

NSW Department of Education and Training

Ethnic Affairs Priorities Statement

Report 2005



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Introduction

The 2005 *Ethnic Affairs Priority Report* provides an overview of activities of the Department of Education and Training which:

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

Examples of activities are classified under the five Activity Areas listed in the NSW Government's *Ethnic Affairs Priorities Statement (EAPS) Standards Framework*:

1. Planning and Evaluation
2. Program and Service Delivery
3. Staffing
4. Communication
5. Funded Services

Specific outcomes have been identified for the five *EAPS Activity Areas*. Representative highlights related to each outcome are provided as:

- *Achievements* which list outcomes achieved in 2005
- *Strategies* which highlight initiatives undertaken
- *Challenges* which identify barriers encountered or anticipated
- *Future Directions* which suggest possible areas for action in 2006.

EAPS Activity Area 1: Planning and Evaluation

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 in New South Wales.

In 2005, the *NSW Education and Training 2005 Priorities Statement* guided educational, training and corporate activities across the Adult and Community Education (ACE), NSW Community Languages Schools Board, NSW Adult Migrant Education Service (AMES), Schools and TAFE NSW sectors of the Department of Education and Training.

The Department of Education and Training has dedicated personnel in the Multicultural Programs Unit (MPU) and TAFE NSW Multicultural Education Unit (TAFE NSW MEU) whose role is to ensure the delivery of quality multicultural education and training programs and services. The units provide strategic direction and support in the areas of policy development, operations, and performance and organisation improvement for multicultural education and training.

The Manager, 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.

OUTCOME 1.1

Ethnic affairs strategies integrated into the planning, evaluation and accountability cycle.

The *NSW Education and Training 2005 Priorities Statement* embedded recognition and acceptance of cultural and linguistic diversity within its goals, outcomes and performance measures. These priorities provided the framework for strategic, business and operational plans of Regions, Institutes and State Office Directorates as well as the Department's schools, colleges, centres, campuses and offices.

Outcome 1.1 – Achievements

- The *Ethnic Affairs Priority Statement Plan* was incorporated into the *DET Planning and Reporting Framework 2006-2008* as a key enabling plan.
- DET *Equal Employment Opportunity Management Plan 2005* developed, implemented, monitored and *Annual Report 2005* prepared.
- The Department developed and released the *Anti-Racism Policy*¹ (2005) and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*² (2005) to provide further leadership in multicultural education in the

¹ *Anti-Racism Policy* is available at:
https://detwww.det.nsw.edu.au/policies/student_serv/equity/antiracism/PD20050235_i.shtml

² *Cultural Diversity and Community Relations Policy: Multicultural education in schools*:
https://detwww.det.nsw.edu.au/policies/student_serv/equity/comm_rela/PD20050234_i.shtml

school sector.

- EAPS priorities were integrated into Executive Staff Annual Performance Reviews, Institute Service Delivery Strategies, Access and Equity Business Plans in Western Sydney Institute – OTEN, metropolitan Institutes and four of the six rural Institutes.
- Regional strategic plans 2005-2007 incorporated enrolment and cultural background information relating to students from language backgrounds other than English.

Outcome 1.1 – Strategies

- Procedures for completion of *School Annual Reports* included a requirement for all schools to report on outcomes in multicultural education.
- All Regions, Institutes, State Office Directorates developed an *EAPS Plan 2005* and reported on achievements in ethnic affairs and multicultural education.
- The TAFE NSW Equity Strategy and Programs Directorate was established to provide state wide strategic support services to assist TAFE NSW Institutes to meet their community service obligations and to improve the participation and outcomes of students from equity groups, including those from language backgrounds other than English in vocational education and training.
- In Western Sydney Region guidelines were developed to assist schools to better identify needs of students or staff from culturally and linguistically backgrounds and implement effective strategies, including participation in regional multicultural or anti-racism projects.

Outcome 1.1 – Challenges

- Responding effectively and in a timely ways to shifts in the Commonwealth Government's migration and settlement priorities.
- Maintaining flexibility within planning cycles to make the adjustments required to cater for the learning and support needs of recently arrived students from new and emerging communities of language backgrounds other than English who have limited literacy and numeracy in their first language.
- Providing access to well-planned, coordinated and effective programs and services when they are needed in prior-to-school, primary, secondary or TAFE NSW settings by students from language backgrounds other than English.

Outcome 1.1 - Future Directions

- To increase the representation of people from linguistic and culturally diverse backgrounds across all employment levels of the Department.
- To report annually on progress in addressing the outcomes of the *2006 NSW VET Plan* which includes strategies for identified groups, including people from culturally and linguistically diverse backgrounds.

- To develop a set of performance indicators related to the participation and outcomes of students from language backgrounds other than English for inclusion in the *Northern Sydney Institute Strategic Plan*.
- To continue successful achievement against performance indicators set by the Department of Immigration and Multicultural and Indigenous Affairs in contracts of the Adult Migrant English Program.

OUTCOME 1.2

Data collection systems and research initiatives identify the education and training outcomes and needs of LBOTE students.

The Department across all sectors continued to improve its general data collection systems.

Schools were issued with revised *Student Enrolment Forms* in which questions related to cultural and linguistic diversity were standardised to comply with national reporting requirements.

The TAFE NSW enrolment system and Application Processing System (APS) continued to provide information about the home languages, course participation and outcomes of students and applicants from language backgrounds other than English.

The Adult Migrant English Service continued to use the *AMEP Reporting and Management System (ARMS)* to capture student provided data on enrolment, provisions and outcomes while the Adult and Community Education enrolment system collected data on the language background of students.

In addition to system-wide mechanisms, program-specific data about cultural and linguistic diversity was collected via:

- the *English as a Second Language (ESL) New Arrivals Program* surveys
- the *Annual ESL Survey*
- *Priority Schools Funding Program* survey
- *Regional Anti-Racism Contact Officer* databases
- *Student Satisfaction Surveys* conducted by AMES and ACE.

Outcome 1.2 – Achievements

- 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.

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 2003-2005

Education Provider	2003	2004	2005
NSW government schools	197,076	199,540	200,622
TAFE NSW	97,569	93,941	84,921*
Adult and Community Education (ACE)	31,712	27,029	TBA***
Adult Migrant English Service	15,694	25,277**	23,120
NSW Community Languages Schools Board	32,000	32,000	31,000*

* Final data will be available in March 2006 ** Increased enrolments in AMES in 2004 reflect the addition of Southern Sydney and Illawarra region to AMES's service provision. *** This data will be available in April 2006

- **Table 1** indicates a decrease in the number of students from language backgrounds other than English enrolled in TAFE NSW between 2003 and 2005. **Table 2** provides supplementary data to reveal that over the same three year period there has been a significant increase in the number of students not supplying information about language spoken at home. It is therefore likely that the data set in **Table 1** under-reports the actual number of students from language backgrounds other than English enrolled in TAFE NSW.

Table 2
Supplementary data on TAFE NSW enrolments

	2003	2004	2005*
Language other than English spoken at home (% of enrolment)	97,569 (18%)	93,941 (19%)	84,921 (17%)
English spoken at home (% of enrolment)	309,101 (57%)	281,004 (55%)	233,222 (46%)
Home Language Not stated (% of enrolment)	135,300 (25%)	131,985 (26%)	183,884 (37%)
TOTAL	541,970	506,930	502,027

* 2005 figures are year to date as at 5 December 05

- The Saturday School of Community Languages provided instruction in 23 community languages to some 5,000 secondary aged students from language backgrounds other than English.

- The NSW Community Languages Schools Program provided instruction in 48 languages in 443 locations to approximately 31,000 students who wished to learn and maintain their first or heritage language.
- The research project *Cultural Dynamics of education among recently arrived African young people in Western Sydney* was completed in 2005. The project identified a range of factors that influence the educational participation and outcomes of refugee students from African countries. It also identified strategies that have proved effective in meeting the needs of these students.
- The three-year *Challenging pedagogies: Engaging ESL students in intellectual quality* project commenced in 2005. The project will investigate the potential and meaning of intellectual challenge in the curriculum of middle year classes with significant numbers of English as a second language learners.
- The *Skillmax Program* conducted by the NSW Adult Migrant English Service provided job-seeking and communication skills training and work experience placements for around 900 migrants with overseas qualifications and experience.
- In 2005, total NSW Adult and Community Education (ACE) enrolments were just under 340,000. Students from language backgrounds other than English accounted for 8% of enrolments. (Data for 2005 will be available in 2006.)
- In 2005, 23% (926) of commencements in community based projects funded under the Links to Learning (LTL) Community Grants Program were young people who identified themselves as from culturally and linguistically diverse backgrounds. In total, 79,117 program hours were delivered to young people from language backgrounds other than English in LTL projects.
- In 2004/2005, the Department's budget for students and clients from language backgrounds other than English included:
 - \$92 million for *English as a Second Language (ESL)* and *ESL New Arrivals Programs* for school students from language backgrounds other than English
 - \$26 million for the Adult Migrant English Service
 - \$1.8 million for the *Skillmax Program*
 - \$2.2 million for the *NSW Community Languages Schools Program*
 - \$751,612 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
 - \$4.7 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
 - \$496,752 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.

- The Department tracked the literacy achievement of students from language backgrounds other than English. Collection of literacy tests data has shown the gap has closed between the literacy means of students from language backgrounds other than English and all students. The data from 2005 reveals that the mean score for students from language backgrounds other than English is now higher than the mean of all students.

Outcome 1.2 – Strategies

- Enrolment details concerning cultural and linguistic background of students collected online in the Links to Learning Program and Community Languages Schools Program.
- Questions about time lived in Australia and the amount of English spoken at home included on the front page of Basic Skills Test (BST), English Language, Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP) tests. The collection of this data enables schools to evaluate the educational progress of students from language backgrounds other than English and plan accordingly.
- Award and scholarship application and nomination forms were modified to include a specific response about cultural and linguistic background of applicants for *Leadership Fellowships* (government school principals), *Jim Anderson Scholarships for Students*, *Excellence in the Integration of ICT Awards* (government school teachers) and *Public School Parent of the Year Award*.
- Statistical analysis of data on the participation and outcomes of students from language backgrounds other than English enrolled in TAFE NSW was undertaken in order to inform priorities and decision-making at corporate and Institute levels.
- Offers made under the *TAFE NSW Application Processing System* (APS) were monitored and the initiative revealed that 77% of applicants from language backgrounds other than English received an offer of enrolment in a high demand course of their choice. This compares well with the overall data demonstrating that on average 73% of all applicants receive an offer of enrolment in a high demand course of their choice.
- Western Sydney Institute analysis of data obtained from the *Handbook on the web* (HOW), *Student Administration Management* (SAM) and *Student Course Information System* (SCIS) identified the need for specific courses for particular groups of students including retail, farming, community services and asset maintenance for students from African countries.
- Collection of data on needs of Language Background Other Than English (LBOTE) groups has allowed Interagency networks to better provide support and resources for schools at point of need in the Illawarra and South Coast Region.

