

NSW Department of Education and Training

Ethnic Affairs Priorities Statement

Report 2003



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Introduction

The Department of Education and Training is committed to building a learning community which supports and capitalises on the cultural and linguistic diversity of New South Wales in order to fully realise its social, civic and economic capabilities. The following principles underpin the Department's approach to multicultural education and training:

A civic minded community

Education and training which promotes community harmony and mutual responsibilities contributes to the development of democratic values and active citizenship in a culturally diverse, civil society.

English as the national language

Development of English language and literacy skills is essential for effective participation in education and training and life in the community.

Anti-discrimination

An environment free from discrimination, racism and harassment is essential for learning.

Diversity and cultural identity

Effective education and training programs are inclusive of the cultural and linguistic diversity of all learners and individuals.

Access to and participation in quality programs

People from language backgrounds other than English are entitled to quality programs that meet the criteria of appropriateness, effectiveness and fairness.

Diversified skills base

The diverse cultural and linguistic skills of the community are a productive resource for the state's social, cultural and economic development.

2 Planning and Evaluation

2.1 Planning

The Department of Education and Training delivers high quality education and training services from early childhood education to post-compulsory education and training. Strategic planning aimed at improving education and training outcomes is guided by the Department's directions in sector plans for public schools, TAFE NSW, Adult and Community Education (ACE) and Adult Migrant Education Service (AMES). In 2003 these sector plans included:

NSW Public Schools: Strategic Directions 2002 – 2004

The *NSW Public Schools Strategic Directions 2002 - 2004*, provides the Department's vision and guarantee in providing high quality teaching and learning programs in NSW public schools. It forms the basis of reporting on the achievements of the public school system to parents and the community. It aims to support a vibrant and responsive public education system that provides well-educated citizens with the capability and confidence to succeed in the 21st century.

Directions have been established in relation to quality teaching and learning; the State Literacy and Numeracy Plan; creating confident users of information and communications technologies; opportunities for young people to study vocational subjects and develop workplace skills while still at school; and improving school facilities for students.

TAFE NSW: Strategic Directions 2002 – 2004

The *TAFE NSW Strategic Directions 2002 – 2004* promotes new ways for TAFE NSW to provide services and products to enable businesses, industries, communities and individuals in New South Wales to develop their capabilities and to prosper.

Strategic directions include a focus on providing skills relevant for the current and future workforce while meeting the aspirations of customers and ensuring recognition of TAFE NSW as a national and global institution.

NSW Board of Adult and Community Education Learning for the Future Strategic Directions 2001 – 2003

Communities Learning for the Future: Strategic Directions 2001–2003 furthers the NSW Government's goals for adult and community education which incorporates equitable, responsive, effective, efficient and complementary education and training provision.

NSW Adult Migrant English Service (AMES) Business Plan 2002 – 2005

This business plan identifies AMES' corporate objectives in relation to providing high quality services and courses responsive to clients' diverse needs. It focuses on providing support for staff through professional development and resources; the increase of marketing initiatives, and the diversity and flexibility of services and products; positioning the organisation to compete for the Adult Migrant English Program (AMEP) and other programs; and strengthening links with other partners, the community, education and training providers and other service providers.

NSW Community Languages School Board Strategic Directions 2002 – 2004

The NSW Community Languages Schools Board Strategic Directions for 2002 – 2004 include supporting quality teaching and learning of community languages; having fair, efficient and accountable processes for the allocation of funds and program management; and strengthening the profile of community languages schools.

Focus areas and strategic directions contained in the Department's corporate plans are inclusive of the needs of all learners, clients and employees. Objectives related to the specific needs of learners, clients and employees of culturally and linguistically diverse backgrounds are embedded in the plans and strategic directions for each sector.

The Department of Education and Training has a dedicated unit, Multicultural Programs Unit (MPU), whose role is to ensure the delivery of quality multicultural education and training programs and services. It provides strategic direction and management in the areas of policy development, operations, performance and organisation improvement for multicultural education and training. It coordinates and implements a range of state-wide programs and initiatives aimed at improving the outcomes for learners from diverse cultural and linguistic backgrounds.

The Multicultural Programs Unit is also responsible for the coordination of reporting on multicultural education and training and for developing the Department's *Ethnic Affairs Priorities Statement Plan*. In undertaking this task, all education and training sectors and program areas are consulted, in particular all TAFE NSW Institutes and school districts, the Adult Migrant English Service, Adult and Community Education, National Art School and state office directorates.

2.2 Data

The Department continues to regularly collect data on the language backgrounds of learners, clients and staff to inform planning and delivery of relevant programs and services at both the local and state level.

Table 1 provides data on the number of students from language backgrounds other than English enrolled in agencies comprising the Department of Education and Training. It should be noted that in relation to schools, there has been a continued increase in the enrolments of students from language backgrounds other than

English. In TAFE NSW the apparent discrepancy between the 2001 and 2002 enrolments has been attributed to changes to questions in the enrolment form used to elicit the information.

Table 1 Enrolment of students from language backgrounds other than English 2001 – 2003

Education Provider	2001	2002	2003
NSW public schools	182,884	190,845	197,076
TAFE NSW	60,268*	92,715*	91,096
Adult and Community Education (ACE)	27,120	37,217	N/A**
Adult Migrant English Service	15,115	16,137	15,694
Community Languages Board of New South Wales	34,140	32,374	32,000

* Apparent discrepancy between data in the TAFE NSW enrolments has been attributed to changes in the questions asked to elicit the number of students from language backgrounds other than English.

** This data will be available in April 2004

Publication of the participation profiles in adult community education provides access to comprehensive planning data and is used as a tool to enable both the ACE Directorate and providers to evaluate how effectively their programs involved all sections of the community.

2.3 Research

In 2003, the Department conducted a number of research projects designed to support and improve learning outcomes of students and clients from language backgrounds other than English. These projects included:

- A three year, cross sectoral, \$1.4 million Commonwealth funded Numeracy research project in NSW Primary Schools which aims to document effective strategies, programs and practices believed to contribute to improved numeracy outcomes. Of the 10 schools participating, two have high populations of students from language backgrounds other than English.
- An *Exceptional Schooling Outcomes Project (AESOP)* funded by the Australian Research Council. In its third year it adopted a case study approach in four schools to identify and analyse junior secondary schooling processes that generate quality outcomes in NSW public secondary and central schools. The case studies included Intensive English Centres and ESL programs. The project was supported with funding of \$24,000.
- The *ESL Pedagogy Action Inquiry Project* investigating and documenting effective ESL pedagogical practices in the context of the mainstream curriculum in 13 schools at a cost of \$80,000.

- An assessment research project exploring issues related to assessment practice in traineeships in TAFE NSW was conducted by the TAFE Educational Services Group.
- Over 4,000 students in 22 schools participating in a research project aimed at collecting data comparing student literacy development in bilingual programs and English only programs.

2.4 Resources

In 2002/2003 the Department's budget for students and clients from language backgrounds other than English included:

- \$85 million for English as a Second Language (ESL) and New Arrivals Programs for school students from language backgrounds other than English
- \$18.6 million for the Adult Migrant English Service, including \$1.84 million being spent on the *Skillmax Program*
- \$2.7 million for the Community Languages Board, Community Languages Schools Program
- \$806,418 to support *Links to Learning Program* projects aimed at assisting students from language backgrounds other than English at risk of disengaging from education and training to access and participate in education or accredited training
- \$1.61 million on the *Migrant Skill Strategy*
- \$3.9 million to support multicultural education strategies in schools including support for anti-racism education, multicultural perspectives to the curriculum and refugee education strategies to support positive community relations and build links with culturally and linguistically diverse communities
- \$174,000 centrally for education initiatives to support students and clients from culturally and linguistically diverse backgrounds in TAFE NSW.

In addition, TAFE NSW allocated funds to support specific initiatives targeting students from language backgrounds other than English.

3 Program and Service Delivery

3.1 Consultation

Consultation on issues in multicultural education and training occurs in a number of forums in the Department of Education and Training.

