



Ethnic Affairs Priorities Statement

Report 2007

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INTRODUCTION

The NSW Department of Education and Training's 2007 *Ethnic Affairs Priorities Statement (EAPS) Report* provides an overview of activities of the Department across school education, TAFE NSW, adult and community education aimed at :

- supporting the particular learning needs of students from diverse cultural and linguistic backgrounds through the provision of specific programs and services;
- promoting community harmony through programs which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences; and
- meeting 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 as detailed in the Department's EAPS Plan have been identified for the five *EAPS Activity Areas*. Representative highlights related to each outcome are provided as:

- *Achievements* which list outcomes achieved in 2007
- *Strategies* which highlight service improvement initiatives undertaken
- *Future Directions* which identify service delivery issues and implications.

The strategies, achievements and future directions outlined in this report 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 NSW Department of Education and Training's *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 the TAFE and Community Education portfolio, 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*, *Shaping Our Future: Australian National Strategy for Vocational Education and Training 2004-2010* and the *NSW State Plan – A new direction for NSW*.

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 2008, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2007.
- In 2007, the EAPS online reporting process was reviewed and identified areas for improvement addressed.

- All regions, through their equity committees, developed and implemented regional equity plans. These included strategies to support schools in the planning, implementation and evaluation of multicultural education programs and services, including assistance in fulfilling reporting and accountability requirements. In addition, all regions surveyed all schools to monitor progress in implementing the Department's *Anti-racism Policy* and eight regions surveyed all schools to monitor progress in implementing the Department's *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- *Multicultural Education Funding 2006/2007: Guidelines for Regions* were provided to assist regions in planning and reporting on multicultural education and ethnic affairs initiatives for schools.
- The *Interpreting Policy – TAFE NSW* has been reviewed to ensure currency and continued client access to TAFE NSW programs and services through the provision of quality interpreting services. The updated policy and the implementation guidelines will be available on the TAFE NSW intranet.
- TAFE NSW – South Western Sydney Institute has adopted a whole of business approach to the planning, development, delivery and monitoring of programs for equity groups, including people from language backgrounds other than English, which involves all faculties and the Institute's planning and equity units. The outcomes of these programs will be monitored as part of faculty and Institute performance reviews. The new model focuses on programs in areas of skill shortage, employability skills, 15-19 year olds, the mature aged and skills gap training for migrants with overseas qualifications.
- TAFE NSW – Illawarra Institute developed the 2007 *Equity and Multicultural Education Business Plan*. The plan requires profiles of local communities to assist with course planning. It also incorporates research and analysis of the employment needs and opportunities available to local ethnic minority communities.
- The NSW Adult Migrant English Service (NSW AMES) has met Adult Migrant English Programme (AMEP) contract key performance indicators relating to student reach and results for 2006/2007. As a result of monitoring and targeted strategies there was significant improvement in student retention during 2006/2007 in all AMEP regions.
- Results of the AMEP Student Satisfaction Survey conducted in March 2007 showed continuing high levels of satisfaction in all key areas of provision, including student satisfaction with counselling and referral services and awareness levels about complaints handling processes.

Strategies

- All state office directorates, regions and TAFE Institutes were requested to contribute to the Department's EAPS reporting processes.
- All regions were required to develop regional equity plans.
- The *TAFE Equity Committee* 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 learners from language backgrounds other than English.

- TAFE NSW Institutes identified the needs of clients from ethnic minority communities and groups, including refugees and skilled migrants, as part of Institute planning and evaluation activity. They also identified strategies to support the development and delivery of appropriate programs and services for people from language backgrounds other than English, including in partnership with industry and the community, as appropriate.
- TAFE Strategy provided policy, planning and performance advice to senior TAFE NSW management to better position TAFE NSW to meet national and state VET priorities for learners from a non-English speaking background and to address the needs of migrants and refugees settling in NSW. For example, advice was provided to TAFE NSW Institutes on migration and settlement patterns, including to regional New South Wales.

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 2004 – 2007 Enrolment data of students from language backgrounds other than English

| Year | Schools | | TAFE NSW | |
|------|----------------|---------|----------------|---------|
| | LBOTE students | LBOTE % | LBOTE students | LBOTE % |
| 2004 | 200,622 | 26.4% | 93,926 | 18.5% |
| 2005 | 203,378 | 27.0% | 94,157 | 18.4% |
| 2006 | 206,296 | 27.4% | 100,307 | 20% |
| 2007 | 207,031 | 27.6% | * | * |

* Final data will be available in March 2008.

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 2004.

In 2007, 1,632 children from language backgrounds other than English attended Departmental preschools.

Preliminary data for NSW Community Languages Schools shows they had more than 32,000 enrolments, compared to the 2006 figure of 29,735 enrolments. Final data for 2007 will be available in March 2008.

Achievements

Schools

- Planning and Innovation Directorate continued the Electronic Data Online Transfer trial in 2007 in 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.

- Data from the Department's 2007 Annual LBOTE and ESL surveys and three New Arrivals surveys have been successfully collected and delivered. The surveys provide accurate information about students from language backgrounds other than English, including languages spoken, country of birth, ESL proficiency and residency status. The 2007 LBOTE data have been successfully validated and the 2006 LBOTE Bulletin published on the DET internet.
- Six regions provided professional support for school and regional personnel in relation to enrolment data collection, management and reporting processes for students from language backgrounds other than English, including ESL learners.
- All ten regions conducted an audit of Anti-Racism Contact Officer (ARCO) nominations and training in order to increase their capacity to meet mandatory requirements under the *Anti-Racism Policy* concerning the nomination and training of ARCOs in all schools. Six regions collected data concerning the number and nature of formal complaints of racism and the methods used to resolve them in order to determine the level and nature of assistance required by schools to improve the delivery of anti-racism education initiatives in schools.
- In Sydney region, data collection and analysis helped to identify professional learning needs of ESL teachers and anti-racism contact officers (ARCOs).
- North Coast Region conducted a survey of all regional schools to identify multicultural education and training successes and requirements. The data indicated that 128 schools have relevant anti-racism education strategies in their school management plans and 177 schools have relevant multicultural education strategies in their school plans.
- 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 to learning that students develop at home and school.
- Other research projects include:
 - research conducted by the Saturday School of Community Languages to ascertain current and potential demographic trends in order to plan and provide appropriate community language service provision.
 - *Towards Respectful Relationships through Student Peer Mentoring* project, in collaboration with the University of Sydney, aimed at developing a culturally inclusive peer mentoring program that focuses on the development of respectful student relationships.
 - *Engaging Middle Years Boys in Rural Educational Settings* project, in collaboration with the University of Western Sydney, aimed at examining the intersection between gender and cultural identity.

NSW TAFE and Adult and Community Education

- Enrolments of students speaking a language other than English at home in TAFE NSW during 2006 was consistent with the proportion of the New South Wales population which identified as speaking a language other than English at home in the Australian Bureau of Statistics Census 2006. Between 2004 and 2006 there was an increase of 6.8 per cent in TAFE NSW students stating that they speak a language other than English at home.
- TAFE NSW module completion rates for students from a non-English speaking background were 76.9 per cent in 2006, which is just below the NSW Department of Education and Training 2007-8 Results and Services Plan target of 77.1 per cent. Government funded students in TAFE NSW exceeded the national average module completion rate indicator by 1.8 percentage points in 2006 (achieving 74.1 per cent compared to 72.3 per cent nationally).
- Participation by students in TAFE NSW from communities with a high number of refugee and humanitarian entrants, particularly Liberia, Sudan and Sierra Leone increased by 37.2 per cent from 2004 to 2006. For example, between 2005 and 2006 enrolment of students born in Liberia increased from 157 to 252 (an increase of 50.9 per cent). In the same period, the enrolment of students born in Sudan increased from 1,589 to 2,219 (an increase of 39.6 per cent).
- Revision of the TAFE NSW *Enrolment Adjustment – Recognition – Recognition of Prior Learning form*, now allows for inclusion of evidence of overseas qualifications and skills. The 2006 data shows 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. The main curriculum areas in which recognition of prior learning had been granted were Manufacturing, Engineering, Construction, Transport, Business, Arts and Information Technology.
- TAFE NSW – Sydney Institute, with the support of TAFE Strategy, completed a research project to identify the training needs of overseas qualified nurses
- A NSW Board of Vocational Education and Training funded research project: *Pathways to Work - Vocational education and training for young Australians from Arabic speaking background* was completed. The project, managed by TAFE Strategy and implemented in collaboration with TAFE NSW – South Western Sydney Institute assisted 134 disengaged young people from an Arabic speaking background, primarily from the suburbs of Canterbury, Bankstown and Auburn in NSW to access vocational education and training and/or employment in skill shortage areas.

Strategies

Schools

- Planning and Innovation Directorate continued work on school student enrolment forms so that data is collected in a manner to enable monitoring of student background data, including students from language backgrounds other than English.
- Data is collected on student language backgrounds, country of birth, English language proficiency and residency status.

