



Ethnic Affairs Priorities Statement

Report 2006

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INTRODUCTION

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 NSW. The Department comprises the following education sectors:

- Pre-schools: 100 pre-schools, mostly located in areas of socio-economic disadvantage.
- Schools: Over 2,200 government schools, across ten school regions, with over 750,000 students.
- TAFE NSW: 10 Institutes with over 130 campuses as well as OTEN – Distance Education, with over 500,000 enrolments.
- Training services: Including Industry Programs, Apprenticeships NSW, Training Market and Skilling NSW.
- Adult and Community Education (ACE): Offers a wide range of education and training programs to support lifelong adult learning.
- Adult Migrant English Service (AMES): The lead agency for the Department of Education and Training Consortium which delivers the Adult Migrant English Program (AMEP).

The NSW Department of Education and Training's 2006 *Ethnic Affairs Priorities Statement (EAPS) Report* provides an overview of activities of the Department across these education sectors which:

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

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 2006
- *Strategies* which highlight service improvement initiatives undertaken
- *Challenges* which identify service delivery issues and implications.

In 2006, the Department implemented a broad range of activities across the different education sectors to achieve the intended outcomes of the Department's *EAPS Plan 2006*.

The strategies, achievements and challenges outlined in this report provide a representative sample of these activities and demonstrate that the Department of Education and Training is committed to maintaining and improving equity in access and outcomes for students from culturally and linguistically diverse communities and to supporting positive community relations.

EAPS ACTIVITY AREA 1: PLANNING AND EVALUATION

OUTCOME

Ethnic affairs strategies are informed by data analysis, research and evaluation, and integrated into the planning, evaluation and accountability cycles of the Department.

1.1 PLANNING, EVALUATION AND ACCOUNTABILITY

The *Corporate Plan 2006-2008* provides the Department's vision and guiding principles in establishing collaborative networks with partners and stakeholders to reinforce excellence in teaching and learning and ensure that students have equitable access to quality learning environments. The goals and strategies outlined in the Corporate Plan are inclusive of the needs of all students and staff.

The Corporate Plan is underpinned by a number of strategic enabling plans, including the annual EAPS Plan, that operate across the Department.

For schools, the Department's *Early Years Strategy*, *Middle Years Strategy* and *Later Years Strategy*, the *State Literacy Plan 2006-2008* and the *State Numeracy Plan 2006-2008* incorporate initiatives that are inclusive of the learning needs of students from culturally and linguistically diverse backgrounds.

For TAFE NSW, EAPS activities outlined in this report reflect national and state strategic priorities for the vocational education and training sector outlined in the *NSW Strategic Plan for Vocational Education and Training 2005 - 2008* and *Shaping our Future: Australian National Strategy for Vocational Education and Training 2004 – 2010*.

The Department of Education and Training has dedicated personnel in the Multicultural Programs Unit and TAFE NSW Multicultural Education Unit, whose role is to ensure the delivery of quality multicultural education and training programs and services. The units provide strategic direction and management in the areas of policy development, operations, performance and organisational improvement for multicultural education and training. They coordinate and implement a range of state-wide programs and initiatives aimed at improving the outcomes for students from diverse cultural and linguistic backgrounds.

The units are also responsible for coordinating the Department's EAPS Report and developing the EAPS Plan. In undertaking this task, all education and training sectors and program areas of the Department are consulted.

Achievements

Major achievements were:

- All regions, TAFE Institutes and state office directorates developed an EAPS Plan 2007, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2006.
- In 2006, the EAPS reporting process was streamlined by the introduction of an online collection process.
- TAFE NSW has established targets that must be achieved, including increased participation and completion rates by students from language backgrounds other than English (LBOTE), particularly at higher Australian Qualifications Framework levels.

- The twice-yearly cycle of performance reviews of TAFE NSW Institutes against their *2006 Service Delivery Strategies*, monitored and reported on by TAFE Strategy, assisted Institutes to assess their progress towards achieving their service delivery objectives for 2006, including objectives and strategies that focused on students from culturally and linguistically diverse communities.
- An analysis was conducted of the participation and outcomes for students from language backgrounds other than English (LBOTE) at Certificate Level III and above. As an outcome of this analysis three TAFE Institutes are undertaking a coordinated research project that seeks to explore factors associated with module completion rates for LBOTE students in a sample of course areas.
- *Multicultural Education Funding Guidelines for Regions* were provided to assist regions in planning and reporting on multicultural education and ethnic affairs initiatives for schools.
- Annual Reports of the three Adult Migrant English Program regions successfully reported achievement against key performance indicators set out in the *DIMA AMEP Contract 2003 – 2008*.

Strategies

- The *Promoting Community Harmony and Challenging Racism in Schools Policy Forum*, conducted over two days in April 2006 and attended by 94 regional and state office representatives, clarified responsibilities and strategies to support implementation of the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.
- All regions conducted information sessions with principals to introduce the *Cultural Diversity and Community Relations Policy* and the *Anti-Racism Policy* and to clarify school responsibilities in their implementation.
- All regions conducted further local training and provided support and advice to schools in implementing a range of programs and initiatives aimed at improving the outcomes for students from diverse cultural and linguistic backgrounds.
- The NSW Community Languages Schools Board continued to provide advice to support the maintenance, development and acquisition of community languages and make recommendations for the equitable distribution of funds. The Board met three times in 2006 to monitor the implementation of the strategic plan for the education and development of community languages in NSW.
- The Saturday School of Community Languages (SSCL) investigated current and potential trends to plan community language provision, including appropriate language provision for new and emerging communities.
- Regional consultancy teams continued to provide support to schools in the planning, implementation and evaluation of multicultural education programs and services, including assistance in fulfilling reporting and accountability requirements.
- The *TAFE Equity Strategy Committee* and *TAFE Equity Working Party* continued to provide advice to the *TAFE Peak Executive Group* in relation to the implementation of policies and strategies for students from equity groups, including those from culturally and linguistically diverse communities.

- Individual institutes implemented specific strategies to plan and report on students from culturally and linguistically diverse communities. Some of these included:
 - North Coast Institute maintained LBOTE learners as a priority equity target group and adopted the Department of Immigration and Multicultural Affairs (DIMA) *Diversity Works! Managing Cultural Diversity* package to develop and implement an integrated diversity management approach so that all planning addresses diversity management concerns
 - Western Sydney Institute included specific accountability and reporting requirements on programs and services to improve access, participation and outcomes for students from culturally and linguistically diverse communities.

1.2 DATA COLLECTION AND RESEARCH

The cultural and linguistic diversity of New South Wales is reflected in its schools, colleges and other education and training institutions. Data collection and research initiatives assist in the identification of multicultural education and training outcomes and priorities of the Department.

Table 1 Enrolment of students from language backgrounds other than English 2003-2006 in schools and TAFE NSW

Year	Schools		TAFE NSW	
	LBOTE students	LBOTE %	LBOTE students	LBOTE %
2004	200,622	26.4%	93,926	19%
2005	203,378	27.0%	94,157	18%
2006	206,296*	27.2%*	92,700*	19%*

* Final data will be available in March 2007.

In relation to school students, there has been a continued increase in the number and percentage of students from language backgrounds other than English enrolled since 1996.

The Adult Migrant English Service (AMES) had 15,601 enrolments in 2005. The data for 2006 will be available in March 2007. Indications are that the final figure will be similar to 2005.

Preliminary data for NSW Community Languages Schools shows they had 29,735 enrolments, compared to the 2005 figure of 31,000 enrolments. Final data for 2006 will be available in March 2007. Indications are that the final figure will be similar to 2005.

Achievements

Major achievements were:

- Department data collection processes for schools were reviewed to ensure a standardised approach to collecting and reporting on learning outcomes data of student from language backgrounds other than English (LBOTE), including changes to collection processes in the Basic Skills Test (BST), English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP) and the introduction of a revised *Application to enrol in NSW government school* form.
- Planning and Innovation Directorate extended the electronic data online transfer trial in 2006 from 1,600 schools to 1,900 schools. The trial combined and held data collected via the annual LBOTE census, the English as a Second Language (ESL) Annual Survey and the three ESL New Arrivals Program (NAP) surveys.
- Training and assistance was provided to school staff concerning new online data collection processes and new enrolment procedures, resulting in improved accuracy and higher rate of completion of the ESL and NAP surveys, and LBOTE census in schools.
- In Sydney region, the Basic Skills Test (BST), English Language and Literacy Assessment (ELLA), Secondary Numeracy Assessment Program (SNAP), School Certificate and Higher School Certificate data was analysed to identify trends in learning outcomes for ESL and LBOTE students. Staff from 31 primary schools and 11 secondary schools participated in training workshops. Staff have incorporated the findings from the analysis into the development of language and literacy programs for identified student groups.
- The *Recognition of Prior Learning (RPL)* form used by TAFE NSW Institutes was revised to allow for inclusion of evidence of overseas qualifications and skills. Baseline data for 2006 indicate that 4,540 students from 60 countries were granted recognition for overseas qualifications and skills. Of this number, 1,462 students had completed university level studies, 930 vocational education and training qualifications and the remaining 2,046 had completed other recognised studies.
- For TAFE NSW, strategies to facilitate recording and the timely entry of ethnicity data on data management systems have effectively reduced the proportion of enrolments for which ethnicity data has not been captured or entered by eight per cent (down from 37 per cent in 2005 to 29 per cent in 2006).
- The outcomes of the NSW Board of Vocational Education and Training (BVET) funded research project *Improved participation in apprenticeships and traineeships by young people and employers of Arabic speaking background* demonstrated the effectiveness of a targeted model of service provision in contributing to sustainable employment for 'at risk' young people from culturally and linguistically diverse backgrounds. As a result of this investigation BVET is funding the *Pathways to Work* project in 2007 which will adopt the transition coordinator model to reinforce vocational education and training pathways and employment outcomes in areas of skill shortage for 'at risk' young people of Arabic speaking background primarily in the Canterbury, Bankstown and Auburn areas.