The Director-General's Advisory Group on Multicultural Education and Training (AGMET) is the Department's formal advisory and consultative structure for multicultural education and training. It comprises representatives from a wide range of educational, government agencies and community organisations interested in education and training in a culturally diverse society. These include the Ethnic Communities' Council of NSW (ECC), Taskforce of Ethnic Networks, Association of Teachers of English to Speakers of Other Languages (ATESOL), Community Languages Schools Board, Federation of Parents and Citizens' Associations of New South Wales (P&C), NSW Teachers Federation, Community Relations Commission for a multicultural NSW and the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA).

In 2003, priorities included the development of a draft multicultural education policy for the Department, providing advice on issues related to the participation and outcomes of students from Pacific Island backgrounds and the investigation of strategies to meet the emerging resettlement and education needs of students from African communities.

An *ESL in Schools Working Group* continued to address issues related to ESL education including the development of draft guidelines for schools outlining the role of ESL teachers K-12 and Community Languages teachers K-6. The working group, which met four times during the year, also focused on the development of mandatory pre-service teacher education standards in relation to meeting the education needs of students from language backgrounds other than English.

AMES continues to host *Regional Consultative Committee (RCC)* meetings to assist in improving service delivery for the Adult Migrant English Program. The committee, which meets quarterly, includes representations of peak ethnic community organisations in regional and rural areas. During 2003, AMES held regional forums in each major region of NSW to discuss key local issues. Representatives from TAFE NSW, ACE, Centrelink and key community groups attended.

The General Education Reference Group (GERG), a sub-committee of the Board of Vocational Education and Training (BVET) Curriculum Advisory Committee, has representatives from the Ethnic Communities' Council of NSW and the NSW Adult Migrant English Service to provide advice on issues in the provision of vocational education and training (VET) curriculum catering for students from language backgrounds other than English.

The *Ministerial Intervention Support Advisory Committee (MISAC)* aims to improve education and training outcomes for young people. It ensures representation by people from language backgrounds other than English.

3.2 Participation

In 2003 the Department provided funding of \$41,500 to 133 schools in order to increase participation by parents and caregivers from language backgrounds other than English in the school community. Strategies to support parents and caregivers included information sessions and workshops for parents, kindergarten and high school orientation programs, community meetings which focused on a range of topics, including the Higher School Certificate, literacy and numeracy and vocational education and training.

Community Information Officers (Non English Speaking Background) (CIOs) play an important role in providing information to and consulting with ethnic communities and community agencies in order to strengthen links between the Department and culturally and linguistically diverse communities. In 2003, 20 CIOs (17.2 EFT) were located in 14 school districts and worked across 34 districts.

Teachers Aides Ethnic (TAEs) play a key role in meeting the welfare and educational needs of newly arrived ESL students enrolled in 14 Intensive English Centres and one Intensive English High School. They provide bilingual teaching and learning support for students. Many TAEs have participated in the *Families in Cultural Transition* training courses and are integral to the orientation and resettlement programs conducted in all intensive English programs.

Twenty Specialist Migrant Placement Officers (SMPOs) were located in the Department's Industry Training Service centres in metropolitan and regional centres to assist overseas skilled migrants with employment preparation, work experience placements and information on apprenticeships and traineeships. In 2003 2,139 clients were assisted.

Fifteen Institute Multicultural Education Co-ordinators (IMECs) were located in eight of the TAFE Institutes and OTEN-DE in 2003. The IMECs assist students from language backgrounds other than English in accessing TAFE services and programs. They also liaise with culturally and linguistically diverse communities and industry organisations to promote TAFE services. The positions are identified non-English speaking background (NESB) positions, with officers speaking a range of languages.

TAFE institutes continued to provide opportunities for people from language backgrounds other than English to participate in decision making processes and contribute to public life. Southern Sydney Institute (SSI) Council continued to ensure representation by people from language backgrounds other than English in 2003. It provided funding of \$12,000 to support three Outreach courses for parents from language backgrounds other than English to gain skills and knowledge to become actively involved in the community.

3.3 Programs and Services

Community Relations

Complan

In 2003 the Department of Education and Training participated in the whole of government Community Harmony Reference Group responsible for promoting community harmony and developing cross-cultural understandings. The group was also responsible for developing the NSW Government's Community Relations Crisis Management Plan (Complan) for use in agencies in the event of a break down in community relations. Specific actions to be taken by the Department are to:

- Issue a memorandum to senior officers and principals alerting them to the need for sensitivity to students affected by the crisis
- Continue monitoring of reports of serious incidents relating to violence or threats
- If necessary, convene a meeting of superintendents and institute directors in key areas to develop appropriate strategies
- Work in collaboration with other agencies to address issues of community relations
- Ensure that principals and senior officers enact their *Serious Incidents Management Plan*, where appropriate.

Promoting community harmony

Following the outbreak of war in Iraq, the Director-General issued two memorandums to principals, district superintendents and institute directors encouraging staff to be sensitive to the feelings and reactions of students and to respond appropriately to ensure that no student or staff member suffered from discrimination or harassment.

Recognising the special needs of school students, a document, *Supporting students in times of international conflict: Advice to schools* was also provided for use as needed.

Cultural Exchange Program

In 2003 the Department established a cross-sectoral working group to oversee the implementation of a Cultural Exchange Program between schools in New South Wales. The working group has developed a test website to facilitate schools from the government, independent and Catholic sectors access information about other schools in order to be able to develop meaningful exchange programs. In 2004 program guidelines will be forwarded to all schools in order to encourage cultural exchanges between schools.

The aim of the cultural exchange program is to develop in students a greater understanding of Australia's cultural and ethno-religious diversity by allowing them to interact with and learn from students from different backgrounds and communities

from their own. In this way, the program aims to break down barriers and promote community harmony.

Youth Partnerships with Arabic Speaking and Pacific Island Communities

The Department continued to be a key agency in the *Youth Partnership with Arabic Speaking Communities*. Four major education programs – *Gateways*, *Homework Plus*, *School to Work* and *Machismo* – continued to be delivered in selected high schools in the Bankstown, Granville, Liverpool and St George districts.

The *Gateways* program operated in 22 high schools to support the educational, welfare and social needs of young Arabic speaking people at risk. *Gateways* programs focus on individualised support for identified students, including case management, mentoring and the development of individual education plans to assist young people identify future employment and life goals and plan their education and training pathways.

The *Gateways* program has also allowed identified young people to access specially designed 'taster' courses through TAFE NSW and other providers. These courses included Automotive, Metals and Basic Office Skills. Students in the Automotive course also received training in Occupational Health and Safety and First Aid.

The *Gateways* program is supported by Arabic speaking *Gateways* coordinators, based at Bankstown and St George district offices. These officers provided mentoring support to groups of students and support the teacher and community mentors.

In 2003, a total of 289 students received case management or mentoring. Of these students, 218 (75.4%) were from Arabic speaking backgrounds. 73 students have developed individual education plans and 111 students have had access to vocational education programs.

Homework Plus centres are operating in 17 high schools to provide out of school hours tuition to students who need additional help with homework and assignments.

Tutoring sessions are provided for individual students or small groups, usually two or three afternoons a week. During terms 1 and 2, 2003, approximately 1,100 students attended the *Homework Plus* centres. Of these students, approximately 670 (61%) were from Arabic speaking backgrounds.

Students and teachers report that attendance at homework centres has assisted students in the completion of their homework and has contributed to improved learning outcomes for those students.

The *Machismo* program operated in three high schools - Punchbowl Boys High School, Granville Boys High School and Kingsgrove North High School - with the aim of involving boys in activities designed to reduce truancy, improve behaviour and raise self-esteem.

Each school developed a program that reflected the culture of the school and was designed to meet the needs of its students. Some strategies employed across schools included goal setting and leadership, peer tutoring reading programs, bullying, harassment and crime avoidance programs, debating, and literacy and numeracy programs.

During terms 1 and 2, 2003, a total of 758 students participated in *Machismo* activities in the three schools.

The *School to Work* program operated in 22 high schools to support young people in Years 9 to 12 to develop their understanding of their post-school options and pathways. *School to Work* is comprised of two elements: school to work planning and workplace learning opportunities.