- Regions collected data to increase their capacity to meet requirements under and assist with the implementation of the Department's *Anti-Racism Policy* and the *Cultural Diversity and Community Relations Policy: Multicultural Education in schools*.
- Regions used LBOTE census data to target specific LBOTE programs, including the Youth Partnership with Pacific Communities and the Youth Partnership with Arabic Speaking Communities.
- Data on student enrolment, language provision, teacher qualifications and syllabuses used was collected from 216 community languages schools operating under the *NSW Community Languages Schools Program*.
- The Department conducted a number of research projects to enhance the capacity of schools to meet the learning needs of students from culturally and linguistically diverse backgrounds.

NSW TAFE and Adult and Community Education

- The Adult and Community Education (ACE) Unit has conducted training on data collection across the state resulting in improved collection of ethnicity data on students enrolled in ACE programs.

1.3 RESOURCES

- In 2006/2007, the Department's budget for students and clients from language backgrounds other than English included:
 - \$107.31 million for *English as a Second Language (ESL)* and *ESL New Arrivals Programs* for school students from language backgrounds other than English
 - \$ 2,334,932 for the *NSW Community Languages Schools Program*
 - \$934,106 to support 10 *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, refugee education and strategies to foster positive community relations and build links with culturally and linguistically diverse communities
 - \$573,105 to support the use of interpreters in schools (October 2006 to September 2007).
 - \$124,000 for TAFE NSW centrally administered multicultural education project initiatives
 - \$26m in estimated revenue for contracted Adult Migrant English Programme provision by the NSW Adult Migrant English Service (NSW AMES)
 - \$1.8m in estimated revenue for ongoing provision of the *Skillmax Program* by NSW AMES targeted at adult migrants

Challenges and Future Directions

Review of the 2008 EAPS planning process to streamline the collection of EAPS data and reporting against planned actions.

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, the Ethnic Communities' Council of NSW, the Federation of Parents and Citizens' Associations of NSW (P&C), Department of Immigration and Citizenship, Association of Teachers of English to Speakers of Other Languages (ATESOL), NSW Teachers Federation and principals' organisations. In 2007, AGMET focused on issues associated with pathways for refugee young people, languages education, statewide assessment, vocational learning for students from language backgrounds other than English and the Youth Partnership with Pacific Communities.
- The *Director-General's Advisory Group on Gender Equity in Education* and the *Director-General's Advisory Group on the Priority Schools Programs and the Education of Students in Schools Serving Low Socio-Economic Status Communities* have representation from the Ethnic Communities Council of NSW.

Schools

- Regional Equity Committees continued 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. It also includes supporting schools to meet their requirements under the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.
- Sydney Region Multicultural Reference Group is the region's advisory and consultative mechanism for multicultural education. It meets once a term and comprises representatives from the Australian Arabic Council, Chinese Australian Union Inc, SBS Radio, Mandarin Program, Moorefield Girls High School, May Murray Neighbourhood Centre, CO-AS-IT, Australian Korean Welfare Assoc, St George Migrant Resource Centre, Macedonian School Council NSW, Al-Zahra Muslim Woman Association and Marrickville Community Health Centre.
- All regions reported the conduct of parent participation and community harmony initiatives in schools, including:
 - activities in 222 schools in South Western Sydney Region to enhance the participation of parents and community members from culturally and linguistically diverse communities.

- support by Community Information Officers in South Western Sydney Region for more than 3,300 LBOTE parents and community members through activities aimed at enhancing their participation in their children's education
 - 120 workshops conducted in Western Sydney Region attended by 1,800 parents and carers. Workshop topics included schooling in NSW, student welfare and effective parenting
 - initiatives to support identified settlement needs of socially isolated mothers of newly arrived students, including refugees in Northern Sydney Region
 - Riverina Region strengthened and extended networks between schools, regions and community organisations to meet identified needs of families from language backgrounds other than English in the region, particularly in Griffith and Wagga Wagga
 - a Parent Forum, *Authentic Parent Partnerships*, attended by six community organisations and teachers and community members from 23 schools, was conducted by Sydney Region in September 2007. The forum provided opportunities to showcase successful home/school/community partnerships operating in schools. It also provided an opportunity for school staff and representatives from community organisations to participate in workshop activities to explore issues concerning consultation with and participation of people from culturally and linguistically diverse backgrounds in school activities to improve student achievement and outcomes.
 - continuation of playgroups established at Carlton Public School, Miranda Public School and Botany Public School in 2006 for children and families of Pacific backgrounds and establishment of additional playgroups for Pacific families at Gardeners Road and Maroubra Bay primary schools. The five playgroups are attended by 60 students from 30 Pacific families. Early childhood training provided by St George TAFE for 15 Pacific community members and leadership training for 10 Pacific community members enhanced the capacity of the parents and community members to support their children's learning and to conduct playgroup activities.
- Under the NSW Government's *Youth Partnership with Pacific Communities (Youth Partnership)* ten 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.

NSW TAFE and Adult and Community Education

- The AMES Community Consultative Council and TAFE Institute Advisory Councils in the Hunter, Illawarra, Northern Sydney, Sydney, South Western Sydney and Western Sydney have representatives from diverse cultural and linguistic communities to inform inclusive business planning and service delivery.
- TAFE NSW Institutes developed and delivered programs and services in response to needs identified through direct engagement with ethnic minority communities, groups and agencies supporting the settlement of migrants and refugees. Programs and support services were often provided in partnership with these organisations. For example, TAFE NSW – Sydney Institute, with Burwood Settlement Services and the Russian community, has delivered training in aged care to members of the Russian speaking community.

Strategies

- The Department maintains a range of consultative structures and advisory bodies to assist in meeting the education needs of a culturally diverse New South Wales.

Schools

- A total of \$130,000 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 conducted initiatives for parents and community members on issues related to schooling in NSW aimed at promoting the participation of parents and community members in their children's learning and enhancing their links with schools.
- The Department is represented on all ten Community Relations Commission (CRC) Regional Advisory Committees by senior officers.

NSW TAFE and Adult and Community Education

- All TAFE NSW Institutes and the NSW Adult Migrant English Service teaching centres consult with a wide range of ethnic minority communities and groups and participate in interagency networks. This ensures that the current and emerging needs of students from culturally and linguistically diverse communities receive integrated and comprehensive attention in regional and local decision-making and planning.
- Consultative activities focus on small and emerging ethnic minority communities and communities with high numbers of refugees and humanitarian entrants, including those in regional and rural areas.
- TAFE NSW – South Western Sydney Institute held consultations with 47 ethnic community organisations and government and non government agencies in the south western Sydney region. This included groups working with newly arrived migrants and refugees such as the Horn of Africa Association, African Workers Network, Refugee Working Party and the local Migrant Resource Centres. The Institute also conducted a major consultation with small and emerging ethnic communities involving the Burmese, Iraqi, Afghan and African communities in the region.

2.2 ANTI-RACISM EDUCATION

Achievements

Schools

- A one day anti-racism education conference, *STAND UP! SPEAK OUT!* jointly sponsored by the Department of Education and Training and the NSW Teachers Federation, was conducted in April 2007. Over 350 people attended the conference which explored issues of Australian identity, Islamophobia, the media and racism, racism experienced by newly arrived refugees and Indigenous young people, cyber racism and anti-racism strategies for contemporary times.
- All regions implemented initiatives aimed at addressing issues of racism including:
 - conduct of anti-racism contact officer training
 - conduct of fifty five student led anti-racism activities in North Coast Region, including activities within the *Peer Support* program, Reconciliation walk, Harmony Day activities, NAIDOC week activities, Spirit week and student presentations at school assemblies.

- conduct of student centred anti-racism initiatives in ninety three South Western Sydney Region schools, including Student Representative Council workshops, whole school anti-racism student forums, *Cooling Conflicts Program* implementation and structured curriculum programs with a focus on anti-bullying and anti-racism.
- Publication of the Department's *Complaints Handling Policy* and approved procedures, *Complaints Handling Guidelines*.
- 94 per cent of the 443 complaints of racism reported in five regions were successfully resolved.
- Publication of 400 pages of anti-racism education resources, including 43 professional learning activities to the Department's intranet.
- The *Cooling Conflicts* program, aimed at assisting students to understand and manage cross-cultural conflict, was implemented in 41 targeted schools from seven regions. This represents an increase of 24 schools and 2 regions implementing the program since 2006. A total of 45 teachers from 17 schools from five regions attended training in the Cooling Conflicts program.
- Over 8 million hits from teachers and students in NSW to the *Racism. No way!* website <http://www.racismnoway.com.au> .
- Online anti-prejudice teaching and learning materials for students in Years K-3 were made available to schools through the *Prejudice. No way!* website <http://www.prejudicenoway.com.au/>.

NSW TAFE and Adult and Community Education

- 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 TAFE NSW *Racial Harmony Action Plan* was developed and implemented for 2007 to reinforce harmonious learning environments and combat racism. Achievements included conduct of the STAND UP! SPEAK OUT! 2007 Anti-Racism education conference jointly sponsored by the NSW Department of Education and Training and the NSW Teachers' Federation. Fifty TAFE NSW staff and students participated in the conference.
- TAFE NSW – North Coast Institute students developed a freedom pole to recognise and welcome refugees. This was handed to the Mayor of Coffs Harbour City Council at a dedication ceremony to celebrate Harmony Day. Institute staff also supported the Lower Clarence Multicultural Committee to organise the inaugural Cultural Harmony Day for the small community of Yamba.