Strategies

- All ten regions conducted an audit of Anti-Racism Contact Officer (ARCO) nominations and training in order to increase their capacity to meet requirements under the *Anti-Racism Policy* concerning the nomination and training of ARCOs in all schools.
- Regions used LBOTE census data to target specific LBOTE programs, inform the provision of support for ESL students, improve the delivery of anti-racism education initiatives in schools and improve the participation of LBOTE parents in schools.
- Five regions developed and provided professional support for school and regional enrolment data collection, management and reporting processes to improve surveying, planning and co-ordination in relation to newly arrived, ESL, LBOTE and humanitarian and refugee students.
- Data on student enrolment, language provision, organisation details, teacher qualifications and syllabus status was collected from 216 *NSW Community Languages Schools Program* funded community organisations operating 238 community languages schools conducting classes in 435 locations.
- The *Community Languages Program K-6* annual census was streamlined through the development of an online reporting process.
- Research funded by the Australian Research Council was conducted with university partners to inform development of appropriate pedagogy to meet the learning needs of culturally and linguistically diverse students. Research included:
 - *Challenging Pedagogies: Engaging ESL students in intellectual quality* project with the University of Technology, Sydney, investigating intellectual challenge in the curriculum of middle year classes for ESL learners.
 - *Cultural Practices and Learning* Project with the University of Western Sydney, investigating the practices and dispositions that students develop at home and school and support their successful participation in the Australian educational system.
- Northern Sydney Institute, South Western Sydney Institute and Western Sydney Institute-OTEN, with the TAFE Multicultural Education Unit, began a coordinated research project investigating module completion rates for students who speak a language other than English at home. Previous national research indicated that the module completion rate of these students is generally lower than the total VET student population. Analysis of TAFE NSW course and module completion data confirmed lower completion rates overall among LBOTE students but it also revealed significant variation in module completion rates of these students across curriculum areas and courses. The findings will form a foundation for further research and action targeting improvements in module completion rates and course outcomes generally for students from culturally and linguistically diverse communities in TAFE NSW.
- TAFE NSW Institutes offered staff training on accessing and analysing data on the TAFE Equity Data Cube. The data is used to monitor access, participation and outcomes from TAFE program provision to students from equity groups, including those from non-English speaking backgrounds.
- An 'open letter' to TAFE NSW students, to encourage them to provide ethnicity and other data that assists in planning, was developed and translated into 12 community languages and made available to institute staff and students on the TAFE internet site.

- Adult and Community Education (ACE) continued to conduct training programs for ACE providers in elements of data collection and validation systems. Data collection significantly improved with approximately 8 million student contact hours of training delivery provided.

1.3 RESOURCES

- In 2005/2006, the Department's budget for students and clients from language backgrounds other than English included:
 - \$95.4 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*
 - \$ 2,128,131 for the *NSW Community Languages Schools Program*
 - \$753,702 to support *Links to Learning Program* projects aimed at assisting students from culturally and linguistically diverse backgrounds 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
 - \$700,812 to support the use of interpreters in schools.

EAPS ACTIVITY AREA 2: PROGRAM AND SERVICE DELIVERY

OUTCOME

The Department's programs and services meet the needs of a culturally and linguistically diverse community and are informed by community consultation

2.1 CONSULTATION AND PARTICIPATION

Achievements

- 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 government agencies and educational and community organisations, including the Community Relations Commission for a multicultural NSW (CRC), the Ethnic Communities' Council of NSW (ECC), the Federation of Parents and Citizens' Associations of NSW (P&C), Department of Immigration and Multicultural Affairs (DIMA), NSW Teachers Federation and principals' organisations. In 2006, priorities included English language assessment process for international students and their enrolment in Intensive English Centres, the implementation of policies related to multicultural education in schools, the settlement of African humanitarian entrants into NSW and funding for English as a second language (ESL) education.
- Regional Equity Committees were established in all ten regions. Membership includes representatives of key stakeholder groups including a representative of the Ethnic Communities Council of NSW or local Migrant Resource Centre in each region. The role of the Equity Committees includes providing advice on the development of regional equity plans and monitoring their implementation. Regional equity plans reflected the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.
- The Board of Adult and Community Education, AMES Community Consultative Council, NSW TAFE Commission Board and TAFE Advisory Councils in the Hunter, Illawarra, Northern Sydney, Sydney, South Western Sydney, and Western Sydney Institutes have representatives from diverse cultural and linguistic communities to inform inclusive business planning and service delivery.
- Collaboration and support from external stakeholder groups from culturally and linguistically diverse communities contributed to the success of submissions in attracting external funding to offer vocational education and training courses catering for the specific learning needs of students from culturally and linguistically diverse communities, for example Department of Education, Science and Training (DEST) Literacy grants, Educational Development and Training Innovation grants, local council grants, Community Relations Commission grants and Helping Young People At Risk (HYPAR) initiatives.
- Under the NSW Government's *Youth Partnership with Pacific Communities (Youth Partnership)* thirteen schools in Sydney, South Western Sydney and Western Sydney regions implemented parent/school partnership initiatives which aimed to strengthen the connections between schools and parents from Pacific communities and assist parents to better support their children to achieve at school. Funding of \$64,760 was allocated for this initiative.

- A number of schools involved in the *Youth Partnership* employed Pacific Community Liaison Officers (PCLOs) who assisted in strengthening links between parents, schools and relevant community organisations.
- Playgroups were established at Carlton Public School, Miranda Public School and Botany Public School for children and families of Pacific backgrounds. Early childhood training provided by St George TAFE for eight Pacific women and leadership training for 11 Pacific community members enhanced the capacity of the parents and community members to support their children's learning and to conduct playgroup activities.
- A Parent Expo, attended by seven community organisations and teachers and community members from 25 schools, was conducted by Sydney Region in November 2006. The expo provided opportunities to share and showcase successful home/school/community partnerships operating in schools. It also provided an opportunity for non school based agencies and organisations to promote their programs and services which support parents/carers, students and teachers from culturally and linguistically diverse backgrounds to improve student achievement and outcomes.

Strategies

- A total of \$100,000 was distributed to regions to assist schools in implementing initiatives which promote the participation in schools by parents and community members from culturally and linguistically diverse backgrounds and strengthen the relationships within and between school communities. All regions report the conduct of parent participation and community harmony projects in school.
- Twenty Community Information Officers (CIOs) were located in all regions based on enrolments of students from language backgrounds other than English. They assist in strengthening links and facilitating communication and interaction between schools and communities from diverse cultural and linguistic backgrounds.
- All regions conducted meetings and information sessions for parents and community members on issues related to schooling in NSW. The focus of sessions included schooling in NSW, reporting to parents, teaching practices, literacy, numeracy, BST, ELLA, SNAP, and transition to school and high school.
- South Western Sydney Region conducted four career expos designed to provide parents and students accurate information about pathways and career choices. They were attended by 7,230 students from language backgrounds other than English, representing 56% of all student attendees.
- Hunter/Central Coast Region conducted a series of language specific community meetings with parents and community members from Sudanese, Burundian and Liberian communities to enhance parents' understandings about schooling in NSW, encourage the participation of parents in the life of their children's school and provide opportunities for parents to share their concerns about their children's education.
- Northern Sydney Region implemented initiatives to support identified needs of socially isolated mothers of newly arrived students from Russia, Belarus, Tibet and Indonesia.
- Riverina Region established strong networks between schools, regions and community organisations to meet identified needs of families from language backgrounds other than English in Griffith and Wagga Wagga.

- ACE colleges, AMES centres and TAFE NSW Institutes consulted with the local communities and participated in interagency networks to ensure that the current and emerging needs of students from culturally and linguistically diverse communities received integrated and comprehensive attention in decision-making and planning.
- The Department is represented on all ten Community Relations Commission (CRC) Regional Advisory Committees by senior officers, in order to ensure that issues relating to education and training for culturally diverse communities in rural and regional areas are brought to the attention of the Department.

2.2 ANTI-RACISM EDUCATION

Achievements

The Department's policies, *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and *Anti-Racism Policy*, provided the framework for the development and delivery of programs and services designed to counter racism and promote positive community relations in school communities.

The TAFE NSW *Prevention of Harassment Policy* specifically rejects all forms of racism and requires all staff members to contribute to the eradication of prejudice, discrimination and racism from learning and working environments across the organisation.

The Department's *Complaints Handling Policy* and approved procedures, *Responding to Suggestions, Complaints and Allegations*, which has been translated into 20 languages, are available on the Department's website <https://www.det.nsw.edu.au/policies/>

Major achievements were:

- The *Promoting Community Harmony and Challenging Racism in Schools Policy Forum*, conducted in April 2006 and attended by 94 regional and state office representatives, clarified responsibilities and strategies to support implementation of the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.
- The internationally acclaimed *Racism. No way!* website <http://www.racismnoway.com.au> received over 11 million hits during the course of 2006. Over 40 per cent of Australian visitors to the site came from NSW. This website continued to provide a wide range of anti-racism education support materials and strategies to assist school communities recognise and address racism in the learning environment. In 2006, the website ranked in the top 100 Australian education reference websites.
- *Respect and Responsibility: The NSW Government's action plan for values, respect and behaviour in our schools* was released at the 2006 Student Partnerships Conference. The plan outlines a range of strategies for schools to support anti-racism education and promote community harmony.
- The *Cooling Conflicts* program, which assists students to understand and manage cross-cultural conflict, was implemented in 33 targeted schools. In 2006, 35 teachers from 11 schools received training centrally to implement the program. Additional teachers received training in seven regions.

