

**NSW Department of Education and Training**

**Ethnic Affairs Priorities Statement**

**Report 2004**



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# 1 Introduction

The NSW Department of Education and Training is committed to building harmonious and productive learning communities that deliver high quality education services to people from all cultures and communities.

Multicultural education is for all. Multicultural education aims to develop the knowledge, skills and values required by all students for active citizenship in a culturally diverse, civil society.

Multicultural education:

- promotes community harmony through programs which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences; and
- supports the particular learning needs of students from diverse cultural and linguistic backgrounds through the provision of specific programs and services.

The Department's commitment to multicultural education supports a vision of NSW as a community which values and benefits from its cultural and linguistic diversity in order to fully realise its social, cultural and economic potential.

The *Principles of Multiculturalism* provide the framework within which multicultural education is implemented. The following standards guide the planning and operation of programs and services across all areas of the Department:

## ***Building community***

All students and staff participate in education and training that is free from racism and fosters respect for cultural differences while promoting values that sustain civic responsibility, social inclusion and community harmony.

## ***Ensuring equity***

Students from language backgrounds other than English participate in high quality education and training that meets their learning needs and prepares them for lifelong learning and employment.

## ***Maximising benefits***

The community as a whole benefits from education and training that recognises and utilises the cultural and language skills of students and staff from all backgrounds.

## 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, to people from all cultures and communities. Strategic planning aimed at improving education and training outcomes is guided by the Department's directions in sector plans for public schools, TAFE NSW, the Adult Migrant English Service (AMES) and the NSW Community Languages School Board. In 2004 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 Strategic Plan for Vocational Education and Training (VET) 2002-2004*

The *NSW Strategic Plan for Vocational Education and Training 2002-2004* builds on the strengths of previous plans for vocational education and training in contributing to the development of a high quality vocational education and training system with the capacity to meet the current and emerging needs of NSW industry. The plan outlines the broad strategies that will strengthen the vocational education system and help guide decision-making. The strategic directions aim to intensify the impact of vocational education and training effort on broad social and economic interests.

### *NSW Adult Migrant English Service (AMES) Business Plan 2002-2005*

This business plan identifies AMES's 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. The unit provides strategic direction and management in the areas of policy development, operations, and 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.

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 regions, the Adult Migrant English Service, Adult and Community Education, National Art School and state office directorates.

## **2.2 Data**

The cultural and linguistic diversity of New South Wales is reflected in its schools, colleges and other education and training institutions. Approximately one quarter of all enrolments in NSW government schools and TAFE NSW institutes are students from language backgrounds other than English, both overseas and Australian-born, speaking over 80 different languages.

The Department continues to collect data on the language backgrounds of learners, clients and staff regularly in order 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.

**Table 1 Enrolment of students from language backgrounds other than English 2002-2004**

Education Provider	2002	2003	2004
NSW public schools	190 845	197 076	199 540
TAFE NSW	92 715	91 096	86 345*
Adult and Community Education (ACE)	32 844	31 712	TBA**
Adult Migrant English Service	16 137	15 694	25 277***
NSW Community Languages Schools Board	32 374	32 000	32 000

\* Final data will be available in March 2005

\*\* This data will be available in April 2005

\*\*\* Increased enrolments in AMES in 2004 reflect the addition of Southern Sydney and Illawarra region to AMES's service provision.

In 2003, total NSW ACE enrolments were just under 400 000. Students from language backgrounds other than English accounted for 8.6% of enrolments, and overseas-born students comprised 17% of all enrolments.

Ethnicity data is collected on young people participating in the *Links to Learning Community Grants Program* (LTL). Data collected include:

- numbers of young people from language backgrounds other than English participating in LTL projects
- numbers of young people from language backgrounds other than English moving to further education and training after LTL activities.

In 2004, 28% (1 080) of commencements in Links to Learning programs were young people from language backgrounds other than English. In total, 79 117 program hours were delivered to young people from language backgrounds other than English in LTL projects.

## 2.3 Research

In 2004, the Department undertook 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:

- the *ESL Pedagogy Action Inquiry Project* investigating, documenting and disseminating effective ESL pedagogical practices in the context of the mainstream curriculum in 22 schools at a cost of \$94 000
- the awarding of an Australian Research Grant of \$140 000 to Multicultural Programs Unit and the University of Technology, Sydney, to work in collaboration with academics from the University of Sydney and the University of Wollongong on a three-year action research project which will focus on investigating teaching practices that develop high-order thinking through ESL students' language and literacy learning across the curriculum in middle years classrooms
- over 4 000 students in 22 schools participating in an ongoing *Biliteracy Research Project* aimed at collecting data comparing student literacy development in bilingual programs and English-only programs. This longitudinal study is being undertaken by the Department in conjunction with the University of Melbourne. In 2004, 384 Year 3 students were tested in Vietnamese and Chinese, with 105 additional individual tests given in English, Chinese and Vietnamese to check longitudinal comparisons of change rates between Year 1 and Year 3, at a cost of \$70 000
- joint research between the Centre for Cultural Research, University of Western Sydney, and Multicultural Programs Unit into the schooling experiences of young people from African countries enrolled in Western Sydney schools with the aim of improving student learning outcomes
- the appropriation of a research project conducted in the Riverina Institute of TAFE to explore assessment practices experienced by women from culturally and linguistically diverse backgrounds
- AMES continued its research activities aimed at collating data on settlement patterns of people from language backgrounds other than English in NSW to enable the Department's *Adult Migrant English Program (AMEP)* Consortium partners to develop appropriate marketing and promotion strategies.

## 2.4 Resources

In 2003/2004, the Department's budget for students and clients from language backgrounds other than English included:

- \$87 million for English as a Second Language (ESL) and New Arrivals Programs for school students from language backgrounds other than English
- \$18.5 million for the Adult Migrant English Service
- \$3.3 million on the *Migrant Skills Strategy* and the *Skillmax Program*
- \$2.2 million for the *NSW Community Languages Schools Program*
- \$735 798 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
- \$4.1 million to support multicultural education strategies in schools including support for anti-racism education, culturally inclusive curriculum development and refugee education strategies to foster positive community relations and build links with culturally and linguistically diverse communities
- \$380 092 to support the use of interpreters in schools
- \$145,000 centrally for education initiatives to support students and clients from culturally and linguistically diverse backgrounds in TAFE NSW.

In addition, TAFE NSW institutes allocated funds to support specific initiatives targeting students from language backgrounds other than English. Initiatives focused on small and emerging communities, culturally-inclusive teaching and learning resources, and refugee youth in transition from school to further education and employment.

## 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 Primary Principals' Association and Secondary Principals' Council, the Ethnic Communities' Council of NSW (ECC), Taskforce of Ethnic Networks, Association for Teaching English to Speakers of Other Languages NSW Inc. (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 (CRC) and the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA).

In 2004, 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 backgrounds and the investigation of strategies to meet the emerging resettlement and education needs of students from African communities.

The *ESL in Schools Working Group* of AGMET continued to address issues related to ESL education including the development of the *English as a Second Language: Guidelines for schools*. An *ESL Staffing Formula Working Group* was also established to investigate the process by which ESL teacher positions are allocated to schools.

A *Student Equity Advisory Team* (SEAT) – a student sub-committee of the *Director-General's Advisory Group on Priority Schools Funding Programs (PSFP) and students from low socio-economic status communities* – was established, with 15 students from 13 PSFP secondary schools. Two-thirds of the SEAT members were students from language backgrounds other than English.

The *Gender Equity Consultative Committee* (GECC) has a representative from the Ethnic Communities' Council of NSW on their committees. The aim of the GECC is to develop initiatives in schools which improve learning and social outcomes for boys and girls from culturally and linguistically diverse backgrounds.

Parents from culturally and linguistically diverse backgrounds were invited to participate in focus groups and trialling of a variety of support materials and resources for drug education in schools.

At a local level, TAFE NSW institute staff conducted or participated in a range of forums and networks to identify and address the vocational education and training needs of the culturally and linguistically diverse population.

#### **SOUTH WESTERN SYDNEY INSTITUTE CONSULTATION WITH ARABIC-SPEAKING COMMUNITIES**

South Western Sydney Institute conducted a consultative forum with Arabic-speaking communities to develop strategies to enhance vocational education and training outcomes for students from Arabic-speaking backgrounds and to strengthen the relationship between South Western Sydney Institute and the Arabic-speaking communities in its catchment area.

Community agencies, health services, Centrelink and schools were represented. One hundred participants discussed issues surrounding five themes: *Unemployment and People with Overseas Qualifications, Young People, People with a Disability, Women and Families and Strengthening Links with Community Organisations.*

The report on the outcomes of the forum discussions was distributed to stakeholders and will be used to inform the Institute's equity planning, course provision and support services implementation.

AMES hosted *Regional Planning Management Group* meetings to assist in improving service delivery for the *Adult Migrant English Program (AMEP)* in regional areas.

The Department's *Excellence and Innovation* document provided the framework for a series of consultations with parents, community groups and government agencies about the future directions of public education and training in NSW. An information sheet outlining the consultation process was translated into 13 languages. Interest group meetings were held around the state during 2004.

### **3.2 Participation**

In 2004, the Department provided funding of \$48 500 to 134 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, and 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 (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 2004, 20 CIOs (17.2 EFT) worked across all ten school regions.

Community Liaison Officers (CLOs) are also employed in schools where there are high numbers of students from language backgrounds other than English. CLOs play an important role in providing information to and communicating with parents and community members from culturally and linguistically diverse communities.

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 across the Sydney metropolitan area and Wollongong. TAEs provide bilingual teaching and learning support for students, and interpreting support for students and their families. Many TAEs have participated in the *Families in Cultural Transition* (FICT) training courses and are integral to the orientation and resettlement programs conducted in all intensive English programs.