As part of the process, each student is assisted to develop an individual school to work plan. Schools are also supported to develop links with employers and community groups who can assist young people through providing work experience, mentoring and work placement.

During terms 1 and 2, 2003, approximately 2,120 Arabic speaking students in the targeted schools were involved in *School to Work* activities. These activities included implementing school to work plans and using the employment related skills logbook.

Of these students, approximately 1,515 students enrolled in HSC VET Industry Curriculum Framework courses including *Tourism and Hospitality, Business Services, Information Technology, Retail, Construction, Metals or Engineering*. Of these, 124 students are completing their course at TAFE and 168 students are accessing work experience.

The *Youth Partnership with Pacific Island Communities* is a NSW Government interagency project, coordinated by the Premier's Department. The aims of the partnership are to:

- promote the well being of young people of Pacific Islands backgrounds
- increase parent support and education to help parents prevent risk taking behaviour by children and young people
- provide children and young people with better learning opportunities and recreational activities for long term personal development.

A Departmental Reference Group has been established to develop an education strategy to meet the goals of the Youth Partnership. The Reference Group has commenced the mapping of existing strategies including early learning programs, student leadership initiatives, cultural and performing arts programs, and improved links between schools and parents and communities.

As part of partnership activities and in support of the Mount Druitt Community Solutions and Crime Prevention initiative support will be provided for Pacific Island students and their families to participate in *Primary Connect, Schools as Community Centres* and the *Gateways Program*. In addition 5 Pacific Island Community Liaison Officers are working with schools in the Chifley College in order to increase parental and community involvement in local school decision making.

Isma Project

The Department is participating in the *Isma Project* initiated by the Human Rights and Equal Opportunity Commission (HREOC) in response to reports of an increase in discrimination and vilification of Arabic-speaking and Muslim Australians following the attached on the USA of 11 September, 2001, the Bali bombings and the war in Iraq.

Isma is the Arabic word for listen. The main goal of the project is to listen to Arabic-speaking and Muslim Australians' experiences of discrimination and vilification.

In New South Wales consultations have taken place with primary and secondary aged students and teachers in government schools, and with Anti-racism Contact Officers (ARCO) and Community Information Officers (CIOs).

Details of the outcomes of these consultations will be used by HREOC to help formulate recommendations concerning prejudice, discrimination and violence against Arab and Muslim Australians.

Cohesive Community School Award

In 2003, the Government introduced a new Minister's education award, the *Cohesive Community School Award*. This award is available to both government and non-government schools.

The award is designed to recognise the efforts and achievements of schools in promoting a cohesive community and in making a significant difference to social harmony and unity.

Any individual, community organisation, professional body or school can nominate a school or a group of schools for the *Cohesive Community School Award*.

Culturally inclusive curriculum

Schools

The *Multicultural Perspectives Public Speaking Competition* provides opportunities for students in Years 3 to 6 to develop their public speaking skills while exploring and analysing issues arising from cultural diversity.

Entries for the 2003 competition represented a 12% increase since 2002. In the Years 3/4 competition, 919 entries were received and 1,050 entries were received in the Years 5/6 competition, bringing the total participation figure to 1,969. The total budget for the competition was \$102,540.

A multicultural calendar was distributed to all government schools at a cost of \$100,000. The calendar, with the theme *Colours of Australia*, celebrates cultural diversity and provides information regarding significant dates and events from Australia's diverse communities. Each month is translated into a different language: Polish; Tamil; Urdu; Dutch; Dari; Swahili; Assyrian; Pukapukan; PNG Tok Pisin;

Fijian; Latvian and Thai. A supporting handbook was distributed to all primary schools, high schools and Intensive English Centres.

In 2003, \$27,790 was distributed to 23 schools to support the planning and implementation of multicultural education projects aimed at increasing all students' understanding of Australia's culturally diverse society and promoting community harmony. Projects implemented focused on:

- culturally inclusive teaching practices
- multicultural perspectives to the curriculum
- welfare and support programs for targeted groups of students from diverse cultural and linguistic backgrounds
- guidelines and strategies for assessing teaching and learning materials for cultural bias.

KENSINGTON AND NIDA

Kensington Public School implemented a project in conjunction with the National Institute of Dramatic Art (NIDA). The project aimed at increasing students' knowledge of and skills in addressing issues of racism and cultural diversity. As part of the project, Stage 3 teachers developed and trialled a Stage 3 Human Society and its Environment teaching unit, incorporating ESL, anti-racism and multicultural perspectives. The project also included student workshops conducted by specialist NIDA tutors to explore relevant issues through the use of drama and to develop debating and public speaking skills.

A multicultural drug education project was conducted in 2003 to assist teachers in providing culturally specific drug education. At a cost of \$25,150, teachers in 15 pilot schools were trained in culturally specific drug education. A CD professional development prototype entitled *Drug Education in culturally diverse classrooms* was trialled in these schools at a cost of \$118,250.

In the Granville District, to promote and explore cultural diversity as a positive value, an *ArtsLinks* project was implemented in eight schools with a culminating exhibition of student artworks and response texts at Lidcombe College, South West Sydney Institute during Education Week.

TAFE NSW

To support curriculum design and development which promotes cross-cultural and civic understandings and which are appropriate for, and inclusive of, the needs of students and clients from diverse backgrounds, a number of initiatives are implemented. TAFE NSW *Accreditation Council and External Review Panels* are responsible for ensuring that curriculum is inclusive and meets the special needs of the community. In 2003, 27 courses were accredited, all meeting inclusive curriculum guidelines.

Other initiatives in 2003 to support inclusive curriculum and assessment processes included:

- inclusion of modules to support English language learning needs in *Racing, Rural Production, Forest and Forest Production* training packages
- development of 35 assessment tools sensitive to the needs of students from language backgrounds other than English at a cost of \$20,000.

The *Facilitating and Managing E-Learning* (FAME) and *Introduction to Teaching Online* (ITTO) courses have enabled TAFE teachers to utilise inclusive online teaching strategies for students from a wide range of communities.

The *i-Experience* website at <http://oten.edu.au/iexperience> continued to support instructional designers and curriculum writers in the development of online resources which are inclusive of the needs of culturally diverse communities and clients.

In 2003, there was a 20% increase in enrolments in the TAFE module *Intercultural Skills*.

In South Western Sydney Institute a *Cultural Awareness Program* was conducted for teaching staff to increase sensitivity to international and local issues. Arabic cultural awareness training was also delivered for administrative support staff and teachers at Padstow College.

A *LearnScope* project, *Cultural Diversity and e-Learning*, aimed to assist teachers to develop learner centred online facilitation skills to enhance the uptake of e-learning by people from culturally and linguistically diverse backgrounds in TAFE NSW colleges. The project enabled 20 teachers and managers in TAFE NSW to participate in the *Introduction to Teaching Online* and to establish an online professional network to support improved customer service. The cost of this project was \$20,134.

Adult Migrant English Service

AMES continued to promote the delivery of programs which promote intercultural communication and acceptance of multiculturalism in Australia.

The *Certificates in Spoken and Written English, (CSWE)* I,II,III and IV were re-accredited in December 2002 and adopted as the curriculum to be used nationally in the Adult Migrant English Program.

AMES continued to expand courses and consultancies in the areas of cultural diversity and intercultural communication. In 2003, courses were delivered to two private sector and 10 public sector organisations, with a total of 468 employees attending. In 2002 only four organisations undertook this training.

English language and literacy programs

Schools

The English as a Second Language (ESL) New Arrival Program provided intensive ESL support to more than 6,500 newly arrived students enrolled in 2003. This included 2,134 students in 14 Intensive English Centres and Cleveland Street Intensive English High School and approximately 3,800 students in primary schools and 566 students in secondary schools.

The ESL General Support Program provided specialist ESL teacher support to 66,938 ESL students in 558 primary schools and 20,737 ESL students in 213 high schools at a cost of approximately \$85 million.

The competency based Certificate in Spoken and Written English (CSWE) course provides post compulsory ESL students at risk of disengaging from education with a pathway to further training or education. In 2003, a three day training course was provided to 14 new CSWE teachers. CSWE courses were delivered in 11 high schools, 12 Intensive English Centres (IECs) and one Intensive English High School (IEHS). A total of 625 Vocational Education and Training Accreditation Board (VETAB) accredited certificates were awarded to students who successfully completed CSWE course outcomes.