- During 2006, 98 per cent of the 202 complaints of racism reported across the Department were successfully resolved. In Western Sydney Region, nine primary schools and six high schools addressed issues of racism by collecting data using student surveys and implementing teaching units incorporating anti-racism perspectives across a range of curriculum areas.
- Approximately 85 per cent of all public schools in NSW have a trained Anti-Racism Contact Officer (ARCO). All schools in four regions have a trained ARCO and all regions have plans in place to ensure that all schools have a trained ARCO.
- South Western Sydney Region conducted an anti-racism youth forum in Semester 2. It was attended by 116 students from 20 high schools and three Intensive English Centres. Three schools have conducted follow up forums based on the regional model.
- The TAFE NSW *Racial Harmony Action Plan* was developed for implementation by TAFE Institutes. The plan outlines key strategies to reinforce harmonious learning environments and combat racism. The strategies focus on students, staff and security on TAFE NSW campuses and complement on-going strategies such as those related to developing intercultural competence for all learners, inclusive curricula and building strong and resilient communities.
- The Anti-Discrimination Board of NSW was engaged to develop and deliver specifically targeted training for senior managers of TAFE NSW Institutes to promote racial harmony across TAFE NSW campuses. Fifteen senior managers from Equity, Learning Environment, Education and Aboriginal Services participated in the training.

Strategies

- All regions conducted information sessions with principals to introduce the *Cultural Diversity and Community Relations Policy* and the *Anti-Racism Policy* and to clarify school responsibilities in their implementation.
- From 2006, all schools are required to include strategies for multicultural education and anti-racism education in their school plans and to report on them annually in their school reports.
- The Department implemented a coordinated approach to anti-racism education, including materials and teaching resources developed centrally and available for schools and regions.
- All schools are required to have a trained ARCO to whom students, staff, parents and community members can bring complaints of racism. All regions conducted an audit of ARCO training needs to inform provision of training. All regions conducted ARCO training.
- A total of \$350,000 was distributed to regions to assist in supporting schools in implementing the *Anti-Racism Policy*, train Anti-Racism Contact Officers (ARCOs) and plan and implement anti-racism strategies.
- \$203,000 was allocated to support state-wide anti-racism education initiatives, including the development and provision of a range of teaching and learning resources.
- A range of online anti-racism education materials were provided for schools on the *Racism. No way!* website.

- All school regions have established data collection systems to assist effective implementation of anti-racism activities in schools.
- The *TAFE NSW Racial Harmony Action Plan 2006* was incorporated in the local implementation plans of Institutes and colleges.
- Hunter, Illawarra, New England, Northern Sydney, Riverina, Sydney, Western Sydney and Western Institutes arranged events to celebrate Harmony Day as a means of focussing student, staff and community attention on the ongoing need to reject racism, promote understanding and acceptance of cultural and linguistic diversity in Australia and to ensure that Departmental procedures are followed when dealing with complaints, allegations or suggestions about race-based harassment.

Challenges

- There is an ongoing demand for resources and ideas, including the provision of current online multicultural and anti-racism education resources, particularly for students in Years K-3, to assist schools to address issues of racism.

2.3 INCLUSIVE CURRICULUM AND CULTURAL UNDERSTANDING

Achievements

Schools

- The *Cultural Diversity and Community Relations Policy: Multicultural education in schools* provided the framework for the development and delivery of programs and services designed to enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop knowledge, skills and values for participation as active citizens.
- *2007 Calendar for Cultural Diversity* and accompanying teacher's handbook were distributed to all NSW public schools, including all classrooms in primary schools. 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.
- Participation in the *Multicultural Perspectives Public Speaking Competition* increased in 2006. A total of 1,933 students from 522 primary schools participating at local and regional final level represented an increase of 42 schools and 179 students since 2005.
- The *Cultural Exchange Program* was expanded and currently includes over 70 schools registered on the program's website <http://www.culturalexchange.nsw.edu.au> . Regions reported that thirty three schools conducted cultural exchange programs during 2006 to develop in students a greater understanding of Australia's cultural and ethno-religious diversity in order to break down barriers, challenge myths and stereotypes and promote community harmony.
- During 2006, Beverly Hills Intensive English Centre (IEC) participated in two cultural exchange programs aimed at developing in students a greater understanding of Australia's cultural and ethno-religious diversity. In response to the community disharmony that occurred at Cronulla and other areas in December 2005, Beverly Hills IEC and Menai High School conducted an exchange program whereby students

interacted with and learnt from each other through planned activities designed to break down barriers, challenge myths and stereotypes and promote community harmony. The second exchange program was conducted between Beverly Hills IEC and the schools and community of the Tweed Valley in northern NSW. Tweed Valley schools involved were Kingscliff High School, Wollumbin High School, Duranbah Public School and Crabbes Creek Public School. This exchange provided opportunities to enhance students' and teachers' acceptance and understanding of Australia's cultural diversity. It also assisted in developing positive relationships and communication between diverse school communities.

- The conduct of the inaugural *Student Partnerships Conference* in March 2006 provided opportunities to showcase successful cultural exchange programs from schools across NSW. It was opened by the Premier of NSW and attended by over 300 students, teachers and community members.
- Curriculum K-12 Directorate expanded and improved its Technology website *Food in Australia digi stories* <https://detwww.det.nsw.edu.au/lists/directoratesaz/curriculum supp/digistories/> through the addition of workshop and teaching and learning materials. During 2006, 13 workshops were presented across 10 regions to 119 teachers resulting in deep understanding of video production and enhanced culturally inclusive implementation of the Stage 5 Food Technology syllabus.
- Curriculum K-12 Directorate developed professional support materials based on contemporary Asian Art practices, including those of Asian Australian artists, entitled *Contemporary Asian Themes and Issues*. During 2006, 8 workshops for 10 regions were conducted with 182 teachers of Stage 6 Visual Arts. A website incorporating the professional support materials will be launched in early 2007.

TAFE NSW and Adult and Community Education

- TAFE NSW Access and General Education Curriculum Centre developed, through the Access Employment and Education Training (AEET) Framework Project, an extensive suite of courses at *Australian Qualifications Framework Levels 1-3*. The main purpose of the courses is to improve employment, training and further study opportunities for target groups through the development of language, literacy, numeracy, generic and employability skills.
- TAFE NSW Access and General Education Curriculum Centre developed the resource *Right on the money: taking control of personal finances*. The resource consists of a DVD and learner workbook which support adult learners in developing literacy and numeracy skills in the context of managing personal finances. This was particularly useful for humanitarian entrants.
- Curriculum Centre implementation guides for Manufacturing, Engineering, Construction and Transport qualification courses incorporated strategies to support students of diverse cultural backgrounds. In addition, the progressive conversion of accredited courses to Unit Based Enrolment (UBE) allowed broader delivery and assessment advice to be included for teachers. The materials allow Institutes to select strategies and deliver courses in ways that best suit the needs of their students.

Strategies

Schools

- From 2006, schools are required to include strategies for multicultural and anti-racism education in their school plans and to report on them annually in their school reports.
- The Department participated in a *Respect and Responsibility Forum* hosted by the NSW Board of Studies aimed at promoting the key values of respect and responsibility in NSW schools. Twenty seven schools, including fifteen government schools showcased exemplary school-based programs that promote community harmony.
- A range of curriculum materials and programs aimed at enhancing understanding of cultural diversity and ensuring inclusive teaching practices were developed, including:
 - *Promoting Physical Activity in Culturally Diverse Communities* which outlines ways to increase physical activity for students from culturally diverse backgrounds PDHPE.
 - a *Multicultural Music* website http://www.curriculumsupport.education.nsw.gov.au/multicultural_music/index.html developed in collaboration with Musica Viva for secondary music teachers and featuring articles and activities about diverse groups including audio samples and video clips.
 - *Machismo*, a teaching resource for the Stage 5 PDHPE 7-10 syllabus aimed at involving students from culturally diverse backgrounds in activities which enable them to develop respectful relationships, challenge peer pressure and counter harassment, discrimination and vilification
 - *Promoting Respect for All*, a teaching resource for the Stage 4 PDHPE 7-10 syllabus aimed at involving students from culturally diverse backgrounds in activities which enable them to develop respectful relationships, challenge peer pressure and participate in a healthy lifestyle.
- The *Making Multicultural Australia* website, <http://www.multiculturalaustralia.edu.au> continued to provide quality information, resources, strategies and reference materials about cultural, linguistic and religious diversity for students, teachers and community members across Australia. Almost half of all visitors to the site came from NSW.
- A *Girls and ICT Primary Schools Project* was implemented in schools with high numbers of LBOTE students to address issues of under-performance of some girls in relation to information and communication technologies (ICT). It also enhanced teachers' understandings of the intersection of gender, socio economic status and cultural background.
- *Multicultural Perspectives Public Speaking Competition* is an annual competition that provides an opportunity for NSW public school students in Years 3-6 to develop public speaking skills while exploring issues related to community harmony and cultural diversity.
- The Department maintained consultative mechanisms to ensure that test items developed for the Basic Skills Test (BST) Year 3 and 5, the English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Programs continue to be culturally inclusive.
- Seven regions report that schools reviewed and updated their enrolment data on LBOTE students to ensure the collection and maintenance of accurate records as well as enhancing the capacity of schools to meet the needs of LBOTE students.