- *Student Satisfaction Survey* conducted across three AMEP regions with participation of 1,270 students surveyed, (16% of enrolled clients) revealed high rates of satisfaction in all program areas. (AMES)

Outcome 1.2 – Challenges

- The Asset Management Directorate's *Workforce Profile Project* is currently under development. This project will provide data regarding staff currently employed in the Directorate and will enable senior staff to plan for the participation of staff from racial, ethnic or ethno religious minority groups and language backgrounds other than English in appropriate training and development opportunities.
- Data about students and programs for students from language backgrounds other than English entered at school level on the DET schools database system lacks consistency in codes and data entry. A significant challenge is the development of a system that is user-friendly and accessible to school staff with perhaps limited skills in information technology.
- Ensuring that schools receive current information and appropriate support to enable them to enrol students using correct enrolment procedures and accurately record student VISA categories.
- Data on the number of students from LBOTE reveals an increase in the number of refugee students who have not attended school prior to arriving in Australia. A critical challenge is skilling teachers to cater at an age appropriate level for these students.
- Developing strategies and practices across TAFE NSW that encourage students to identify their home language when enrolling in TAFE NSW.

Outcome 1.2 - Future Directions

- To continue to collect data on the number and characteristics of young people from Language Backgrounds Other Than English participating in the Links to Learning Community Grants Program.
- To implement a communication strategy to provide staff with an understanding of the importance of the Asset Management Directorate's *Workforce Profile Project*, its confidentiality provisions and mechanisms for protecting the resultant data and the way that data will be used to enhance succession planning, higher duties opportunities and training and development opportunities for staff.
- To collect ethnicity data on apprentices and trainees to inform program and service planning and evaluation.

EAPS Activity Area 2: Program and service delivery

The Department implements a range of multicultural education and training programs and services including:

- English as a second language instruction and support
- Community languages programs
- Anti-Racism education and Anti-Discrimination programs
- Interpreting and Translation services
- Community Language Allowance Scheme (CLAS)
- Community capacity building
- Refugee support programs
- Programs aimed at enhancing cultural understanding and promoting community relations

OUTCOME 2.1

Knowledge and skills of diverse cultural and linguistic communities inform the development of curricula, resources and practices.

The Department of Education and Training has established structures through which the knowledge and skills of diverse cultural and linguistic communities is obtained to inform development of curricula, resources and practices.

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).

The TAFE Equity Strategy Committee and TAFE Equity Working Party include representation by staff and community members from language backgrounds other than English and provide advice to the TAFE Peak Executive Group concerning the development and implementation of policies and strategies to ensure access by equity student groups, including students from language backgrounds other than English to courses and support.

The AMES Community Consultative Council collected feedback from relevant community groups and key client groups regarding delivery of the AMEP.

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 DET's Gender Equity Consultative Committee (GECC) has a representative from the Ethnic Communities' Council of NSW on its 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.

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

Northern Sydney Institute Farsi Speaking Project

The project entailed consultation with the Farsi speaking community to develop and deliver a pilot education and training program that was responsive to the needs of community members with language barriers in the Hornsby area.

A working party informed the development of the project that included staff from Northern Sydney and Hornsby Colleges of TAFE, community service agencies and community organisations including the Iranian Community Organisation. The project aimed to assist Farsi speaking students who were having difficulties in understanding vocational language.

Students were all individually interviewed for the pilot program to establish their study, language and educational needs. Computer skills training was integrated into the program in response to student need and two bilingual teachers delivered this training. The pilot program was initially conducted using core funding and was later adopted to run full-time under Australians Working Together (AWT) funding (\$13,720) in 2005.

The project was very successful. Student outcomes include:

- Completion of modules from Certificate I in Information Technology.
- Completion of Certificate IV in Information Technology by one student who is currently teaching in Outreach.
- Forming of a Creative Writing Group involving female students. In 2006 these women will be articulating into Graphic Design with a view to gaining skills that will enable them to publish some of the stories they have written.
- Enrolment in ESOL by some of the students who wanted to further improve their English and participate more fully in the Hornsby community.

Active engagement and working in partnership with the community resulted in over 100 enquiries and referrals to Institute programs.

Outcome 2.1 – Achievements

- Priorities in program and service delivery within the Department of Education and Training are informed by consultation and participation of members of language backgrounds other than English communities in advisory committees and their participation in decision-making and implementation at local levels.
- The *Links to Learning Program* provided meaningful and culturally appropriate activities for course participants. Some 1,600 teachers developed understanding or qualifications in CALD teaching methodology.
- Resources supporting development of culturally appropriate and inclusive curricula, resources and practices were made accessible to teachers via the DET's internet site, *Teaching and Learning Exchange*.
- Schools as Community Centres were established in 7 schools making a total of 46. Primary Connect Programs continued to operate in 8 primary schools. These cooperative interagency initiatives offered prevention and early intervention services for children and their families, including those from culturally and linguistically diverse backgrounds. The programs also build confidence and skills of parents/caregivers by providing increased opportunities for community participation in decision making. External evaluation in 2005 shows the programs have made a positive contribution to improved educational participation and achievements of students.

Schools as Community Centres or Primary Connect

A community space that provides inclusive environments for children and families has been established within each school with Schools as Community Centres or Primary Connect program. Multicultural celebrations and community activities such as Harmony Day, Refugee Week and International Day celebrations provided a context for collaboration and community capacity building.

Brochures providing information on Schools as Community Centres were translated into six languages for parents and the community.

English language classes for parents were operated from the Centres and child minding opportunities were provided through crèches established on site.

Activities for parents and children at the crèches, such as supported playgroup, were conducted in the language of the community or involve families from across many culturally and linguistically diverse groups. Bilingual book-borrowing initiatives operate from the centres.

Links and partnerships have been formed with a range of services supporting culturally and linguistically diverse families including migrant resource centres and Immigrant Women's Health Centre.

- 30,000 copies of *2006 Calendar for Cultural Diversity – Australian Journeys* and accompanying handbook distributed. The calendar provides dates of important days, national days, events and festivals commemorated or celebrated within the linguistically, culturally and religiously diverse communities of NSW.

Outcome 2.1 – Strategies

- 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 2005, 20 CIOs (17.2 EFT) worked across all ten school regions.
- Teachers Aides Ethnic (TAEs) also 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.
- Fifteen Institute Multicultural Education Coordinators (IMECs) located in eight of the TAFE NSW institutes maintained interagency network links and promoted access to TAFE NSW programs and services for people from culturally and linguistically diverse communities. IMECs also provided tutorial support, facilitated recognition of overseas qualifications and skills and assisted customisation of courses to better address the needs of specific groups.
- A total of 27 *Families in Cultural Transition* (FICT) courses were funded (\$15,000) to provide schools with a positive strategy for supporting the successful settlement of newly arrived migrant and refugee students and their families.
- The Department provided funding of \$50,000 to 154 schools to promote greater participation of parents and caregivers from language backgrounds other than English in school communities.
- The Department continued to be a key agency in the *Youth Partnership with Arabic-Speaking Communities* (YPASC) and *Youth Partnership with Pacific Communities* (YPPC).

Youth Partnerships with Arabic-speaking Communities

Under the auspices of the *Youth Partnership with Arabic Speaking Communities* two major education programs – *Gateways* and *Homework Plus* – were delivered in targeted schools in Sydney and South Western Sydney regions.

In 2005 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.

A *Homework Plus Primary* program was also established in four primary schools in Sydney and South Western Sydney regions: Athelstane 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.

- Schools with high LBOTE student numbers participated in literacy projects in Sydney Region to develop curriculum resources and strategies to meet better needs of LBOTE students.
- Two schools in Western Region conducted community harmony projects to promote awareness of cultural and linguistic diversity within their school communities.
- In 2005 eight schools (3 secondary and 5 primary) in Western Sydney Region established links with other metropolitan or rural schools through the *Cultural Exchange Program*.
- A discussion starter pack about catering for students from language backgrounds other than English was developed by the TAFE NSW International Centre for Vocational Education and Training for use in professional learning programs with TAFE NSW staff.
- *Henry Sprays it safe*, a CD-ROM resource focused on safe chemical spraying, was produced by TAFE NSW to promote understanding of environment protection issues and occupational health and safety concerns among market gardeners from language backgrounds other than English.
- A Memorandum of Understanding was developed with the Cervical Screening Service of Western Sydney Area Health Service and Western Sydney Institute to trial the literacy resource, *Better than cure: A health literacy resource for women from language backgrounds other than English* with women in courses at Bathurst, Orange and Dubbo.
- In New England Institute a food handling and nutrition course for marketplace stall holders from language backgrounds other than English was developed and conducted in response to priority need identified through community consultation.
- Customised courses in Nursing, Professional English for Overseas Qualified Teachers, Financial Services, Community Services, Asset Maintenance, Retailing and TAFE 'taster courses' were provided in response to priority needs identified in community consultations in Western Sydney Institute.

- Vocational education programs with bilingual support were provided in Illawarra Institute for recently arrived students from language backgrounds other than English.
- Additional English language classes and a targeted student support service was established in Hunter Institute in response to identified needs of refugee students from African countries.
- A Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) Counsellor was employed one day per week at Newcastle Campus, Hunter Institute to support the increasing number of humanitarian entrants and refugees.
- NSW AMES staff participated in key migrant interagency groups including refugee forums (eg: Refugee Support Network), metropolitan and rural Regional Settlement Planning Committees, Migrant Services Interagency networks (eg, Inner and Eastern Sydney Interagency Migrant Interagency and Ethnic Communities networks eg: Arabic Communities Council.

Outcome 2.1 – Challenges

- Identifying ways for students in geographically distant locations to participate in the Regional Equity Consultative Committee. (*Illawarra and South Coast Region*)
- Facilitating effective meetings for larger consultative groups and balancing the need for flexibility in setting times for meetings so that as many representatives of community agencies as possible can attend against the need to obtain timely advice to meet Regional planning cycles and address issues as they are emerging. (*South West Sydney Region*)
- Addressing the intensive bilingual literacy needs of recently arrived refugees with limited formal schooling. (*Western Sydney Institute - OTEN*)

Outcome 2.1 – Future Directions

- To develop teaching and learning materials to assist teachers to deliver culturally specific cannabis and psychostimulant education.
- To involve community members and school staff in the established partnership with linguistics specialists at Massey University, New Zealand to find suitable bilingual classroom materials. (*Illawarra and South Coast Region*)
- To assist schools that are developing a critical mass of LBOTE students to better involve these cultural and linguistic groups in the life of their school community. (*Western Region*)
- To examine the feasibility of establishing a Regional Multicultural Public Speaking Competition to promote greater participation of Western Sydney students in the annual statewide competition. (*Western Sydney Region*)
- To include representation of people from language backgrounds other than English on the *TAFE Disability Community Consultative Committee* to enhance course planning and delivery for students from language backgrounds other than English with disabilities. (*TAFE Disabilities*)

- To strengthen links with emerging ethnic communities to ensure they inform the development of curricula, resources and practices. (*TAFE NSW*)
- To increase the number of students undertaking interpreting and translating courses who are speakers of the languages of recently arrived and emerging communities. (*TAFE NSW*)
- To include development of culturally inclusive teaching and assessment practices in the Access and General Education Staff Development Plan. (North Coast Institute)

OUTCOME 2.2

Civic values, cross-cultural understanding and community harmony are promoted through the curriculum and teaching practices.