Strategies

Schools

- The Department *Anti-Racism Policy* required all schools to appoint anti-racism contact officers and to include anti-racism education strategies in their school plans.

- The Department continued to implement a coordinated approach to anti-racism education, through monitoring of the implementation of the *Anti-Racism Policy* and the provision of teaching and learning resources.
- A total of \$350,000 was distributed to regions to support the implementing the *Anti-Racism Policy*, including:
 - development and provision of a range of teaching and learning resources
 - anti-racism contact officer training
 - implementation of anti-racism strategies in schools and regions
 - delivery of anti-racism professional development
 - student led anti-racism initiatives.
- 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.

NSW TAFE and Adult and Community Education

- TAFE NSW Institutes trained staff on the *TAFE NSW Prevention of Harassment Policy*. For example TAFE NSW – Western Sydney Institute conducted an *Introduction to Anti-Racism* workshop for 50 participants as part of the induction program for new teachers.
- TAFE NSW Institutes and the NSW Adult Migrant English Service teaching centres organised or participated in events for Harmony Day and World Refugee Day as a means of focussing student, staff and community attention on the ongoing need to reject racism and promote understanding and acceptance of cultural and linguistic diversity in Australia.

Initiatives included incorporating Harmony and World Refugee Day into the TAFE NSW – Illawarra Institute *Campus Events Calendar* and organising events, in partnership with government and non-government agencies, to promote the benefits of a harmonious society and to increase awareness of the needs of refugees in the region.

- The stories and achievements of refugee students are highlighted in articles in the state-wide publication *In-TAFE* and on Institute intranet/internet websites.

Future Directions

- Continue to monitor the implementation of the *Anti-racism Policy* in schools.

2.3 INCLUSIVE CURRICULUM AND CULTURAL UNDERSTANDING

Achievements

Schools

- All regions conducted regional and school based initiatives to develop the capacity of parents and community members from diverse cultural and linguistic backgrounds to support their children's learning.

- All regions report the participation of schools in cultural exchange programs, bringing together students from different cultural, religious, geographic and socio-economic backgrounds to develop greater cultural understanding and community harmony.
- In Sydney, South Western Sydney and Western Sydney regions nine high schools and ten primary schools implemented teaching and learning projects under the *Youth Partnership with Pacific Communities* to develop culturally inclusive resources and practices.
- In Sydney and South Western Sydney regions Region eleven high schools and three primary schools implemented professional learning projects under the *Youth Partnership with Arabic Speaking Communities* to develop culturally inclusive resources and practices and to build the capacity of schools to engage students from Arabic speaking backgrounds.
- The *Cultural Exchange Program in Schools* website <http://www.culturalexchange.nsw.edu.au> was enhanced and expanded in 2007. New features included a "Students page" designed by students for students and a "Parents and teachers page".
- Regions reported that more than 220 schools conducted cultural exchange programs during 2007.
- A Student Partnerships Conference held on 3 September 2007 showcased cultural exchange programs being implementing to over 300 students and teachers. Seventeen schools also presented workshops highlighting the benefits of cultural exchange programs.
- Curriculum K-12 Directorate developed a range of resources aimed at enhancing understandings of cultural diversity and ensuring inclusive teaching practices:
 - endorsement of *Human Society: International Studies*, by the NSW Board of Studies as a School Developed Board Endorsed Course. The course aims to develop in students understandings of diverse cultures within Australia and beyond Thirty four schools have received endorsement to offer the course to Stage 5 students in 2008.
 - additional teaching and learning resources on the *Food in Australia Digi Stories* web site <https://detwww.det.nsw.edu.au/lists/directoratesaz/curriculumsupp/digistories/> to assist in developing deep understanding of video production and enhanced culturally inclusive implementation of the Stage 5 Food Technology syllabus. In addition, two articles were published in *Curriculum Support for teaching in Technology 7-12* newsletter featuring teachers from Tumburumba and Coonamble high schools discussing the implementation of the *Digi Stories* program in their schools.
 - *Contemporary Asian Themes and Issues* website http://www.curriculumsupport.education.nsw.gov.au/multicultural_art/index.html, incorporating professional support materials for Years 7-10 and Stage 6 Visual Arts syllabuses. An associated artist-in-schools project was implemented successfully with teachers, students, artist and school community engaged in installations with a focus on Asian Art practice.
 - significant dance curriculum materials for online publication. Dance works sourced and commissioned from five dance artists provided innovative fusion of cultural and contemporary dance styles and practices. Artist interviews provided rich resources for case studies to be written for students in Years 5-12.

- A review of a sample of the *Connected Outcomes Groups (COGs)* resources was conducted in order to strengthen equity perspectives, including multicultural and Aboriginal education perspectives.
- A drug education course, *Drug education in culturally diverse classrooms: alcohol and tobacco*, was provided on the Department's Intranet to support teachers to deliver culturally inclusive drug education. This course was registered with the Institute of Teachers.
- *2007 Calendar for Cultural Diversity* and accompanying teacher's handbook were distributed to all NSW public 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 by 8 per cent from 2006 to 2007. A total of 2,086 students from 568 primary schools participating at local and regional final level represented an increase of 46 schools and 157 students since 2005.
- Schools in all regions participated in Harmony Day events, including regional events in Sydney Region attended by over 900 students, teachers and community members and in Hunter/Central Coast Region attended by 120 students from 60 primary schools
- To celebrate Harmony Day, 550 Year 7 and 8 school students from 11 high schools participated in a Schools Coaching Clinics Event at Wyatt Park, Auburn,. The event was conducted by the Department of Immigration and Citizenship in partnership with the Macquarie Bank, NSW Sport and Recreation, Auburn Council and the Police and Community Youth Clubs.

The purpose of the day was to bring together young people from diverse communities and backgrounds in a program of fun and engaging activities designed to build teamwork, cooperation and communication. Students, from many backgrounds including Arabic, African, Pacific, Chinese, Korean, Vietnamese, Indonesian and Indigenous, participated in rugby league, football, netball and basketball coaching clinics. They were joined by many high profile sports people including Liz Ellis (netball), Craig Foster (football), Cheryl Salisbury (football), Hazem El Masri (rugby league) and Dean Uthoff (basketball).

TAFE NSW and Adult and Community Education

- The cultural and linguistic diversity of the community of NSW and the diverse skills base require that curriculum and resources, developed and used by TAFE NSW Institutes and the Adult and Community Education providers, respond to this diversity. Resources are designed to engage learners with courses and to inform and enrich teaching and learning.
- TAFE NSW Access and General Education Curriculum Centre developed units through the Access Employment and Education Training Framework to identify and address racist behaviour, human rights and social justice issues. All TAFE NSW Institutes are delivering qualifications that include these units.

- The NSW *Youth Arts and Skills Program – ArtStart*, managed by the TAFE NSW Access and General Education Curriculum Centre, was launched in November at a festival involving communities from 15 regions. *ArtStart* provides funding to these regions for arts and cultural development activities for young people aged between 12 and 24 years. The regions provide small grants to community organisations, including those working with ethnic minority communities and groups.
- TAFE NSW – Hunter Institute conducted five cross-cultural communication workshops for staff and students, focussing on refugees and their experiences. One of the workshops inspired a student at Newcastle Campus to organise a *Rock for Refugees Concert* at a local hotel, with the price of admission going to a fund to assist local refugee students. Just under \$1,000 was donated to TAFE NSW – Hunter Institute to allocate to refugee students for their education and training needs.
- NSW Adult Migrant English Service published the following new resources in 2007 - *The Soccer Game* and *The Soccer Club*; (two readers for beginners with accompanying teacher kits); *Leisure Words* (a CD-ROM vocabulary builder resource); and *Getting it right at work: Customer Service* and *Getting it right at work: Negotiating and Problem Solving* (a DVD and workbook resources for advanced learners wishing to improve their workplace communication skills. The following on-line resources were also published: *Jobseeking on-line* and *Getting it right at work: Customer Service*.
- NSW AMES student material continued to be published in students' first language. Estimated expenditure on publications in 2007 was \$540,000.

Strategies

Schools

- The *Cultural Diversity and Community Relations Policy: Multicultural education in schools* continued to provide 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. The policy requires all schools to include strategies for multicultural and anti-racism education in their school plans and to report on them annually in their school reports.
- A total of \$150,000 was distributed to regions to assist schools in implementing initiatives which promote culturally inclusive practices and cultural understanding in schools including:
 - cultural exchange programs
 - student leadership activities promoting civic responsibility, social inclusion and cultural understanding
 - analysis of learning outcomes of targeted groups of students from culturally and linguistically diverse backgrounds and examination of effective teaching practice
 - school based action research projects using the Quality Teaching framework to develop teaching units relevant for a culturally diverse classroom
 - school based action research projects focussing on culturally inclusive boys and girls education
 - school based action research projects which examine teaching and learning resources and other school programs and materials for cultural bias and stereotyping
 - development of print and on-line units of work K-12 incorporating multicultural perspectives

- Curriculum K-12 Directorate developed and extended a range of curriculum materials and programs aimed at enhancing understanding of cultural diversity and ensuring inclusive teaching practices.
- 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.
- *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. In 2007 topics included Multiculturalism and me, Sport – breaking down the barriers, Educating for peace, Everyday is Harmony Day, Say ‘no’ to racism, Australian Citizenship, Living with war, The rights of refugees, The role of religion, When does a migrant become an Australian, Language and identity, The Australian Flag and Multiculturalism – what’s the alternative?
- 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 continued to be culturally inclusive.
- Schools and regions participated in Harmony Day which provides an opportunity to celebrate Australia’s successes as a culturally diverse society and re-commit to harmony and mutual respect.