- All regions report the implementation of programs which promote civic responsibility, social inclusion and community harmony.
- In Sydney Region four high schools and eight teachers implemented a Science pedagogy project under the *Youth Partnership with Pacific Students* to develop culturally inclusive units of work reflecting quality teaching with a focus on the dimension of *Significance*.
- Harmony Day provides an opportunity to celebrate Australia's successes as a culturally diverse society and re-commit to harmony and mutual respect. Schools in all regions participated in Harmony Day events, including regional events in New England, Northern Sydney and Sydney regions.
- Rejoice Australia concerts were conducted in Western Sydney Region to promote community harmony and celebrate the cultural diversity of the region. Two events were attended by approximately 500 students, parents and community members.
- Schools in the Northern Beaches area of Northern Sydney Region collaborated with a range of community organisations in a Harmony Day initiative to produce a teaching package promoting community harmony and cultural diversity.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes continued to offer modules and units to afford all learners the opportunity to develop cross cultural understanding and intercultural competence for the workplace.
- Harmony Day 2006 activities at Sydney Institute included a "First Impression" photo activities and exhibition by newly arrived migrants and refugees at Ultimo College organised jointly with the City of Sydney and AMES. Half day seminars were also organised in collaboration with the Community Relations Commission, local councils, and community organisations such as the Refugee Council of Australia, local high schools and local communities.
- AMES centres and ACE colleges arranged a variety of events such as graduation ceremonies, *Settlement Information Days*, Refugee Week activities and national Harmony Day initiatives in collaboration with local community groups to promote cultural understanding.
- The Access and General Education Curriculum Centre resource *Helping Young People at Risk (HYPAR)* that uses emerging technologies to support teachers of 'at risk' young people from language backgrounds other than English was distributed to TAFE NSW Institutes and showcased at workshops and conferences.
- The ACE project Telling Tales developed and distributed a DVD on which people from communities on the south coast of NSW, including people from language backgrounds other than English, spoke of their experiences of living in the area.

Challenges

- There is a need for continued promotion of the Cultural Exchange Program in order to increase the number of schools conducting exchanges, including schools in the non-government sector.

2.4 ENGLISH LANGUAGE AND LITERACY PROGRAMS

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 Australian society. Students who are learning English as a second or other language require appropriate support to develop their English language and literacy skills so that they are able to fully participate in education and training and achieve equitable outcomes.

Achievements

Schools

- A total of 85,065 students from language backgrounds other than English at all ages and stages of schooling received English as a Second Language (ESL) instruction in a total of 750 schools. This included 66,026 primary ESL students in 551 primary schools and 19,039 secondary ESL students in 199 high schools.
- On-arrival ESL support was provided to a total of 7,299 newly-arrived students including 1,567 newly arrived refugees. Of these newly arrived students 2,160 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS), 4,369 were enrolled in primary schools and 770 were enrolled in secondary schools.
- Of the newly arrived ESL students, a total of 443 enrolled in 173 schools in rural and regional areas and received on-arrival ESL support through the ESL New Arrivals Program.
- During terms 1, 2 and 3 in 2006, from a total of 5,963 temporary visa holders enrolled in NSW government schools, 1,257 were granted individual exemption from the temporary visa holder education fee based on capacity to pay. A further 1,897 students were automatically exempt based on visa sub class.
- Resources were developed to support the implementation of the Department's new process for reporting to parents. These included an ESL reporting scale 1-6, sample ESL reporting formats, sample ESL reports and translated information to parents in 22 languages. A professional learning program was developed and conducted in regions for 650 ESL teachers to develop consistent assessment and reporting practice using the ESL Scales.
- A total of 2,854 ESL students completed the 2006 HSC *English (ESL)* course.
- Recently arrived, senior secondary-aged students at risk of disengaging from education were awarded a total of 408 certificates and 729 statements of attainment in the VETAB accredited, outcomes-based *Certificates in Spoken and Written English (CSWE)*.
- A *School Leadership for ESL* project was conducted to develop teacher leadership for ESL programs. Twenty five teachers including eight ESL supervisors and 17 ESL teachers participated in a series of professional learning activities which focussed on characteristics of leadership, effective supervision, ESL pedagogy and roles and responsibilities of teachers. ESL supervisors participated in action learning in order to evaluate issues pertinent to their role. Participants identified the outcomes of the project to be a greater focus on reflective practice; improved student outcomes; an understanding of the educational leadership role; and building a cooperative team that shared their learning. It is envisaged that schools will continue the project for two terms in 2007 with an additional six schools joining the project in term two in 2007.

TAFE NSW and Adult and Community Education

- Preliminary data for 2006 show 21,797 enrolments in English language programs in TAFE NSW Institutes - an increase over the 2005 enrolments of 20,654. (NB All data in this section is preliminary data as at 11 December 2006. Final data will be available in March 2007).
- The increase in enrolments is evident in Access English for Speakers of Other Languages (ESOL) and ESOL courses – increased from 14,149 in 2005 to 14,402 in 2006 as well as in advanced English language courses such as English for Academic Purposes – increased from 420 in 2005 to 450 in 2006.
- Enrolments in vocational literacy courses by people from LBOTE have also increased from 11,232 in 2005 to 12,774 in 2006. The increase is particularly pronounced for enrolments in Foundation and Vocational Education (FAVE) which have increased from 428 in 2005 to 770 in 2006.
- All TAFE NSW Institutes gained contracts in the 2006-2009 tender process to offer the Commonwealth Department of Education, Science and Training (DEST) funded *Language, Literacy and Numeracy Program (LLNP)* to eligible students. Western Sydney Institute-OTEN was awarded the LLNP contract as the sole national distance provider.
- There has been a 14 per cent increase in the take up of tutorial support by LBOTE students with over 2,500 enrolments being recorded as at 11 December 2006 compared with close to 2,200 enrolments in 2005.
- At North Coast Institute ESOL provision increased by 22 per cent from 2005 to 2006. Certificate III English for Further Study was provided to 14 students for the first time and a broad range of other English language programs was maintained. At Riverina Institute the number of ESOL classes has increased from 12 in 2005 to 20 in 2006.
- Rural venues continued to offer AMEP language and literacy programs at 42 locations. AMES offered Distance Learning and the Home Tutor Scheme for students who could not attend classes.
- The Skillmax Program within AMES targeted migrant jobseekers and underemployed public service employees from culturally and linguistically diverse communities. Approximately 900 clients participated in Skillmax in 2006.
- In 2006 a total of 435 women from equity groups, including migrant women, participated in the ACE program *Life Experience Counts*. This program targeted women who were not in the workforce and had limited command of English to assist them to participate in the community and to provide information regarding further education and training for themselves and their families.
- AMES published a number of teaching and learning materials to assist teachers in meeting identified student needs. These included the *Start to Read Series* booklets which provide culturally inclusive reading materials for beginning readers that are adult-focused as well as a teacher's kit.

Strategies

Schools

- A total of \$350,000 was distributed to regions to assist in supporting schools in implementing the *ESL* education initiatives.
- *Certificate in Spoken and Written English (CSWE)* moderation workshops developed consistency in assessment of student work samples against CSWE assessment criteria. Courses were attended by 43 teachers of courses from 10 high schools and 11 Intensive English Centres.
- Assessment criteria were developed and trialled across 15 Intensive English Centres (IEC) and the Intensive English High School (IEHS) to support explicit and consistent standards in assessment of student achievement of outcomes in the Intensive English Programs Curriculum Framework.
- A range of resources was produced to support ESL students undertaking state-wide assessment programs in 2006. Publications included: *Linking ELLA to ESL; Numeracy 2006, Linking SNAP to ESL, ESL Links to the Year 3 Basic Skills Tests – Teaching Strategies 2006* and *ESL Links to the Year 5 Basic Skills Tests – Teaching Strategies 2006*.
- The *ESL Pedagogy Action Inquiry Project*, an action learning program, investigated and documented effective ESL pedagogical practices in the mainstream classroom in five primary and four high schools. Project teams showcased their findings and the quality of their work at an end of year conference.
- Teachers who participated in the ESL Pedagogy project in 2005 disseminated effective ESL teaching practice at professional development sessions at School Development Days, ESL Information Network meetings and regional forums and conferences.
- A two day professional learning program for beginning teachers of the Stage 6 English (ESL) course was attended by 54 ESL teachers. Regional networks of Stage 6 ESL teachers enabled teachers to develop and share Stage 6 English (ESL) course resources.
- The *ESL K-6 Curriculum Framework: ESL Steps* and the *ESL Scales* were promoted to all schools with an ESL program to support programming, assessment and reporting for ESL students.
- Three exemplary ESL teaching units of work to support implementation of the English 7-10 Syllabus were developed and published on the Curriculum Support website.
- An ESL teaching resource, *Text Types for Intensive ESL*, was developed and trialled in selected schools, Intensive English Centres and the Intensive English High School.
- Advice and support was provided to teachers in rural and regional high schools and primary schools through the specialist ESL/New Arrivals Program consultancy.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes continued to deliver a range of English language and literacy programs to cater for diverse groups of students including refugees with intensive literacy learning needs, migrants with overseas gained skills and qualifications needing to improve their proficiency for work in their field and young people with disrupted learning seeking a vocational pathway.
- Hunter, Illawarra, New England, North Coast, Riverina, Western, Northern Sydney and Sydney Institutes continued to deliver the DIMA funded Adult Migrant English Program to new arrivals.
- Ongoing provision of contracted AMEP and Skillmax programs provided targeted English language instruction to eligible adult migrants and refugees. The 2006 AMEP Student Survey indicated high satisfaction with these provisions.
- TAFE NSW Institutes conducted the volunteer tutor programs in literacy and language that trained volunteer tutors to assist the literacy and language learning of community members, including members of culturally and linguistically diverse communities. The number of people from LBOTE undertaking volunteer tutor training programs increased from 668 in 2005 to 818 in 2006, representing a 22 per cent increase.

Challenges

- Hunter Institute and Illawarra Institute highlighted increasing pressure on the Institutes' ESOL learner support resources resulting from new arrivals who want to access employment as early as possible. Many of these recent arrivals enrol in vocational programs at TAFE without the English language skills to meet the study requirements.

2.5 TARGETED AND CUSTOMISED PROGRAMS

The Department delivered a range of programs and services to enable the full participation of targeted students from culturally and linguistically diverse backgrounds, in school and vocational education and training. Particular targeted groups included refugees, at-risk students from particular cultural groups, migrants with overseas qualifications and skills, women and adults with low literacy levels.