- Implementation in schools of Board of Studies syllabuses K-12 that include culturally and linguistically inclusive assumptions and content, particularly the *Human Society and It's Environment*, *Personal development*, *Health and Physical Education* and *Creative Arts* syllabuses.
- Involvement in the *Cultural Exchange Program* between schools to engage students in working or playing together and as a result break down prejudiced attitudes and increase cross-cultural understanding.
- Participation in the *Multicultural Public Speaking Competition* promoted greater understanding of cultural and linguistic diversity among participating students, schools, communities and regions.

Outcome 2.2 – Achievements

- *Young Africans in Schools* DVD and accompanying support materials produced and distributed for use by regional and school staff in professional learning programs for teachers and school communities with refugees and humanitarian entrants from African countries. The DVD and support materials provide ideas for workshop facilitators to address a number of issues faced by refugee students from African countries and their schools.
- Ongoing development of the *Making Multicultural Australia* web site www.multiculturalaustralia.gov.au provided access to quality information, resources, strategies and reference material about cultural, linguistic and religious diversity for teachers and students.
- The *Multicultural Public Speaking Competition* promoted greater understanding of cultural and linguistic diversity among participating students, schools, communities and regions.
- The *Food in Australia digistories* internet website project (<https://detwww.det.nsw.edu.au/lists/directoratesaz/curriculum supp/digistories>) developed material for students and teachers to support culturally inclusive implementation of the new Stage 5 Food Technology syllabus.

- The *Cooling Conflicts* program continued in 2005 with 38 staff members from 15 schools trained to implement the program in schools.
- Workshops were conducted for teachers on cross-cultural communication and curriculum implementation and for school counsellors on how to support refugee families at school.
- In the Illawarra and South Coast Region, through participation in the Harmony Ambassadors Bus initiative students from a number of schools developed greater understanding of their own cultural heritage and new confidence in working with groups of students.
- The new unit of competence, *Work Effectively with Diversity*, included as a core requirement in re-accredited courses leading to award of *Certificate III in Education Support* and *Certificate III in Teachers Aide (Special)*.
- The module *Living in Australia* which aims to develop cross-cultural understanding and maintain community harmony included in the delivery of all adult literacy classes in Western Sydney Institute.
- The training programs *Women Speak: Women's Leadership Project* for mature-aged women and *Young Women's Leadership Program* in South Western Sydney Institute focus on developing leadership skills in women from language backgrounds other than English to assist in promoting community capacity building, community harmony and cross-cultural understanding.
- Hunter Institute developed a video, *Harassment Free*, for use in all classes to promote understanding of student rights and appropriate behaviour for students wishing for harmonious learning and working communities.
- AMES was the major sponsor for the African Communities Conference held in November 2005.
- Specific training in dealing with torture and trauma victims was provided for staff who are teaching students from war torn countries in the adult and community education sector.

Outcome 2.2 – Strategies

- 130 student leaders from across NSW at the State SRC Conference participated in activities with a focus on developing cross-cultural understanding and community harmony as well as student leadership skills.
- A professional learning conference, *Young Africans in Schools* was conducted in May 2005. Highlights of the conference were transferred to a DVD and support materials developed for distribution to all regions. The package was designed to be of particular support to staff with little experience in assisting refugee students and families from African countries.
- Students and teachers in one secondary school and 3 primary schools have been supported to use drama to explore and examine multicultural issues through the *Cooling Conflicts Project*.

- Workshop materials developed by Western Sydney Institute used to promote teacher understanding of the needs of students from language backgrounds other than English and other equity groups.
- Citizenship Courses delivered to 1,099 AMEP students across three regions in period 2004/2005.
- The publication *Minimising Difference* was designed to assist NSW ACE organisations to cater for the needs of equity groups, including people from language backgrounds other than English.

Outcome 2.2 – Challenges

- Meeting the professional learning needs of school and regional personnel in rural and regional NSW who are geographically distant from support services offered in metropolitan areas and who are new to catering for students and families from culturally, linguistically and religiously diverse backgrounds.
- Incorporating the development of intercultural competencies in all TAFE NSW teaching and non-teaching staff inductions.
- Raising awareness of the need for cross-cultural understanding and skills in all educational settings including those with small numbers of students or staff from language backgrounds other than English.
- Sustaining comprehensive participation and funding for events promoting civic values, cross-cultural understanding and community harmony. (*AMES*)

Outcome 2.2 – Future Directions

- To increase provision of inclusive environments within schools through the establishment of 10 new Schools as Community Centres projects in 2005/06.
- To inform schools that funding is available for them to conduct values forums to promote understanding of the importance of values education. (*Student Welfare*)
- The conduct of *Student Partnership Conference* aimed at showcasing cultural exchange programs conducted in 2005 and developing student leadership skills.
- To offer training in cross-cultural awareness to full-time and part-time staff of all TAFE NSW Institutes.
- To promote and deliver Citizenship Courses in all AMEP regions.

OUTCOME 2.3

Learning and working environments are free from discrimination and racism.

Maintaining learning and working environments that are free of prejudice, discrimination and racism is an ongoing priority within the Department. Action in this area focused on strategies to encourage all teaching and non-teaching staff to promote acceptance of Australia's cultural, linguistic and religious diversity, challenge prejudiced attitudes and ensure that sanctions are applied against racist and discriminatory behaviours. Anti-Racism Contact Officers in schools and Harassment Officers in TAFE NSW are key figures in achieving these objectives.

In late 2005 the Department released its revised *Anti-Racism Policy* for implementation across the schools sector.

Staff recruitment and training is based on EEO principles and selection criteria include knowledge of EEO and cultural diversity principles. Departmental guidelines for recruitment and selection procedures and composition of selection panels were applied across the organisation. The capacity of community members from language backgrounds other than English to be on selection panels was enhanced by providing opportunities to participate in selection panel training.

The procedures in *Responding to Suggestions, Complaints and Allegations* outline the approved procedures to be followed in dealing with complaints of discrimination and racism. Training in the application of these procedures continued across the Department in 2005.

Outcome 2.3 – Achievements

- Revised *Anti-Racism Policy* released December 2005.
- In 2005, \$342,700 was provided to regions to support the delivery of anti-racism professional development activities and training initiatives. The funding supported the training of Anti-Racism Contact Officers (ARCOs) and executive members of staff with responsibility for dealing with complaints about racism.
- Five schools each received \$3,000 in funding to implement school-based action research relating to anti-racism education. The schools were located across 5 regions.
- The *Racism. No way!*, www.racismnoway.com.au, website continued to receive recognition from schools, students and teachers nationally and internationally. In 2005, the website ranked in the top 100 Australian education reference websites and received over 11.2 million hits.
- Cases of claims of discrimination and or racism in traineeship and apprenticeships were successfully resolved. Many schools, colleges and directorates received no reports of racism or discrimination in 2005.
- *Rock and Water*, a boys' education program focusing on self-defence, anger management and conflict resolution strategies, was implemented in a number of Intensive English Centres (IECs).

- All OTEN students enrolled in work skills and ESL courses studied the module *Diversity in Education* that incorporates anti-discrimination and anti-harassment activities.
- South Western Sydney Institute Harassment Officers attended institute senior staff meetings to raise awareness about addressing discrimination and racism.

Outcome 2.3 – Strategies

- Anti-racism education projects conducted in five schools from five separate regions. Each school provided with \$3,000 to plan and implement anti-racism education strategies.
- EAPS objectives included in the *Strategic Directions Workshops 2005* which informs the activities of Human Resources Directorate, particularly in the area of staff training and development.
- Anti-Racism Contact Officer (ARCO) training delivered across the state to assist schools and workplaces to effectively report and resolve complaints about racism.
- Training in *Responding to Suggestions, Complaints and Allegations* and the procedures to be followed in dealing with complaints of racism conducted for 120 teachers in South West Sydney Institute.
- Thirty students at Wollongong SRC group and 90 students at Illawarra and South Coast Regional SRC Conference participated in student leadership activities which incorporate anti-racism workshops and discussions exploring cultural identity, Reconciliation, Aboriginal Education issues, complaints mechanism, conflict management strategies and planning for school based initiatives in anti-racism.
- Units of work on anti-discrimination and anti-harassment delivered to students through the *Personal Effectiveness, Literacy and Living in Australia* and *Entry to TAFE* modules.
- Staff training activities conducted on anti-discrimination legislation and the Department's procedures to be followed in dealing with suggestions, allegations and complaints.

Outcome 2.3 – Challenges

- Keeping workplaces and school communities free of discrimination and racism in an organisation characterised by annual and intermittent movement of staff, students and community members.
- Reducing the high turn-over of Anti-Racism Contact Officers (ARCOs) in DET workplaces.
- Ensuring all new staff are aware of DET *Code of Conduct* and all students are aware of *Students Rights and Responsibilities* including complaints handling procedures in NSW AMES.

Outcome 2.3 – Future Directions

- To provide advice and support to regions in implementing the revised *Anti-Racism Policy*.
- To identify and train ARCOs who have not been trained in 2005. Schools without trained staff will be contacted to nominate an ARCO and participate in training in 2006.
- To support schools undertaking Cooling Conflicts projects promoting student skills in dealing with conflict.
- To encourage schools to undertake anti-racism projects in 2006.
- To encourage implementation of flexible timetable arrangements so that students can follow religious observances and satisfy course attendance requirements in TAFE NSW courses.
- To develop training for staff to monitor and resolve complaints about race-based harassment and discrimination. (*Northern Sydney Institute*)
- To encourage Adult and Community Education Colleges to provide evidence of commitment to and actions promoting cross-cultural understanding and community harmony.

OUTCOME 2.4

Students and staff from all cultural backgrounds have opportunities to participate in educational decision-making and leadership.

The Department provides a range of opportunities for students and staff to participate in decision-making and leadership at state, regional, institute and local levels.

Student-focused mechanisms include participation in Student Representative Councils, student forums or workshops and completion of satisfaction surveys when leaving programs.

Staff opportunities to participate in decision-making and leadership include participation in state level advisory groups and resource development initiatives, regional or institute steering groups and project teams, and local level planning and implementation of programs and strategies.

Outcome 2.4 – Achievements

- The 2005 State SRC Conference *School Harmony - Communities Working Together* included a focus on cross-cultural understanding and community harmony as well as student leadership skills development.
- Cultural awareness days conducted by Sudanese children in Orara High School increased understanding of the cultural and linguistic backgrounds of refugee students from African countries in North Coast Region.

- Staff members from language backgrounds other than English participated in key committees at central, regional and institute levels and brought their professional, cultural and linguistic skills to decision-making in TAFE NSW.
- Students influenced decision-making through participation in Institute Student Associations and through course feedback and evaluation surveys. *(TAFE NSW)*
- The Board of ACE includes representation of people from culturally and linguistically diverse backgrounds.