In 2004, there were 20 Specialist Migrant Placement Officers (SMPOs) located in several different agencies including *Migrant Resource Centres*, Job Network providers and community based organisations. SMPOs assisted overseas skilled migrants with employment preparation, work experience placements and information on apprenticeships and traineeships.

Fifteen Institute Multicultural Education Coordinators (IMECs) were located in eight of the TAFE NSW institutes in 2004. The positions are identified non-English speaking background (NESB) positions, with officers speaking a range of languages. IMECs promote access to TAFE NSW programs and services for people from culturally and linguistically diverse communities and provide a range of services to students from these communities to ensure more equitable outcomes from their participation in TAFE NSW programs. These services encompass tutorial support, recognition of overseas qualifications and skills and the customisation of courses to address the vocational education and training needs of specific groups. Ongoing liaison with culturally and linguistically diverse communities and active participation in multicultural and ethno-specific interagencies and forums is critical for the performance of the IMEC's role.

Geographic barriers often impact on liaison in the non-metropolitan areas. To address this, Hunter Institute established a *Multicultural Virtual Interagency*. Members of the *Newcastle Multicultural Interagency* are currently undertaking training to communicate with one another and conduct virtual meetings on the group's [yahoo.com/group/hunter\\_multicultural\\_interagency](http://group.yahoo.com/group/hunter_multicultural_interagency) website.

### **3.3 Programs and Services**

#### ***Community relations***

##### *Cultural Exchange Program*

The *Cultural Exchange Programs in Schools*, [www.culturalexchange.nsw.edu.au](http://www.culturalexchange.nsw.edu.au), website was developed in 2004 by the NSW Department of Education and Training on behalf of all NSW education systems. The initiative aims to assist students develop 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. In this way, the program aims to break down barriers and promote community harmony. The website allows schools to register their interest in conducting a cultural exchange program, search for potential partner schools and access ideas for the future conduct of exchanges.

### *Youth Partnership with Arabic-Speaking Communities*

The Department continued to be a key agency in the *Youth Partnership with Arabic-Speaking Communities* (YPASC).

Under the auspices of the YPASC, four major education programs – *Gateways*, *Homework Plus*, *School to Work* and *Machismo* – were delivered in selected schools in Sydney and South Western Sydney regions.

In 2004 the *Gateways* program operated in 22 secondary schools in Sydney and South Western Sydney regions with 270 students being case managed or receiving mentoring support. Of these, 85% were students from Arabic-speaking backgrounds. Forty teachers undertook training to develop skills to mentor students. Students also participated in short TAFE courses and had opportunities to undertake additional work experience. Outcomes reported by schools included improved student attendance and participation at school.

Twenty *Homework Plus* centres provided out of school hours tuition to high school students who needed additional help with homework and assignments. A total of 1 080 students attended the homework centres. Of these, 55% were students from Arabic-speaking backgrounds. Students and teachers reported that attendance at homework centres assisted students in the completion of their homework and contributed to improved learning outcomes.

A *Homework Plus Primary* program was also established in 2004 in four primary schools in Sydney and South Western Sydney regions: Athelstone Public School, Punchbowl Public School, Casula Public School and Greenacre Public School. These centres provided out of school hours tutorial assistance for 240 Year 5 and 6 students requiring additional support with homework and assignments. 75% were students from Arabic-speaking backgrounds. Teachers reported improvement in the quality of students' homework and assignments, while students reported increased levels of confidence and engagement with their school work.

A *Homework Plus Primary Parents* program was also conducted in conjunction with the primary school homework centres. The program included sessions on computer skills for parents and positive parenting.

### *Youth Partnership with Pacific Communities*

During 2004, a Departmental Reference Group was established to facilitate the planning and implementation of initiatives as part of the whole of government *Youth Partnership with Pacific Communities* (YPPC). Five key focus areas for Departmental activity in 2005 were identified: *Homework Support*, *Case Management*, *Parent-School Partnerships*, *Student Leadership* and *Teaching and*

*Learning.* Schools were nominated to participate in regional projects on the basis of enrolment data with school-based projects to commence in 2005.

As part of the planning process, an educational practice forum was held in September to foreground some of the issues facing young people from Pacific communities in NSW government schools and to share ideas about effective strategies and programs.

#### **PACIFIC COMMUNITIES PRACTICE FORUM**

In September 2004, the Department conducted a forum to showcase and share educational practices which enhance the learning outcomes for young people from Pacific communities in NSW government schools.

The Forum was attended by 160 students, parents, teachers, school counsellors and community members from nominated schools in South Western Sydney, Western Sydney and Sydney Regions, along with representatives from relevant community organisations and government agencies.

During the forum, students and young people from Pacific communities spoke about their experiences in primary, secondary and post-secondary education. Representatives from schools, community groups and a number of government departments also spoke and provided a range of perspectives on the educational and social issues confronting young people from Pacific communities. A number of school teams, including teachers, parents and community workers, led workshop sessions which focused on issues of teaching and learning, student leadership, transition between primary and secondary schools, school organisation, student welfare and discipline, and parent and community involvement. The workshops provided an opportunity for schools, community members and non-government service providers to exchange ideas and information about existing programs and strategies which have been successful in meeting the educational and social needs of students from Pacific communities in NSW government schools, and to build on these initiatives in the future.

The outcomes of the *Pacific Communities Practice Forum* have informed planned regional and Departmental initiatives to be undertaken as part of the *NSW Youth Partnership with Pacific Communities* in the period 2005-2007.

#### *Taskforce GAIN*

During 2004, the Department's Safety and Security Directorate was a key participant in NSW Police *Taskforce GAIN* meetings with schools and community agencies in South Western Sydney region which aimed to develop strategies to promote community harmony.

### *Families First in Northern Sydney*

Interagency meetings were hosted by the Department in Northern Sydney region in conjunction with a *Families First* project officer in order to facilitate government services for families with children aged 0-8 years in the Tongan, Chinese and Indonesian communities. *Families First* is the NSW Government's prevention and early intervention strategy and is delivered jointly by five government agencies – Area Health Services, Community Services, Education and Training, Housing and Disability, Ageing and Home Care – in partnership with parents, community organisations and local government. As a result of these meetings a representative from each community was identified and trained as a facilitator to ensure more effective service provision for families and to improve communication between each community and government agencies.

### *Punjabi Families in Murwillumbah*

Murwillumbah East Public School in the North Coast region has had a continuous enrolment of students from the local Punjabi community over a long period of time. However, in recent times, participation at the school by Punjabi parents and community members had begun to decline. In order to address this decline a plan was developed in order to devise strategies to increase parent participation in school activities.

Included in these strategies was the purchase of bilingual Punjabi books for the library. The school is currently recording the books onto tape, with a student reading a page of the book in English followed by a parent reading the page in Punjabi. The tapes will be attached to the books and made available to everyone.

### *Cohesive School Community Awards*

During 2004, the reference group and selection panel for the *Cohesive Community School Awards* evaluated the nomination criteria to ensure that the awards criteria are consistent with the *Principles of Multiculturalism*. There was a 10% increase in the number of schools nominating for the award in 2004. Two schools received state awards and fifteen schools received a special commendation.

### *TAFE NSW*

TAFE NSW Institutes continued to implement initiatives to increase cultural awareness and develop cultural competencies for teaching and learning in a culturally and linguistically diverse environment. The Riverina Institute developed and delivered cross-cultural training for staff and also conducted customised fee-for-service cross-cultural training for staff from the Department of Community Services, health workers from the Local Area Health Service, NSW Department of Housing and Albury City Council.

Western Sydney Institute provided training courses for staff to deal with complaints of racism.

Western Sydney Institute-OTEN introduced the guide *Cultural Diversity and Distance Learning* at its Harmony Day function in March 2004. The guide provides practical strategies for distance education teachers working with learners from language backgrounds other than English.

The TAFE NSW module *Intercultural Skills* continued to be offered in a range of courses to facilitate intercultural communication skills development and a positive response to diversity.

### ***Culturally inclusive curriculum***

#### *Making Multicultural Australia*

The *Making Multicultural Australia* website, [www.multiculturalaustralia.edu.au](http://www.multiculturalaustralia.edu.au), was developed by the Department in conjunction with the NSW Board of Studies and the University of Technology, Sydney. The website aims to provide students and teachers with information and resources which assist in developing understandings of multiculturalism, cultural diversity and Australia's history as a multicultural society. Online resources, including lesson ideas, student activities, a glossary of hotwords, an anthology of resources related to Australia's history as a multicultural society, and over 3 000 pages of multicultural resources and e-learning objects, are freely accessible at the website.

#### *Schools*

#### *Multicultural Perspectives Public Speaking Competition*

In 2004, the *Multicultural Perspectives Public Speaking Competition* received 928 entries for the Years 3/4 competition and 1 033 entries for the Years 5/6 competition, bringing the total participation figure to 1 961.

To further support public speaking in a culturally diverse society a learning support package, *Speaking to Make a Difference*, was produced and distributed to government primary schools during 2004. The video and accompanying handbook provide teachers with strategies to encourage and develop Stage 2 and Stage 3 students' skills in public speaking. Key roles in the video are performed by former *Multicultural Perspectives Public Speaking Competition* finalists and highlight the strengths of the competition to date.

#### *2005 Calendar for Cultural Diversity*

The *2005 Calendar for Cultural Diversity, Building a better future for our world* was distributed to all government schools in November 2004. The calendar celebrates cultural and linguistic diversity and provides information regarding significant dates and events for Australia's diverse communities. Each month in the calendar features student artwork and the names of the days and month are translated into a different language – Esperanto, Simplified Chinese, Luxembourgish, Cornish, Tetum, Hawaiian, Hausa, Basque, Kirundi, Icelandic, Scottish-Gaelic and Bari. A handbook providing teaching ideas using the calendar was also distributed to all schools.