Achievements

Schools

Major achievements were:

- ESL and settlement support was provided for 786 newly arrived refugee students in Intensive English Centres (IECs) and the Intensive English High School, 723 newly arrived refugee students in primary schools and 61 newly arrived refugee students in high schools.
- After School Tutorial Centres were expanded to six IECs and catered for 421 students, assisting their successful transition from Intensive English Programs to high school. The number of centres has increased from three in 2004.
- Intensive English classes were provided in Lismore, Wallsend and Waratah high schools

to meet the English language needs of newly arrived refugee students in schools without an existing ESL program. In Griffith an intensive English class was provided for refugee students in Years 5-8 enrolled in the primary and high school.

- Education initiatives, under the NSW Government's *Youth Partnership with Pacific Communities* (Youth Partnership), known as *Flexible Learning Partnerships*, were implemented in 37 schools across Sydney, South Western and Sydney regions. The Partnership activities were supported by funding of \$435,000 and aimed to promote the well being and enhance the learning outcomes of young people from Pacific backgrounds, and enhance the capacity of parents and community members to support their children's learning.
- Under the Youth Partnership, Endeavour Sports High School initiated a Student Leadership and Literacy program. Sixteen students of Pacific backgrounds in Years 9 to 11 who were identified as potential leaders and mentors participated in the project. The initiative combined a range of strategies to engage the interest of the students and develop their skills. Key strategies were the involvement of two Pacific youth leaders as guides and mentors, fostering a sense of cultural identity and providing opportunities for the students to adopt leadership roles. Topics covered in the weekly workshops included the nature of leadership, cultural identity, religion, gender, goal setting, education and future aspirations. At the end of the project the students produced a multimedia CD as a record and culmination of their achievement and for distribution to other schools. This CD was presented to the community at a school function on 4 December 2006. In 2007, twelve Pacific students who participated in the leadership project will occupy leadership and mentoring roles, including vice captain, executive role in the Student Representative Council (SRC), four SRC representatives, four peer support leaders and two Year 9 students trained as mentors to support new Year 7 students
- Forums showcasing effective practice in meeting the learning needs of Pacific students were conducted by Sydney, South Western Sydney and Western Sydney regions for more than 320 teachers, students and community members.
- 227 students from Pacific backgrounds consistently accessed homework support centres in South Western Sydney Region. Data indicates that consistent attendance at the homework centres resulted in improved school attendance.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes provided vocational courses with integrated English language skills for students from non-English speaking backgrounds through programs such as Get Skilled, Outreach programmes and with external funding through the NSW Board of Vocational Education and Training.
- In 2006 there were 7,020 enrolments by students from LBOTE in customised vocational education and training programs offered through Outreach and Multicultural Education Coordinators. This represents a seven percent growth in enrolments between 2005 and 2006.
- At Hunter, Western and South Western Sydney Institutes, refugee students from African countries, many of whom have severely disrupted or no previous education, limited proficiency in English and high literacy and learning support needs, participated in 'taster courses' to meet their specific vocational education and training needs. The vocational areas in which courses were offered were identified through consultation with students,

community members and community workers and included Automotive, Engineering, Computing, Hairdressing, Hospitality, Orientation to Aged Care and Nursing.

- Western Sydney Institute joined in partnership with the Sydney West Area Health Service, the Blacktown Migrant resource Centre (BMRC) and the Pacific Regional Advisory Council (PRAC) to develop a program to address health-related issues experienced by Pacific communities in the western Sydney region, in particular rates of heart disease, obesity and diabetes and simultaneously to promote the vocational education and training options available through TAFE NSW. A one semester course Healthy food choices for Pacific communities was developed, focusing on healthy eating, nutrition, awareness of foods and drinks with high saturated fats, salt and sugar contents and the importance of physical exercise. The program was offered to 18 young women from Pacific communities. Students were interviewed at the end of their study and more than half indicated they had made changes to their eating habits including less consumption of soft drinks. Mothers indicated they had changed the food items they included in their children's lunch boxes.
- At Western Sydney Institute-OTEN, provision of services and support for students with disabilities from culturally and linguistically diverse communities was promoted through consultation and case conferencing between the Institute Multicultural Education Coordinator and Teacher/Consultants for students with a disability. Regular client contact with this group of students has resulted in increased retention rates and module progress.
- Western Institute developed a range of strategies to support people from African communities who were settling in the local area. A local church congregation in western NSW sponsored families from the African region to settle in the district and initially provided the main support network for the families. Western Institute became involved with the families when adult members were brought for enrolment in English language classes. The Institute entered into an informal collaborative venture to assist the families, over time, to become independent members of the local community and for each person seeking employment to be in work or in training.

Staff members at Western Institute have: assessed English language learning needs and enrolled the adults in AMEP; assisted the parents of both families to progress into the Language, Literacy & Numeracy Program after their entitlements to AMEP tuition ended; arranged for representatives of local service providers to visit the TAFE Campus and discuss the range of support services available to the families; and arranged for volunteer literacy tutors to provide weekly lessons to the parents in both families.

There are indicators of progress towards achieving independence in the community for these families. The women of the families have joined local sporting and recreational groups, the school-aged children are enrolled in local schools, the older children are undertaking senior years and HSC studies with the intention of continuing on to training with TAFE and one family member has taken up employment and apprenticeship in the automotive industry. Western Institute will continue to work with the sponsors and community to support the resettlement and vocational and educational training needs of members of these and other families from new and emerging communities.

Strategies

Schools

- \$160,000 was provided to regions to support initiatives to assist refugee students successfully settle and participate in education.
- Refugee Student Support projects were conducted in the four regions with significant numbers of refugee student enrolments. These projects focused on:
 - training school personnel to deliver the *Settling In* program for newly arrived refugee students
 - supporting mentoring programs for refugee students at risk of not completing schooling
 - professional learning regarding the needs of refugee students for teachers and school counsellors.
- Families in Cultural Transition (FICT) courses were subsidised to support the families of refugee students settlement into Australia. Fourteen regional officers received FICT facilitator training. As part of the program, an additional 35 bilingual officers from eight regions received facilitator training in the NSW Refugee Health's *Nutrition Program*.
- Teaching support materials were distributed to schools with refugee students. These included *Out and About*, an interactive literacy resource for ESL beginners in Dari, Dinka and Arabic.
- Networks with government and non-government agencies were maintained. The NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) provided specialist torture and trauma counselling services for students in schools. Collaboration with NSW Refugee Health was extended to include services and training for refugee students and their families in the areas of nutrition, dental health and vaccinations.
- Relationships with Integrated Humanitarian Settlement Strategy (IHSS) service providers (ANGLICARE and ACL) were strengthened to assist in the effective settlement of refugee students and their families into Australia and education.
- Under the *Youth Partnerships with Pacific Communities*, five main initiatives were implemented in Sydney, South Western Sydney and Western Sydney regions:
 - *Homework Support* implemented in 12 schools in 2 regions
 - *Student Mentoring* implemented in 7 schools in 1 region
 - *Parent/School Partnerships* implemented in 11 schools in 3 regions
 - *Student Leadership* implemented in 10 schools across 3 regions
 - *Teaching and Learning* implemented in 17 schools across 3 regions.
- South Western Sydney Region provided professional development activities for 107 teachers and community members to enhance their roles as mentors with students of Pacific backgrounds identified as being at risk of disengaging with education and training.
- South Western Sydney and Western Sydney regions conducted career expos for parents and students from Pacific backgrounds. In Western Sydney Region, 76 students and their families attended.
- Four Science teaching units, inclusive of the skills and knowledge of students from Pacific backgrounds, were developed by teachers in Sydney Region high schools to

encourage the engagement of Pacific students in Science. All participating schools report increased levels of student participation and engagement with Science.

TAFE NSW and Adult and Community Education

- Hunter Institute appointed a Student Support Officer (SSO) – African Communities to promote greater access by people from African countries to the programs, services and support available through the Institute. The initiative has resulted in greater participation by community members in consultations, responses to surveys and presentations as well as improved attendance and participation in TAFE NSW programs, including English language courses or ‘taster courses’ in vocational areas including hospitality, carpentry, computing, hairdressing, automotive, engineering and assistant in nursing. The SSO has also assisted in the development and presentation of professional learning for counsellors, teachers, staff, community workers and service providers about the experiences of refugees from African countries.
- Hunter Institute also provided a customised Outreach course for African women with English language support in response to community feedback.
- Western Sydney Institute-OTEN provided learning programs for ‘at risk’ students from culturally and linguistically diverse communities in Juvenile Justice Centres through Outreach and Youth at Risk programs. This included flexibly designed and culturally and linguistically targeted pre-apprenticeship courses.
- Sydney Institute colleges provided a range of customised vocational education and training programs for students from culturally and linguistically diverse communities, for example:
 - St George College conducted two youth at risk programs, *Air Brushing* and *Event Management* for Year 9 and Year 10 school leavers.
 - Petersham College, in partnership with Burwood Settlement Services and the Russian Community, delivered aged care training programs to members of the Russian-speaking community.
 - Petersham College also conducted a mentoring/peer education course for young people, a hairdressing course and a bar service course for youth ‘at risk’. In addition the College provided professional support for two community organisations that deliver Certificate in General Vocational Education, Higher School Certificate and Foundation and Vocational Education courses at a drop-in centre operated at the college for young students.
- Western Sydney Institute-OTEN continued to offer bridging and refresher courses for overseas trained accountants, electricians and engineers in response to local demand.
- Illawarra Institute delivered short English for Specific Purposes courses for parents at local schools in Senior First Aid, Hospitality, Child Care and Community Mentoring.
- Over 20 young people from Arabic speaking backgrounds were offered apprenticeships as a result of the participation of local employers in the NSW Board of Vocational Education and Training funded research project, *Improved participation in apprenticeships and traineeships by young people and employers of Arabic speaking backgrounds*.
- Western Institute received very positive feedback about its positive role in the Orange Community Partnership's Refugee Week Celebration. Stories of their journeys written by

TAFE ESOL students, including refugees from Sudan, were featured on banners in the Orange Theatre.