Outcome 2.4 – Strategies

- Schools as Community Centres and Primary Connect established Parent Advisory Groups which participated in interviews to provide feedback on program effectiveness.
- The needs of students from equity target groups (including those of LBOTE) were represented on the Vocational Education and Training Accreditation Board (VETAB).
- Sixty student leaders participated in Anti-racism workshops at the Illawarra and South Coast regional SRC conference in order to discuss issues associated with anti-racism, refugees, settlement issues and cross-cultural awareness.
- In South Western Sydney Region, schools with over 60% LBOTE student ratio were required to enlist the services of a LBOTE community representative as an additional member on recruitment panels. LBOTE parents trained in recruitment selection processes to be better able to represent LBOTE community perspectives in DET school and regional panels.
- LBOTE Parent Participation Projects were conducted in 58 schools across South Western Sydney Region. These projects provided information sessions, workshops and seminars to LBOTE parents and community members on educational matters such as state-wide assessment, drug education, child protection, subject selection, careers education, healthy eating, and helping students with reading, writing, numeracy and homework.
- Student Equity Forums conducted for Year 8 students in Western Sydney Region. Each forum was attended by forty students from twenty schools. Twenty student leaders, selected from the first forum were later trained in group leadership skills and led groups at the second forum.
- Feedback on the effectiveness, relevance and delivery of TAFE Access and general education courses were sought from students from language backgrounds other than English.

Outcome 2.4 – Challenges

- Ensuring that monitoring and evaluation of all DET services and resources are informed and respond where necessary to the needs and concerns identified by students and staff from culturally and linguistically diverse backgrounds.
- Encouraging more staff from language backgrounds other than English to participate in decision-making committees and working groups in TAFE NSW.

Outcome 2.4 – Future Directions

- In Western Sydney Region to conduct a Regional Youth Conference with an anti-racism focus.
- In Illawarra and South Coast Region to plan and implement stage 2 of the Celebrating Cultural Diversity Peer Support Program in schools in 2006.
- In Western Sydney Institute to ensure that every student and staff planning committee has representation from culturally and linguistically diverse communities.

OUTCOME 2.5

Students with second language learning needs are able to access targeted ESL assistance

In Australia, proficiency in listening, speaking, reading and writing in the English language is an essential tool for success in education and training and for full participation in society. The Department of Education and Training provides English as a second language (ESL) instruction for speakers of languages other than English at each stage of the education and training system, for example:

- **Bilingual programs in prior-to-school settings**
Bi-lingual programs in prior-to-school settings assist young children to acquire English at the same time as they are acquiring greater fluency in their first language.
- **ESL Targeted Support Program in primary and secondary schools**
The ESL Targeted Support Program provides specialist ESL teachers, in addition to the school's normal staffing allocation, to primary and secondary schools which have sufficient numbers of identified ESL students.
- **ESL New Arrivals Program**
The ESL New Arrivals Program provides short term ESL support for eligible newly arrived students in primary and secondary schools which do not have an ESL targeted Support Program.
- **Secondary Intensive English Programs**
The ESL New Arrivals Program also provides support for newly arrived students of high school age through the secondary Intensive English Program in Intensive English Centres and the Intensive English High School.
- **English for speakers of other languages (ESOL) at TAFE NSW**
TAFE NSW provides 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.

- **Adult Migrant English Services**
The Department of Education and Training conducts English language instruction for recently arrived adults, refugees and other eligible adults funded under the conditions established by the Commonwealth Government's Adult Migrant English Program.
- **Board of Adult and Community Education**
On the basis of identified need, Adult and Community Education provides English Language and Literacy courses to assist people from language backgrounds other than English in developing greater fluency and proficiency in the language.

Outcome 2.5 – Achievements

- English as a Second Language (ESL) instruction was provided to students from language backgrounds other than English at all ages and stages of the education and training system.

Table 3 ESL learners in the NSW Department of Education and Training

Schools	2005
ESL New Arrivals in primary schools	4,023
ESL New Arrivals in secondary schools	537
ESL New Arrivals in Intensive English Centres and High School	2,130
Primary – ESL targeted support program	66,026
Secondary – ESL targeted support program	19,039
TAFE NSW	
Access ESOL and ESOL courses	13,978*
Intermediate or advanced courses such as <i>English for Further Study</i> or <i>English for Academic Purposes</i>	5,265*
Vocational literacy courses such as <i>Workskills, Language Literacy and Numeracy</i> and <i>Foundation and Vocational Education (FAVE)</i>	10,007*
TAFE delivered AMEP	1,505*
Adult Migrant English Program	23,120
Adult and Community Education	27,029**

* Final figures available March 2006 ** ACE data is for 2004, 2005 data available mid 2006

- **Schools**

Table 3 shows that the English as a Second Language *New Arrival Program* (NAP) provided ESL support to 6,690 newly-arrived students enrolled in 2005. This included 2,130 students in 14 Intensive English Centres (IECs) and Cleveland Street Intensive English High School (IEHS) and approximately 4,023 students in primary schools and 537 students in secondary schools.

Table 3 also shows that the *ESL General Support Program* provided specialist ESL teacher support to 66,026 ESL students in 550 primary schools and 19,039 ESL students in 195 high schools at a cost of approximately \$92 million.

At the end of Term 3 2005, 6,136 temporary visa holders were enrolled in NSW government schools. Of that number 1,339 had been granted individual exemption

from the temporary visa holder education fee based on capacity to pay. A further 2,083 students were automatically exempt based on visa sub class.

A total of 2,920 ESL students sat the *English (ESL) Higher School Certificate* examination in 2005. This candidature is at approximately the same level compared to 2004 student numbers.

The ESL New Arrivals Program provides specific support for schools in rural and regional areas that enrol recently arrived students from language backgrounds other than English. In 2005, 325 primary-aged students and 123 students secondary-aged students received intensive ESL support.

The planning and programming tool, *ESL Steps: ESL Curriculum Framework K-6*, was distributed to all primary schools in NSW with ESL programs.

Educational Measurement Directorate produced a number of resources to support ESL students undertaking state-wide assessment programs in 2005. These publications included: *Linking ELLA to ESL; Numeracy 2005, Linking SNAP to ESL, ESL Links to the Year 3 Basic Skills Tests – Teaching Strategies 2005* and *ESL Links to the Year 5 Basic Skills Tests – Teaching Strategies 2005*.

Disability Programs Directorate produced an updated *Follow up to BST Focused Individual Assessment 2005 (FIA)* package. The package incorporated modifications which reflect the specific learning needs of students from language backgrounds other than English.

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 participated in 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.

ESL Orientation Program courses were conducted for approximately 170 ESL teachers who were newly appointed to ESL positions in 2005 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 2005. The seminars provided an effective, accredited program for professional renewal aimed at increasing effective ESL pedagogical practice.

Eleven schools, involving approximately 200 mainstream and 20 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. This represents an increase of over 100% on the 2004 participation rate. Eight ESL teachers were also trained as *ESL in the Mainstream* tutors to assist in the delivery of the course.

The VETAB accredited, competency-based *Certificates in Spoken and Written English* program was delivered in 11 high schools and 11 Intensive English Centres. In 2005,

327 certificates and 512 statements of attainment were awarded to recently arrived secondary aged students at risk of disengaging from education.

An exemplary unit of work to support the Language Study within an Area of Study component of the Stage 6 English (ESL) course was distributed to schools. In addition, 35 beginning ESL teachers participated in a workshop promoting effective programming, planning and assessment of the Stage 6 English (ESL) course.

Teaching strategies for ESL students included on the School Measurement, Assessment and Reporting Toolkit (SMART) software program. Classroom teachers can access and implement ESL strategies from the SMART program to meet the needs of individuals or small groups.

- **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 2005, 29,250 students were enrolled in English language and literacy courses across TAFE NSW with 13,978 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)*.

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 2005, 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 2005, AMES offered 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.

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 2004, 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.

Outcome 2.5 – Strategies

- In North Coast Region, regional multicultural funding was allocated to employ a Regional Refugee Support Officer to support teachers with refugee students.
- In Illawarra and South Coast Region 35 New Arrivals Program (NAP) teachers, Support Teacher Learning Assistance (STLA) and class teachers participated in two-day workshops to increase expertise in adapting classroom practices and materials to better meet the needs of newly arrived students. Teachers made reading materials and designed assessment and teaching tasks for their implementation in the classroom.
- In South Western Sydney Region ESL in the Mainstream courses were conducted to increase the skills of classroom teachers in catering for cultural and linguistic diversity within their teaching and learning programs.
- Outreach English language and literacy program offered in a variety of college and community locations in South Western Sydney Institute.
- English for Speakers of Other Languages (ESOL) pedagogy was enhanced through professional learning seminars and conferences for teachers conducted by Access and General Education Curriculum Centre and TAFE NSW Institutes
- All AMEP students placed in appropriate English level through individual student language assessments.

Outcome 2.5 – Challenges

- Meeting the ESL learning development needs of students beyond the early acquisition stage.
- Supporting teachers and schools with minimal experience in catering for newly arrived students in schools. (*North Coast; New England Region*)
- Providing appropriate multi-lingual teaching and learning materials in TAFE NSW.
- Sustaining the English language, literacy and learning support required by students with low levels of literacy and numeracy in their first language beyond the initial stages and into the mainstream courses of study in TAFE NSW Institutes.

- Enhancing module and course completion rates in TAFE NSW in longer-term job prospects of students whose socio-economic status compels them to abandon the studies and seek employment.

Outcome 2.5 – Future Directions

- To edit and publish an additional four English ESL units on the Curriculum Support website.
- To continue to provide high quality and effective professional learning to ESL teachers through continuation of ESL Orientation Courses for teachers newly appointed to ESL, ESL Information Networks and encouraging teachers to undertake ESL Pedagogy Projects.
- To increase the range of English language courses and support available to the increasing number of people from language backgrounds other than English in Riverina Institute.
- To ensure that English language and literacy needs are catered for in VET pathways officered by ACE.

OUTCOME 2.6

Students from language backgrounds other than English are able to access the full range of education and training programs and pathways.

The Department provides age-appropriate programs and pathways to meet the needs of students from language backgrounds other than English at each stage of learning in schools and TAFE NSW. For example, students from language backgrounds other than English participate in:

- preschool and transition to school programs
- primary and secondary schooling
- gifted and talented programs
- literacy and numeracy development support programs
- English as a Second Language programs in schools
- Intensive English Centres and the Intensive English High School
- behaviour management programs
- disability programs
- inter-school, regional and state sport competitions
- vocational education and training in schools
- vocational education and training at TAFE NSW
- English language and literacy programs at TAFE NSW
- English language tuition through Adult Migrant English Services
- English language, languages other than English programs through Adult and Communication Education

Outcome 2.6 – Achievements

- State-wide reading and numeracy tests are free of bias and are linguistically accessible.