### *Multicultural education bibliography*

*Multicultural Education: Resources for Teachers K-12* was published and distributed to all government schools during 2004. It is an annotated bibliography designed to assist teachers locate and select resources appropriate for developing programs and practices that are inclusive, encourage cross cultural understanding and ensure that all students are able to work together in a harmonious environment.

### *Multicultural units of work*

A series of teaching materials support designed to assist schools incorporate multicultural perspectives into the curriculum was also published and distributed to all government schools in 2004. The three documents, entitled *Hopscotch and hoops around the world – PDHPE Early Stage 1*, *I'm just like you – PDHPE Stage 2*, and *Personal identity and culture – PDHPE Stage 5*, contain a unit outline and required resources, teaching and learning strategies, assessment activities, and teacher notes, student worksheets and answer sheets.

### *Civics and citizenship education*

During 2004, the Department's *Curriculum K-12 Directorate* undertook a range professional development initiatives at a cost of \$450 000 to support primary and secondary teachers in preparing students for the *Australian History, Geography and Civics and Citizenship* section of the *NSW School Certificate (SC)* examination introduced in 2002. These initiatives included:

- *Researching history the digital way*, a two-day course for secondary history teachers with a focus on multiculturalism and immigration. Six professional development courses were provided for secondary history teachers with approximately 61 teachers attending.
- primary teacher courses with a focus on cultural diversity and social cohesion. Eighteen professional development courses were provided for primary teachers with approximately 540 teachers attending.
- *Discovering Democracy in Geography* courses to assist geography teachers implement civics component of the geography syllabus with a focus on population, immigration and cultural diversity. Twenty-four professional development courses were provided for secondary geography teachers with approximately 503 teachers attending.
- a *Celebrating Democracy Week* conference that focused on Australian culture, identity, and civics and citizenship education within the HSIE K-6 syllabus. Approximately 60 teachers and 33 students attended the conference.
- ninety teachers attended an academic symposium on civics and citizenship education.

Outcomes of these initiatives included increased teacher knowledge of Australia's cultural diversity and the issues in civics and citizenship education, and the sharing of effective strategies in teaching and learning about Australian culture, identity and civics and citizenship. Participants reported increased confidence in developing and implementing teaching and learning programs relating to culture and identity, the

impact of cultural differences on Australian society, and the values that underpin Australia's democratic institutions.

### *School-based multicultural education projects*

In 2004, \$27 700 was distributed to 19 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:

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

#### **MY FIRST COMMUNITY – BELMORE SOUTH PUBLIC SCHOOL**

During 2004, Belmore South Public School implemented a project aimed at exploring community harmony while increasing understandings of cultural diversity.

The project incorporated two concurrent initiatives. One was the development and implementation of curriculum units of work which explored concepts of social harmony and cultural diversity through the key learning areas of Human Society and its Environment and Creative and Performing Arts.

The second initiative, *My First Community* project, involved collaboration between parents and community members in the construction of a Harmony Wall at the school. Following a *Harmony Day* celebration in Term 1 which involved the participation of parents and community members, students from Kindergarten to Year 6 worked with a community artist and school staff to design and create hand-painted tiles and a mosaic mural expressing students' ideas about peace, harmony and cultural diversity.

As the wall developed, students kept reflective diaries of the artwork in order to nurture a greater understanding of cultural diversity and the concept of harmony. At the opening of the Harmony Wall in Term 3, students and parents delivered speeches reflecting experiences of the diverse cultural groups represented in the Belmore South Public School community.

As a result of the collaboration involved in the strategy, parents, students and staff have gained a deeper understanding of the cultural diversity of the school and the role that individuals and the school community play in maintaining community harmony.

### *Western Sydney Region Student Equity Forum*

In December 2004, teams of Year 8 students from 10 schools participated in a pilot Student Equity forum which was held in Western Sydney region. The forum had a whole school and regional focus and involved curriculum and welfare programs and personnel in its planning and implementation. The purpose of the forum was to provide an opportunity for students to engage with equity issues and to empower them and enable them to develop the skills and strategies needed to make a difference in their own schools. Participating students were encouraged to establish equity committees at their schools in order to share information to the whole school community and to develop whole school strategies.

In 2005 the forums will be held each semester and will be run by students who participated in previous forums. This initiative is part of a wider strategy to provide opportunities to celebrate and reflect on living in multicultural Australia. Other activities which will be incorporated into the forums will include a high school public speaking competition, primary and high school art and performance exhibitions, and displays of texts produced across Key Learning Areas.

#### **IMPROVED PARTICIPATION IN TRAINEESHIPS BY YOUNG PEOPLE AND EMPLOYERS FROM ARABIC-SPEAKING BACKGROUNDS**

With funding and partnership support from the *NSW Board of Vocational Education and Training (BVET)*, Multicultural Programs Unit implemented a project in conjunction with South Western and Western Sydney Institutes of TAFE. The project aimed to improve employment opportunities for young people from Arabic-speaking backgrounds and to explore strategies for increasing the uptake of traineeships within the Arabic-speaking community. The project complemented other Department activities being implemented as part of the *Youth Partnership with Arabic-Speaking Communities*.

During the research phase of the project a *Business Breakfast Forum* was held with over seventy Arabic-speaking business people and employers. Key issues to emerge at the forum included demand for quality trainees by business owners, limited understanding by young people and parents about the nature and value of traineeships as a post-school option and confusion among young people and businesses about the role of the *New Apprenticeship Centres*.

In 2005, as a second phase to the project a transition coordinator model will be implemented to strengthen links between schools, businesses, TAFE and employment service providers in order to increase the uptake of apprenticeships and traineeships.

### **TAFE NSW**

A number of initiatives were implemented in TAFE NSW to support culturally inclusive curriculum design and development. Some of these activities included:

- the TAFE NSW *Accreditation Council and External Review Panels* reviewing and accrediting 46 courses to ensure that these courses meet inclusive curriculum guidelines.
- a self-paced learner resource for overseas trained nurses, *Language Support Certificate III in Nursing Language*, consisting of two audio tapes and a set of print-based materials, developed by the Health and Aged Services Program, Community Services, Health, Tourism and Recreation Curriculum Centre to assist and extend acquisition of English language skills within a nursing context for students enrolled in *Certificate III Nursing Language (Overseas Qualified Nurses)*.
- *A Student Guide to Assessment for Students from language backgrounds other than English* was developed and translated into 5 languages: Arabic, Chinese, English, Spanish and Vietnamese.
- Vocational modules offered by Western Sydney Institute-OTEN for delivery through the *Language, Literacy and Numeracy Program (LLNP)* were reviewed to address the vocational education and training needs of students from language backgrounds other than English. The review focused on modules in the Accounting, Health, Business and Children Services areas.
- A youth targeted module, *Transforming Conflict*, was included and offered in the *Certificate of General Vocational Education*
- An assessment guide was also developed to support delivery of the *Diversity in Education* module, delivered by distance, in the classroom and on-line. At Western Sydney Institute-OTEN the module *Diversity in Education* was included in all LLNP courses and in *English for Speakers of Other Languages (ESOL) Level IV*.

### *Adult Migrant English Service*

AMES continued to deliver programs which promote intercultural communication and acceptance of multiculturalism in Australia. In 2004, AMES developed inclusive curriculum documents and teaching resources including *Histories of Migration Series: Coming to Australia, English Everywhere, Everyday* in English and Chinese, *Certificates I-III in Spoken and Written English*- learning materials for students.

### **English language and literacy programs**

#### *Schools*

The English as a Second Language (ESL) *New Arrival Program (NAP)* provided intensive ESL support to 6 173 newly-arrived students enrolled in 2004. This included 1 956 students in 14 Intensive English Centres (IECs) and Cleveland Street Intensive English High School (IEHS) and approximately 3 530 students in primary schools and 687 students in secondary schools.

The *ESL General Support Program* provided specialist ESL teacher support to 67 482 ESL students in 549 primary schools and 20 235 ESL students in 198 high schools at a cost of approximately \$87 million.

The document, *English as a Second Language: Guidelines for schools* was distributed to all government schools during 2004. The document outlines the

Department's policy in relation to the role and operation of ESL programs in schools. The document aims to provide information regarding all aspects of ESL programs in schools including roles and responsibilities, ESL teaching and learning, program organisation and professional support for schools.

Intensive English language programs in IECs and the IEHS are based on the *Intensive English Programs Curriculum Framework*.

Implementation of the *Intensive English Programs Curriculum Framework* was supported by two workshops which provided training for teachers in supporting students with low literacy skills.

The competency-based *Certificate in Spoken and Written English* (CSWE) course providing post-compulsory ESL students at risk of disengaging from education with a pathway to further training or education was delivered in 11 high schools, 12 IECs and one IEHS. A total of 553 *Vocational Education and Training Accreditation Board* (VETAB) accredited certificates and 371 statements of attainment were awarded to students who successfully completed CSWE course competencies.

The Educational Measurement Directorate produced a number of resources to support ESL students undertaking state-wide assessment programs in 2004. These publications included: *Linking ELLA to ESL; Linking Primary Writing Assessment 2004 to the ESL Scales – Teaching Strategies; ESL Links to the Year 3 Basic Skills Tests – Teaching Strategies 2004* and *ESL Links to the Year 5 Basic Skills Tests – Teaching Strategies 2004*.

Disability Programs Directorate developed a *Follow up to BST Focused Individual Assessment 2004* (FIA) package. The new package incorporates modifications which reflect the specific learning needs of students from language backgrounds other than English.

A series of four exemplary teaching sequences to support the *Language Study within an Area of Study* component of the Stage 6 English (ESL) course was distributed to schools. In addition, to support effective programming, planning and assessment of the Stage 6 English (ESL) course, 36 beginning ESL teachers participated in a full-day workshop.

In 2004, a total of 3 097 ESL students sat the English (ESL) Higher School Certificate (HSC) examination, which was an increase of over 18% on the 2003 candidature.