- Northern Sydney Institute worked co-operatively with members of the Tibetan community in the region to promote better understanding within their community about the full range of education and training programs and pathways available through TAFE NSW.

Challenges

- There is a need to expand the delivery of education and training programs that address the needs of newly arrived refugee students with low literacy levels and little or interrupted previous education.
- There is a need to identify the most effective ways of responding to the settlement needs of refugees and humanitarian entrants identified in the Community Relations Commission's *Investigation into African Humanitarian Settlement in New South Wales* and the Australian Government's *Discussion Paper on the Settlement Outcomes of Humanitarian Entrants*.

2.6 COMMUNITY LANGUAGES

Information is provided here on community languages education provided through the Community Languages Program K-6, the Saturday School of Community Languages (SSCL) and languages programs provided through TAFE NSW. Information on the NSW Community Languages Schools Program is provided in the section on Funded Services.

Achievements

Schools

- *Community Languages Program K-6* provided instruction in 31 languages in 154 primary schools to approximately 46,000 students who wished to learn and maintain their first language or gain access to a second language.
- *Community Languages Program K-6* teaching positions were redistributed among primary schools following an annual survey process to reflect the needs of the school community. In 2006, 243.8 FTE community language teaching positions were allocated for 30 languages to 158 primary schools.
- The *Saturday School of Community Languages (SSCL)* provided access to School Certificate and Higher School Certificate courses in 24 languages to some 4,850 secondary students from language backgrounds other than English in centres throughout Sydney, Newcastle and Wollongong.

TAFE NSW and Adult and Community Education

- Preliminary data indicate that the number of enrolments by students from non-English speaking backgrounds in languages other than English (LOTE) programs (1,671 in 2006) has exceeded final enrolments for 2005 (1,530). Languages with an increase in enrolments include: Japanese, Chinese, Korean and French.

- Enrolments by LBOTE students in interpreting courses at professional and para-professional levels have increased by 13 per cent, with 394 enrolments recorded for this group in 2006 compared with 350 final enrolments in 2005.
- Illawarra Institute offered classes in languages other than English (LOTE) according to community and industry demand, including Auslan, Chinese, German, Indonesian, Italian, Japanese and Spanish.
- Two Para-Professional Interpreting courses were delivered by Hunter Institute in Gosford in response to increased demand.
- Sydney Institute-Randwick College developed a strategic partnership with the UNSW Institute of Languages to facilitate pathways for exiting AMEP students into further language studies and interpreting and translating programs.

Strategies

Schools

- A website development project for Stage 4-6 students integrating development of language, Information Technology, literacy and employment-related skills, *Le Français au Travail*, was developed to provide a real-world context for language learning through workplace simulation.
- A series of workshops was provided to develop Years 11-12 teachers' skills in supporting high literacy outcomes for students of HSC Continuers and Extension courses with a particular focus on higher order skills in analysing language.
- The SSCL continued to offer a range of *Board Endorsed Courses (BEC)* leading to School Certificate level (Years 7-10) for languages studied in which there is no Board of Studies syllabus.
- The SSCL introduced Armenian 7-10 and Bengali (Bangla) 7-10 language courses in 2006. Board Endorsed Courses in Armenian Stage 5 and Bengali Stage 5 were approved by the BOS. A further 3 languages (Dari, Farsi and Portuguese) will be offered in 2007.
- The SSCL conducted 7-10 syllabus workshops and collaboratively developed units of work to enhance teacher understanding and skills, and support successful implementation of 7-10 syllabuses.
- Courses in languages other than English are provided through the Open High School to students who cannot attend school or where a school is unable to provide study in the language of choice.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes offered languages other than English programs in response to local community demand in 12 languages, Arabic, Auslan, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Russian, Spanish and Vietnamese.
- North Coast Institute trained 18 people from culturally and linguistically diverse communities as interpreters at the para-professional level.

- Sydney Institute provided interpreting courses in emerging languages in response to the needs of the community.
- In response to community demand, Adult and Community Education colleges around NSW offered courses to assist people to gain skills in languages other than English for social or business.
- In 2006 AMES increased the number of 'video e-guides' available on its website by adding Korean. Video e-guides are video and sound clips of real people that appear on the screen to give directions about using the site or to explain information on the page in Arabic, Cantonese, Korean, Mandarin, Spanish or Vietnamese.

Challenges

There is an increasing demand for *Community Languages Program K-6* teaching positions for new language groups.

2.7 STUDENT SUPPORT SERVICES

Achievements

- The Refugee Student Assistance Scheme, a joint initiative of the Department of Education and Training and the NSW Teachers Federation, continued to provide limited financial support to refugee students in government schools and colleges of TAFE NSW. In 2006, a total amount of \$5,000 was distributed to TAFE NSW Institutes and \$16,000 to 44 schools. The funds support refugee students through the provision of textbooks, excursions, subject fees, stationery and uniforms.

Schools

- Student Welfare Directorate developed new online resources and professional learning opportunities to assist school counsellors in working with students from culturally and linguistically diverse backgrounds. A new online course addressing multicultural issues in school counselling has been developed for implementation in 2007.
- Networks with government and non-government agencies were maintained. The NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) provided specialist torture and trauma counselling services for students in schools. Collaboration with NSW Refugee Health was extended to include services and training for refugee students and their families in the areas of nutrition, dental health and vaccinations.
- Families in Cultural Transition (FICT) courses assist recently arrived refugee and migrant families to access service providers and settle into Australia. \$20,400 was distributed in subsidies to support 30 FICT courses conducted in 23 schools.

TAFE NSW and Adult and Community Education

- TAFE NSW continued to provide child care services to its students. Over 62 per cent of students accessing TAFE Children's Centres and 42 per cent of staff working in TAFE Children's Centres are from language backgrounds other than English (LBOTE).

- All TAFE NSW Institutes provided a range of counselling and learning support services, including 22 bilingual TAFE Counsellors, to cater for the psychological, educational and social wellbeing of students, including humanitarian entrants from emerging communities.
- In 2006 TAFE NSW undertook a project to revise and extend previous TAFE NSW guidelines on recognition of overseas qualifications to cover the higher education and vocational education and training provisions in the 20 countries currently supplying the highest number of skilled migrants to Australia. The project has resulted in the development of a comprehensive resource *Recognition of overseas vocational and higher education qualifications – TAFE NSW – A guide for TAFE NSW staff* as well as a chart which provides Australian Qualifications Framework equivalents for overseas qualifications. The introduction of the guide was supported by a professional development program for officers of TAFE NSW Institutes. The program was used to introduce over 120 officers from nine Institutes to the materials. The *Recognition of Overseas Qualifications Chart* has been published on TAFE NSW Institute websites. The Guide will be available on-line in Semester 1, 2007.
- The *2006 AMEP Student Satisfaction Survey* indicated high satisfaction with the educational counselling and support services in all AMEP regions.

Strategies

Schools

- The Department continued to provide a range of support services for school students, including those from diverse cultural and linguistic backgrounds. These included school counsellors, programs to monitor and support student behaviour and attendance, anti-bullying programs, student mentoring and drug education.
- *Settling In*, an early intervention program using group counselling techniques, was conducted in schools with significant refugee student enrolments. Seven school counsellors and District Guidance Officers from four regions received facilitator training to deliver the program.
- Bilingual / bicultural teachers' aides were provided to 23 schools including seven non-metropolitan primary and high schools to assist in the successful settlement of refugee students into school.
- The Department continued to provide education to immigration detainee children living in the community with their families. A total of 21 students were enrolled in 12 government primary schools, high schools and Intensive English Centres.

TAFE NSW and Adult and Community Education

- The TAFE and Community Education portfolio continued to offer a broad range of support services to ensure that students can participate productively in education and training. These included career education and counselling, services for students with a disability, child care, support for women, libraries, learner support and specific services to address the needs of students from language backgrounds other than English.
- Seven Institutes maintained fourteen Institute Multicultural Education Coordinator (IMEC) positions. As well as contributing to Institute planning and evaluation activities, IMECs play key roles in programs and initiatives supporting student learning, building community

capacity, promoting productive partnerships with culturally and linguistically diverse communities and in professional learning programs for staff.

- All TAFE NSW Institutes provided information to students and staff on policy, procedures and guidelines for the recognition of overseas skills and qualifications for study at TAFE NSW.
- Northern Sydney Institute identified development of an Institute-wide strategy for the implementation of procedures in the recognition of overseas qualifications and skills as a priority area in 2005 – 2006 and conducted professional learning programs for staff, in conjunction with the TAFE Multicultural Education Unit.
- Sydney Institute updated and published its *Student Guide to Recognition of Prior Learning (RPL)* so that students were able to seek, and in many cases gain, recognition for qualifications and skills they obtained overseas.
- Hunter Institute piloted a Student Support Officer - African Communities to assist in identifying emerging vocational education and training needs and issues of newly arrived refugees from African countries.
- Hunter Institute provided child care places at Islington Public School facilities adjacent to the campus. In 2006 all children on waiting lists were accommodated.
- At Sydney Institute donations from the Institute Students Association and students supplemented funds from the *Refugee Student Assistance Scheme* to provide a total of \$4,020 financial assistance to thirty-eight refugee students.
- Western Sydney Institute used OTEN electronic and print media to disseminate information on support services, counselling, assessments, exam aids and targeted courses. For example, the 2007 student diary included an application form for language support to provide students from non-English speaking backgrounds with an additional opportunity to seek cultural and language support they might require.
- The TAFE NSW Multicultural Access Centre (MAC) Library provides teachers in the main with specialist library and information service support. The library holds an extensive collection of resources in cross-cultural studies, migration studies, social science, languages other than English (LOTE), interpreting and translation, and literacy. The library provides a state-wide service, including bulk lending to non-metropolitan colleges with newly arrived refugees in their catchment areas and also provides support for teachers' professional development in relation to Teaching English to Speakers of Other Languages (TESOL) and teaching in a culturally diverse learning environment.