- Over 60 mature-aged LBOTE women from Blacktown, Ashfield, Cabramatta and Marsfield successfully completed *Certificate III in Home and Community Care* providing them with a useful qualification to enhance employment prospects. This initiative fulfilled an important social need in the region by supplying a pool of potential carers who could provide home-care-support to LBOTE clients in their first language.
- Special apprenticeship programs developed and offered to older Sudanese refugee students studying at Lambton High School.
- *Migrant Youth Access Programs* delivered at Granville College of TAFE to increase awareness of vocational training and further education options and pathways for young people from language backgrounds other than English.
- Coordination and referral links between TAFE Disability Programs Unit, teacher consultants, Adult Basic Education and TAFE MEU assisted access, participation and outcomes for people from language backgrounds other than English with disabilities.

Outcome 2.6 – Strategies

- Seven of the 21 new preschools commenced operation in Term One 2005 were located in communities with large numbers of families from language backgrounds other than English.
- *Primary Connect After Hours Learning Assistance Program* provided homework help, language help and study assistance for students who are risk of disengaging early from education, including a large number of students being from language backgrounds other than English.
- Transition to high school programs were conducted by Intensive English Centres and high schools to assist students settle into the environment of their secondary school.
- In Illawarra Institute information sessions about TAFE NSW programs and pathways for students from language backgrounds other than English provided to students about to exit *Adult Migrant English Program*.
- In Riverina Institute workshops conducted to enable staff to explore how best to address the vocational education and training needs of the growing number of people from African countries living in the Wagga region.
- In Sydney Institute information sessions about vocational education and training (VET) in schools and other provisions for young people were conducted for students from Chinese, Arabic and Sudanese-speaking backgrounds.
- A flexible range of options were provided to assist student learning in AMES programs. Options included classroom tuition, on-line learning, individual learning in Learning Centres and language and literacy programs in 42 rural locations.

Outcome 2.6 – Challenges

- Communicating with LBOTE groups to inform them that information in translation is available on the Department's internet site.
- Identifying ways to offer the intensive support required by older students from language backgrounds other than English with limited education and little or no first language literacy skills who find themselves unable to cope with the demands of the mainstream high school curriculum when they graduate from Intensive English Centres.
- Increasing access for students from language backgrounds other than English to Certificate IV and Diploma courses, traineeships, apprenticeships and TVET courses.
- Overcoming stereotypes and expectations of students and families that can limit VET choices and later employment prospects of young people from language backgrounds other than English.
- Continuing development of on-line learning programs and resources to cater for learning needs of students.

Outcome 2.6 – Future Directions

- To expand opportunities for participation of LBOTE students in vocational education sectors of interest, eg Community Health.
- To improve module and course completion rates for students from language backgrounds other than English in vocational courses in TAFE NSW
- In Western Sydney Institute, to strengthen links with the *Pacific Islander Partnership Consultative Group* and *African Settlers Task Force* to address the education and training needs of Pacific Islander and African communities.
- To provide information and pathways to facilitate access of students from language backgrounds other than English communities to the full range of education and training programs.

OUTCOME 2.7

Educational programs and support services are responsive to the needs of students from diverse cultural, religious and linguistic backgrounds

Through consultative and participative structures the Department of Education and Training seeks advice of members of culturally and linguistically communities on system-wide and local issues concerning students from language background other than English.

Outcome 2.7 – Achievements

- Parents and caregivers from culturally and linguistically diverse backgrounds participated in focus group research with parents and teachers about the psychostimulant education needs of students.

- In 2005, the Focused Individual Assessment (FIA) of Basic Skills Test was modified to provide better information about the learning needs of students from culturally and linguistically diverse backgrounds.
- Case management and mentoring support provided as part of the Youth Partnership with Arabic Speaking Communities increased engagement of participating secondary students from Arabic speaking backgrounds who were at risk of leaving early school. (*South West Sydney Region; Western Sydney Region*)
- An English language learning interactive computer program developed for use with refugee students who have little or no literacy skills . First language support is provided in Dinka, Dari and Arabic.
- ESL/Multicultural consultants presented information in the Beginning Teachers Program on ways in which classroom teachers can cater for cultural and linguistic diversity.
- Child Care services were provided for students so they can participate in TAFE NSW courses. Over 60% of the total number of students accessing TAFE Children's Centres are from language backgrounds other than English (80%-90% in metropolitan areas). Among staff of the Centres, 27% of the total staff are from language backgrounds other than English (40% in Sydney).
- The TAFE NSW *Refugee Student Assistance Scheme Guidelines* were reviewed and revised to enhance equitable access of refugee students enrolled in TAFE NSW courses to the financial assistance provided by the scheme.
- Big Brother Movement Youth Scholarships ranging from \$150 to \$1,500 were awarded to 19 young people from language backgrounds other than English in South Western Sydney Institute.
- In North Coast Institute volunteer tutor programs conducted to train people to assist settlement of Sudanese refugees by providing English language skills in community settings. The Institute also coordinated a *Driver Mentor Program* linking volunteers willing to help people from language backgrounds other than English to complete the 50 hours of driving practice required to obtain a provisional driver's licence.
- AMES expended \$543,384 on the development of culturally sensitive and inclusive curriculum materials and publications, in particular, bi lingual publications.

Assisting the transition of students from emerging African Communities in the Sutherland Local Government Area

(Sydney Region)

In 2003, two Dinka-speaking, Sudanese girls aged 13 and 15 arrived with their families from Kakuma refugee camp in Kenya. The girls, who are cousins, had had little experience of schooling before arriving in Australia and spoke limited English. They started school at Kogarah Intensive English Centre (IEC) and subsequently transferred to Gymea High School, a school with a low LBOTE population and a one day per week ESL allocation.

Staff at Kogarah IEC, with the assistance of the Regional ESL/Multicultural Education Consultant, set up strategies to assist the school and students with transition of the girls to the high school. .

The Specialist School Counsellor at Kogarah IEC advised Gymea HS of the imminent transfer of the girls and accepted the invitation to conduct a professional learning session for the staff on the background of the students using the Department resource *Roads to Refugee*.

When the girls arrived they were placed age appropriately in Year 7 and Year 9 and under the supervision of the ESL teacher and their Year Advisors. The school also decided to place the girls in the top classes as far as possible in the belief that teachers of these classes might have more time to look after their literacy needs.

Structured literacy development programs were set up by the ESL and Learning Assistance teachers in cooperation with classroom teachers. Classroom teachers benefited from support about teaching and learning strategies to cater for the students literacy needs.

These learning focussed strategies were supplemented by support from the school's Welfare Team who monitored the girls' personal adjustment to life in school.

Soon after their arrival, the staff realised that the girls had no-one to assist them in understanding and completing homework tasks. The girls now attend an after school Homework Centre.

Outcome 2.7 – Strategies

- *Schools as Community Centres* and *Primary Connect* programs implemented a range of initiatives for students and families from language backgrounds other than English. Programs implemented in 2005 included:
 - Multicultural playgroups and parent information sessions during playgroup
 - English language and computer education classes for parents and caregivers

- Parent support and information strategies such as *Starting with Play* implemented with Khmer, Chinese and Vietnamese interpreters, *Playtime for Parents* implemented in Khmer and Vietnamese, *Parenting Across Cultures*, *Vietnamese Parent group*, *Bringing Up Bilingual Kids*, *Hey Dad* (parenting program for fathers), *Active Women, Active Families* (a fitness program for fathers), *Active Women, Active Families* (a fitness program for CALD women and Kindy Gym for their children), *Women’s Health Program for Khmer women*, *Indonesian Women’s Group*, *Bi-lingual book library*, and *Parent Space* (a room made available to Turkish women to use for social gatherings). (EP&DE)
- Professional learning workshops were completed with primary and secondary teachers in metropolitan, regional and remote areas using CD-ROM professional learning package *Drug education in culturally diverse classrooms: alcohol and tobacco*.
- The Saturday School of Community Languages (SSCL) provided access to School Certificate and HSC course in 23 languages to approximately 5,000 students.
- Improvements to SMART software analysing learning outcome data from the BST, ELLA and SNAP tests allowed teachers to group students according to language groups, classes, phase of language acquisition and to monitor results so that they could better respond to the literacy or numeracy needs of students.
- Sydney Institute offered bilingual courses including interpreting and translation courses according to needs in different community languages including; Arabic, Spanish and Chinese.
- Specialist library and information service support provided for learners and teachers by the TAFE NSW Multicultural Access Centre (MAC) Library.
- Bilingual support services provided to assist access and participation of newly arrived students from language backgrounds other than English in TAFE NSW courses.
- Customised library orientation sessions conducted to assist students from language backgrounds other than English with low literacy in their first language to use the library and the range of other services it offers were conducted by Western Sydney Institute.
- A student support services strategy developed to coordinate assistance for students from language backgrounds other than English, especially refugees and asylum seekers in Sydney Institute of TAFE.
- A preparation program developed and conducted to assist refugee students with low levels of literacy in their first language to acquire sufficient English language skills to undertake the *Certificate in Spoken and Written English* at the Hunter Institute.
- Educational Counsellors assisted students at group orientation sessions, exit counselling and individual counselling sessions in NSW AMES.

- A range of curriculum resources reflecting the diverse cultural, religious and linguistic backgrounds in Australian society were developed to promote student learning. In particular, bi-lingual student resources included *language learning handbooks and CDS* in 16 languages, *Literacy Handbooks for Beginners* in Arabic, Cantonese, Mandarin and Vietnamese, bilingual Chinese versions of the *Pronunciation for Beginners*, *Certificate I in Spoken and Written English Workbook* and the *Citizenship Course: Supplementary Workbook* (AMES).
- The *ACE Community Profile Kit* provided principals, program managers, management committees and teaching staff with information about responding to the needs of students from diverse cultural, religious and linguistic backgrounds.

Outcome 2.7 – Challenges

- Making timely and valid assessments of recently arrived students from language backgrounds other than English who may have a disability. (*Disability Programs*)
- Providing bilingual services in the languages required to assist new and emerging communities. (*South Western Sydney Institute*)
- Providing specialised programs and support services to students from language backgrounds other than English on smaller campuses of the Riverina Institute.

Outcome 2.7 – Future Directions

- To introduce the *Culturally and linguistically Diverse (CALD) Parenting Kit*. This four session parent education program will be run at playgroups and will address issues relating to children and families in transition that commonly concern new settlers.
- To offer Bengali from 2006 at the Saturday School of Community Languages as a subject for students in Years 7-10.
- To inform students and staff of the TAFE NSW policy allowing use of bilingual dictionaries in examinations.
- To provide timely, strategic advice so that Institute Business Units can effectively plan and respond to the program and service needs of emerging groups of students, eg refugee students from African countries.
- To provide cultural awareness programs for college staff and staff of other government and community agencies working with refugees from African countries in North Coast Institute.
- To develop and publish quality materials and resources to meet students' diverse leaning needs in NSW AMES.

OUTCOME 2.8

The language resources of the community are enhanced through the provision of appropriate programs and practices.