TAFE NSW and Adult and Community Education

- TAFE NSW Access and General Education Curriculum Centre continued to develop competency based qualifications as part of the Access Employment and Education Training Framework project. The English language training needs of students from a non-English speaking background are specifically provided for in this new framework through qualifications in English to Speakers of other Languages and English for Further Studies.
- TAFE NSW Institutes offered modules and units to afford all learners the opportunity to develop cross cultural understanding and intercultural competence for the workplace.

Future Directions

- Continue to monitor the implementation of the *Cultural; Diversity and Community Relations Policy: Multicultural education in schools*.

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 83,163 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 759 schools. This included 65,508 primary ESL students in 551 primary schools and 17,655 secondary ESL students in 203 high schools.
- On-arrival ESL support was provided to a total of 7,236 newly-arrived students including 1,238 newly arrived refugees. Of these newly arrived students 2,266 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS). 4,074 were enrolled in primary schools and 896 were enrolled in secondary schools.
- Of the newly arrived ESL students, a total of 680 were enrolled in 245 schools in rural and regional areas and received on-arrival ESL support through the ESL New Arrivals Program.
- During terms 1, 2 and 3, from a total of 6,416 temporary visa holders enrolled in NSW government schools, 1,713 were granted individual exemption from the temporary visa holder education fee based on capacity to pay. A further 2040 students were automatically exempt based on visa sub class.
- ESL support was provided to 1,700 international students in high schools and 250 in Intensive English Centres and the Intensive English High School.
- Resources were developed to link the statewide assessment program to ESL teaching across the curriculum. The resource includes sets of ESL teaching sequences linked to *BST*, *SNAP* and *ELLA*.
- A range of teacher support materials were developed to support assessment and reporting of ESL student learning outcomes using the ESL Scales.
- A range of resources were developed to support teaching and learning of newly arrived students enrolled in rural and regional high schools and in Intensive English Centres (IEC) requiring intensive English tuition.
- Recently arrived, ESL students at risk of disengaging from education were awarded a total of 444 certificates and 823 statements of attainment in the Vocational Education and Training Accreditation Board (VETAB)-accredited, outcomes-based *Certificates in Spoken and Written English Levels I-III. (CSWE)*.
- The Department investigated the use of video conferencing for the delivery of professional learning to meet the needs of ESL teachers and students in rural and regional New South Wales. Video conferencing was trialled in the delivery of professional learning to teachers in remote schools in New England Region.

- Collaboration continued between Multicultural Programs and State Equity Centre to ensure that resources support multicultural education priorities. ESL literacy resources featured in the top 100 resources borrowed from the State Equity Centre during 2007. Additional resources were purchased to support ESL teachers and students.
- Schools with isolated New Arrival Programs are supported with advice and resources by way of provision of a New Arrivals Kit of teaching resources.
- 120,000 copies of bilingual dictionaries have been ordered in response to the demand from schools. Arabic is the most sought after language.
- A total of 2,727 ESL students completed the 2006 HSC *English (ESL)* course.

TAFE NSW and Adult and Community Education

Adequate skills in listening, speaking, reading and writing in English are critical for gaining and retaining employment and for success in education at all levels in Australia. The TAFE and Community Education portfolio annually commits resources to deliver programs assisting students from non-English speaking backgrounds to acquire English language skills to enable them to achieve their learning and vocational aspirations.

- Between 2004 and 2006 participation in TAFE NSW delivered English language programs by students from a non-English speaking background increased by 15.9 per cent and in vocational literacy programs by 30.6 per cent.
- There has been a 20.9 per cent increase in the take up of learner (tutorial) support by TAFE NSW students who speak a language other than English at home with over 3,823 enrolments in 2006 compared to 3,161 in 2004.
- Participation in volunteer tutor training programs by TAFE NSW students from language backgrounds other than English increased by 10.8 per cent between 2004 and 2006.
- TAFE NSW students who have completed English language programs have continued to achieve vocational and academic success. There has, for example, been a very strong take up of university places by students who have completed *English for Academic Purposes* programs at TAFE NSW – Illawarra Institute and very successful employment outcomes for those that went on to further study at TAFE NSW.
- The NSW Adult Migrant English Service exceeded business targets for the Home Tutor Scheme and distance learning enrolments.

Strategies

Schools

- The Department continued to:
 - coordinate New Arrivals and ESL programs for students in primary schools, secondary schools, Intensive English Centres and the Intensive English High School
 - provide targeted ESL support for newly arrived ESL students in rural and regional schools
 - develop teaching materials to assist staff to cater for the English language learning needs of students from language backgrounds other than English

- provide support and advice to teachers in rural and regional high schools and primary schools through the specialist ESL/New Arrivals Program consultancy
 - investigate the use of distance technology for the provision of intensive English language programs to newly arrived ESL students in rural and regional settings
 - distribute resources and provide support and advice on ESL resources to schools and regions from the State Equity Centre.
- A total of \$200,000 was distributed to regions to assist in supporting schools in implementing multicultural education initiatives, including:
 - support for ESL schools using the Quality Teaching framework to evaluate teaching practice and strengthen educational outcomes for ESL students
 - support for schools reporting to parents on the outcomes of ESL students using the ESL reporting scale
 - support for schools to develop more effective ESL program organisation, ESL program supervision, ESL data management processes or ESL pedagogy
 - support for schools developing effective ESL language and literacy teaching across the curriculum
 - support for schools implementing the *ESL Steps K-6 Curriculum Framework, K-6 Curriculum Outcome Groups, English 7-10 Syllabus, Stage 6 English (ESL) Course and ESL Scales*.
 - support for schools analysing ESL student BST, ELLA and SNAP results
 - forums and workshops that support ESL teachers sharing their expertise and resources.

TAFE NSW and Adult and Community Education

Students with English language learning needs accessed a wide range of English language programs in a variety of delivery modes and environments. Programs were delivered face-to-face, online, by distance or by a combination of methods and were provided at Adult and Community Education colleges, Adult Migrant English Service teaching centres, TAFE NSW Institutes, at workplaces and in community settings.

- TAFE NSW Institutes deliver a range of English language and literacy programs to cater for diverse groups of students, including adult refugees with intensive literacy learning needs and young people with disrupted learning seeking a vocational pathway. Examples include:
 - TAFE NSW – Hunter, Western and South Western Sydney Institutes offered refugee students from African countries, many of whom have severely disrupted or no previous education, English language programs incorporating vocational ‘taster’ units in areas of employment demand including automotive, hospitality and engineering.
 - TAFE NSW – Northern Sydney Institute gained funding for two *Complementary Training* initiatives under the *Language, Literacy and Numeracy Programme* (LLNP). The programs targeted members of the Tibetan community in the Northern Beaches and the Afghan community in the Ryde/Epping area. Pathways were presented to these LLNP students to enable them to continue with further English language and vocational literacy programs and/or mainstream vocational education leading to employment. The program targeting the Afghan community was a result of an approach by Migrant-link and a relationship with that organisation has now been established with a view to similar referrals.

- TAFE NSW Western Sydney Institute – OTEN continued to review and offer English for Specific Purposes courses. These courses improve employment, training and further study opportunities for non-English speaking background groups through the development of language, literacy, numeracy and employability skills. A total of 147 students were re-enrolled into the courses and 130 new students were enrolled.
- TAFE NSW Institutes expanded the provision of ESOL programs in regional areas:
 - TAFE NSW – North Coast Institute included Certificate II provision at Coffs Harbour Campus and also maintained flexibly delivered ESOL provision in five locations to accommodate part-time and seasonal employment patterns.
 - TAFE NSW – Western Institute provided intensive English language programs for visiting Chinese workers employed in the building industry in Orange and Thai engineers working in local manufacturing industries. The Institute was also successful in gaining funding to provide training and support for the provision of TAFE volunteer tutors to the increasing numbers of Sudanese refugees settling in Orange.
- TAFE NSW – Hunter, Illawarra, New England, North Coast, Northern Sydney, Riverina, Sydney and Western Institutes continued to deliver the Department of Immigration and Citizenship funded Adult Migrant English Program to new arrivals.
- TAFE NSW Access and General Education Curriculum Centre promoted the new Department of Education, Employment and Workplace Relations funded resource *Literacy Face to Face* to organisations involved in the coordination of volunteer language and literacy tutor programs. All schools involved in the peer tutoring program have been targeted to participate in the program and promote the resource.

Future Directions

The Department will further investigate the provision of English as a Second Language tuition support to newly arrived students required English language and literacy support through the use of technology.

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

- \$180,000 was distributed to regions to provide a range of support programs for refugee students and other identified groups of students from culturally and linguistically diverse backgrounds.
- Current provision of vocational education and training pathways for post compulsory aged refugee students was mapped and gaps in provision identified.