EAPS ACTIVITY AREA 3: STAFFING

OUTCOME

Staff have the knowledge and skills to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW.

Achievements

- Bilingual staff were encouraged to use their bilingual skills to improve the access and quality of services delivered to members of the public who speak a language other than English through the *Community Language Allowance Scheme (CLAS)*. 120 bilingual employees currently receive the CLAS allowance, covering 31 community languages.

Schools

- A new position of Deputy Principal - Intensive English Centre (IEC) was established in six host high schools to lead and manage IECs with significant numbers of student enrolments.
- In 2006, a total of 3,169 ESL and class teachers attended a range of ESL professional learning programs including:
 - An ESL Orientation Program, for ESL teachers newly appointed to ESL positions in 2006. The course, conducted through six regions, provided an orientation to ESL methodology, policy and program operations in NSW government schools and was attended by 180 ESL teachers.
 - Training was provided to ESL teachers to support implementation of the Department's new reporting process. ESL teachers' skills in assessing and reporting requirements using the ESL Scales were enhanced through participation in 18 training workshops conducted throughout the state.
 - the *ESL in the Mainstream* course – a ten module course to develop teacher skills to support ESL students across all curriculum areas was attended by 240 mainstream and 20 ESL teachers in twelve schools. Teacher participation increased by 20% on 2005 numbers. Delivery of the course was assisted by training of thirteen ESL teachers as *ESL in the Mainstream* tutors.
 - Five *Teaching English to Speakers of Other Languages (TESOL)* seminars were conducted in partnership with the University of Technology Sydney providing 230 teachers with an accredited ESL professional development program.
 - Additional accredited ESL retraining through the *Graduate Certificate in TESOL* course. In July, 2006, 15 teachers completed the program and a further 10 teachers commenced the program, with an anticipated completion date of July 2007.
- Professional learning programs provided for community languages teachers included:
 - the *Saturday School of Community Languages* implemented an across-centre public speaking competition and centre-based initiatives, reflecting Quality Teaching in languages, to improve student achievement and outcomes
 - professional development and materials support was provided to teachers in schools new to the Chinese Background Speakers HSC course. Workshops focused on the teaching of prescribed texts and themes and preparing students to develop skills in evaluating and analysing texts.

- 16 scheduled mandatory courses were conducted for overseas trained teachers under the Pre-Employment Program for Overseas Trained Teachers. As at the end of Term 3, 239 overseas trained teachers had taken part in the Pre-employment Program, with approximately 70 teachers to participate in term four.

TAFE NSW and Adult and Community Education

- A total of \$74,447 was expended to provide allowances to a total of 86 bilingual staff members across TAFE NSW Institutes under the Community Language Allowance Scheme (CLAS). All TAFE NSW Institutes identify staff receiving CLAS allowances to extend first language support for students from culturally and linguistically diverse communities.
- The Anti-Discrimination Board of NSW was engaged to develop and present specifically targeted train-the-trainer workshops to enhance the skills of TAFE NSW officers to undertake their roles in reinforcing community harmony across TAFE NSW campuses. A total of 25 representatives from across TAFE NSW Institutes attended training, including Anti-Harassment Contact Officers, Institute Multicultural Education Coordinators, counsellors, head teachers and teachers.
- All induction sessions for new teachers at South Western Sydney Institute included sessions to promote cultural awareness and access to support services for students from culturally and linguistically diverse communities. Information was also provided about teaching and learning strategies for LBOTE students on the Institute intranet.
- All full-time and part-time staff teaching in the AMEP at Illawarra Institute attended workshops conducted with STARTTS counsellors on the experiences and needs of refugees and other humanitarian entrants who have experienced trauma.
- Professional learning in administering and interpreting results of language assessment tasks assisted initial placement officers across ACE Colleges to make more consistent assessments of student learning needs and course placements.

Strategies

Schools

- Funding of \$200,000 was provided to regions to support ESL professional learning initiatives including ESL program organisation, ESL data management, ESL pedagogy and ongoing support for ESL teacher professional networks.
- ESL Information Networks (ESLIN), attended by 1,715 ESL teachers and facilitated by ESL teacher coordinators, were conducted in six regions for ESL teachers to meet regularly to be informed of ideas, resources and developments in the field of ESL teaching.
- Regional consultancy and school teams were trained in data analysis in Basic Skills Test (BST), English Language Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP) of LBOTE students to build their capacity in providing support to schools.
- A range of professional development support was provided to Intensive English Centres (IEC) and Intensive English High School (IEHS) teachers and bilingual staff in order to

develop intensive English teaching reflecting quality teaching principles and to improve student literacy and numeracy skills. Strategies included:

- the *Writing to Read* project, developing literacy pedagogy for five IECs in South Western Sydney Region
 - a *Service Learning Project 'Once Were Migrants'* for IECs in Sydney Region
 - a workshop, attended by 22 ESL/Mathematics teachers from all IECs/IEHS, on programming for Years 7-10 Mathematics.
 - a workshop, attended by 17 Teachers Aides Ethnic, developing classroom skills in providing bilingual support for students in the *Counting On* numeracy program
 - workshops for 15 head teachers on delivering the Stage 6 ESL Course to support newly arrived senior students.
 - three moderation workshops, attended by 91 teachers from 14 IECs and the IEHS, to develop greater consistency in assessment of students.
- The Department implemented a range of strategies to support staff professional learning in Community Languages education, including:
 - *Saturday School of Community Languages (SSCL)* teachers gaining access to latest developments in teaching methodology, assessment and resource production through use of SSCL Award providing 6 hours per term of paid professional development time.
 - *Saturday School of Community Languages* teachers being supported to undertake language teaching methodology courses and develop effective assessment practices
 - An enhanced *K-6 Community Language Induction Program (CLIP)* being conducted for newly appointed community languages teachers and their principals.
 - *Community Languages Program K-6* network meetings conducted each term to provide professional development and collegial support for Community Languages teachers. In South West Sydney Region, approximately 100 Community Languages teachers attended network meetings.
 - Conducting professional development programs and an induction program to enhance the skills of *Community Languages Program K-6* teachers and their school executives' in implementing effective community language programs.
 - providing consultancy support for teachers to implement quality K-6 Community Languages Programs and Aboriginal languages programs in schools K-12.
 - encouraging bi-lingual teachers to undertake a Community Language Fluency Testing for the purpose of gaining approval to teach that language. In 2006, 10 teachers undertook the Community Languages Fluency Test and eight teachers were successful.
 - All regions conducted an audit of Anti-Racism Contact Officer (ARCO) training needs to inform provision of training. All regions conducted ARCO training.
 - The *Professional English Assessment for Teachers (PEAT)* test continued to be supported and funded. As at July 2006, 395 teachers undertook the test, with 106 teachers of these sitting the PEAT for the first time and attempting all four components.
 - Professional support was provided to assist preschool staff to implement educational programs to meet the needs of students and families from diverse cultural, religious and linguistic backgrounds. Preschool staff have a heightened awareness of educational strategies and inclusive practices to ensure positive educational outcomes for LBOTE students, including the importance and value of the child's first language.

TAFE NSW and Adult and Community Education

- Northern Sydney Institute, in conjunction with TAFE Multicultural Education Unit, conducted professional learning workshops to support Institute-wide implementation of procedures for recognising prior learning and overseas skills and qualifications.
- Sydney Institute conducted workshops on *Teaching for Change* for part and full time staff. This training included cross-cultural awareness.
- Illawarra Institute conducted staff training for front-line staff AMEP office staff, teaching staff, counsellors and course information officers on the *TAFE Interpreters Policy and Procedures for booking an interpreter*.
- Professional learning activities in the Hunter, Illawarra, Northern Sydney, Riverina, South Western Sydney, Sydney and Western Institutes and Western Sydney Institute–OTEN increased teacher awareness of the need for inclusive teaching practice across the curriculum.
- TAFE NSW counsellors, including those in regional TAFE Institutes participated in professional development activities, such as those conducted by the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), that enhance understanding of the clinical support needs of refugee students.
- The Professional Development Unit of Western Sydney Institute provided professional learning opportunities for teaching staff including Cross-Cultural Communication, Teaching in the Multicultural Classroom, African Cultural Awareness, Counselling Skills for Teachers, Mental Health First Aid, Online Teaching Strategies, and Classroom Management Techniques.
- Northern Sydney Institute developed strategies to raise staff awareness of the Department's complaints policy, *Responding to Suggestions, Complaints and Allegations* and the procedures to be followed when dealing with a complaint of race-based harassment and discrimination.
- Western Sydney Institute–OTEN conducted professional learning sessions to enhance awareness and understanding among staff of key policies, procedures and guidelines such as the use of bi-lingual dictionaries in exams, recognition of overseas qualifications and experience, cultural issues relating to plagiarism and the need for bilingual information.
- North Coast Institute trained 15 members of culturally and linguistically diverse communities as language tutors to provide learning tuition and support to students in languages other than English.
- Western Sydney Institute-OTEN delivered two professional development workshops, two focus group sessions and one consultative forum to assist staff in understanding and addressing the educational support needs of students and potential students of African and emerging communities who may have significant stress and trauma issues.
- Local and regional forums and meetings provided professional learning opportunities for AMES staff to update knowledge of current immigration priorities, to share information and ideas about teaching, assessing and better catering for student needs, particularly those from new and emerging communities.