The Department of Education and Training provides a range of programs to enhance the languages other than English resources of the community that includes:

- Bilingual programs in pre-schools and primary schools
- Community Language Programs K-6
- Language Other the English (LOTE) programs in primary and secondary schools
- Community Language Programs 7-12 at the Saturday School of Community Languages
- LOTE programs through Distance Education
- LOTE programs in TAFE NSW settings
- LOTE programs in Adult and Community Education settings

Outcome 2.8 – Achievements

- 31,000 students participated in programs offered through the *NSW Community Languages Schools Program* in order to develop their first/heritage language. 1,902 students studied languages through the Open High School.
- Increased student participation in language learning in Year 7-10 courses provided improved preparation for HSC courses in the Saturday School of Community Languages.
- 9,595 students enrolled in 115 LOTE courses that were offered in Arabic, Chinese, French, German, Greek, Indonesian, Italian, Japanese, Korean, Spanish, Turkish, Russian and Vietnamese in 2005.
- Interpreting and translating certificate and diploma courses were provided for students from a range of language backgrounds including Arabic, Chinese, Japanese, Turkish and Vietnamese.
- Para Professional Interpreting courses and preparation for interpreting were provided for bilingual students in Hunter, North Coast and Northern Sydney Institutes.

Outcome 2.8 – Strategies

- Courses in languages other than English through the Open High School allowed students who cannot attend school or where a school is unable to provide the language to study their language of choice.
- Implementation of the NSW Community Languages Schools Program supported maintenance, development and acquisition of community languages.
- The *Community Language Induction Program* (CLIP) incorporating workshops, a work shadowing component and an in-school task for newly appointed community languages teachers and their principals.

- Board Endorsed Courses leading to School Certificate level (Years 7-10) implemented at the Saturday School of Community Languages for languages studied in which there is no Board of Studies syllabus.
- Community Languages network meetings conducted once a term to provide professional development and collegial support for teachers. Approximately 40 Community Languages teachers attend the network meetings in South West Sydney Region.
- Chinese bilingual programs prompting English language development among elderly Chinese students were offered by NSW AMES.
- Introductory video, Study at AMES, updated and converted to DVD format for viewing by all enrolling students. The DVD is available in English, Amharic, Arabic, Cantonese, Dinka, Farsi, Indonesian, Japanese, Korean, Mandarin, Russian, Somali, Thai and Vietnamese.
- LOTE courses offered in ACE centres around NSW promoted maintenance of community languages and provided opportunities for other learners to acquire languages other than English.

Bringing Up Bilingual Kids Workshop
(New England Region and Early Childhood Unit)

The *Bringing Up Bilingual Kids Workshop* was run as a partnership between Umina Schools as Community Centres (SaCC) based at Umina Public School and the University of New England.

The program involved a three hour workshop which targeted parents and caregivers from culturally and linguistically diverse backgrounds with children aged up to eight years.

The focus of the workshop was on:

- challenging myths about bilingualism and interference of first language with learning at school
- informing parents and caregivers about how children learn their first and subsequent languages
- the beneficial impacts on learning English and learning at school when children from language backgrounds other than English concurrently develop proficiency in the language of home and English.

A lecturer from the Linguistics Department of the University of New England conducted the workshop. Umina SaCC recruited participants and provided a venue and child care.

A total of 26 parents who spoke ten different languages attended. A number of local children's service providers also participated.

This initiative had a number of positive outcomes:

- increased understanding among participating parents and caregivers from language backgrounds other than English about the benefits and ways to encourage bilingualism in their children
- decreased anxiety amongst participating parents about the possible negative impacts on their children learning or using more than one language during their early years
- opportunities for parents and caregivers from language backgrounds other than English to talk about their children's language development
- a commitment by a local children's service to provide similar training for their staff who work with children and parents from language backgrounds other than English
- the establishment of a Families First supported local playgroup for children, parents and caregivers from language backgrounds other than English.

Outcome 2.8 – Challenges

- Ensuring that all Saturday School of Community Languages (SSCL) teachers are trained in the new K-10 Languages syllabus framework.
- Engaging qualified interpreters for students and parents from new and emerging communities, particularly new arrivals from Africa.
- Maintaining and increasing the number of LOTE courses offered by TAFE NSW Institutes in order to meet community expectations.

Outcome 2.8 – Future Directions

- To provide English language classes, when needed, in Schools as Community Centres in areas with high number of families from language backgrounds other than English.
- To introduce an English language tutoring program for fathers as part of the schools as Community Centre initiative so that they are better able to support their children's learning and development at school.
- To conduct professional learning workshops for teachers of community languages and school executive hosting community language programs in 2006.
- To increase the number of students from small and emerging languages other than English communities participating in courses that prepare students for the accreditation processes of the National Accreditation Authority for Translators and Interpreters.

OUTCOME 2.9

Vocational education and training programs are responsive to the needs of people from diverse cultural and linguistic backgrounds.

Vocational Education and Training (VET) courses in schools continued to enhance learning options and pathways for students from language backgrounds other than English.

TAFE NSW continued to develop and customise courses to promote access and participation of members of culturally and linguistically diverse communities in vocational education and training in order to develop work-related skills needed to compete in the job market and to compete further education. Strategies provided in 2005 targeted the specific needs of new arrivals seeking refresher/bridging training for employment in their field, refugees, LBOTE women, mature job-seekers, people with disabilities, new and emerging groups particularly those individuals with limited literacy and numeracy in their first language.

Outcome 2.9 – Achievements

- The Board of Vocational Education and Training supported a research and demonstration project designed to increase the uptake of traineeships among young Arabic-speaking people and Arabic-speaking employers. Stage 2 of the project has identified 85 young Arabic-speaking people interested in an apprenticeship or traineeship, 21 Arabic-speaking employers have committed to offer an apprenticeship or traineeship and 11 Group Training Organisations have indicated interest in placing suitable young people.
- *School to Work Program* logbooks used by 156,676 Year 7-12 students in 299 schools to develop individual plans for their career and future pathways. Of these students a total of 37,246 students were from language backgrounds other than English.
- Students, parents and care givers from 16 LOTE backgrounds, some using interpreters, made specific or general inquiries using the telephone Careers Advisory Services between 22 December 2004 and 21 January 2005.
- Programs such as *Language, Literacy and Numeracy Program (LLNP)*, *Get Skilled*, *Outreach* and *Australians Working Together* provided vocational education courses with integrated English language skills development for students from language backgrounds other than English in TAFE NSW Institutes.
- Teaching package and complementary course/pathway options developed by South Western Sydney Institute to provide relevant vocational education and training opportunities for young men from Arabic speaking backgrounds with intellectual disabilities interested in working in the automotive industry.

Sudanese settlers in the Hawkesbury District trained in horticulture

Western Sydney Institute Multicultural Education Unit (MEU) at Blacktown and the Outreach Unit at Richmond College, in collaboration with the Blacktown Migrant Resource Centre, developed a course specifically designed for 17 Sudanese students. The 18 week course which combined vocational modules from the TAFE NSW Production Horticulture Certificate II, with education and employment options and literacy and numeracy skills, was delivered by a team of TAFE NSW teachers from the Production Horticulture and the ESOL sections.

Participating students, who all had identified existing farming skills, required further training in the Australian context to help with employment. The students were supported by the Institute equity units throughout the entire program. The total cost of the program was \$10,000.

Upon completion of the course, 4 students obtained part-time employment and the rest went on to undertake further training in Production Horticulture Certificate II. The course has attracted more Sudanese students including three female students and will be delivered again in Semester 1, 2006 to meet the growing demand from the Sudanese community.

Outcome 2.9 – Strategies

- The 2005 edition of *Parents'/Carers' Guide to Workplace Learning* translated into a number of community languages.
- In Western Sydney Region *School to Work* and *Work Ready* programs as well as *TVET information and access to TAFE* workshops conducted for students.
- In South West Sydney Region careers expos, VET award evenings and industry showcases were conducted to provide LBOTE students and parents with information about career choices.
- In New England Region Workshops for parents, in particular parents from language backgrounds other than English, were conducted to explain the range of Vocational Education programs operating in schools.
- In Western Sydney Region, information evenings conducted to provide advice and information for students with special needs and their families on possible vocational education pathways for students and to link families with outside agencies that may assist them in the transition from school to work. Approximately 10% of the attendees were from language backgrounds other than English.
- Institute Multicultural Education Coordinators (IMECs) consulted with community workers, local councils, communities and participated in multicultural and inter-agency networks to obtain information about current and emerging pre-vocational and vocational training needs of people from language backgrounds other than English.

Outcome 2.9 – Challenges

- Identifying adequate numbers of appropriate work placement sites in Western Sydney Region to meet requests for placements.
- Sustaining support mechanisms in TAFE NSW that reinforce vocational pathways for young refugee and humanitarian entrants in transition from school to further education or employment.
- Attracting external funding to broaden the range of vocational programs with integrated English language support that is offered to students from language backgrounds other than English across TAFE NSW Institutes.
- Ensuring that content and delivery of Skillmax Program is updated to maintain relevance to current job seeking and employment contexts.

Outcome 2.9 Future Directions

- To conduct *Parent and student workshops* about TVET and other pathways in high schools with students from language backgrounds other than English.
- To develop consultation mechanisms with regional industry bodies and communities to inform TAFE course and service development for students from language backgrounds other than English.
- To increase the number of bridging courses in areas of skills shortage areas that are available to enhance vocational education and training options and prospective employment opportunities for overseas trained people.

OUTCOME 2.10

The skills and qualifications of students from diverse cultural and linguistic backgrounds are recognised.

The Department of Education and Training has a range of strategies in place through which individuals and students obtain recognition or advanced standing for equivalent learning, skills and qualifications gained overseas.

Outcome 2.10 Achievements

- 291 nominations were received for the Minister's Awards for Excellence - Community Languages School Students of the Year from 29 language groups.
- Qualifications of people with appropriate trade qualifications and skills (including those obtained overseas) were assessed and formally recognised so that they could practise their trade. In 2004/5, 456 of the total 1,500 applications for assessment and recognition of trade skills were from individuals from language backgrounds other than English.
- Individual trade-specific information developed to assist overseas qualified applicants understand industry requirements and to apply for a trade test in their field.

- A *Student guide to recognition of overseas qualifications* was developed by Sydney Institute and an increased number of bridging courses offered to assist students from language backgrounds other than English obtain skills to meet industry requirements.
- Thirty individuals gained recognition of their overseas-gained skills and experience in interpreting through participation in *Interpreting Para-Professional* courses in Riverina Institute
- Educational Counsellors provided advice to students on how to gain recognition of overseas qualifications.

Outcome 2.10 – Strategies

- *Prove It!* software program developed to assist students to provide evidence of existing skills required to gain recognition of prior learning.
- Achievements of students and staff from language backgrounds other than English recognised within school Regional and State awards.
- In Illawarra Institute strategies to assist students, including Individual Training Plans, were identified though a forum conducted in collaboration with the University of Wollongong to identify and address issues concerning local recognition of overseas-gained skills, qualifications and experience.
- Information and guidelines about recognition in TAFE NSW of overseas qualifications and skills included on Institute websites.
- Bridging courses for overseas-trained accountants were updated to include new recognition requirements established by the industry.