- The State Equity Centre purchased additional resources to enhance provision of support for new and emerging communities and language groups.
- ESL and settlement support was provided for 612 newly arrived refugee students in Intensive English Centres (IECs) and the Intensive English High School, 570 newly arrived refugee students in primary schools and 56 newly arrived refugee students in high schools.
- The completion of *Surviving War, Surviving Peace* – a professional learning DVD. The materials provide school counsellors and teachers of refugee students with knowledge and understanding of the effects of refugee experiences on learning and include strategies for improving refugee student outcomes.
- The uploading of *Young Africans in Schools* professional learning activities to the Department's website for the use of regional and school based training facilitators.
- Ten high schools and one primary school in South Western Sydney and Western Sydney regions with significant numbers of refugee students provided twice-weekly, after school tutorial sessions including bilingual support to recently arrived refugee students. The tutorial sessions aimed to improve literacy and numeracy outcomes of refugee students and to increase participation and engagement in school.
- In Hunter/Central Coast Region, 36 schools implemented initiatives specifically aimed at supporting refugee students and new arrivals. These initiatives included buddy reading programs, orientation activities for students and parents, individual mentors, Individual Learning Programs and first language support for parents. In addition, 36 community volunteers provided volunteer mentoring to 51 students.
- North Coast Region established strong links between schools and community agencies and non-government organisations to assist the settlement of refugee families and students. Support and partnerships included:
 - education orientation meetings for students and families
 - English classes for parents and community members through Coffs Harbour Adult Migrant English Services (AMES)
 - collaboration with the Coffs Harbour African Community Association, Community Relations Commission, North Coast, Lismore and Coffs Harbour City Councils
 - TAFE NSW, CONNECT and ON Q (which provided work place training for African students) for the conduct of African Communities Forums in Lismore and Coffs Harbour.
- South Western Sydney Region implemented a range of initiatives to meet the learning and settlement needs of refugee and humanitarian entrant students and their families including:
 - collection and analysis of refugee student data to better target support
 - a K-6 pilot project involving 3 schools, 6 staff and approximately 60 students to identify effective teaching and learning practices with newly arrived refugee students
 - provision of regional funds to 10 schools for implementation of refugee initiatives
 - 78 meetings concerning schooling and settlement needs and case management of refugee students
 - 57 *Settling In Program* courses for students in all 8 South Western Sydney Region Intensive English Centres and 22 schools
 - *Families in Cultural Transition* Program in 18 schools, plus 8 courses in IECs
 - bilingual mentor support provided to more than 300 students

- 160 LBOTE students supported through Gateways mentoring and completion of vocational courses
- *Student Action Team* pilot project involving 16 students at Fairfield IEC and Fairfield HS to empower targeted students, including newly arrived refugee students, in taking a leadership role in the transition process to schools..
- Education initiatives, under the NSW Government's *Youth Partnership with Pacific Communities, Flexible Learning Partnerships*, were implemented in 35 schools across Sydney, South Western Sydney and Western Sydney regions with funding of \$510,000.
 - *Homework Support* implemented in 11 schools in 1 region
 - *Student Mentoring* implemented in 7 schools in 1 region
 - *Parent/School Partnerships* implemented in 10 schools in 2 regions
 - *Student Leadership* implemented in 11 schools across 2 regions
 - *Teaching and Learning* implemented in 19 schools across 3 regions.
- Facilitator training was provided for 16 parents and community members from Pacific backgrounds in Sydney Region to enable the delivery of *Tips and Ideas to Improve your Parenting Skills* (TIPS) to enhance the capacity of the parents and community members to support their children's wellbeing and learning. This was supported by a 12 hour TAFE course on facilitation skills.
- Education initiatives, under the NSW Government's *Youth Partnership with Arabic Speaking Communities* were implemented in 16 schools across Sydney and South Western Sydney regions with funding of \$250,000.
 - *Homework Support* implemented in 2 schools in South Western Sydney Region
 - *Student Mentoring* implemented in 7 schools in South Western Sydney Region
 - *Classroom Support* implemented in 14 schools in Sydney and South Western Sydney regions.

TAFE NSW and Adult and Community Education

TAFE NSW, the NSW Adult Migrant English Service and Adult and Community Education customise courses to assist members of culturally and linguistically diverse communities to achieve their further study and employment goals. Programs target migrants with overseas qualifications and skills, refugees, women, mature-aged jobseekers, young people with disrupted learning and people with a disability.

The customised programs highlight the role of the TAFE and Community Education portfolio in reinforcing vocational pathways, responding to areas of skill shortage and strengthening community capacity.

- TAFE NSW Institutes provided vocational courses with integrated English language skills for students from a language background other than English through programs such as Get Skilled, Helping Young People at Risk (HYPAR), Outreach and externally funded programs including the Department of Education, Employment and Workplace Relations *Language, Literacy and Numeracy Programme*.
- Participation by TAFE NSW students with a disability from a language background other than English in customised vocational education and training programs increased by 42.3 per cent between 2004 and 2006.
- Partnership arrangements with government and non-government agencies underpinned delivery of a number of highly successful TAFE NSW delivered customised vocational programs.

For example, just under 60 learners from newly arrived ethnic minority communities, many of whom are refugees, gained their 'P plates' in 2007 and improved their likelihood of employment as a result of the TAFE NSW – North Coast Institute *Driver Mentor program* conducted in partnership with Anglicare, Coffs Harbour City Council, the Roads and Traffic Authority and the NRMA.

- Adult and Community Education implemented a *Skilled Migrants Program* to improve employment outcomes. By the end of Term 3, 2007, 245 skilled migrants had participated in the program delivered in 10 rural and regional areas and in five metropolitan areas.
- The NSW Adult Migrant English Service provided targeted programs for migrant jobseekers and underemployed public service employees from language backgrounds other than English under the *Skillmax Program*. A total of 892 students participated in the *Skillmax Program* in 2006/2007; 184 in the public sector program and 708 in the jobseekers program.

Strategies

Schools

- The Department continued to develop a range of programs and resources to meet the education and training needs of refugee and humanitarian entrant students, including:
 - provision of first language and bilingual support for newly arrived students in Intensive English Centres
 - *Settling In* program for newly arrived refugee students
 - 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
- 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 Australian Centre for Languages) were strengthened to assist in the effective settlement of refugee students and their families into Australia and education.
- Implementation of initiatives under the *Youth Partnerships with Pacific Communities* initiatives aimed at promoting the well being and enhancing the learning outcomes of young people from Pacific backgrounds.
- Implementation of initiatives under the *Youth Partnerships with Arabic Speaking Communities* aimed at promoting the well being and enhancing the learning outcomes of young people from Arabic speaking backgrounds.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes develop and deliver programs to reinforce vocational education and training pathways for disengaged young people and young people 'at risk' of leaving school early:
 - TAFE NSW – Hunter, South Western Sydney and Western Sydney Institutes delivered pathways and support programs for high school students from language backgrounds other than English, including recently arrived refugees.
 - TAFE NSW – South Western Sydney Institute delivered 12 programs in 2007, including programs customised to meet the specific needs of young people from newly arrived African communities, young refugees and young people from an Arabic speaking background, for example, the *Migrant Youth Art* course which targeted young people from refugee communities exiting from Intensive English Centres.
- Customised programs are delivered to assist migrants and refugees with overseas qualifications and skills to gain employment in their area of specialisation. TAFE NSW – Sydney Institute increased targeted provision for skilled migrants through the *Professional Orientation Program for Skilled Migrants* which addresses industry needs and skill shortages.

Future Directions

- The Department will continue to develop resources to enhance the learning outcomes of refugee and humanitarian entrant students.
- Resources developed under the Youth Partnerships with Arabic speaking and Pacific communities will be distributed, as appropriate, to schools across participating regions. They will also be available on Departmental websites, including regional websites, to facilitate access by other schools
- Flexible learning options are being expanded to address the needs of migrants settling in remote communities. TAFE NSW – Western Institute has for example, been collaborating with the migrant support worker in Lightning Ridge to develop satellite courses for women from language backgrounds other than English living in the remote community of Grawin.

2.6 COMMUNITY LANGUAGES

Information is provided 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* teaching positions were redistributed among primary schools following an annual survey process to reflect the needs of the New South Wales school community. In 2007, 243.8 FTE community language teaching positions were allocated to provide instruction in 30 languages in 158 primary schools to 48,241 students who wished to learn and maintain their first language or gain access to a second language.

- The *Saturday School of Community Languages (SSCL)* provided access to School Certificate and Higher School Certificate courses in 24 languages to approximately 5,000 secondary students in Years 7-12 from language backgrounds other than English in centres throughout Sydney, Newcastle and Wollongong.
- Students attending the SSCL came first in the state in 19 language courses in the 2006 Higher School Certificate.
- In 2007, the Saturday School of Community Languages introduced Hindi, Bengali, Farsi, Dari and Portuguese in areas where demand for these languages was indicated through research into current and potential demographic trends.
- In 2007 the SSCL conducted a Quality Teaching project involving a film competition on environmental issues. Approximately 40 short films were submitted from a total of 15 SSCL centres. More than 100 students participated in the project. 12 films were submitted to the national *Geologi Competition*. Students and teachers developed skills in research, ICT, film production and technique, translation and working co-operatively.