- Regular moderating and professional development sessions for language and literacy tutors assisted staff to maintain consistency in assessment procedures and outcomes across the state.
- Industry Programs Directorate continued to offer professional learning opportunities to Registered Training Organisations (RTOs) so as to develop the knowledge, understanding and skills of teachers in meeting the needs of linguistically and culturally diverse learners. During 2006, 18 different types of professional learning workshops were specifically developed to cater for linguistically and culturally diverse learners, such as *Providing Courses to Overseas Students*.

Challenges

- There is an ongoing need for workforce planning to ensure the Department's capacity to meet the English and community language learning needs of migrant students, through the employment and training of ESL and community language teachers
- There is a need for continued support to develop the skills of teachers to meet the educational and training needs of refugee students with little or no schooling before arriving in Australia.

EAPS ACTIVITY AREA 4: COMMUNICATION

OUTCOME

The Department effectively communicates with and promotes its programs and services to its culturally and linguistically diverse communities.

The Department has a comprehensive communication strategy to ensure students, families and community members from language backgrounds other than English are able to access information about the programs and services that are available.

The Department conducts promotions via 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.

Achievements

Schools

- In 2006 a total of \$604,390 was provided to support 6,023 on-site and telephone interpreter assignments.

Table 2 - On-site and telephone interpreting assignments¹

Type of assignment	Primary	Secondary	TOTALS
Onsite assignments			
Number of onsite assignments	1,532	1,549	3,081
Cost of onsite assignments	\$268,180	\$246,844	\$515,024
Telephone assignments			
Number of TIS assignments	1,322	1,620	2,942
Cost of TIS assignments	\$37,930	\$51,436	\$89,366
Total cost of interpreting	\$306,110	\$298,280	\$604,390

¹The figures shown are net and reflect data for the calendar year Nov 2005 – Oct 2006

- In 2006 the following translations were made available to schools and community members:
 - *Web Services for Schools – Information sheet* and letter to parents seeking permission to provide students access to the internet and email (22 languages)
 - *Anaphylaxis* – Information for parents and 2 proformas (22 languages)
 - *Prescribed Medication* – 3 letters to parents and a proforma to support schools in arranging meetings and collecting information (22 languages)
 - *Head Lice* – Information sheet, letters re *Nitbusters Program* and consent form for participation in *Nitbusters* (22 languages)
 - *New written reports for primary and secondary school students* – Information for parents (22 languages)
 - *Written reports for students learning English as a second language (ESL)* (22 languages)

- *Application to enrol in a NSW government school* (30 languages)
- *Transition to high school fact sheets – Why choose a public high school, Understanding your child's schoolwork and From primary to high school – how parents can help* (22 languages)
- A total of 109 documents in up to 40 languages are now available on the DET website.
- Four advertising campaigns conducted in 22 languages on SBS and community radio stations promoted the Department's translated information websites. People without access to the Internet were provided with a contact phone number to request the translations in hard copy.

TAFE NSW and Adult and Community Education

- TAFE NSW course provision was broadcast on SBS radio in 12 community languages at the cost of \$21,589. Print-based advertisements about TAFE NSW course provision were also placed in 12 community languages newspapers at the total cost of \$8,082.
- At Illawarra Institute all promotions of TAFE courses are sent to VOX FM where the presenters, some of whom are former TAFE students, translate the material for free and present the material to their audiences.

Strategies

Schools

- The Department continued to provide access to qualified interpreters by schools and community members for engagement through onsite and telephone assignments. In 2006, interpreter services were used to facilitate enrolment, communicate student progress and information about welfare and behaviour issues, and to strengthen home/school communication.
- Information about interpreting and translating services is available to all parents, caregivers and school community members on the Department's website at www.schools.nsw.edu.au/adminsupport/intertranslate.php
- Effective communication with parents, caregivers and community members was also supported through the translation of relevant materials, including policies, brochures and information relating to specific programs and services. The translations are available on the Department's website at www.det.nsw.edu.au/languagesupport/index.htm

TAFE NSW and Adult and Community Education

- All TAFE NSW Institutes use interpreting and translating services, most frequently the telephone and on-site interpreting services, to promote effective communication with students and community members from non-English speaking backgrounds.
- At Western Sydney Institute an extensive community liaison and information dissemination campaign targeted Migrant Resource Centres, Community Settlement Support Services, Centrelink offices, Multicultural Services Officers, Job Network providers, multicultural community centres and libraries to improve awareness of courses offered by OTEN, particularly Language, Literacy and Numeracy Programme (LLNP) courses, English for Specific Purposes Work Skills courses and ESOL courses.

- The *Learn English at TAFE Promotions Campaign* of Illawarra Institute developed data bases and distributed information about English language learning options at TAFE NSW to Centrelink offices, community centres, public libraries, community agencies, schools, neighbourhood centres in Wollongong and 20 towns in the Illawarra. Enrolments in Illawarra Institute AMEP classes are at an all time high, Term 1: 49 students 1858 hours of teaching, Term 2: 33 students 2235 hours of teaching, Term 3: 41 students 2900 hours of teaching.
- Western Sydney Institute improved access of intending and current students to information about TAFE by increasing the range of Blacktown Support Services leaflets in languages other than English to include Arabic, Dinka, Chinese, Tamil, Filipino and Turkish.
- Sydney Institute published on the Institute's intranet the names and locations of staff who receive an allowance under the Community Language Allowance Scheme (CLAS) for speaking one or more of 19 community languages.
- South Western Sydney Institute developed, maintained and promoted a register of bilingual staff with varying levels of informal and accredited interpreting skills who could assist communication between staff and students or community members from non-English speaking backgrounds.
- Multicultural publicity campaigns of Western Sydney Institute-OTEN in 2006 targeted speakers of Arabic (including Sudanese and Iraqi people), Filipino, Indonesian, Korean, Persian, Spanish, Turkish as well as people from African countries and former Yugoslav countries.
- Sydney Institute developed the brochure *Study a Vocational Course as Part of Your HSC* to promote TAFE-delivered Vocational Education and Training (TVET) and had the brochure translated into 11 languages. TVET programs were also promoted through community radio to inform people from LBOTE about opportunities in VET and TVET.

Challenges

- There is a need to identify effective measures to provide access to qualified interpreters in some languages, including Dinka and Swahili, not currently available.

EAPS ACTIVITY AREA 5: FUNDED SERVICES

OUTCOME

The Department's services funded through external providers and via grants programs meet the needs of culturally and linguistically diverse communities.

The *Principles of Multiculturalism* are embedded in all funding agreements for key funded services including contracted training provision, traineeships and access programs. This ensures the application of equity strategies in the conduct of projects and the provision of services.

While the Department provides funding to some community organisations to provide services to targeted groups of students, funded services do not form a major part of the Department's activities.

Achievements

- Of all commencements under the *Links to Learning Community Grants Program*, 606 or 21.5% were from culturally and linguistically diverse backgrounds. This represents a 0.5% increase since 2005. The average age of these participants was 15.1 years in comparison to an average of 17.5 years of all participants.
- The *Links to Learning Community Grants Program* is part of the Department's cross-sectoral approach to helping young people at risk of disengaging from education and training to access and participate in education and accredited training. Of the 606 young people from culturally and linguistically diverse backgrounds who participated in *Links to Learning* in 2006, 27 per cent returned to school, 9 per cent went on to further training and 6 per cent obtained work placements.
- The *NSW Community Languages Schools Program* funds community organisations to conduct community language schools for school-aged children on weekends and after school hours, with the aim of assisting them to maintain and develop their linguistic and cultural heritages. In 2006, a total of 29,735 students participated in community-based programs funded through the Program in order to develop their first/heritage language. Instruction was provided in 50 languages in 435 locations. All funded schools use NSW Board of Studies or Saturday School of Community Languages approved syllabuses.
- In 2006, 252 nominations were received for the Minister's Awards for Excellence in Student Achievement Community Languages Schools Student of the Year.
- Adult and Community Education (ACE) allocates funding to colleges to deliver language and literacy programs. A total of \$2 million was allocated under the 2006 funding guidelines for language and literacy programs.

Strategies

- In 2006, the *Links to Learning Community Grants Program* distributed \$753,702 to approved community organisation and local government authorities to conduct programs for young people at risk of discontinuing education.
- A total of 123,874 program hours were negotiated with young LBOTE participants in *Links to Learning* projects. Nine funded projects, designed specifically for culturally and linguistically diverse (CALD) participants, were implemented.

- In 2006, the *NSW Community Languages Schools Program* funded 216 community organisations to conduct 238 community language schools catering for 29,735 students. A total of \$2,128,131 was distributed through the Program.
- The *Ministers Awards for Excellence in Student Achievement Community Languages Schools Student of the Year* is held annually by the *NSW Community Languages Schools Program* to recognise language achievement, language proficiency and contribution to the community.
- In-service training under the auspices of the *NSW Community Languages Schools Program* was provided through six courses catering for 300 teachers. A further 351 teachers accessed training from external providers. 199 of these teachers received training in languages other than English.
- A range of both in-service and external professional development courses was delivered by the *NSW Community Languages Schools Program* to a total of 300 community language teachers in program management, policy development, discipline, resource development, assessment and reporting.
- A total of 351 teachers from the *NSW Community Languages Schools Program* attended language teaching methodology courses conducted by the University of NSW Institute of Languages and the Australian Catholic University. Currently, 1,800 teachers are reported as having qualifications in language teaching methodology.
- 50 people representing twelve language communities, receiving funding from the *NSW Community Languages Schools Program*, attended National Quality Assurance Framework workshop conducted by Community Languages Australia.
- The NSW Board of Adult and Community Education (BACE) supports the provision of adult and community education. The Board advises the Minister for Education and Training on the allocation of grants to 62 community owned and managed organisations in metropolitan, regional and rural NSW, including specific purpose grants.
- ACE funding guidelines included the Principles of Multiculturalism.