Outcome 2.10 – Challenges

- Improving and simplifying systems for recognising overseas skills and trade qualifications through nationally consistent processes.

Outcome 2.10 – Future Directions

- To improve communication of information to Registered Training Organisations to ensure that national standards relating to equity and access are met.
- In Western Sydney to expand the *Equity Newsletter* to showcase achievements of students, including the successes of students from language backgrounds other than English.
- To develop resources to support staff and students to recognise overseas skills and qualifications in TAFE NSW.
- To enhance case management support to facilitate recognition of prior learning and identification of appropriate training pathways for students with overseas skills and qualifications.
- To develop and implement consistent procedures for the recognition of overseas qualifications and skills across TAFE NSW Institutes.

EAPS Activity Area 3: Staffing

The Department collects a range of EEO data related to recruitment and employment. Relevant recruitment data for new staff in the Schools and TAFE NSW sectors of the DET in the period 2002-2004 provided in *Table 4*.

Recruitment targets for EEO groups were benchmarked against their estimated representation in the NSW working age population (ages 15 to 64). 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.

The Department's *Equal Employment Opportunity Management Plan 2005-2008*³ outlines the EEO strategies which are to be implemented to achieve improvements.

During 2004-2005 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.

Table 4 Recruitment data – schools and TAFE NSW

	2002		2003		2004*
	Schools	TAFE	Schools	TAFE	Schools and TAFE
<i>Total number of staff recruited</i>	6,520	1,331	6,044	1,346	5,771
People from racial, ethnic and ethno-religious minority groups	11%	7%	15%	11%	12.0%
People whose first language spoken as a child was not English	9%	18%	12%	18%	14.0%

Source: 2002 figures were extracted from the Department's payroll data as at 31 December each year for the calendar year. 2003 and 2004 figures were extracted from the Department's Workforce Profile data for the period July 2002 to June 2003 and July 2003 to June 2004.

** In previous years, recruitment data were recorded individually for the TAFE sector and for the schools and state office sector. From 2004 reported data will encompass all areas of the Department.*

³ https://www.det.nsw.edu.au/media/downloads/strat_direction/strat_plans/eeomgmtplan05_08.pdf

OUTCOME 3.1

Teachers and other staff have the knowledge and skills to work effectively in a culturally diverse workplace.

Outcome 3.1 – Achievements

- The *Young Africans in Schools conference*, conducted in May provided opportunities for professional learning about designing teaching strategies to meet the needs of African students for 59 teachers from 35 schools and Intensive English Centres in five regions, including Illawarra and South Coast, Hunter/Central Coast and New England.
- English and ESL teachers trained at workshops on *Assessment and ESL Learners in English Years 7-10*.
- Requirement for 6 hours per term of paid professional development included in the work award conditions of teachers at the Saturday School of Community Languages.
- 25 teachers and instructors from private Registered Training Organisations in the community services sector participated in the program *Unlocking Training Packages in the Community Sector* gaining a greater understanding and improved capacity in providing accredited training options/outcomes to students from language backgrounds other than English and other equity groups.
- *Quality Teaching, What Works Western* is an initiative established in Western Region to promote effective teaching in a culturally diverse workplace. It is a principal support program.
- The specialist Multicultural Matters website (www.oten.edu.au/learningware) went live in 2005. The site provides access to a variety of teaching and professional learning resources that support culturally inclusive teaching and learning practices in TAFE NSW.

Outcome 3.1 – Strategies

- Client service and office support staff made were aware of the availability of interpreting services to assist them when communicating with non English speaking clients.
- The *Community Language Allowance Scheme (CLAS)* promoted among staff to recognise the bilingual skills and contribution of staff who used their language in the performance of their regular duties.
- Partnership between Warrawong Intensive English Centre and Southern Health Service resulted in an oral health initiative through which thirty students received dental checkups and the staff and students at the IEC received information on oral hygiene and how to access local services.
- Cultural awareness workshops conducted by a number of regions to develop awareness and skills of teachers, school administrative and support staff (SASS), consultants, teacher aides and community liaison officers in assisting students, staff and community members from language backgrounds other than English. (*Regions*)

- In South Western Region professional learning on the needs of LBOTE and refugee students and families was provided at schools, newly appointed teacher workshops and SASS networks.
- A number of TAFE NSW institutes conducted workshops for teaching staff to increase understanding of the prior learning experiences of newly arrived refugee students.
- TAFE counsellors participated in professional learning activities conducted by the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to deepen their understanding of the needs of refugee students.
- Customer service staff, (full-time and part-time), in Sydney Institute participated in professional learning activities designed to enhance inter-cultural competencies and effective customer service delivery.
- Lists of CLAS recipients were updated and published in staff directories of TAFE NSW colleges to identify potential sources of language support for students from language backgrounds other than English.
- Staff working in AMES and ACE were briefed on issues concerning new and emerging client groups, especially those of African students.

Outcome 3.1 – Challenges

- Meeting the professional learning needs of school and regional personnel in rural and regional NSW who are new to catering for the needs of recently arrived refugee students and who are located in areas distant from the support services of metropolitan areas.

Outcome 3.1 – Future Directions

- To provide professional learning opportunities through regionally based conferences, workshops and additional web-based resources so that teachers and other staff develop greater knowledge and skills in working effectively in culturally diverse workplaces.
- To facilitate employment and career development of overseas trained teachers who gained approval to teach through participation in the *Pre-employment Program for Overseas Trained Teachers*.
- To include sessions on meeting the needs of students from culturally and linguistically diverse communities be included in induction programs for new regional consultants.
- To develop productive partnerships between schools with good practice in catering for students from language backgrounds other than English and schools that require guidance on ways to better support students.

OUTCOME 3.2

The skills and qualifications of staff from diverse cultural and linguistic backgrounds are recognised.

The Department aims to identify and draw on the professional and personal skills of staff to support the implementation of a variety of initiatives. To this end, many staff members use their cultural and linguistic skills in front line delivery of education and training services.

Outcome 3.2 – Achievements

- A total of 267 overseas trained teachers (OTTs) took part in the mandatory Pre-employment Program for Overseas Trained Teachers conducted by the Department.
- The Department awarded language allowances under the Community Languages Allowance Scheme (CLAS) to 117 bilingual employees who provided language assistance in one of the 31 community languages in the course of their normal duties.
- The TAFE NSW Information Centre has staff from diverse cultural and linguistic backgrounds who are on hand to assist students and potential students making inquiries. Languages covered include Vietnamese, Spanish, Portuguese, Arabic, Hindi, Croatian and Hungarian.
- A designated African Student Support Officer position at Hunter Institute was temporarily created and an appointment made to assist student to identify and work towards their study goals.
- In New England Institute a survey identified the bilingual skills of staff members.

Outcome 3.2 – Strategies

- Details of CLAS eligibility criteria and assessment procedures were uploaded to the DET website so that staff with required skills can apply for the allowance.
- Bilingual language skills of Community Information Officers, Community Liaison and Teacher Aides (Ethnic) were trained as LBOTE student mentors and *Families In Cultural Transition* (FICT) program facilitators and used to more effectively implement student mentor and FICT initiatives.
- In the Illawarra Institute Vietnamese-speaking customer service staff who used their bilingual skills in their regular duties were undertook the Interpreting Para-Professional course and gained NAATI para-professional accreditation.

Outcome 3.2 – Challenges

- Ensuring that all Saturday School of Community Languages teachers gain language methodology accreditation.
- Increasing the number of staff who receive CLAS allowance because they have the required bilingual skills and use them in the course of the regular duties.

- Tailoring of professional learning activities to address specific needs of overseas trained teachers.

Outcome 3.2 – Future Directions

- To review, monitor and update the CLAS register of employees receiving the language allowance.
- To provide opportunities for eligible staff to undertake courses to further their language expertise and apply for CLAS accreditation and allowance.
- Recruiting staff with relevant cultural and linguistic skills to provide support services for the diverse student population, particularly those of emerging communities.

EAPS Activity Area 4: Communication

The Department of Education and Training (DET) adopts a range of approaches to keep students, families and community members from language backgrounds other than English informed about the programs and services that are available and how to access them.

It is recognised that most parents/caregivers, students, staff and community members who speak languages other than English are also fluent or competent speakers and readers of English who satisfactorily access the information they require about aspects of the public education system through the media campaigns, printed documents and public forums provided by the Department.

On the other hand, a proportion of parents/caregivers, students, staff and community members who speak languages other than English, particularly those who have recently arrived in Australia, require or prefer information to be provided in their first language.

To address the need for information in community languages the DET conducts promotions in the community language media, translates important or frequently requested documents into key community languages in printed and web-based forms, and funds access to the Telephone Interpreter Service and on-site interpreters.

OUTCOME 4.1

Partnerships with culturally and linguistically diverse communities are promoted.

Outcome 4.1 – Achievements

- Partnerships established by Schools as Community Centres and Primary Connect with local bi-lingual service providers led to the establishment of a range of programs for families from language backgrounds other than English such as the Lao Family Group set up in co-operation with the Lao Community Development Cooperative.
- Nine projects involving participation of students and family members from language backgrounds other than English operated under *Links to Learning Funding Agreements*.
- Regular interagency network meetings and partnerships resulted in greater access and better targeted referral by Illawarra and South Coast Region regional and school staff to community workers and service providers.

- Materials to support school community partnerships in drug education at school entry and transition to secondary school levels were developed and focus tested with parents from language backgrounds other than English.
- Consultation was undertaken with communities where major capital works projects are planned and in 2005. These consultations involved input from culturally and linguistically diverse communities, including those of Berala PS, Blaxcell St PS and Granville Boys HS.
- Student progress reports at the Saturday School of Community Languages reported in two languages twice-yearly for approximately 5,000 students studying one of 23 languages in Years 7-12.
- Steering Committee of stakeholders including representatives of the Arabic Council and Arabic-speaking employers established to oversee implementation of the *Arabic Traineeship Promotion Project*.
- A *Welcome Pack for Refugees* developed with information about services available in the South Western Sydney area by South Western Sydney Institute.
- The publication *Muslim Guide to Newcastle* developed in partnership with Newcastle University, Moslem Association of Newcastle and the Migrant Resource Centre.

Special Tutoring Assistance Program at Wiley Park PS

The STAP (Special Tutoring Assistance Program) was a joint collaboration between Wiley Park PS and the Canterbury / Bankstown Migrant Resource Centre (MRC). Initial funding for the project was provided by the Canterbury Bulldogs Rugby League Club.

Development and implementation of STAP was guided by the belief that the academic and social development of children from Pacific communities would be enhanced if they were mentored by persons from their own communities.

The STAP Homework Centre commenced in Term 3, 2005. The Centre operated every Thursday between 6 – 8pm and was coordinated by a Community Liaison Officer (Tongan). Students worked with tutors to complete homework tasks set by their school teachers. The ten 10 tutors who assist the students are all from Pacific community backgrounds, (3 are students currently at university and the remaining 7 are Pacific Community workers or parents).