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 and ESL program evaluation.

To support the implementation of the English Years 7-10 syllabus with ESL learners, ten ESL teachers also participated in a project to develop exemplary teaching resources.

An *ESL Pedagogy Action Inquiry* project, involving 39 ESL and mainstream teachers from six primary, five high schools and one Intensive English Centre, investigated and documented effective ESL pedagogical practices in the context of the mainstream curriculum.

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 approximately 150 ESL teachers who were newly appointed to ESL positions in 2004 to provide them with an orientation to ESL methodology, policy and program operations in NSW government schools.

Approximately 200 ESL teachers attended the four *Teaching English to Speakers of Other Languages* (TESOL) seminars conducted during 2004. The seminars provided an effective, accredited program for professional renewal aimed at increasing effective ESL pedagogical practice.

Six schools, involving approximately 100 mainstream and ESL teachers, participated in the ten module *ESL in the Mainstream* course, aimed at developing the skills and understandings required to support ESL students effectively across all curriculum areas. Seven ESL teachers were also trained as *ESL in the Mainstream* tutors to assist in the delivery of the course.

The *Thematic Picture Dictionary Kit for ESL Beginners*, comprising a thematic picture dictionary and workbook, compact discs containing speaking and listening exercises, a teachers' guide and student worksheets, was distributed to newly-arrived ESL students across the state.

In 2004, three *ESL Readers*, comprising interactive stories and games for ESL first phase students were developed and launched on the Department's Intranet website ([https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/eslreaders/Browser%20ESL%20Readers/esl\\_readers.htm](https://detwww.det.nsw.edu.au/lists/directoratesaz/equity/eslreaders/Browser%20ESL%20Readers/esl_readers.htm)). The three titles, *A mysterious meeting*, *Mandy's bad day*, and *Sick at school*, are designed to teach English oracy and literacy skills. Each title includes teachers' notes, suggested teaching strategies and student worksheets. Instructions and the skills development needed by the students to use the materials are included on the site. The three readers are also available as downloadable pdf files in 22 languages.

## TAFE NSW

TAFE NSW continued to provide a range of English language and literacy programs to meet the particular further education and vocational education and training needs of people from language backgrounds other than English. In 2004, 18 836 students were enrolled in English language and literacy courses across TAFE NSW with 7 534 enrolments in *Access ESOL* and *ESOL* courses. Courses were offered in the

classroom, on-line, by distance or in a combination of these modes of delivery. Courses offered included:

- English Language Skills for Business Studies
- English for Employment
- English for Speakers of Other Languages
- ESOL Access
- English for Specific Purposes
- English for Vocational Purposes
- English for Further Study
- English Pronunciation
- English for Academic Purposes
- English as Foreign Language
- Foundation and Vocational Education
- *Language, Literacy and Numeracy Program (LLNP)*
- Preparation for *International English Language Test System (IELTS)* and the *Combined Universities Language Test (CULT)*.

Bilingual *English for Speakers of Other Language (ESOL)* courses in Mandarin and Cantonese were also offered at Southern Sydney Institute St George campus.

Many TAFE NSW campuses also provided *Individual Learning Centres* where students from language backgrounds other than English were able to develop their English language, maths, science and computing skills at their own pace.

#### *Adult Migrant English Service*

In 2004, there were 25 277 enrolments in *Adult Migrant English Program (AMEP)* courses delivered by NSW AMES. This program provides language and literacy tuition to newly arrived migrants delivered in the classroom, by distance, on-line and through the *Home Tutor Scheme*.

In 2004, AMES offered 60 courses for migrant jobseekers and underemployed public service employees under the *Skillmax* program at a cost of \$1.8 million. The courses were delivered at Burwood, Surry Hills, Parramatta and Newcastle.

AMES provided Chinese bilingual programs in a number of centres. Individual students were provided with bilingual information at their enrolment interviews in 15 community languages and the video *Study at AMES* was translated into 15 community languages and shown to all enrolling students.

#### *Board of Adult and Community Education*

A total of 12 295 (57% of total enrolments) overseas-born people participated in ACE Language and Literacy courses during 2003, receiving 573 300 hours (64.7%) total tuition. 11 422 (53.8% of total enrolments) students enrolled in ACE Language and Literacy courses indicated that they spoke a language other than English at home, and received a total of 554 700 hours (62.6%) of tuition.

## ***Languages other than English programs***

### *Schools*

In 2004, 28 333 students from language backgrounds other than English participated in *Community Language Programs* which were conducted in 159 primary schools, including four pre-schools. 243.8 (EFT) community language teachers delivered the programs in 30 languages in government schools. The Department's first French Community Language allocation was made at Killarney Heights Public School providing support to an existing bilingual program.

The *Community Languages Induction Program* (CLIP), with funding of \$30 000, 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 (HSC) courses in 23 community languages in 16 locations. Approximately 5 000 students studied at the SSCL and in 2004, 593 students sat for the School Certificate and 1 238 for the HSC. Of the 31 HSC courses offered in 2003 (including Background Speakers, Continuers, Extension and Beginners courses), 15 SSCL students gained first place in the 2003 HSC.

In 2004, the SSCL developed *School Certificate (SC) Board-Endorsed Courses* in 12 languages for which the Board of Studies does not provide a Stage 6 syllabus. Students studying these languages are now able to access an accredited SC course in that language.

An initiative implemented in the Orange School Education Area during 2004 sought to address concerns raised by parents from language backgrounds other than English about their children's retention of their first language. A committee was established to investigate the possibility of setting up a *Combined Community Languages School* in Orange, and to increase participation rates in existing Languages Other Than English (LOTE) programs offered in local schools.

A total of 32 000 students studied 47 community languages across NSW in Community Language Schools which operate after school hours. These schools are administered by the *NSW Community Languages Schools Program* with funding of \$2 million.

### *TAFE NSW*

TAFE NSW provided courses in 16 languages other than English. Courses were provided in response to community and industry needs. In 2004, 5 935 students from language backgrounds other than English enrolled in LOTE programs.

At Western Sydney Institute-OTEN, 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. A new commercial course, *Chinese for Travellers*, was developed and delivered in 2004.

The Hunter Institute ran 13 LOTE courses at Newcastle Campus, including Italian, Japanese, French, German, Indonesian and Spanish.

South Western Sydney Institute provided certificate courses in Arabic, Turkish, Spanish, Japanese and Mandarin to 71 students.

Sydney Institute delivered 11 LOTE programs to over 2 400 students with more than 21 800 student contact hours. LOTE courses ranged from introductory level to Certificate 3 and specialist advanced courses.

### *Interpreting and translation training*

Sydney and South Western Sydney Institutes offered interpreting courses in Mandarin, Cantonese, Arabic, Vietnamese, Russian, Serbian and Croatian. Preparatory courses were also offered in Dinka at the North Coast and Western Institutes. Sydney Institute continued to be the major provider, delivering training to 200 students.

An AUSLAN course for people from language backgrounds other than English, supported by a community language interpreter was delivered at St George and Randwick campuses of Sydney Institute.

Translation skills training was offered in Arabic, Chinese and Vietnamese. South Western Sydney Institute also developed a new initiative to address the interpreting skills training needs of small and emerging communities.

#### **INTERPRETING AND TRANSLATING SKILLS INITIATIVE**

South Western Sydney Institute developed a *Translation Skills Project* to address the issue of limited access by members of small and emerging communities to VET programs that prepare them to become accredited and/or recognised translators and interpreters.

The project entailed the identification of languages in high demand for small, emerging and dispersed communities in the Sydney metropolitan area and identification of a pool of potential translators and interpreters. Stage 2 of the project in 2005 will involve the development and review of teaching and learning resources for the targeted languages with students enrolling in *Translation Skills* courses.

### ***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 on the Department's website and is translated into 20 languages.

Sessions on the procedures were incorporated into the Department's Anti-Racism Contact Officer (ARCO) training conducted in all regions.

## Schools

In 2004, \$215 000 was provided to regions to support the delivery of anti-racism professional development activities and training initiatives. The funding supported the training of 360 Anti-Racism Contact Officers (ARCOs) and executive members of staff with responsibility for dealing with complaints about racism. The funds also supported training for staff in schools conducting school-based anti-racism education projects and the conduct of networks in four regions.

In 2004, \$20 000 was provided to schools in all regions for the implementation of school-based action research relating to anti-racism education.

In 2004, the *Newcastle Anti-Racism Committee* developed a *Harmony* CD-ROM to promote Department resources and services available to meet the needs of Newcastle's culturally and linguistically diverse community.

The *Cooling Conflicts* program, which assists students to understand and manage cross-cultural conflict through the use of drama and peer teaching, was implemented in 15 targeted schools with 38 teachers participating in the program. A further 163 teachers from 81 schools and 18 regional officers received introductory one-day training in order to implement the program.

A pilot program, *Student Anti-Racism Education Initiatives*, was trialled in 2004 in order to provide opportunities for regional Student Representative Councils (SRCs) to develop their leadership skills in countering racism.

The *Racism. No way!*, [www.racismnoway.com.au](http://www.racismnoway.com.au), website continued to receive recognition from schools, students and teachers nationally and internationally. In 2004, the website ranked in the top 100 Australian education reference websites and received over 7 million hits.

The *Prejudice. No way!* anti-prejudice kit for students in Years K-3 was distributed to every NSW government infants and primary school. The project, a joint initiative of the NSW Department of Education and Training and the B'nai B'rith Anti-Defamation Commission of NSW, aims to assist students in Years K-3 develop the foundation knowledge and skills needed to counter prejudice, racism and discrimination.

During 2004, the *Roads to Refuge: Refugees in Australia* resource kit continued to be promoted in schools throughout South Western Sydney region. At Merrylands High School 60 senior students were trained to present *Roads to Refuge* to their peers and community members. All 150 Year 7 students participated in the program, culminating in the production of a CD-ROM.