The Department produced a number of resources to support ESL students undertaking state-wide assessment programs. Publications include: *Mapping ELLA to ESL Scales; ESL Learner and the BST; Linking ELLA to ESL; Linking PWA to ESL Scales; ESL Links to the Year 3 Basic Skills Tests 2003* and *ESL Links to the Year 5 Basic Skills Tests 2003*.

ESL teachers in NSW government primary schools were provided with training and development in order to implement the K-6 curriculum framework: *ESL Steps*.

To support the implementation of the English Years 7-10 syllabus, 35 ESL teachers were trained as facilitators to implement the resource package, *Supporting ESL Teachers Implementing English Years 7-10*. Approximately 200 secondary ESL teachers attended training on the resource package.

A publication providing exemplary teaching sequences to support the *Language Study within an Area of Study* component of the Stage 6 English (ESL) course was distributed to 110 schools at a cost of \$2,200. Units of work on *Perspective* and *Dialogue* were also developed for publication on HSC Online. A live book rap also provided opportunities for students and teachers to participate in online discussions on the HSC English text, *Immigrant Chronicle*.

A curriculum framework providing an outcomes based guide for meeting the English language learning needs of newly arrived ESL students enrolled in Intensive English Centres was supported by four workshops which provided training in the implementation of Board of Studies 7-10 syllabuses.

A total of \$16,000 funding was provided to 25 schools to support ESL school-based projects resulting in teaching resource development, class-based research, ESL program evaluation.

An ESL Pedagogy Action Inquiry project, involving 46 ESL and mainstream teachers from six primary and seven high schools, investigated and documented effective ESL pedagogical practices in the context of the mainstream curriculum at a cost of \$80,000.

Thirty five ESL Information Network (ESLIN) coordinators were provided with professional development in current ESL pedagogy and ESL education initiatives to ensure a professionally informed and confident ESL teacher network. ESLIN network coordinators meet regularly to exchange ideas and resources in relation to ESL education.

A three day Orientation program was conducted for 170 ESL teachers who were newly appointed to ESL positions to provide them with an orientation to ESL methodology, policy and program operations in NSW government schools at a cost of \$100,000.

Approximately 200 ESL teachers attended the four Teaching English to Speakers of other Languages (TESOL) seminars conducted during 2003. The seminars provided an effective, accredited program for professional renewal aimed at increasing effective ESL pedagogical practice at a cost of \$12,000.

Six schools, involving approximately 100 mainstream and ESL teachers, participated in the 10 module *ESL in the Mainstream* course, aimed at developing the skills and understandings required to effectively support ESL students across all curriculum areas. The professional development initiative was supported by funding of \$15,000.

A new school dictionary kit to help teachers of English as a Second Language was produced and distributed to all schools. The *Thematic Picture Dictionary Kit for ESL Beginners* contains a thematic picture dictionary and workbook, compact discs containing speaking and listening exercises, a teachers guide and student worksheets. The kit, produced at a cost of \$49,000, is suitable for students from Kindergarten to Year 12.

Six schools, involving approximately 100 mainstream and ESL teachers, participated in the 10 module *ESL in the Mainstream* course, aimed at developing the skills and understandings required to effectively support ESL students across all curriculum areas. The professional development initiative was supported by funding of \$15,000.

TAFE NSW

TAFE NSW provides a range of English for Speakers of Other Languages (ESOL) courses. In 2003, 10,496 students from language backgrounds other than English were enrolled in English language and literacy courses across TAFE NSW with 7,534 enrolments in *Access ESOL* and *ESOL* courses.

TAFE NSW also provides a range of specific programs to improve the language and literacy skills of people from language backgrounds other than English. These included:

• English Language Skills (Statements and Certificate 1 and 2)	285
• English for Business Studies	582
• English Language Skills for Business Studies	919
• English for Employment	180
• English for Further Study	680
• English Pronunciation	142
• English for Academic Purposes	325
• English as Foreign Language	136
• English for TAFE -	107
• Advanced English -	71
• Preparation for International English Language Test System (IELTS)	117

Adult Migrant English Service

In 2003, there were a total of 15,694 enrolments in programs delivered by NSW AMES.

The main program delivered by NSW AMES is the Commonwealth-funded Adult Migrant English Program (AMEP). This program provides English language tuition and related services for newly arrived migrants. In 2003, there were 12,443 enrolments in AMEP courses. Over 85% of students were able to access bilingual resources aimed at assisting in the development of English language and literacy skills. There are 19 bilingual publications currently available.

In 2003, CSWE level III AMEP students were offered dual accreditation in CSWE III and the International Computer Driving Licence (ICDL). Twenty eight students obtained the ICDL and a further 52 are currently undertaking ICDL courses.

Board of Adult and Community Education

In 2003, with a budget of approximately \$1.5 million, the *Multi-ACE Providers Program – Language and Literacy* continued to provide a range of community based and nationally recognised training to clients seeking to improve their literacy, numeracy, English language and workplace communication skills. Between 2001 and 2002 there was an increase of 27% of students from language backgrounds other than English enrolled in accredited English Speakers to Other Languages (ESOL) and English Language Literacy and Numeracy (ELLN) courses.

The 2003, *Multi-Ace Providers Program – Equity Initiatives* supported by funding of \$100,000 is a creative approach to developing new learning opportunities for individuals experiencing disadvantage through local partnerships. ACE figures currently available indicate that in 2002, enrolments of students from language backgrounds other than English increased to 37,217, representing a 37% increase from the previous year.

Languages other than English programs

Schools

In 2003, 36,835 students participated in *Community Language Programs* conducted in 162 primary government schools including four pre-schools, by 243.8 (EFT) community language teachers. The Department's first Maori Community Language Program was established at Carlton Public School and a new Assyrian program was established at Prairievale Public School. The *Community Languages Induction Program* (CLIP) with funding of \$29,826, provided professional development for 18 newly appointed community languages teachers.

The *Saturday School of Community Languages (SSCL)* continued to provide access to School Certificate and Higher School Certificate courses in 24 community languages in 16 locations. Approximately 6,000 students studied at the SSCL and in 2003, 620 students sat for the School Certificate and 1250 for the Higher School Certificate. Of the 31 HSC courses offered, 14 SSCL students gained first place.

The *Student Language Study in Overseas Countries* program (SLSOC) provides opportunities for students in Years 10, 11 and 12 to undertake intensive in-country language study. In 2003, with a budget of \$208,200, 166 students undertook language study to improve their skills in Chinese, Greek, Italian, Korean and Spanish.

The Department of Education and Training, cooperation with the Migration Heritage Centre NSW and Premier's Department, established the *From There to Here* project in recognition of the linguistic diversity of New South Wales.

In NSW over 32,000 students study 47 community languages across NSW in schools that operate after school hours. These schools are called community languages schools and are administered by the NSW Community Languages Schools Program.

FROM THERE TO HERE

The *From There to Here* project provides students studying their heritage language with an opportunity to participate in a web based oral history project. Students participating in this project are encouraged to interview a parent, grandparent or older family or community member about the experiences of migrating to Australia. They are then encouraged to write the story of the interview in their heritage language and English. These stories are then placed on the Migration Heritage Centre website.

To date over 60 stories are on the website in languages including Polish, Tamil and Indonesian. The personal and unique styles of the students who contribute stories to the *From There to Here* project illustrate the way in which many cultures have contributed to our multicultural society.

Specific outcomes from this ongoing project to date include:

- Opportunities have been provided for students to use the language they are studying in authentic situations, practising their listening, speaking and writing skills
- Students have been provided with motivation and a real-life purpose for language learning
- Students' studies in language learning have been recognised
- Students have been helped to gain a better understanding of their cultural heritage
- Students have been provided with opportunities to gain a better understanding and appreciate of the older generation.
- Stronger links have been developed between Community Language Schools and their communities
- Promotion of the Community Languages Schools Program to a wider audience.

Project costs totalling \$50,000 have been shared by the NSW Community Languages Schools Program and the Migration Heritage Centre.