TAFE NSW and Adult and Community Education

- Participation by students from language backgrounds other than English in TAFE NSW delivered community language programs increased by 11.8 per cent from 2005 to 2006. Languages with an increase in enrolments include Korean, Japanese and Chinese.
- Enrolments in TAFE NSW delivered interpreter and translation skills programs by students from language backgrounds other than English increased by 11.6 per cent from 2004 to 2006.

Strategies

Schools

- The Department implemented a range of programs to support community language education for students who wished to learn and maintain their first language or gain access to a second language, including:
 - Community Language Program K-6
 - Saturday School of Community Languages.
- 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.
- 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.
- 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. Nine languages were offered in 2007: Arabic, Chinese, French, German, Indonesian, Japanese, Korean, Russian and Spanish.
- TAFE NSW – Hunter, North Coast, Northern Sydney, South Western Sydney and Sydney Institutes maintained provision of interpreter programs including in emerging languages.

Future Directions

Investigate ways to meet the increasing demand from primary schools for instruction in new languages.

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. A total of \$16,200 was provided to refugee students in 18 primary schools, 3 high schools and 13 Intensive English Centres making a total of 34 schools supported through the scheme. A total amount of \$5,000 was distributed across ten TAFE NSW Institutes resulting in 72 students receiving support under the scheme in 2007.

Schools

- Student Welfare Directorate implemented initiatives to assist teachers and departmental officers to better meet the needs of students from culturally and linguistically diverse backgrounds including:
 - new online materials to assist teachers to provide culturally inclusive drug education
 - activities to assist home school liaison officers to understand the attendance needs of students from culturally and linguistically diverse backgrounds, including newly arrived refugee students
 - activities to enhance the skills of school counsellors in supporting students from culturally and linguistically diverse backgrounds.
- 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.
- South Western Sydney Region conducted 57 *Settling In Program* courses for students in all 8 South Western Sydney Region Intensive English Centres and an additional 22 schools.

TAFE NSW and Adult and Community Education

A broad range of support services are offered by TAFE NSW and the Adult and Community Education portfolio to ensure that students can participate productively in education and training. These include recognition of overseas qualifications, career education and counselling, support 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.

- TAFE NSW – Hunter Institute sourced funds to retain the services of a Student Support Officer – African Communities. This officer supports new arrivals to access TAFE NSW programs and provides mentoring support to these students to assist successful study outcomes. In 2007, 66 students from African communities articulated into mainstream programs and seven of these have already found employment.
- TAFE Strategy developed recognition of overseas qualification guidelines covering 20 countries to support Institute staff in the recognition of overseas qualifications. The guide '*Recognition of Overseas Vocational and Higher Education Qualifications*' was published on the TAFE NSW – Equity website.
- Enrolments in TAFE NSW Children's Centres of children from students from language backgrounds other than English increased by 8 per cent in 2007 over 2006 with the increase in Semester II reaching 14 per cent over 2006.

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.
- Bilingual/bicultural teachers' aides were provided to schools including non-metropolitan primary and high schools to assist in the successful settlement of refugee students into school.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes retain relevant staff to support students from language backgrounds other than English. These staff contribute to Institute planning and evaluation activities, play key roles in programs and initiatives enhancing awareness of vocational education and training and pathways, support student learning, build community capacity, promote productive partnerships with culturally and linguistically diverse communities and provide professional learning programs for other staff.
- TAFE NSW Institutes provide a range of counselling and learner support services, including 26 bilingual TAFE counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants. Initiatives include:

- TAFE NSW – Illawarra Institute formed partnerships with Illawarra Migrant Services and Multicultural Health to organise a Health and Nutrition Awareness Day for Adult Migrant English Programme (AMEP) students and with the Wollongong Fire Brigade to improve household safety and raise awareness of evacuation procedures at TAFE. AMEP students also learnt about ‘credit care’ including the use of credit and purchasing using credit through a new partnership with the Office of Fair Trading.
- Accommodation is provided at TAFE NSW – Sydney and Hunter Institute campuses for community settlement services support workers. Counsellors from the *Service for the Treatment and Rehabilitation of Torture and Trauma Survivors* also provide services to refugees and humanitarian entrants at Maitland campus.

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

- In 2007, 122 bilingual employees were receiving the Community Language Allowance Scheme (CLAS) allowance, covering 32 community languages.

Schools

- In 2007, ESL and class teachers were provided with a range of ESL professional learning opportunities including:
 - ESL Information Network meetings were conducted in eight regions and provided networking opportunities for the 1,320 teachers who attended.
 - the ESL Orientation Course, which was conducted through five metropolitan regions, was attended by 146 ESL teachers and 13 ESL teachers from four non-metropolitan regions also attended.
 - School based initiatives to support the ESL curriculum were reported by two non-metropolitan regions and included workshops on using the ESL scales and linking the English syllabus with the ESL Steps.
 - ESL teachers' skills were enhanced through provision of professional development workshops in three regions on the Department's new reporting requirements.
 - Training for 60 executive staff, ESL teachers and School Administrative Support Staff (SASS) was conducted in Sydney region in the collection and management of ESL survey data; four other regions also reported providing training in data management processes.
 - The *ESL in the Mainstream* course was attended by 139 mainstream and ESL teachers from ten schools. Delivery of the course was assisted by training of nine ESL teachers as *ESL in the Mainstream* tutors.
 - Four *Teaching English to Speakers of Other Languages* (TESOL) seminars were conducted in partnership with the University of Technology Sydney providing 197 teachers with an accredited ESL professional development program.
 - Stage 6 ESL HSC course training was attended by 61 teachers from four metropolitan regions and 8 teachers from three non-metropolitan regions.
 - ESL professional development training was provided for the Riverina, Western NSW, New England and North Coast regions with 201 teachers in attendance.
 - ESL teacher mentors continue to provide support to teachers in the Hunter/Central Coast (two positions) and Riverina regions. In 2007 a new position was established in the New England region at Armidale and an extra position established in the Riverina region at Wagga
 - Twelve schools from four regions conducted ESL pedagogy action enquiry projects and 95 teachers attended the conference showcasing the outcomes of the project.

- The *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.
- The professional development support provided to Intensive English Programs included:
 - the attendance by 62 teachers from 15 Intensive English Programs at two professional learning moderation workshops to develop greater consistency in assessment of student work.
 - a workshop for 20 Intensive English Program (IEP) executive staff on delivering staff training to meet IEP Curriculum Framework outcomes for the language modes of Viewing and Representing.
 - a workshop for 20 Intensive English Program (IEP) executive staff on reporting to parents to ensure consistency in reporting across the Program.
 - training in the delivery of an Oral Health package to newly arrived students in IECs provided through NSW Refugee Health Service for 40 teachers and 40 bilingual staff from 9 IECs.
 - Professional learning activities for IEP counsellors to provide professional consultancy support on settlement services and issues at 4 IEP counsellors meetings.
 - *Certificates in Spoken and Written English I-III (CSWE)* training was provided to 21 teachers from 14 schools as well as 2 regional ESL consultants.
 - CSWE moderation workshops were attended by 45 teachers from 10 high schools and 11 Intensive English Centres.
- Professional learning programs provided for community languages teachers included:
 - Sixteen community languages teachers and twelve school executive attended the community language induction program and gained increased understanding of community language programs.
 - 21 teachers undertook the Community Languages Fluency Test in March and November 2007.
 - In South West Sydney region 180 community language teachers attended four network meetings.
- Professional learning programs provided in anti-racism education included:
 - Anti-Racism Contact Officer (ARCO) training conducted in all regions with a total of 614 new ARCOs trained. 97% of all schools currently have a trained ARCO.
 - Training of anti-racism delegates was reported by two regions with 32 people trained.
 - Anti-Racism Contact Officer (ARCO) network meetings were reported by three regions with 396 officers in attendance.
 - Anti-racism professional learning workshops were reported in five regions with over 1000 teachers in attendance.
 - 53 teachers were trained as new ARCOs and 38 ARCOs attended refresher courses in 2007. All Sydney Region schools have ARCOs with up-to-date training.
 - In North Coast Region, 67 teachers and 75 executive staff members participated in anti-racism education professional learning during 2007. Eighty two teachers were trained as new ARCOs bringing the number of schools with a trained ARCO to 259 - 92.5% of all North Coast schools.
 - All regions reported providing training in the *Cooling Conflicts* program.