Students from Merrylands High School and Holroyd High School presented at a *Roads to Refuge* training day for students from Fairfield and Bankstown Student Representative Councils (SRC). Sixty-five students from 19 schools participated at the training day. Staff from 25 schools in the Granville School Education Area also participated in workshops aimed at increasing awareness of issues relating to refugees.

## TAFE NSW

Throughout 2004 TAFE NSW Institutes conducted training programs and developed information resources to increase staff awareness of anti-racism strategies and departmental policies and resources to support learning in an environment free of racism:

- Western Sydney Institute-OTEN included information in the 2004 student diaries to increase students' awareness of departmental and government policies, resources and support services available to counter racism. Student diaries were distributed to over 30 000 students, including 5 000 students from language backgrounds other than English.
- Northern Sydney Institute developed and conducted a staff training program in collaboration with the Islamic community and Muslim students in order to increase staff awareness and understanding of Islam and the particular cultural and educational issues that impact on Muslim students.
- Western Institute provided new staff with a CD-ROM containing information about racial discrimination, anti-discrimination legislation, programs and support services available from the *Anti-Discrimination Board*, the *Department's Code of Conduct* and the *Student Privacy Policy* as part of their induction program.

### *Adult Migrant English Service*

During 2004, NSW AMES conducted a number of cross cultural communication training initiatives in industry and enterprises to promote cultural diversity in the workplace. Training was conducted with both workers and managers for IBM Australia, Oracle Corporation, NSW Agriculture, Homecare Services of NSW, National Centre for English Learning Training and Research (Macquarie University), NSW State Library, Hurstville Council, Waverly City Council, Ku-ring-gai Council, NSW Ambulance Service, NSW Fire Brigades and Independent Commission Against Corruption (ICAC).

NSW AMES also collaborated with the Royal Australian College of General Practitioners in a project to identify, assess, and counsel overseas-trained doctors who are permanent residents. As part of this project, NSW AMES developed a methodology and tools for assessing language skills and cultural competencies for overseas-trained doctors.

### ***Student welfare***

In 2004, the Department, in cooperation with the NSW Teachers Federation, launched the *Refugee Student Assistance Scheme*. The scheme provides 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. A total of \$20 000 was distributed to schools and TAFE institutes during 2004.

The *Refugee Resettlement Project* continued in South Western Sydney region in 2004 with funding of \$66 000 provided for project coordination to support schools enrolling students from refugee and humanitarian backgrounds. Training and development activities continued to be provided for teachers and school counsellors and TAEs, *Families in Cultural Transition* (FICT) courses were conducted for newly-arrived refugee parents, and up to 500 newly-arrived refugee students completed the *Settling In* program.

**SERVICES TO SUPPORT RECENT ARRIVALS SETTLING IN SOUTH WESTERN SYDNEY – A COMMUNITY INFORMATION FORUM**

In 2004, two Community Information Forums were hosted by Fairfield and Liverpool School Education Areas. The forums aimed to address issues and challenges emerging for schools and other community service providers in meeting the education and resettlement needs of newly-arrived students and their families. The forums also provided an opportunity for the various service providers to meet principals, school counsellors and ESL teachers.

The second forum, conducted in Term 4 2004 in cooperation with ANGLICARE, STARTTS, the NSW Refugee Health Service and Auburn Migrant Resource Centre, showcased a range of support services available in the local area. Some 200 participants attended the forum. Evaluation of the day noted that the forum was successful in highlighting the complex issues facing new arrivals and the range of services available to assist them.

As part of the South Western Sydney region *Refugee Resettlement Project* a pilot project was implemented for refugee students graduating from Intensive English Centres (IECs). Seventeen bilingual TAEs were trained as mentors for students with disrupted schooling to assist the transition from IEC to high school. Outcomes reported included improved attendance and commitment of mentored students.

In the Hunter/Central Coast and New England regions, schools worked together with the *Service for the Treatment and Rehabilitation of Torture and Trauma Survivors* (STARTTS) and local agencies in 2004 to raise awareness and improve service provision to refugee students and their families:

- a partnership was established between Newcastle schools and Hunter Health to ensure improved access to Health Clinics for refugee communities.
- refugee support services were promoted in schools in Maitland School Education Area, and interpreting support was provided to parents of new arrivals to ensure more effective communication between refugee families and schools. Cross-cultural training was provided to all school counsellors to increase awareness of the specific needs of students from refugee backgrounds and their families.
- staff from the Armidale School Education Area office along with District Guidance Officers and school counsellors from Inverell and Armidale schools attended a refugee sensitivity training course. The intensive one-day course was conducted by trainers from STARTTS.

## TAFE NSW

TAFE NSW colleges continued to employ a number of bilingual counsellors and Institute Multicultural Education Coordinators (IMECs) to support students with counselling and study needs. Sydney, Hunter and South Western Institutes made prayer rooms available to students at a number of campuses.

Petersham Campus in collaboration with Access and Equity staff and the Student Association coordinated a welfare committee to develop equity support services for students in all Sydney Institute campuses.

TAFE NSW continued to support students from language backgrounds other than English who are refugees or applying for refugee status by providing access to the *TAFE Youth Encouragement Award* and the *Big Brother Movement Scholarship* programs.

TAFE NSW policy, procedures, memoranda and guidelines relevant to staff and students from language backgrounds other than English were updated in 2004 to ensure their currency.

### **MIGRANT RESOURCE CENTRE WORKERS PROVIDE SUPPORT SERVICES ON CAMPUS**

In order to improve the delivery of settlement services to newly-arrived migrants in Gosford and Wyong local government areas, Hunter Institute provided free accommodation to a Community Settlement Worker and a Refugee Worker from the Hunter Migrant Resource Centre (MRC).

### ***Pre-vocational and vocational education and training programs***

TAFE NSW continued to provide multiple learner pathways and to customise the delivery of programs to address the pre-vocational and vocational education and training needs of learners from language backgrounds other than English, including young people and youth 'at risk', learners with overseas gained skills and qualifications, people with disabilities, women re-entering the workforce and refugees and students from small and emerging communities.

At South Western Sydney Institute *Migrant Youth Access* courses were delivered for 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 courses provide 'taster' programs for career options with integrated English language, literacy and numeracy support.

South Western Sydney Institute reviewed outcomes of an *Australians Working Together* (AWT) pilot preparatory program for students with intellectual disabilities from language backgrounds other than English. The achievements of students who had participated in the preparatory program were documented for broader dissemination.

Sydney Institute developed initiatives to increase flexibility and innovation in teaching and learning strategies for young people including youth at risk from language backgrounds other than English. These included the expansion of the on-line and flexible delivery facilities at Petersham and Randwick campuses and the development of on-line learning materials, *Diversity Skills, Multicultural Education and Leap Ahead*, to support delivery of Certificate IV of the *English for Academic Purposes* course.

**2004 NSW PREMIER'S PUBLIC SECTOR AWARD –  
BEHIND THE LABEL**

In 2004, Ultimo TAFE campus, Sydney Institute, ran the *Behind the Label Program* to retrain women from language backgrounds other than English in the textile and clothing industry. The program aimed to move women outworkers into some form of accredited training to enable their employment in industry. The program received a bronze award at the 2004 NSW Premier's Public Sector Award.

Western Sydney Institute conducted a series of workshops to prepare African refugees for study at TAFE and to familiarise them with the NSW education system.

Illawarra Institute also conducted a course for school students from language backgrounds other than English with intellectual disabilities in order to raise their awareness of VET options in school and TAFE.

Western Sydney Institute-OTEN produced a resource entitled *Getting Ready for Distance Learning* to encourage migrant women to access further education. This resource material supports the module *4981GB Individual Education Plan for NESB Students*.

*Work Opportunities for Women* programs were delivered for women from culturally and linguistically diverse communities including those from Arabic, Chinese, Filipino, Sudanese and Russian backgrounds across all TAFE NSW institutes. The programs were offered in areas including soft furnishings, floristry, family day care and aged care.

*English for Specific Purposes* courses provided students from language backgrounds other than English an opportunity to develop vocational skills with integrated English language training. These courses were mainly funded under the *Language, Literacy and Numeracy Program (LLNP)* and the *Get Skilled Program*.

In 2004, 57 advanced English vocational specific courses were delivered under the LLNP in six institutes. 19 *Get Skilled* funded courses were delivered in South Western and Sydney Institutes. Vocational areas covered included business, information technology, community services, health, tourism and engineering.

Refresher and bridging courses were offered in a number of professional and trade areas, including teaching, engineering, nursing and the automotive area.

The TAFE and Community Education Strategic Support Services Unit effected the implementation of a new result code for students from language backgrounds other than English who have disabilities, in order to encourage their full participation in TAFE NSW courses. Relevant staff were trained in the correct application of the new result code.

### ***Recognition of overseas skills and qualifications***

The Department's *Overseas Skills Advisory Service* is located at the Department's Bankstown and Sydney *State Training Centres* (STCs). The STCs provide specialist information and advice in relation to the recognition of overseas skills for employment and training purposes. This service also conducted assessments of overseas qualifications and issued letters of equivalency. Over 2 000 people were assisted with recognition of their overseas qualifications, including 1 418 who received an assessment from the Department.

#### *Schools*

In 2004, the Department implemented a wide range of initiatives to support and provide professional development for Overseas Trained Teachers (OTTs) at a cost of over \$190 000. The initiatives targeted both OTTs seeking employment and those currently employed in the *Education Teaching Service* and included:

- training and access to information to prepare for *Personal Suitability Interviews*
- orientation courses which included a school experience component
- assistance with *Community Language Testing* and the distribution of resource materials for OTTs
- development and implementation of a bridging course for OTTs.