TAFE NSW

TAFE NSW provided courses in 13 languages other than English. Courses were provided in response to community and industry needs. In 2003, out of a total of 5,298 enrolments, 1,775 students from language backgrounds other than English enrolled in Language other than English (LOTE) programs.

At OTEN-DE, language programs in French, German, Indonesian, Greek, Italian, Japanese and Spanish continued to be delivered flexibly for students in urban, rural and remote communities throughout Australia.

Sydney Institute, at a cost of \$35,000, expanded the Interpreters course provision with the addition of a diploma level course.

Randwick College, Sydney Institute continued a successful language program which showcased the use of cultural and linguistic diversity amongst staff in Sydney Institute to the benefit of other staff across a range of organisations. In 2003, a total of 1,800 students enrolled in 25 languages other than English courses. Of these courses, 11 were taught in colleges of TAFE and 14 were provided in the workplace.

BILINGUAL COURSE DELIVERY

At the Prince of Wales Hospital, Sydney Institute of TAFE continued to implement a language program providing instruction in Mandarin and Cantonese to staff providing services to people from Chinese backgrounds.

The initiative arose from an identified need for cultural and linguistic sensitivity among hospital staff providing services to significant numbers of clients from language backgrounds other than English.

The programs, delivered in hospitals, were timetabled flexibly around the work commitments of participating hospital staff members, including doctors and nurses. The program has been expanded to include the teaching of Arabic, Spanish, Russian, Italian, Greek and Macedonian at Sydney, Sydney Eye, St Vincents, Prince of Wales and St George Hospitals.

The success of this initiative has led to the involvement of additional government and industry organisations, including the Police Department, Nestles and Fox Studios. The Bank of China is currently negotiating for Mandarin courses to be offered to its non-Mandarin speaking staff.

Anti-racism and anti-discrimination programs

The Department continued its commitment to the provision of education and training which is fair and non-discriminatory. The Department's complaints policy, *Responding to Suggestions, Complaints and Allegations*, is available for all staff and students and is accessible on the Department's website www.det.nsw.edu.au/complaints in languages other than English.

Schools

In 2003, \$250,000 was provided to 40 school districts for the delivery of anti-racism professional development activities and training initiatives. The funding supported the training of 514 anti-racism contact officers. 52 school representatives were provided with training to conduct anti-racism projects. 12 districts organised professional development network meetings for anti-racism education. 18 school based projects in 16 school districts were implemented in order to investigate strategies aimed at countering racism.

To support country areas in anti-racism education, two officers delivered 28 one-day workshops in 16 country districts and facilitated three anti-racism education projects in three country districts.

The *Cooling Conflicts* program which uses drama techniques and peer teaching to help students understand and manage cross-cultural conflict continued in 2003. Sixty one staff members from 24 schools were trained at a cost of \$10,000.

The *Racism. No way!* Project continued to provide contemporary, online anti-racism education resources for use in schools. Training programs and information sessions on the project continued to be provided on an ongoing basis to staff and students across NSW. The project continued to receive positive feedback from students, teachers and community groups nationally and internationally. The www.racismnoway.com.au website has received over 13 million hits to date.

Prejudice. No way! is a joint project between the Department of Education and Training and the B'nai B'rith Anti-Defamation Commission (NSW). It aims to provide students in Years K-3 with the foundation knowledge and skills required for effective participation in anti-racism and anti-prejudice education programs provided through the curriculum in the later years of schooling. A set of anti-prejudice teaching activities was trialled by 26 teachers in 15 selected NSW schools, including schools in rural and regional areas, in 2003.

The Department developed a pilot program, *Student Anti-racism Education Initiatives*, to be trialled in 2004 in four districts. The program provides opportunities for District Student Representative Councils (SRC) to evaluate proposals from high school students and recommend allocation of funds for the proposals' implementation.

TAFE NSW

Anti-Racism Contact Officer (ARCO) training provided to school staff was adapted for use by TAFE staff and trialled in Western Sydney Institute during 2003. Western Sydney Institute also implemented a range of strategies to support student and staff awareness of the *NSW Anti-discrimination Act* and racial vilification legislation.

Institute Multicultural Education Coordinators also conducted a range of anti-racism initiatives and cross cultural communication awareness classes in a variety of colleges.

To support the delivery of diversity skills online modules in TAFE, *Multicultural 8996C* and *Intercultural Skills 8996D*, 60 staff attended professional development sessions supporting the implementation of the modules at special presentations in Sydney Institute during *Harmony Week*.

Student welfare

In 2003, the Department, in cooperation with the NSW Teachers Federation, announced the establishment of the *Refugee Student Assistance Scheme*. The scheme, to commence operation in 2004, will provide limited financial support to students in government schools and colleges of TAFE who are refugees including temporary protection visa holders, asylum seekers and humanitarian entrants. The Scheme has been established with funding of \$20,000. Additional donations to the scheme will be sought from federation members, other interested organisations and the general public.

In 2003, three teaching and learning publications were published and distributed to government schools to assist them in meeting the education and welfare needs of some 2,500 refugee students enrolled in NSW government schools and in addressing refugee and asylum seeker issues:

- *Assisting Refugee Students at School* – provides background information, practical ideas and strategies to assist school communities in meeting the particular education needs of refugee students.
- *Road to Refuge – Refugees in Australia*, developed jointly by the Department, the Centre for Refugee Research, University of NSW, and the Migration Heritage Centre, NSW Premier's Department, is a set of teaching and learning materials concerning refugee and asylum issues. The materials, targets all students in Stages 3 and 4 of schooling.
- *Stories from a Troubled Homeland* – is a collection of short stories written by students from Randwick Girls High School. The publication provides insights into the experiences of families and children who have come to Australia as refugees. The materials are intended for use in high school classrooms.

The Refugee Resettlement project continued in 2003 with funding of \$80,000 to support schools enrolling students from refugee backgrounds. Training and development activities continued to be provided for teachers and school counsellors, and *Families in Cultural Transition* (FICT) courses were provided for newly arrived refugee parents. In delivering its support for newly arrived refugees and their parents, the Department continued to work cooperatively with other agencies such as the *Service for the Treatment and Rehabilitation of Torture and Trauma* (STARTTS), AUSTCARE, ANGLICARE, and the Department of Immigration, Multicultural and Indigenous Affairs (DIMIA).

During Austcare Refugee Week 2003, the Department facilitated student participation in *Austcare food for thought* competition which aimed to build positive understandings of refugee issues and rights globally and explore ways in which individuals can make a difference.

Sydney Institute provided support to students from diverse cultural and religious backgrounds enrolled at Ultimo College. This included the provision of prayer rooms.

To increase awareness of refugee issues, Southern Sydney Institute participated in St George Migrant Resources Centre's *Refugee Week Art Exhibition* and promoted the event throughout its colleges.

Prevocational and vocational education and training programs

To promote the availability of the Language, Literacy and Numeracy Programme (LLNP), TAFE NSW promoted the availability of courses offered through the programme through a series of advertisements broadcast in 16 languages other than SBS and other community operated radio stations. LLNP courses were provided for job seekers who sought to improve their language, literacy and numeracy skills in order to secure employment or pursue further vocational education and training.

At Coffs Harbour Campus, with LLNP funds of \$64,000, students from diverse language backgrounds other than English, including Burmese, Filipino, French, Indonesian, Tongan and Serbian began a Certificate III full-time course in Aged Care.

TAFE NSW, continued to provide a range of vocational education and training courses. At Granville College vocational training in beauty therapy was targeted as requiring specific language and literacy support for students from language backgrounds other than English. Literacy and language support was provided to Arabic speaking students undertaking introductory level training in *Make-up and Beauty Skills*. Classes were held at a cost of \$7,500 at the Granville Community Health Centre with all students successfully gaining a TAFE statement.

The Hunter Institute also conducted beauty therapy training courses supported by English language tuition and a *Foundation in Vocational Education* course. The course, attended by 22 students, was supported by funding of \$43,200 at Hamilton and Gosford colleges.