- In 2007 nine Community Information Officers and three school based Community Liaison Officers were trained to deliver the *Tips and Ideas to Improve your Parenting Skills* (TIPS) course.
- Seven regions reported the conduct of professional learning workshops on cultural diversity and community relations.
- A total of 189 teachers and 129 school executive staff participated in cultural diversity and community relations professional learning activities conducted by North Coast Region.
- Training on the settlement needs and issues faced by refugees and new migrants included:
 - 92 school counsellors receiving *Settling In* training. In addition to this 6 teachers in Western Sydney were trained by a specialist refugee counsellor in the delivery of the program.
 - Refugee resettlement training was reported by seven regions in the form of school meetings, regional and school based workshops and forums.
 - Professional learning was provided in conjunction with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) in a two day course to inform 23 school counsellors and ESL teachers from six non-metropolitan regions about refugees and their needs.
 - 118 district guidance officers and acting district guidance officers participated in Psychologist Registration Board training during 2006/7. Evaluations demonstrated that the participants found the training, including the session on multicultural competencies highly beneficial.
 - 26 new Home School Liaison Officers (HSLOs) were provided with training on the needs of newly arrived students.
- Professional development support for overseas trained teachers (OTTs) from language backgrounds other than English included:
 - 11 Pre-Employment courses with 188 overseas trained teachers participating
 - 217 overseas trained teachers have taken part in the Professional English Assessment for Teachers (PEAT) test, with 101 sitting the PEAT for the first time and attempting all four components. An additional 116 teachers continued to undertake various components of PEAT to gain an aggregated pass. Twenty teachers successfully completed all components of PEAT, 12 at their first attempt.
 - 24 overseas trained teachers were supported to undertake both full and part time TAFE delivered *English for Specific Purposes* courses.
- In 2007, the employment of specialised staff to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW resulted in the following:
 - Six deputy principals were appointed to lead and manage IECs with significant numbers of student enrolments.
 - 886 ESL teachers (equivalent full time positions)
 - 20 Community Information Officers (equivalent full time positions)
 - 148 Teachers Aides Ethnic providing bilingual and bicultural support for newly arrived students in 24 schools
 - 13 Multicultural/ESL consultants (equivalent full time positions).
 - A bilingual project officer to support the Gateways program in South Western Sydney.
- 9 teachers completed the *Graduate Certificate in TESOL* course.

- 32 training courses were held across the state with principals and regional support staff to highlight the need for the provision of interpreter and translation services in the implementation of suspension and expulsion procedures.
- Professional learning support for curriculum initiatives was also provided through:
 - Sydney region providing professional development for 32 ESL/STLA teachers in the Counting On numeracy project and for 97 teachers in the Count Me In Too numeracy project.
 - New England provided professional development for 50 teachers on how to provide a culturally inclusive curriculum overarched by quality teaching pedagogy.
 - 16 schools in South Western Sydney region participated in the *Culturally Inclusive Cannabis* professional learning project to support PD/H/PE teachers to develop culturally inclusive teaching/learning programs.
 - South Western Sydney provided a professional development course for 21 teachers titled *Grammar in Teaching*.
- Training in the use of, and how to gain access to interpreters was provided:
 - Western Sydney Region to ensure the regional Learning Support Team used interpreters in suspension meetings with parents from language backgrounds other than English.
 - In two regions for School Administrative and Support Staff, teachers and counsellors; by all regions as part of the Anti-racism Contact Officer training package.

TAFE NSW and Adult and Community Education

The TAFE NSW and Community Education portfolio implements a broad range of initiatives to ensure that teachers and support staff have the knowledge and skills to develop and deliver programs and services to effectively meet the needs of people from culturally and linguistically diverse communities. The initiatives encompass employment of staff with the requisite knowledge and skills, identification and utilisation of the cultural and linguistic skills to achieve the organisation's strategic objectives and the delivery of professional development programs

- A diverse range of professional development programs were implemented in TAFE NSW to support staff deliver programs and services for a culturally and linguistically diverse community. The initiatives focussed on teaching and learning in a multicultural learning environment, including supporting learners from refugee communities, cross-cultural awareness and anti-racism training, effective use of interpreters, and recognition of overseas qualifications:
 - The TAFE NSW program on the recognition of overseas qualifications for study in TAFE NSW was updated and delivered in eight Institutes to 204 assessors and customer service staff in preparation for 2008 enrolments.
 - TAFE NSW – Illawarra Institute promoted the role of recognition. Two *Art of Recognition* days and a training program *Recognition of Overseas Qualifications and Skills* were organised for Institute staff.

- TAFE NSW – Northern Sydney Institute implemented an anti-racism strategy for Institute staff and students. The strategy included staff induction and professional development programs on cultural awareness, creating a better workplace and combating racism. 250 staff attended in 2007. The strategy also involves identifying college harassment contact officers, including relevant materials in teaching and learning resources and distributing materials to college staff and students, for example, anti-racism posters and bookmarks.
 - TAFE NSW – South Western Sydney Institute developed a customised professional development program which was delivered to 80 teachers in the Information Communication Technology and Design Faculty called *Is it multicultural issues or just plain bad behaviour?* to address their request for strategies on handling challenging student behaviour in the classroom.
 - TAFE NSW – Western Sydney institute- OTEN developed and delivered an African Cultural Awareness workshop for 18 teachers and counsellors.
 - TAFE NSW – North Coast Institute developed and delivered a professional development program, *Inclusivity and Tolerance* with strategies for creating an inclusive teaching and learning environment. Professional development on a new staff learning and development resource, which includes a DVD and supporting materials to assist teachers and other staff to deliver programs and services across vocational areas, was provided to teachers and administrative staff. The resource will be available for distribution in Semester I, 2008.
- Sixty-five staff members of the NSW Adult Migrant English Service are fluent in languages other than English and assist students in their first language, as required. Of these, eight, are clerical staff eligible for the Community Language Allowance Scheme. Twenty-nine languages other than English are spoken by staff, including the main languages spoken by students: Mandarin, Cantonese, Arabic, Spanish and Vietnamese.

Strategies

- Bilingual staff members are 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)*.

Schools

- ESL professional learning initiatives include:
 - ESL Information Network (ESLIN) meetings conducted and facilitated by ESL teacher coordinators for ESL teachers to meet regularly to share ideas, resources and developments in ESL teaching
 - the ESL Orientation Program, which supports newly appointed ESL teachers and provides an orientation to ESL methodology, policy and program operations in NSW schools
 - School based initiatives included using the *ESL Scales*, linking the English syllabus with the *ESL Steps: Curriculum Framework K-6*
 - data analysis training in Basic Skills Test (BST), English Language Literacy Assessment (ELLA) and Secondary Numeracy Assessment Program (SNAP)
 - data management processes training for the ESL and New Arrivals Survey
 - the ESL in the Mainstream course, a ten module course which develops teacher skills to support ESL students across all curriculum areas
 - Teachers of English as a Second or Other Language (TESOL) seminars which provide participants with information on current ESL pedagogy practices
 - Stage 6 ESL HSC course training provided for teachers new to teaching the course.

- ESL professional learning workshops provided for non-metropolitan regions by New Arrivals Program ESL consultants
 - ESL teacher mentors employed to assist staff in non-metropolitan regions without access to ESL programs
 - ESL pedagogy action enquiry projects to support specialist ESL and classroom teachers in primary and secondary mainstream classrooms to develop quality pedagogy for schools with significant ESL support needs.
 - ESL targeted projects to assist schools to meet the English language and literacy needs of their particular students.
- A range of professional development support is provided to Intensive English Centre and Intensive English High School teachers and bilingual staff and counsellors to develop intensive English teaching reflecting quality teaching principles and to improve student literacy and numeracy skills. Strategies include moderation workshops, curriculum delivery workshops, training on delivery of the *Certificates in Spoken and Written English I-III* (CSWE) courses and training on student welfare issues.
- The Department implements 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
 - *Community Languages Program K-6* network meetings conducted each term to provide professional development and collegial support for Community Languages teachers
 - Providing support for teachers to implement effective K-6 Community Languages Programs
 - Encouraging bi-lingual teachers to undertake Community Language Fluency Testing for the purpose of gaining approval to teach that language.
- The Department continues to provide a range of anti-racism education professional learning activities for teachers and regional consultants in the implementation of its Anti-racism policy including:
 - Anti-Racism Contact Officer (ARCO) training.
 - audit of Anti-Racism Contact Officer (ARCO) training needs.
 - anti-racism delegate training.
 - Anti-racism Contact Officer (ARCO) network meetings.
 - anti-racism professional learning workshops
 - provision of anti-racism professional learning resources
 - anti-racism targeted regional initiatives to assist schools to address local issues of racism.
 - training in the delivery of the *Cooling Conflicts* program, a conflict management program that uses educational drama techniques and peer teaching.
- The implementation of the *Cultural Diversity and Community Relations policy: Multicultural Education in Schools* is supported by professional learning activities including the following:
 - provision of facilitator training for the delivery of the *Tips and Ideas to Improve your Parenting Skills* (TIPS) course.
 - school and regionally based professional learning workshops
- Training in the settlement needs and issues faced by refugees and new migrants is provided including:
 - *Families in Cultural Transition* (FICT) course facilitator training – FICT is a course for new arrival and refugee parents to assist in their resettlement.

- *Settling In* facilitator training - *Settling In* is an early intervention program which aims to assist students in the process of adjustment to life in a new country.
 - school and regionally based professional learning workshops for school counsellors, mainstream and ESL teachers.
 - training for new Home School Liaison Officers (HSLOs) on the needs of newly arrived students.
- The Department continues to provide professional development support for overseas trained teachers (OTTs) from language backgrounds other than English. This support is aimed at improving the knowledge and skill level of OTTs as well as assisting them to contribute fully to education and training in NSW. Strategies include:
 - provision of support for the implementation of the Pre-employment Program for Overseas Trained Teachers (OTTs).
 - provision of support for overseas trained teachers (OTTs) to undertake TAFE conducted *English for Specific Purposes* (ESP) courses which focus on improving general communication skills in preparation for the PEAT test.
 - The Department continues to employ specialised staff to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW. This includes Community Information Officers, Teachers Aides Ethnic and Multicultural/ESL consultants.
 - The Department supports the retraining of non-accredited staff appointed to ESL positions through the conduct of the *Graduate Certificate in TESOL* course.
 - The Department continues to provide training for schools in the use of, and how to gain access to interpreters.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes retained relevant staff to assist the Institutes to further enhance equitable access, participation and outcomes for people from priority ethnic minority communities and groups.
- TAFE NSW staff and students, including those in regional and rural areas accessed specialist library and information service support through the TAFE NSW Multicultural Access Centre Library.
- TAFE NSW Institutes extended first language support to students, potential students and other clients through implementation of the Community Language Allowance Scheme. In addition, Institutes updated and distributed lists of bilingual staff with the requisite knowledge and skills to support students and clients in their first language on an occasional basis.

