you answered 'Yes':			
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a) What languages are offered?			
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b) What form of language learning is offered (e.g. the school offers studying a language as a subject, one lesson a week, one lesson a day, immersion; or studying a language is offered as part of out-of-school-hours activities)?			
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c) Why are the particular languages on offer (e.g. offered for historical reasons, due to sister/sponsor school relationships)?			
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25. Are curriculum resources about ethnically diverse people contemporary?			
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## Partnerships with parents

### Informing/consulting and involving parents and guardians

Question	Yes	No	Please explain your answer
26. Does the school try to ensure that all parents, including those who are ethnically diverse, are made to feel welcome and included in the school community and to form and build partnerships between parents and the school? If so, how?			
27. Does the school actively encourage interaction between all parents/guardians, including those who are ethnically diverse, such as through the provision of activities, events or programs (e.g. parent afternoon tea, cross-cultural parent cooking classes)?			
28. How does the school communicate with parents from ethnically diverse backgrounds, (e.g. is communication made through multilingual school newspapers, letters, phone calls, face to face meetings)?			
29. Do parents, including those who are ethnically diverse, understand their role, rights and responsibilities in supporting their child/children and the school?			
30. Are all parents, including those who are ethnically diverse, consulted in relation to their children's progress and encouraged to seek advice on their children's progress?			
31. Are all parents and school community members consulted when the school is planning support and development programs for students? If so, how does the school attempt to make sure that all parents, including those who are ethnically diverse, have the opportunity to be involved?			
32. Are all parents encouraged to be involved in decision-making and policy development within the school? If so, how?			
33. Does the school encourage all parents to be actively involved in school structures such as the School Council? If so, how does the school attempt to gain the involvement of ethnically diverse parents?			
34. Does the school involve all parents and guardians, including those who are ethnically diverse, in the organisation and development of school information sessions and special days?			
35. Does the school collaborate with parents and the community to counter race-based discrimination? If so, how?			

(Adapted from Department of Education and Children's Services 2007; Department of Education and Training, Office of Multicultural Interests and Public Education Endowment Trust 2009; Department of Human Services 2005; Department of the Premier and Cabinet 2006; Victorian Foundation for Survivors of Torture 2004)

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