In the South Western Sydney Institute, a Migrant Youth Access Course was designed to take account of the needs of 15–17 year old students from diverse cultural and linguistic backgrounds in the Granville area who have experienced disrupted education, or received little formal education. The course was designed to provide 'taster' programs for career options, as well as improving skills in English language, literacy and numeracy.

The Department continued to provide multiple learning pathways into TAFE courses to meet the needs of students from language backgrounds other than English. Tutorial support in all course structures includes support for students requiring assistance with language and literacy. In North Sydney Institute, at a cost of \$195,000, a total of 3,000 hours of tutorial support was provided for students from language backgrounds other than English enrolled in mainstream classes. The *Selected Study Program* also assisted 2,676 students from language backgrounds other than English in 2003.

A range of English for Specific Purposes (ESP) courses for students from language backgrounds other than English continued to be provided by TAFE NSW.

CD ROM IN AGED CARE WORK

With funding from the Commonwealth Department of Education, Science and Training, TAFE NSW Access Division developed a CD Rom to support learners from language backgrounds other than English in achieving several units of competency in the Community Services (Aged Care Work) Training Package.

The CD Rom provides learners with opportunities to experience a typical shift in a virtual aged care facility. It focuses on the key language, literacy and numeracy tasks that aged care workers are required to perform in this context.

The Board of Vocational Education and Training provided funding to the Department to conduct a project aimed at increasing the uptake of traineeships by Arabic speaking community members. The project, targeting young people and small business owners, began in June 2003. It is focusing on the Bankstown, Granville and Liverpool areas. To date \$25,000 has been invested in this project.

With funding of \$85,825 under the *Industry Skills Training Program*, the *Education and Training Plan for Sustainable Agriculture in the Sydney Basin* continued. Since the plan commenced in 2001, 1,700 participants have undergone training, more than 80% of whom were from a language background other than English. Participants are from Cambodian, Maltese, Chinese, Vietnamese, Italian and Arabic speaking backgrounds. The program includes the participants of special women's groups.

Training was provided bilingually and built on training provided in 2002 to assist producers and farmers from language backgrounds other than English to gain skills to ensure the continued supply of safe, quality food, while improving the Sydney Basin's environment.

The *Commonwealth Training Program (CTP)* committed funding of \$100,000 in 2003 for the *Behind the Label Clothing Outworker Strategy*. Ninety participants from language backgrounds other than English in the Sydney metropolitan area were provided with culturally sensitive training to assist the industry in adjusting to ongoing industry reform and assist displaced workers acquire skills for current and future employment.

The Department continued to produce statistical reports on apprenticeship and trainee contracts to assist in planning and evaluating programs and services. In 2003, 14% of the total apprenticeship and traineeship approvals (a total of 8,789) were for people from a language background other than English.

Recognition of overseas skills and qualifications

Schools

The Department continued to support the employment of teachers with overseas skills and qualifications by providing assistance to adapt to NSW Government schools context. Initiatives included:

- Four orientation courses for 51 teachers delivered at cost of \$55,000
- seven one day courses to prepare 245 overseas trained teachers for personal suitability interviews at a cost of \$10,000
- publication of print materials to support interview preparation for 120 teachers
- publication of a booklet describing successful strategies of 33 overseas trained teachers
- conduct of Professional English Assessment. Courses completed by 109 overseas trained teachers.

TAFE NSW

A number of TAFE officers located in colleges and state office provide advice on credit transfer, recognition of prior learning and advanced standing in TAFE courses.

In 2003, TAFE NSW reviewed its trade test policy through a quality improvement process to ensure fairness, effectiveness and consistency for the predominance of applicants seeking trade tests from language backgrounds other than English. In 2003, approximately 200 trade tests were monitored and conducted with advice provided to applicants who did not meet the trade requirements of TAFE NSW.

In addition a number of projects were undertaken during 2003 to support the development of understandings of recognition processes. These included:

- the publication of a new assessment package, written in plain English, to support approximately 80 overseas candidates in the *Beauty Therapy* and *Hairdressing* course
- the development of a skills gap course for *Commercial Cookery* to support people with overseas trade qualifications
- the implementation of a project between TAFE Education Services and Northern Sydney Institute to support increased understanding of the recognition processes and requirements of the Australian Quality Training Framework (AQTF). The cost of this project was \$7,000.

In 2003, a fourth edition of *Recognition of Overseas Secondary School Qualifications for Admission to TAFE NSW Course* was published. This guide is for use by staff involved in determining whether applicants with overseas secondary school qualifications meet TAFE course entry requirements and course selection criteria.

Every Student's Guide to Assessment: Information for Students from Language Backgrounds other than English was prepared to assist students understand the variety of assessment practices offered in TAFE NSW.

Adult Migrant English Service

The *Skillmax Program* continued to provide a range of vocational skills to migrant jobseekers and underemployed public service employees from language backgrounds other than English. In 2002–2003, \$1.84 million was expended on the program with 3,555 people participating in the program.

Forty overseas qualified childcare workers participated in piloting a new alternative assessment pathway for overseas qualified childcare workers, which resulted in the recognition of their skills.

Migrant Skills Strategy

The *Migrant Skills Strategy* is a suite of programs which takes a multi-pronged approach to ensuring that overseas-gained skills and qualifications contribute to the development of NSW. In 2003 the strategy included:

- continued representation of the Ethnic Communities Council of NSW on the Migrant Skills and Qualifications Advisory Committee(MSQAC) which aims to maximise the use of overseas skills and qualifications
- the *Skills Migrant Placement Program* with funding of \$1,111,472 provides overseas migrants with assistance in preparing for employment and in accessing apprenticeships and traineeships. In 2003, 18 projects were funded in the Sydney metropolitan area. In addition, one project was funded in Wollongong and one in Newcastle. Outcomes included:
 - 522 clients provided with employment in their overseas acquired skills
 - 286 clients provided with part-time employment in their overseas acquired skills
 - 510 clients provided with work experience placements in the area of their overseas acquired skills.
- four projects funded under the *Productive Diversity in the Workplace Program* to the value of \$505,382. These projects included regional Productive Diversity Network activities, development of promotional material and training resources in the area of productive diversity and the delivery of information and training sessions, workshops and seminars in the area of productive diversity

- redesign and publication of the *Directory of Special Purpose Courses for Non-English Speaking Backgrounds Migrants* in a CD Rom version. Two thousand copies of the directory were distributed in two issues during the year
- publication of *Using Overseas Skills – A NSW Guide* providing details of recognition requirements for over 320 different occupations, at a cost of \$29,136
- publication of updated version of the *Handbook for Migrants Looking for Work* to provide current information on employment in NSW including contact details for related services.

In 2003 the Department continued to implement more effective skills recognition processes for older workers including:

- implementation of the National Framework Quality Assurance Framework for Assessment and Recognition of Overseas Skills and Educational Qualifications via a devolved regionally-focused customer service structure
- production of new brochures on trade skills in English and four community languages.

The *Overseas Skills Advisory Service* is located at the Department's Bankstown and Sydney City Industry Training Centres (ITCs) and aims to assist overseas skilled migrants with employment preparation, work experience placements and accessing apprenticeships and traineeships. In 2003, over 7,000 clients were provided with advice. 1,738 clients were provided with an assessment of their qualifications.

Trade skills recognition information is also provided by the 11 ITCs and the Vocational Training Unit (VTU) in Darlinghurst. The VTU assesses overseas trade skills in accordance with the *NSW Apprenticeship and Traineeship Act 2001*.

Enrolment of temporary visa holders

Schools

In 2003, 5,406 temporary visa holders enrolled in NSW government schools. Since 1990, 11,447 temporary visa holder students have been enrolled with 3,250 students being provided individual exemptions from payment of the temporary visa holders fee.

The brochure and information kit on enrolling as a temporary visa holder in government schools is available in translation in 11 languages on the Department's website.

TAFE NSW

In 2003, 6,211 temporary visa holders enrolled in TAFE NSW. Following ongoing community representation, the Deputy Director-General TAFE determined that holders of temporary protection visas were exempt, as a visa category, from tuition fees and were to be treated in the same manner as Australian citizens and permanent residents in relation to enrolment in TAFE courses.