#### *TAFE NSW*

The Department continued to ensure adequate processes and practices are in place for the recognition of overseas qualifications and skills in TAFE NSW. *TAFE NSW Accreditation Council* approved a recommendation that adjustments be made to all course entry requirements regarding equivalency to Years 10 and 12.

The Department revised and published *Recognition of Overseas Secondary School Qualifications for Admission to TAFE NSW – A Guide for TAFE NSW Staff*. The guide is designed to assist TAFE NSW teachers and other enrolling officers establish whether applicants with overseas secondary school qualifications meet course entry requirements.

The Department also issued a pamphlet *Recognition of Overseas Qualifications and Skills to Study in TAFE NSW – Information for Students* in 22 community languages.

South Western Sydney Institute revised its recognition materials, developed a new brochure in 10 community languages, and produced a CD-ROM. Western Sydney Institute developed recognition procedures in collaboration with Multicultural Programs Unit to reflect local practices and made these procedures available on the

Institute's Intranet website. Local recognition procedures were also developed by the Sydney and Riverina Institutes.

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

The TAFE and Community Education Strategic Support Services Unit provided input into the reviews of the TAFE *Trade Test Policy* and *Recognition Policy* and coordinated training for trade teachers to ensure that appropriate recognition is granted for both entry requirements and advanced standing in TAFE NSW courses to overseas students and migrants. New procedures were incorporated into the *Everyone's Guide to Recognition* document and informed policy review through *Recognition Policy Support Forum* meetings.

### *Adult Migrant English Service*

The *Skilled Migrant Placement Program* assisted overseas qualified migrants to be employed in an area relevant to their overseas qualifications. Up to June 2004, 932 clients were provided with employment places related to their overseas qualifications and skills and 628 clients were provided with work experience placements relevant to their overseas qualifications.

The *Migrant Career Development Project* aimed to assist migrants with overseas qualifications acquire relevant work experience and to find employment. Twelve migrants with overseas qualifications and skills were assisted by this project in 2004.

The *Handbook for Migrants Looking for Work* was revised to provide current information on employment in NSW including contact details for related services. Two thousand copies were distributed to government organisations and individuals from language backgrounds other than English.

Trade skills recognition information was also provided by the 11 *Industry Training Centres* (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*

At the end of term 3 in 2004 there were 5 727 temporary visa holders enrolled in NSW government schools. Of that number, 1 282 students had been granted individual exemption from the temporary visa holder education fee based on capacity to pay. A further 2 221 students were automatically exempt based on visa sub class.

#### *TAFE NSW*

In 2004, over 5 000 temporary visa holders enrolled in TAFE NSW. State-wide training was provided to 230 staff on the application of the policy for the enrolment of temporary visa holders.

## ***Specialist staff***

### *Schools*

Multicultural/ESL Consultants are based in regions to provide support and advice to schools implementing multicultural, anti-racism and ESL education programs. In 2004, twelve consultants were based in seven locations, with responsibilities across five school Regions.

Twenty Community Information Officers (CIOs) were located in all regions in order to strengthen 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 Programs. They provide bilingual teaching and learning support for students.

### *TAFE NSW*

Fifteen Institute Multicultural Education Coordinators (IMECs) based in eight TAFE NSW institutes continued 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). The North Coast Institute has recently established an Institute Multicultural Contact Officer position at management level. The position's classification provides the Institute with the opportunity to address priority access and equity issues related to the vocational education and training of people from language backgrounds other than English.

Specialist library and information service support continued to be provided for learners and teachers at the *TAFE NSW Multicultural Access Centre (MAC) Library*. An extensive collection of resources is available on cross-cultural studies, migration studies, social science, languages other than English (LOTE), interpreting and translating, and literacy. The library provides a state-wide service, including bulk lending to non-metropolitan colleges with newly arrived refugees in their catchment areas and also provides support for teachers' professional development in relation to Teaching English to Speakers of Other Languages (TESOL) and teaching in a culturally diverse learning environment.

Information, literacy and study skills sessions were also provided for student groups, including exiting *Adult Migrant English Program (AMEP)* participants.

## 4 Staffing

### 4.1 Recruitment

The 2003 *Equal Employment Opportunity (EEO) Annual Report* for each calendar year details the performance of the Department in implementing equal employment opportunity practices, procedures and policies across the Department. The Department collects a range of EEO data related to recruitment and employment. As part of the annual EEO review process, strategies are evaluated and modified to achieve continuous improvement in this area. The Department's *2002-2004 EEO Management Plan* [www.det.nsw.edu.au/strat\\_direction/index.htm](http://www.det.nsw.edu.au/strat_direction/index.htm) outlines the EEO strategies which are to be implemented.

Consultation between the Department, the NSW Primary Principals' Association, the NSW Secondary Principals' Council and the NSW Teachers Federation in the second half of 2003 resulted in the introduction of a mandatory requirement for all Overseas Trained Teachers (OTTs) to complete the Department's *Orientation Program* prior to gaining an approval to teach in NSW government schools. This formed the first phase of the Department's pre-employment program for OTTs, which was implemented in 2004.

During 2003-2004 a broad range of initiatives was undertaken to support staff from racial, ethnic and ethno-religious minority groups and to improve the delivery of services to people whose language first spoken language as a child was not English. These initiatives included the *Overseas Trained Teachers Program* and the *Skillmax Program*.

Targets for EEO groups were benchmarked against their estimated representation in the NSW working age population (ages 15 to 64). The benchmarks are derived from the Australian Bureau of Statistics (ABS). For people from racial, ethnic and ethno-religious minority groups, and those whose first language spoken as a child was not English, the benchmark is 19% of the overall workforce.

Relevant recruitment data for new staff in schools, district, regional and state offices during the period 2001-2003 is provided in Table 2 The data for TAFE NSW is provided in Table 3.

**Table 2 Recruitment data – schools**

	2001	2002	2003
<i>Total number of staff recruited</i>	10 044	6 520	6 044
People from racial, ethnic and ethno-religious minority groups	12%	11%	15%*
People whose first language spoken as a child was not English	13%	9%	12%*

**Table 3 Recruitment data – TAFE NSW**

	2001	2002	2003
<i>Total number of staff recruited</i>	1 078	1 331	1 346
People from racial, ethnic and ethno-religious minority groups	12%	7%	11%*
People whose first language spoken as a child was not English	20%	18%	18%*

**Source:** 2001 and 2002 figures were extracted from the Department's payroll data as at 31 December each year for the calendar year.

\* 2003 figures were extracted from the Department's Workforce Profile data as at 30 June 2003 for the period 1 July 2002 to 30 June 2003

In 2003, the proportion of recruitment of people from racial, ethnic and ethno-religious minority groups and those whose first language spoken as a child was not English in the both schools and TAFE NSW was significantly higher than in 2002. The Department will continue to focus on increasing the representation of these EEO groups.

In 2003, 263 employees whose first language spoken as a child was not English participated on selection panels across the Department.

## 4.2 Training

An online professional resource, the *Teaching and Learning Exchange* (TaLE) [tale.det.nsw.edu.au](http://tale.det.nsw.edu.au) was launched in 2004. Through TaLE, teachers are able to access online resources for integration into their lessons, participate in the piloting of new resources, and receive information on the latest research in areas of professional interest. In addition, the *Centre for Learning Innovation* (CLI) was established in 2004. Its role is to provide excellence in learning resource production, and leadership in the strategic use of technology in education and training. Through a dedicated website, [www.cli.nsw.edu.au/cli/index.asp](http://www.cli.nsw.edu.au/cli/index.asp) CLI promotes teaching and learning innovation throughout NSW government schools and TAFE NSW. CLI designs and develops print, online and multimedia resources for commercial use and for use in schools and TAFE colleges. It also promotes teaching and learning innovation throughout NSW government schools and TAFE NSW.

The Department's *Professional Learning Directorate* incorporated materials covering the *Principles of Multiculturalism* and the *Ethnic Affairs Priorities Statement* (EAPS) *Program* into its Principals' and Deputy Principals' Induction programs. EAPS materials and references were also incorporated into *New Teacher Induction* materials developed by the *Human Resource Policy and Planning Directorate* (HRPPD).

In 2004, \$215 000 was provided to regions to support the delivery of anti-racism professional development activities and training initiatives. The funding supported the training of 360 Anti-Racism Contact Officers (ARCOs) and executive members of staff with responsibility for dealing with complaints about racism. These funds also supported training for staff in schools conducting school-based anti-racism education projects.

A total of \$31 000 was also used to provide training to teachers in the *Cooling Conflicts* program. The program assists students to understand and manage cross-cultural conflict through the use of drama and peer teaching. The training supported 201 teachers from 96 schools.

23 regional officers supporting schools conducting anti-racism education projects received facilitator training.

A three-day orientation program was conducted for 150 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.

Approximately 200 ESL teachers attended four one-day TESOL seminars conducted during 2004. The seminars provided an effective and accredited program for professional renewal and enhanced ESL teacher pedagogical practice at a cost of \$12 000.

In 2004, a three-day training course was provided to 19 new Certificate in Spoken and Written English (CSWE) teachers.

In 2004, professional development support was provided to project staff in *Links to Learning* funded community organisations for cultural awareness training and to assist in the design of culturally appropriate activities for program participants, at a cost of \$50 000.

The *Saturday School of Community Languages* (SSCL) Award provides for 6 hours per term of paid professional development time. In 2004, 330 teachers, 14 computer teachers and 48 executive staff from more than 23 different language and cultural backgrounds participated in workshops and seminars.

In 2004, 18 teachers were assessed under the *Community Language Fluency Testing* program at a cost of \$7 781. 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 2004, at a cost of \$30 000, 18 teachers completed the program and demonstrated improved language teaching methodology skills.