About 44 students ranging from preschool to high school attend each week. Students come from Wiley Park PS, Lakemba PS and Punchbowl PS, Caringbah PS, Croydon PS and Beverly Hills PS.

Students, staff and parents consider that the STAP Homework Centre, in conjunction with the professional learning for staff and community capacity building strategies for parents that were undertaken simultaneously, are great successes.

The positive outcomes of the program and the positive experiences of the children and their parents provided the impetus for Wiley Park PS to continue this program under the Youth Partnership with Pacific Communities initiative.

Outcome 4.1 – Strategies

- Networking with local bi-lingual workers and services including Lao Community Development Cooperative, Centrelink, Police, Health, TAFE, Tresillian, Indonesian Welfare Association and Tongan Support Services maintained productive partnerships.
- Collaboration with foreign governments and community organisations established Agreements and Memoranda of Understanding to provide support for the study of languages in NSW schools.
- Specific *LBOTE Parent Participation* workshops conducted by Community Information Officers encouraged greater participation of LBOTE parents and caregivers in their children's learning and life at school.
- Community representatives from language backgrounds other than English participated in selection panels and committees.

TAFE NSW Multicultural Education Unit

Reinforcing Vocational Pathways for young people of Arabic speaking background

In November 2005 a forum was held at Bankstown to consider models and strategies that can be implemented by key stakeholders to reinforce vocational pathways for young people from Arabic speaking communities.

The forum was conducted as part of the NSW Board of Vocational Education and Training funded project – *Improved participation in apprenticeships and traineeships by young people and employers of Arabic speaking background*. The event received sponsorship support from employers - Ella Rouge and Ultimate Security.

Over 130 people attended the forum including representatives from Group Training Organisations and employers of Arabic speaking background.

Dr Rosemary Suliman, an academic from the University of Western Sydney provided the keynote address, highlighting global and local issues impacting on education and training outcomes for young people of Arabic speaking background. A transition coordinator model of provision trialled in the project was presented to forum participants. The transition coordinator model seeks to reinforce vocational pathways for young people, particularly those in transition from school to work, by strengthening links between key stakeholders. An important aspect of the model is the use of a case management approach. This involves a transition coordinator establishing links between a potential apprentice or trainee and employers, and undertaking a brokerage role between schools, young people, local service providers and employers. At the forum the participants highlighted the strengths of the model in securing vocational pathways for young people of Arabic speaking background.

Participants were also provided information on key related initiatives at the Commonwealth and State level and had the opportunity to discuss models and strategies that can be implemented in the future to strengthen vocational pathways for young people from Arabic speaking and also from other non-English speaking background communities.

Outcome 4.1 – Challenges

- Providing childcare for parents and caregivers from language backgrounds other than English so they can fully participate in community capacity building initiatives and local decision-making as part of the Schools as Community Centre initiative.
- Finding ways to provide access to translated information for speakers of languages other than English without access to the Internet.
- Sustaining community links with parents from LBOTE backgrounds, especially from new and emerging communities.
- Building stronger productive partnerships with communities from language backgrounds other than English, local organisations, government agencies, service providers and employers to better integrate and coordinate support for emerging communities across TAFE NSW Institutes.

Outcome 4.1 – Future Directions

- To increase hits and participation in student section of the *Racism. No way!* website by introducing more teachers to ways of incorporating use of the site in lessons.
- In Western Sydney region to conduct a regional forum with Blacktown Migrant Resource Centre, other local non-government agencies and community groups to raise awareness of emerging communities and their needs.
- To work with African communities, government and non-government agencies to address vocational education and training needs of students from African countries in metropolitan, regional and rural areas.
- In Western Sydney Institute – OTEN to negotiate partnerships agreements with the Al Zahara Women's Association to develop and deliver a range of specific vocational courses with integrated English language support via the internet for clients of the Association.

OUTCOME 4.2

All areas of the Department are able to communicate effectively with their culturally and linguistically diverse communities.

The Department maintains a range of strategies for communicating effectively with communities from language backgrounds other than English:

- using the cultural, linguistic and inter-personal skills of staff members
- funding access to Telephone Interpreter Service and on-site interpreters
- translating Departmental information, brochures, application forms
- undertaking community radio and print media campaigns
- operating stalls at community events, education expos, forums and conferences.

Outcome 4.2 – Achievements

- Parents and community effectively access DET services and better understand processes and policies through the use of qualified interpreters and translation of Departmental documents in community languages.
- Approximately 200,000 copies of an English language versions of *Your local secondary school – your best choice* and *Starting Secondary School* printed and distributed to schools. Translations of the documents in 30 community languages are available on the internet.
- Resources of *HSC Online* readily accessible by students and parents from diverse community groups.
- People with relevant trade qualifications and skills, (including those obtained overseas), were provided with appropriate information on trade recognition.
- Successful marketing and promotion strategies assisted regions achieve or exceed DIMIA annual business targets for student enrolments in the AMEP.

E-friends in community languages on the AMES website

For some time the AMES website (www.ames.edu.au) has included verbal explanations in English to accompany written information on its web pages. Users could enter the site and simultaneously hear as well as read material about the services provided by AMES.

In September 2005, the information about AMES that was previously only available in English version was joined by information in community languages other than English.

Users entering the AMES website through the homepage can nominate the language in which they wish to hear the information provided about AMES services. The languages currently available are English and Arabic, Cantonese, Mandarin, Spanish and Vietnamese .

As a result of this important initiative potential and current AMES clients can now access enrolment, teaching centre locations and program information in five major languages through the AMES website.

Outcome 4.2 – Strategies

- Translation of important Departmental documents are available in languages other than English. In 2005 the following titles were added to those already available :
 - *HSC Online for Parents* in Khmer and Serbian (now in 10 languages)
 - *Starting High School* brochure (30 languages)
 - *Starting High School Enrolment Forms* (30 languages)
 - *Tutorial Voucher Initiative* (22 languages)
 - *Anti-bullying information for parents* (22 languages) (MPU)
 - *Eligibility of Temporary Visa Holders to enrol in TAFE NSW* (12 languages)
 - *TVET for School Students with disabilities* (12 languages)

In addition to these translations of state-wide significance, Regions, Institutes, colleges, campuses and schools allocate monies from their own budgets to fund translate materials to address local needs and priorities.

- In New England region translated materials on VET pathways, courses and university entrance requirements made available to students, parents and caregivers in community languages.
- The Department facilitated better communication with LBOTE students, parents, caregivers and community members by funding access to qualified interpreters through the Telephone Interpreter Service and onsite interpreters. *Table 5 On-site interpreting and Telephone Interpreter Service assignments* provides details of expenditure of the number of assignment and funds expended on interpreters by schools

Table 5 – On-site interpreting and Telephone Interpreter Service assignments⁴

	Primary	Secondary	TOTALS
Onsite assignments			
Number of onsite assignments	1,571	1,801	3,372
Cost of onsite assignments	\$192,787	\$237,894	\$430,681
TIS assignments			
Number of TIS assignments	956	1,252	2,208
Cost of TIS assignments	\$28,140	\$38,931	\$67,071
TOTAL COST OF INTERPRETING			\$497, 752

- Some 67 TAFE NSW Institute staff received CLAS allowance for using their language skills in the course of their regular duties.
- Funding (approximately \$36,000) allocated for interpreting services across the following TAFE Institutes. Hunter, Illawarra, North Coast, Sydney, South Western Sydney and Western Sydney- OTEN Institutes.

⁴ Data includes estimate of assignments for December 2005.

- Three advertising campaigns conducted in 22 languages on SBS and community radio stations promoting the existence of the Department's translations of documents into community languages.
- TAFE NSW course provisions were announced on SBS radio in 15 community languages, (\$24,564). At the same time print advertisements were also placed in 12 community language newspapers, (\$9,436).
- A drug education film and a facilitator's package were produced for primary and secondary schools. Materials for participants were translated into five community languages. An evaluation using the materials was carried out in parent meetings at ten pilot schools.
- Images used in Departmental marketing material (printed and on-line) included people from a broad range of cultural, religious and linguistic backgrounds.
- A nation-wide media campaign conducted in community language newspapers to advertise the programs and services provided by Western Sydney Institute OTEN.
- South Western Sydney Institute places advertisements *about TAFE courses* placed with local community language newspapers and on local community radio stations.

Outcome 4.2 – Challenges

- Accessing qualified interpreters for students and parents from new and emerging communities, particularly new arrivals from African countries, e.g. Dinka, Swahili.
- Providing information on educational training provisions for language groups for which translations are not available, such as Bengali, Urdu and the languages of recently arrived refugee families from African countries.
- Informing parents, caregivers and community members who are speakers of languages other than English about the translated information that is already available on the Department's internet site.
- Locating accredited interpreters for on-site interpreting assignments in regional or rural Institutes and in the languages of small or emerging communities.

Outcome 4.2 – Future Directions

- To provide interpreters and translated information as part of parenting programs and playgroups in Schools as Community Centres with high numbers of families from language backgrounds other than English. and the availability of translated pamphlets and brochures.
- To encourage use of telephone and on-site interpreting services to assist better communication with those parents, caregivers and community members from language backgrounds other than English with limited understanding or confidence in English.
- To conduct a review of the *TAFE NSW Interpreting Policy*.

- In South Western Sydney Institute to establish local procedures for managing and monitoring of use of the Telephone Interpreter Service.
- To include links to information about TAFE courses, services and initiatives in languages other than English on Sydney Institute website.
- To provide translations of the Western Sydney Institute's pamphlet about student counselling services in a range of community languages.

EAPS Activity Area 5: Funded services

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.

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 the English language media with some advertising in community languages.

In 2005, 90 funded projects in the *Links to Learning Community Grants Program* were required to show how they would implement the *Principles of Multiculturalism*.

OUTCOME 5.1

Funded services and grants programs apply the principles of cultural diversity.

Outcome 5.1 – Achievements

- Funding distributed to community organisations to deliver insertion classes in Hebrew or Italian in primary schools.
- *Principles of Cultural Diversity* applied by Group Training Organisations funded by the Department to encourage participation by LBOTE participants in trades and apprenticeships.
- During 2005 equity payments totalling \$10,000 were made to Registered Training Organisations to provide special assistance to 15 trainees of LBOTE. The strategy appears to be effective in encouraging LBOTE participation, with 21% of 2004 course registrants being from this background.
- 2006 ACE funding guidelines included the Principles of Multiculturalism.

Outcome 5.1 – Strategies

- Market research briefs and specifications required participation of students, potential students and/or parents from language backgrounds other than English in focus groups and other research strategies.
- Participation of LBOTE students in the *Apprenticeship and Traineeship Training Program* encouraged by providing additional financial assistance to Registered Training Organisations, when required, to support students from targeted equity groups.

Outcome 5.1 – Challenges

- Encouraging Registered Training Organisations to include LBOTE participants in their intakes and to make appropriate provision for them.

Outcome 5.1 – Future Directions

- To support the community organisations that offer the insertion classes in Hebrew and Italian.
- To encourage Registered Training Organisations to take full advantage of the financial assistance available to them and cater for LBOTE students in their programs.