Specialist staff

Multicultural/ESL consultants are based in school districts to provide support and advice to schools implementing multicultural, anti-racism and ESL education programs. In 2003, thirteen consultants were based in seven district locations, with responsibilities across 20 districts.

Twenty Community Information Officers (CIOs) (NESB) were based in 14 districts and supported schools across 34 districts in strengthening links with parents and community members from language backgrounds other than English.

Teachers Aides Ethnic (TAEs) play a key role in meeting the welfare and education needs of newly arrived ESL students enrolled in Intensive English Centres. They provide bilingual teaching and learning support for students. TAEs also play a significant role as facilitators in the *Families in Cultural Transition* (FICT) course.

Fifteen Multicultural Education Coordinators (IMECs) in eight TAFE Institutes and OTEN-DE work with Access and Equity Managers to provide assistance to students from language backgrounds other than English. The IMECs also provide advice on the recognition of overseas skills and qualifications, career pathways and policies and programs specifically targeting students from language backgrounds other than English.

TAFE Institutes also provide bilingual assistance through counselling services and Course Information Officers (CIOs).

Twenty Specialist Migrant Placement Officers (SMPOs), located in 18 metropolitan offices and in each of the regional areas of Newcastle and Wollongong, support overseas migrants in accessing employment and education and training.

4 Staffing

4.1 Recruitment

The *2002 Equal Opportunity (EEO) Annual Report* outlines the performance of the Department in implementing equal opportunity in schools, districts, state office directorates and TAFE NSW. The Department's *2002–2004 EEO Management Plan* reflects the Department's commitment to meeting the needs of staff from racial, ethnic and ethno-religious minority backgrounds. A broad range of strategies are included in the plan http://www.det.nsw.edu.au/strat_direction/index.htm.

The Department actively promotes and collects comprehensive and accurate data from schools, district offices, state office and TAFE NSW. EEO survey forms are provided to employment applicants and newly appointed staff members. EEO statistics are also collected in relation to the merit selection process. As part of the annual review, strategies are reviewed and modified to achieve continuous improvement in this area.

In 2003, 9% of Departmental staff in schools, district offices and state offices first spoke a language other than English as a child. In TAFE NSW the recruitment of people whose language first spoken as a child was not English dropped from 20% in 2001 to 18% in 2002.

In 2003, 651 employees whose first language spoken as a child was not English participated on selection panels for teaching, public service and non-school based teaching service positions, TAFE and school administrative and support staff positions.

The Department continued to support and participate in the *Public Sector Traineeship Strategy*, a whole of government initiative aimed to increase significantly the number of trainees employed in the NSW public sector.

Other activities in 2003 to support the employment of staff from language backgrounds other than English included:

- participation of seven staff members in the *Skillmax Program* provided by AMES
- continued assistance to support the employment of teachers with overseas qualifications
- development of an orientation program for an expected 460 overseas trained teachers in 2004.

4.2 Training

The first stage of a new on-line professional resource, teaching and learning Exchange (TaLE), is now live on the DET intranet at <http://tale.det.nsw.edu.au>. The e-based information exchange, teacher resource and professional support provides all teachers across the Department with a facility to browse, use and share teaching and learning resources.

In 2003, \$250,000 was provided to 40 school districts for delivery of anti-racism professional development activities and training initiatives. The funding supported the training of 514 Anti-racism Contact Officers (ARCOs). In addition, 52 school representatives were provided with training to conduct anti-racism projects.

A three day Orientation program was conducted for 170 newly appointed ESL teachers with funding of \$100,000. The training program provided teachers with an orientation to ESL methodology, policy and program operations in NSW government schools. It included sessions on assessing students using the ESL scales, lesson planning and selecting resources.

A curriculum framework providing an outcomes based guide for meeting the English language learning needs of newly arrived ESL students enrolled in Intensive English Centres, was supported by four workshops which provided training in the implementation of Board of Studies 7-10 syllabuses.

Approximately 200 ESL teachers attended four, one day TESOL seminars conducted during 2003. The seminars provided an effective and accredited program for professional renewal and enhanced ESL teacher pedagogical practice at a cost of \$12,000.

In 2003, 14 teachers were assessed under the *Community Language Fluency Testing* program at a cost of \$6,540. This test assures teacher's fluency in a community language for the purpose of accreditation to teach that language.

The *Community Languages Induction Program (CLIP)* is a professional development program for K-6 Community Languages teachers in NSW government schools. In 2003, at a cost of \$29,826, 18 teachers completed the program and demonstrated improved language teaching methodology skills.

Professional development offered by the *Community Languages Schools Program* was updated to include more flexible delivery and to increase responsiveness to the needs of teachers. In 2003, at a cost of \$101,000, 233 teachers completed one or more of the certificate courses offered by the Community Languages Schools Program.

In 2003, 80 Community languages teachers achieved certificates in Language Other than English (LOTE) teaching methodology from the Australian Catholic University and the University of NSW supported by funding of \$34,000. Mandarin courses were attended by 22 teachers, Arabic courses by 36 teachers and Korean courses by 22 teachers.

The *TAFE Educational Services Professional Development Network* website and e-Zine was established to provide a professional development information service for all TAFE NSW staff. It includes current professional development information within the context of TAFE, VET and adult learning. The site at <http://detwww.det.nsw.edu.au/pdn/> had over 147,800 hits in September and October. The 28 issues of the PD e 'Zine published to date included over 5,500 professional development stories and established a site that linked to local and national professional development initiatives for all staff within the Department.

4.3 Community Language Allowance Scheme (CLAS)

The *Community Language Allowance Scheme* (CLAS) capitalises on the linguistic and cultural skills of Departmental staff in accordance with NSW Government policy. A record is maintained on the Department's intranet of staff members who speak languages other than English and are able to use their bilingual skills to assist in front line delivery of education and training services. The number of employees receiving the CLAS allowance has increased from 120 in 2002 to 126 employees covering 33 languages.

5 Communication

5.1 Publicity

The Department continued to provide community language media promotions of the Department's website address and the relevant state office phone number for community members wishing to access important school information in languages other than English. \$48,788 was allocated for this publicity.

A community language media promotion in Arabic and Chinese of the *HSC Online for Parents* website continued in 2003 with funding of \$17,400. The strategy provided Arabic and Chinese speaking parents and caregivers the opportunities to advise their children on all aspects of preparation for the HSC.

In Semester 1 and Semester 2 an announcement on SBS radio provided general information on TAFE NSW provision in 17 languages. Advertising was also provided in community language newspapers in 16 languages.

AMES publicised the AMEP program under the AMEP contractual requirements at a cost of \$30,000.

5.2 Client Communication

Interpreting

In 2003, the Department continued to support the use of interpreters in schools for parents and community members from language backgrounds other than English. Interpreter services are used to facilitate enrolment, communicate student progress, welfare and behaviour issues and strengthen parent/teachers, home/school communication.

Between January and October 2003, 4,368 requests for interpreters in schools were recorded. Of these 1,444 were onsite requests in high schools, 1,023 on site requests in primary schools, 718 telephone requests in high schools and 465 telephone requests in primary schools. A total of \$365,360 supported the use of interpreters in schools.

The *Make Links – Use Interpreters* information was updated and is available on the Department's website at www.schools.nsw.edu.au/adminsupport/intertranslate.php

AMES provides bilingual staff or interpreters as requested. In 2003, \$3,597 was spent in providing assistance as required.

TAFE NSW continued to encourage the use of interpreters and released a draft policy related to the use of interpreters for consultation amongst institute staff.

Translations

The Department continued to support effective communication with parents, caregivers and community members through the translation of relevant materials, including policies and information brochures.

Translations undertaken in 2003 with funding of \$79,132 included:

- *HSC On-line for parents* (revisions to six languages and addition of two extra languages).
- *English Language and Literacy Assessment* (revised translations and additional languages to provide information to parents and caregivers).
- *Basic Skills Test* (translated into 22 languages).
- *Basic Skills Test letters* (to accompany the Basic Skills Test results).
- *Anti-racism Contact Officer* (*information for parents and caregivers in 22 languages*).
- *Schooling in NSW* (video summaries in six additional languages).
- *Starting High School* (in additional languages)
- *Computer Skills Assessment* (information for parents and caregivers in 22 languages).
- *Drug Education in Secondary Schools: information for parents* (information for parents and caregivers in 22 languages).