In 2004, professional development offered by the *NSW Community Languages Schools Program* has been made more flexible and responsive to the needs of

teachers, incorporating a variety of venues, on-line provision, and delivery in languages other than English. At a cost of \$155 000, a total of 256 teachers completed one or more of the certificate courses offered through the University of New South Wales – Institute of Languages or ACUcom – Australian Catholic University. Of these, 31 teachers attended courses held in Mandarin Chinese, 36 teachers attended the two courses conducted in Arabic, 25 Korean teachers attended the course conducted in Korean, and 56 teachers completed an on-line course. Twelve teachers received an award recognising their outstanding achievement in one of the courses. There are currently 1 700 teachers who have some qualification in Languages Other Than English (LOTE) teaching methodology.

In 2004 the Student Welfare Directorate in conjunction with the *NSW Centre for Mental Health* and the *Transcultural Mental Health Centre* developed and implemented a training course for school counsellors and health workers. The course provided training in the management and treatment of depression and related disorders in students with culturally and linguistically diverse backgrounds. Total funding allocated to this initiative was \$28 527.

Training was also provided for primary and secondary school teachers to support implementation of culturally-specific drug education strategies auspiced by the *NSW Drug Summit*. During 2004, 40 workshops were conducted at a cost of \$202 000, with teachers being introduced to the CD-ROM package *Drug Education in Culturally Diverse Classrooms*, and receiving professional development relating to culturally-appropriate alcohol and tobacco education.

*Young People and Drugs: a Guide for School Staff to Support Students* and an implementation package were distributed to all NSW government schools at a cost of \$20 000. The guide contains a specific section on prevention programs and support for students from culturally and linguistically diverse communities.

Training about the process for recognition of overseas qualifications and skills in TAFE NSW was provided to staff in Western Sydney Institute, TAFE NSW counsellors and Course Information Officers.

The Teaching and Learning Support Services Unit (TT&LSS) revised the TAFE NSW *Trade Test Policy* and provided training to trade teachers to assist in the recognition of overseas trade qualifications.

TAFE NSW Institutes provided training to teachers, senior administration officers and other members of staff on departmental policies, practices and procedures. This training included workshops relating to:

- cultural awareness
- student privacy
- recognition of overseas qualifications and skills
- vocational education and training issues facing emerging communities
- implementation of the *TAFE NSW Interpreting Policy*
- *Language, Literacy and Numeracy Program (LLNP)* and English for Specific Purposes (ESP) provisions
- anti-racism policies, strategies and the use of resources.

Western Sydney Institute-OTEN in collaboration with STARTTS provided a full day workshop to staff on settlement issues faced by refugees. Twenty members of staff attended and requested further training. Western Sydney Institute-OTEN delivered training about teaching and learning English modules on-line to OTEN staff and staff from other TAFE NSW Institutes.

Western Sydney Institute-OTEN members of staff were also provided training in Deafness awareness and were introduced to AUSLAN.

In South Western Sydney Institute training programs were conducted for teaching staff focusing on *Teaching Strategies for a Multicultural Classroom*, *Working with Torture and Trauma Survivors* and the *Recognition of Overseas Skills and Qualifications*. This training aimed to increase awareness of issues faced by refugees and other students from diverse backgrounds and encourage staff and students to teach and learn effectively in a culturally diverse environment.

#### **TEACHING IN THE MULTICULTURAL CLASSROOM: A CUSTOMISED STAFF DEVELOPMENT INITIATIVE**

South Western Sydney Institute, Bankstown college developed and conducted a staff development program for Travel and Tourism teachers. The project was a collaborative initiative involving multicultural education staff and Travel and Tourism teachers who wanted to improve learning outcomes for students from language backgrounds other than English. The project entailed identification of learner and teacher issues, and development of support materials that were introduced at a workshop for teachers. The project also provided for mentoring support as teachers implemented *Teaching in the Multicultural Classroom* strategies.

The TAFE Equity and Outreach Unit hosted a two-day professional development event, the *2004 Outreach Workshop*. This event included a workshop on *Working with the African Community*. An Outreach coordinator together with Sudanese TAFE students showcased successful programs with emerging communities.

### **1.0 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 in 2004 was 113, covering 31 languages.

TAFE NSW institutes also maintain registers of bilingual staff who are in receipt of the CLAS allowance. The registers are updated and additional support needs are identified on a regular basis. The registers are distributed widely within each Institute.

## 5 Communication

### 5.1 Publicity

Throughout 2004 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. \$80 000 was allocated for this publicity, which specifically included promotion of the *HSC Online for Parents* website in Macedonian and Turkish so that parents and caregivers with these language backgrounds could assist their children in all aspects of preparation for the Higher School Certificate (HSC).

The Educational Measurement Directorate advertised the availability of application forms for entry into selective schools and agricultural high schools, as well as opportunity classes, in translation in a range of newspapers which serve culturally and linguistically diverse communities. Approximately \$8 000 was allocated for this publicity. In 2004, 43% of applicants for entry into selective high schools in Year 7 were students from language backgrounds other than English. Of these students, 52% were successful in receiving selective school placements.

TAFE NSW course provisions were announced on SBS radio in 16 languages at a cost of \$11 422. Print-based advertisements about TAFE NSW course provisions were placed in 14 community language newspapers at a cost of \$7 000.

Western Sydney Institute-OTEN placed an announcement on SBS for national broadcasting in 64 languages and conducted radio interviews in collaboration with Multicultural Programs Unit and Western Sydney Institute-OTEN bilingual staff. An announcement was also placed on South Australian community radio. Information materials about provisions for people from language backgrounds other than English were also published on the WSI-OTEN website.

#### **2004 NATIONAL MULTICULTURAL MARKETING AWARD – WESTERN SYDNEY INSTITUTE-OTEN POSTER**

The Institute Multicultural Education Coordinator (IMEC) at Western Sydney Institute-OTEN, in collaboration with the *Community Relations Commission* for a multicultural NSW (CRC) and the TAFE NSW Business Development Unit, produced a poster to promote Western Sydney Institute-OTEN provisions for people from language backgrounds other than English.

The poster was submitted for the *CRC National Multicultural Marketing Awards* and was selected as one of the four finalists under the government category of the Awards.

During 2004, TAFE NSW institute staff participated in multicultural information expos, forums and functions and in community festivals to promote TAFE NSW provisions to culturally and linguistically diverse communities.

At the *Pasifika Youth Forum* held at Homebush State Sports Centre in November, representatives from Multicultural Programs Unit and the TAFE NSW Promotions, Information and Marketing Services Unit distributed information about Department services and courses to over 2 000 participants.

## **5.2 Client Communication**

### ***Interpreting***

#### *Schools*

In 2004, 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, for welfare and behaviour issues, and to strengthen home/school communication. Information about interpreting and translating services is available to all parents, caregivers and school community members on the Department's website at [www.schools.nsw.edu.au/adminsupport/intertranslate.php](http://www.schools.nsw.edu.au/adminsupport/intertranslate.php)

Between January and November 2004, 4 856 requests for interpreters in schools were recorded, which was an increase of almost 9% on requests recorded for the same period in 2003. Of these, there were 1 758 on-site requests in high schools, 1 286 on-site requests in primary schools, 1 143 telephone requests in high schools and 669 telephone requests in primary schools. A total of \$380 092 supported the use of interpreters in schools.

#### *TAFE NSW*

The Department released a *TAFE NSW Interpreting Policy* in September 2004. The policy document meets current requirements by the NSW Government in relation to the provision of interpreters and outlines implementation responsibilities and provides guidelines for the use of interpreters by college staff. With the release of the *TAFE NSW Interpreting Policy* several TAFE NSW institutes put procedures in place for the implementation of the policy.

During 2004, South Western Sydney Institute had a total expenditure of \$215 000 for interpreting and translating initiatives, Hunter Institute \$1 000, Western Sydney Institute-OTEN \$4 690, Western Sydney Institute \$166 770, and Riverina Institute \$28 365.

### ***Translations***

The Department continued to support effective communication with parents, caregivers and community members through the translation of relevant materials, including policies, brochures and information relating to specific programs and services. The translations are available on the Department's website at [www.det.nsw.edu.au/languagesupport/index.htm](http://www.det.nsw.edu.au/languagesupport/index.htm).

## Schools

Translations placed on the Department's website at a cost of \$91 431 included:

- *HSC On-line for parents* (revisions to eight languages and addition of two extra languages)
- *Quality Teaching* (translated into 22 languages)
- *Web Services for Schools and TAFE* (translated into 22 languages)
- *Attendance Requirements* (translated into 25 languages)
- *Special Religious Education* (translated into 22 languages)
- *School Swimming Scheme* (translated into 22 languages)
- *Suspension and Expulsion* notification letters, parent brochure and appeal proforma (translated into 30 languages).

In 2004, translations into 22 languages of information for parents and caregivers relating to state-wide testing programs were undertaken by Educational Measurement Directorate at a total cost of \$10 000. These translations included:

- *Basic Skills Test*
- *Basic Skills Test Results*
- *Computer Skills Assessment*
- *English Language and Literacy Assessment (ELLA) for students in Years 7 and 8*
- *Primary Writing Assessment (PWA)*
- *Secondary Numeracy Assessment Program (SNAP).*

Translations undertaken by other Directorates within the Department or linked from other government agencies included:

- *Anaphylaxis* (information for parents and caregivers translated into 14 languages, linked from the Department of Health website)
- *Alcohol: Celebrations and Supply* pamphlet (translated into 22 languages)
- *Child Protection Education* brochure and resources
- *Drug Education* pamphlet (translated into 22 languages)
- *Helping Your Child with Literacy* (translated into 6 languages, linked from the National Literacy and Numeracy Week website)
- *Helping Your Child with Numeracy* (translated into 6 languages, linked from the National Literacy and Numeracy Week website)
- *Helping Your Child – to read, write, spell and speak* (a series of information brochures for parents and caregivers, translated into 4 languages)
- *Parents Count Too* (numeracy resources for parents and caregivers translated into 22 languages)
- *Reading Recovery* (information for parents and caregivers translated into 22 languages)
- *Starting School With a Smile* brochure (translated into 6 languages).

A socio-economic survey to determine the list of *NSW Priority Schools Funding Program* (PSFP) schools for the next funding quadrennium, 2005-2008, was conducted in 1 315 school communities during 2004. Surveys and accompanying

materials were translated into 27 community languages, and arrangements were made for the employment of telephone or on-site interpreters for school communities needing other translations.

*Links to Learning* parent and student information brochures were also made available in 11 languages on the *Links to Learning Community Grants Program* website at [www.det.nsw.edu.au/eas/youth](http://www.det.nsw.edu.au/eas/youth).

### *TAFE NSW*

In 2004, the Department introduced bilingual information on the TAFE NSW website ([www.tafe.nsw.edu.au/translations/welcome.htm](http://www.tafe.nsw.edu.au/translations/welcome.htm)). This is the first time students, staff and community members have been able to access information about TAFE NSW provisions in their own language from anywhere in the world.

*A Student Guide to Assessment for Students from language backgrounds other than English* was developed in 5 languages at a cost of \$4 322.

The pamphlet, *Recognition of Overseas Qualifications and Skills to Study in TAFE NSW – Information for Students*, was translated into 22 community languages at a cost of \$16 280 and placed on the website.

### *Adult Migrant English Service*

AMES provides a wide range of information in community languages. In 2004, curriculum documents and AMES teaching resources were translated into several languages at a cost of \$367 000. Information materials were translated into 15 languages as part of the AMEP program.

In 2004 AMES allocated \$53 800 to publish a revised version of the *Handbook for Migrants Looking for Work* and the *Directory of Special Purpose Courses for Non-English Speaking Background Migrants*. These two publications include information about programs and services to assist people from language backgrounds other than English with employment or further study.

## 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.

In 2004, 90 funded projects in the *Links to Learning Community Grants 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 and accredited training. Funding is provided to approved community organisations and local government authorities which successfully apply to work with young people from the ages of 12 to 24 years, including young people with a language background other than English, who are experiencing multiple barriers and significant difficulties participating in mainstream education or training.

In 2004, \$735 798 was provided to community organisations and local governments across NSW to implement 90 LTL projects across NSW. Ethnicity data is collected on young people from language backgrounds other than English who participate in these projects. Over 79 000 hours were delivered to 1 080 young people from language backgrounds other than English.

Participants in LTL projects have individually negotiated education and training pathways with support provided throughout the learning process. It is anticipated that 86% of young people from language backgrounds other than English will remain in or be assisted into education and training as a result of their participation in LTL projects in 2004, with at least 90% of these participants achieving some improvement in their literacy skills.

The *NSW Community Languages Schools Program* funds community organisations to run Community Language Schools for school-aged children on weekends and evenings, with the aim of helping young people to maintain and develop their linguistic and cultural heritages. The program is funded by the Commonwealth Government and supplemented by an allocation from the NSW Government. In 2004, \$2 076 721 was allocated to 231 organisations in the form of per capita, specific project and establishment grants. Currently, Community Language Schools operate in 47 languages in 429 locations, catering to 32 000 students.

The *Minister's Award for Excellence in Student Achievement – Community Languages School Students of the Year* event is held annually. In 2004, 219 nominations were received, representing 31 language groups. Ten students received

a *Minister's Award for Excellence*, 49 students received a highly commended award and 88 students received a commended award.

## **7 Regional and Rural Services**

### **7.1 Regional and Rural Services – Schools**

In 2004, 9 351 students from language backgrounds other than English were enrolled in regional and rural schools across the state. Of these students, 2 257 required English as a Second Language (ESL) support.

Teachers of newly-arrived ESL students in rural and regional NSW are provided with mentoring support by experienced and qualified ESL teachers. In 2004, 10 teacher mentors supported schools in rural and regional NSW. These teacher mentors supported up to three schools each.

ESL Information Network (ESLIN) meetings are coordinated by ESL teachers. Meetings were conducted for teachers of ESL students each term in Griffith and Newcastle School Education Areas. Training and development support for newly-arrived students was also provided for 20 teachers of ESL students in the Newcastle, Maitland and Lake Macquarie School Education Areas.

In 2004, Intensive English classes were established at Orara High School in the North Coast region, and at Lambton High School in the Hunter and Central Coast region. These classes provided support for Sudanese refugee students, most of whom have limited literacy skills in their first language as well as in English. At Orara High School, students' literacy and numeracy skills were targeted through a number of strategies including a whole-school environment project. A Teachers Aides Ethnic (TAE) was allocated to each of these schools to provide bilingual support and facilitate communication with students' families.

The Department's Anti-Racism Education Officer provided support and advice to schools and regional staff in all six rural regions in 2004. The support included assistance in planning and implementing anti-racism education strategies, training for Anti-Racism Contact Officers (ARCOs), training for school staff implementing anti-racism education projects, and training for Student Representative Council (SRC) groups.

A total of 97 teachers from rural and regional schools and 12 regional officers were trained in the conduct of the *Cooling Conflicts* program in 2004.

Community Information Officers (CIOs) located in Newcastle, Wollongong, Armidale, Orange, Griffith, Clarence/Coffs Harbour and Tweed Heads/Ballina School Education Areas continued to work to strengthen links between schools in rural and regional NSW and parents and community members from language backgrounds other than English.

### **7.2 Regional and Rural Services – TAFE NSW**

Western Sydney Institute-OTEN continued to be the national distance provider for the *Language, Literacy and Numeracy Program* (LLNP). In 2004, enrolments in the LLNP increased from 190 to 508. Western Sydney Institute-OTEN also began

delivery of the AMEP in three NSW regions under a five-year contract in July 2003. In 2004, 500 students enrolled in the AMEP by distance.

Western Sydney Institute-OTEN provisions for people from language backgrounds other than English also were offered interstate.

#### **EDUCATION AND TRAINING TO MEET THE NEEDS OF NEWLY-ARRIVED SUDANESE STUDENTS IN COFFS HARBOUR**

During 2004, schools and colleges of TAFE in the Coffs Harbour area enrolled, for the first time, significant numbers of students from Africa. In response to the educational needs of students in the 15-24 year old age group, North Coast Institute Coffs Harbour college and Orara High School collaborated in a joint venture designed to develop vocational skills and improve English language skills for a group of Year 10 students from Sudan.

Many of the targeted students had been in refugee camps for many years and this, combined with their refugee journey, had resulted in severely disrupted and limited schooling.

With these needs and challenges in mind, staff members at Orara High School and North Coast Institute Coffs Harbour college collaborated to design a course to develop English language skills within an automotive vocational context, an area in which the students had indicated a keen interest. The course aimed to develop appropriate English vocational language to increase the students' success in progressing to further education and employment.

The efforts of the partners have resulted in Board of Studies endorsed competency-based training which broadens the students' access to further education and training options. A vital aspect of the course in terms of post-schooling options is the introduction of students to employment opportunities in the broader Coffs Harbour community.

Illawarra Institute conducted a three-day orientation session for 22 young refugees that included hands on vocational experience in four vocational areas and an information session for parents.

Riverina Institute, in partnership with Charles Sturt University, offered three workshops to 24 students enrolled in the English for Speakers of Other Languages (ESOL) course to develop further the communication skills of students.

Western Institute participated in a research activity conducted by the *Western Research Institute* in collaboration with Cowra Shire Council, Orana Development and Employment Council and the Department of Immigration and Multicultural and Indigenous Affairs (DIMIA). The *Feasibility of an Immigrant Program in Cowra* researched gaps in the support infrastructure available to migrants settling in Cowra. Report recommendations included the establishment of a Cowra-based immigration

working party to identify and support migrant and other business leaders who are willing to utilise the *Regional Sponsored Migration Scheme*.

The North Coast and Western Institutes delivered interpreting courses for Dinka-speaking students at the *National Accreditation Authority for Translators and Interpreters Ltd* (NAATI) paraprofessional level. The North Coast Institute initiative was funded by the Commonwealth Department of Education, Science and Training (DEST) through the *Language, Literacy and Numeracy Program* (LLNP) program at a cost of \$50 000.

Western Institute delivered cultural awareness training to 43 of its staff members, two staff members from Sydney University and five from the Department of Corrective Services at a cost of \$20 000.

Riverina Institute provided training to nine teachers on *Initial interviewing and the National Reporting System (NRS)* for the LLNP. Training was also provided in *Coping with ESOL in the Country* and *Coping with Assessment in the Country* to 13 and 11 staff members respectively. Training was also offered on *Access and Equity and Discrimination in Staff Selection Criteria* to 17 staff at a cost of \$2 000.

North Coast Institute provided training on anti-harassment strategies to Harassment Contact Officers at a cost of \$5 000.

2004 also saw the culmination of a three-year collaborative project between the *Local Community Services Association* and TAFE NSW. The project provided older people from language backgrounds other than English access to computer awareness training, with the underpinning consideration of English language, literacy and numeracy skills. Sixteen organisations across Western Sydney, New England, Central Coast and the South Coast delivered 40 courses to the target population. A high degree of collaboration between organisations at a local level including ethno-specific organisations, Neighbourhood Centres, local libraries, local councils, and TAFE colleges resulted in the tailoring of computer courses to meet the English language learning needs of participants.

### **7.3 Regional and Rural Services – AMES**

In 2004, AMES increased the provision of the Adult Migrant English Program (AMEP) in rural NSW. The number of rural venues increased from 33 in 2003 to 36 in 2004. Flexible learning options for rural and regional students included enhanced availability of distance learning, e-learning and home tutoring.

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

AMES resources on the recognition of overseas qualifications processes and on the availability of courses and programs by NSW educational institutions were made available on-line. AMES students and staff were better informed about the availability of services for people from language backgrounds other than English.