AMES provides a wide range of information available in up to 20 community languages. In 2003, over \$4,000 was spent on translation costs for new documents.

TAFE NSW

Translations continued to be provided for programs and services in TAFE NSW. Each institute has a range of strategies to support their communities in increasing access to vocational education and training.

In 2003, the Department translated a brochure entitled *TVET for school students with a disability*, which provides information about a TAFE delivered VET (TVET) program targeting students from language backgrounds other than English with a disability. The brochure was translated into seven languages. Student notes to support three modules, *OH&S in Panel Beating, Retailing and Beauty Therapy* were translated into five languages.

South Western Sydney Institute (SWSI) spent \$25,147 advertising courses in the following publications: Arabic An-Nahar, Vietnamese Viet Luan and the Spanish and Chinese Herald.

Links to Learning Community publications are available in 11 languages on the Community Grants Program website at <http://www.det.nsw.edu.au/eas/youth>.

AMES

AMES distributed information sheets and brochures in key community languages. The AMES website www.ames.edu.au included information on the AMEP in 14 community languages.

6 Funded Services

The Department demonstrates its commitment to multicultural education and training when tendering a range of programs and services. Departmental funding services and tendering opportunities are promoted primarily in English language media with some advertising in community languages. The principles of multiculturalism and the principles of the NSW Charter for Equity in Education and Training are embedded in all key funded services including contracted training provision, traineeships and access programs.

All training providers on the Training Market Approved Providers' List (APL) are contractually required to apply the above principles. Organisations receiving state training funds are also monitored for compliance.

In 2003, 92 funded projects in the *Links to Learning Program* were required to show how they would implement the principles of multiculturalism.

6.1 Grants to Communities

The *Links to Learning Community Grants Program (LTL)* is part of the Department's cross-sectoral approach to helping young people at risk access and participate in education or accredited training. The target group is young people from the ages of 12 to 24 years, including participants from a language background other than English, who may experience multiple barriers and significant difficulties in accessing and participating in formal education.

In 2003, \$806,418 was provided to community organisations and local governments across NSW to assist young people from language backgrounds other than English. Over 89,000 hours of assistance was provided to 1,102 young people from language backgrounds other than English backgrounds in nine specific projects.

Participants in the *Links to Learning Grants Program* have individually negotiated education and training pathways with support provided throughout the learning process. It is estimated that 86% of participants from language backgrounds other than English will remain in or be assisted into education and training as a result of participating in the program with at least 90% of participants in these projects improving their literacy skills.

The *Intervention Support Program Community Grants Program* provides support to young children with disabilities. In 2003, approximately 25% (100) of the 421 projects funded supported children from language backgrounds other than English.

The *NSW Community Language Program* funds services for young people aged between 2 and 18, from language backgrounds other than English to assist these young people maintain and develop their linguistic and cultural heritage. Funds are provided to support the operation of Community Language Schools, the majority of which use government school premises and operate after regular school hours on a part-time basis. In 2003, \$2.8 million was allocated to 245 organisations in the form of per capita and special purpose grants covering 32,000 students. Currently Community Language Schools offer 47 languages in 216 schools.

The *Minister's Award for Excellence in Student Achievement – Community Languages School Students of the Year* is held annually. In 2003, 227 nominations were received from 34 language groups. Ten students received a *Minister's Award for Excellence*, 63 students received a highly commended award and 80 students received a commended award.

7 Regional and Rural Services

7.1 Regional and Rural Services - Schools

In 2003, 6,427 students from language backgrounds other than English were enrolled in regional and rural schools across the state. Of these students, 1,345 required English as a Second Language (ESL) support.

Teachers of ESL students in rural and regional NSW are provided with mentoring support by experienced and qualified ESL teachers. In 2003, 25 teacher mentors supported schools in rural and regional NSW.

ESL information network meetings are coordinated by ESL teachers. Meetings were conducted for teachers of ESL students each term in Griffith and Newcastle districts. Training and development support for newly arrived students was also provided for 20 teachers of ESL students in the Tweed Head/Ballina district.

Two anti-racism project officers provided anti-racism education support to 20 country districts during 2003. The project officers delivered 28 one day workshops in 16 country districts and planned and facilitated 3 anti-racism education projects in 3 country districts. \$12,000 supported the delivery of the professional development.

Community Information Officers (NESB) located in Newcastle, Wollongong, Orange, Griffith, Armidale, Clarence/Coffs Harbour and Tweed Heads/Ballina districts continued to work to strengthen links between schools in rural and regional NSW and parents and community members from language backgrounds other than English. In the Coffs Harbour district, links between schools, TAFE colleges, ACE providers and other Registered Training Organisations (RTOs) were enhanced to meet the education and training needs of the local Sudanese community.

ETHNIC WORKERS TRAINING PROGRAM

The Department, in cooperation with the Department of Family and Community Services, continued to implement the casual *Ethnic Workers Training Program* providing training for workers from language backgrounds other than English in the Orange district to facilitate their employment in local pre-schools.

The project has been successful in increasing the communities awareness of cultural diversity and promoting community harmony. It also resulted in the provision of culturally appropriate support for pre-school students from language background other than English.

7.2 Regional and Rural Services – AMES

In 2003, AMES increased the provision of the Adult Migrant English Program (AMEP) in rural NSW. The number of rural venues increased from 29 in 2002 to 33 in 2003. Flexible learning options for rural and regional students included enhanced availability of distance learning, e-learning and home tutoring.

In the AMEP, the number of home tutors increased by 23%, exceeding DIMIA targets by 37%. Three hundred and nine new volunteers were trained. 36 organisations supported the operation of the home tutor enhancement scheme.

To improve the knowledge of the availability of the AMEP in regional and rural areas \$30,000 was provided to develop strategies to communicate with rural client groups. This included publication of two home tutor newsletters and two rural newsletters.

Students in distance programs within AMES have access to Regional Educational Counsellors, to ensure full participation in education and training.

7.3 Regional and Rural Services - TAFE

OTEN continued to be the national distance provider for the Language, Literacy and Numeracy Program (LLNP). In 2003, 190 students were enrolled in basic English language courses with Commonwealth funding of \$275,500.

OTEN also began delivery of the AMEP in three NSW regions under a five year contract in July 2003. Three hundred enrolments have been recorded to date.

A teacher's guide, *Cultural Diversity and Distance Learning*, was designed and developed at a cost of over \$10,000 to equip distance education teachers with a resource that enhances their skills in cultural diversity and improves their teaching strategies.

In the Riverina Institute the *Interpreting Preparatory Paraprofessional* course continued to be offered to increase the number of accredited interpreters in rural areas. Since the commencement of this initiative the number of accredited interpreters in the Riverina has increased from two to 23.

Over 1,000 brochures were printed and distributed at a cost of \$1,000 in the Riverina Institute providing information on overseas recognition procedures.

In Semester 2, 2003, the North Coast Institute (NCI) commenced a program for refugee women from Sudan. The program aimed to increase participating women's confidence; and present students with a broad range of choices in education and work. With referrals from local Centrelink offices, ACE English classes and AMEP ESOL classes, eight Sudanese women attended Saturday classes at the NCI Coffs Harbour Campus. The Statement of Attainment, Outreach Access 3492 was scheduled to allow season fruit-picking work, with course coordination and counselling services provided by women from non-English speaking backgrounds.

Plans are developed to provide these participating women with an *Outreach Work Opportunities for Women* course, in collaboration with the ACE college which will provide English language classes. Summer classes are planned to encourage Sudanese women's children to participate in English language classes; and to encourage Sudanese men to attend motor maintenance and forklift licensing courses.

An additional North Coast Outreach initiative, *Work Opportunities for Women 3492*, was provided in the Woolgoolga community. Half the 12 students comprised recently arrived Sikh women from India holding temporary spouse visas. The students, studying Information Technology and Interpersonal Skills, were able to overcome fear and distrust, build relationships and develop cross cultural understandings.