Challenges and Future Directions.

- Continue to provide resources and professional support to assist specialist ESL and mainstream teachers to cater for the English language and literacy needs of students from language backgrounds other than English.
- Continue to provide resources and professional support to assist teachers to cater for the particular education and settlement needs of refugee students.

- Continue to conduct annual audits in regions to determine Anti-racism Contact Officer training needs.
- TAFE NSW Institutes will continue to review how to best respond to the professional learning needs of staff to meet the needs of a culturally diverse NSW community.

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 2006-2007 a total of \$573,105 was provided to support 5,860 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 | 1,449 | 1,348 | 2,797 |
| Cost of onsite interpreting | \$272,717 | \$210,850 | \$483,567 |
| Telephone assignments | | | |
| Number of telephone assignments | 1,176 | 1,887 | 3,063 |
| Cost of telephone interpreting | \$33,770 | \$55,768 | \$89,538 |
| Total cost of interpreting | \$306,487 | \$266,618 | \$573,105 |

¹The figures shown are net and reflect data for the calendar year Oct 2006 – Sept 2007

- Parent information sessions were conducted by schools in nine regions. These included the following:
 - Illawarra and South East Region provided Kindergarten orientation and transition to high school sessions in 17 primary schools and subject selection sessions in 9 high schools.
 - Hunter/Central Coast convened a series of community specific meetings for Burundian, Sierra Leonean, Liberian and Sudanese community members to provide information about schooling in NSW and in particular in relation to HSC pathways.
 - 222 schools in South Western Sydney conducted workshops for Year 10 parents on subject selection, parenting adolescents, helping with homework, reading with your child and healthy food choices.

- Northern Sydney enhanced parent understanding of the PD/H/PE syllabus (particularly drug education) by utilising interpreters, consultants and regional resources.
 - Sydney region conducted 30 parent meetings attended by between 20 and 30 parents at each session to provide important school information.
 - Western Sydney conducted 120 workshops attended by 1,800 parents on parenting, schooling in NSW, student welfare, trades, traineeships and DET services.
 - Western NSW provided information on nutrition and healthy school lunches, enrolment processes and school processes and operations.
 - New England region conducted a workshop for 15 Sudanese families on the public education system.
 - North Coast region conducted a workshop on school lunches for African parents.
- In 2007 the following translations were made available to schools and community members:
 - *Application to enrol in a NSW public school* (pink version) (30 languages)
 - *Expression of interest for placement in Year 7* (30 languages)
 - *Core rules for students in NSW government schools* (22 languages)
 - *Values in NSW public schools* (22 languages)
 - *Warning Letters for non-completion of School Certificate, Preliminary Course and Higher School Certificate* (22 languages)
 - *Drug Education - Alcohol: Celebrations and Supply* (22 languages)
 - *Selective Schools - Information for parents and carers* (22 languages)
 - *Essential Secondary Science Assessment (ESSA) - Student Report and Parent Information sheet* (22 languages)
 - *Homework practices and study skills parent survey* (GS-HPSS) (22 languages)
 - *Holiday Reading is Rad* material - (4 languages)
 - A DVD providing support materials was distributed to 1095 schools to support the 2008 PSP survey (4 languages).
 - *Helping your child with patterns and algebra* (22 languages)
 - *Helping your child with mental calculations* (22 languages)
 - *Helping your child with representing and interpreting graphs and tables* (22 languages)
 - *Career Development in NSW Public Schools* (22 languages)
 - More than 110 documents in up to 40 languages are now available on the DET website at www.det.nsw.edu.au/languagesupport/index.htm
 - The Department's Teaching and Learning Exchange (TALE) website hosts a parents and community portal which links to relevant translated resources on other government websites which assist parents to support their children's learning. In 2007 some of the linked sites providing translations were:

http://www.dest.gov.au/sectors/school_education/publications_resources/literacy_numeracy/numeracy_families_working_it_out_together.htm

<http://www.nlnw.nsw.edu.au/parentb.htm>
 - The NSW Department of Education and Training continued to maintain the *National Literacy and Numeracy Week* website and to collaborate with other education sectors to produce translated parent resources. In 2007 the following new parent pamphlets were posted to the website: *Five Ways to Build Your Child's Literacy Skills K-4*

- In 2007, three advertising campaigns were conducted in 22 languages on SBS and community radio stations to promote the Department's translated information websites. People without access to the Internet were provided with a contact phone number and could request the translations in hard copy.

TAFE NSW and Adult and Community Education

The TAFE and Community Education portfolio implements communication strategies to promote access to its programs and services by people from ethnic minority communities and groups. The strategies include development and translation of materials into key community languages, use of interpreters, advertising in the ethnic media and promotion of programs and services at key community and ethno-specific community events. TAFE NSW Institutes implement targeted initiatives to reach recently arrived small and emerging ethnic minority communities.

- TAFE NSW course provision at Certificate III and above in skill shortage areas and areas of employment demand was broadcast on SBS radio and advertised in the ethnic press in 13 priority community languages at a total cost of \$28,373.
- TAFE NSW – Western Sydney Institute promoted its programs and services in the ethnic print media to 26 language groups. In addition, Western Sydney Institute – OTEN organised community service announcements in 23 community language newspapers, at a total cost of \$2,925, to promote its courses to migrants, refugees, newly arrived and underrepresented communities across Australia.
- The *TAFE NSW Children's Centres'* brochure was translated into Arabic and Chinese. In addition, the *TAFE NSW-Information for people from non-English speaking background* brochure was updated, translated into 18 priority community languages, published on the TAFE NSW internet and distributed in hard copy at a total cost of \$21,600.
- TAFE NSW – Hunter Institute developed a PowerPoint Presentation detailing TAFE NSW programs and services in the Swahili language. The same information is being developed into Dinka and Arabic as MP3 files so that members of these communities, many of whom are recently arrived refugees, can listen to the information in their own language.
- TAFE NSW – Western Sydney Institute translated a brochure on support services into Korean and Chinese languages and distributed the brochure to students and community organisations.
- TAFE NSW – South Western Sydney and Hunter Institutes trialled a communication strategy to reach members of recently arrived small and emerging ethnic minority communities and to reinforce vocational pathways and successful outcomes for students from these communities. The generalist Student Support Officer - African Communities in the Hunter Institute also provided mentoring to three members of other African communities represented in the region who are now passing on information about TAFE NSW programs and services to their communities.
- The NSW Adult Migrant English Service increased the range of student information materials published in translation. All written enrolment information for Adult Migrant English Program students is now available in 15 languages and English. In 2007 information for *Language, Literacy and Numeracy Programme* students and fee-paying students was published in translation for the first time. This information is also available in 15 languages and English.

- In addition to first language assistance being provided to students by bilingual staff, NSW AMES also uses interpreting services as required. In 2006/2007, expenditure on interpreting services totalled \$15,156.

Strategies

Schools

- The Department continued to promote effective communication between schools, parents and community members through the provision of qualified on-site and telephone interpreters for such purposes as the facilitation of school enrolment processes, reports on student progress, subject selection, matters concerning student behaviour, welfare or attendance and in parent interviews with the school counsellor, principal or year adviser.
- The Department maintains and updates website pages containing information about interpreting and translating services at www.schools.nsw.edu.au/adminsupport/intertranslate.php
- Schools conduct parent information sessions such as Kindergarten orientation, transition to high school and the schooling system in NSW using interpreters and providing translated information.
- Effective communication with parents, carers and community members is also supported through the translation of relevant materials, including policies, brochures and information relating to specific programs and services.
- The Department includes links on its websites to relevant translations on other government websites.
- Regional staff promote the use of translated materials in schools with parents from language backgrounds other than English.
- Advertising campaigns are conducted on SBS and community radio stations in community languages to advertise the website address of the Department's translated information.

TAFE NSW and Adult and Community Education

- TAFE NSW Institutes used interpreting and translation services, to promote TAFE NSW services to students from language backgrounds other than English.
- TAFE NSW – New England Institute conducted information sessions for staff in the General Education Faculty and the Educational Development Unit to raise awareness of the Telephone Interpreter Service and encourage use of this service for more effective communication with recently arrived Sudanese students.
- TAFE NSW Institutes reach and promote TAFE NSW programs and services to ethnic minority communities, and in particular recently arrived communities, by conducting information sessions for targeted ethnic minority groups, organising expos in partnership with other government and non-government agencies and by conducting information stalls at a diverse range of community festivals and events. For example:
 - TAFE NSW – Hunter Institute conducted multicultural expos at Central Coast and Lake Macquarie which attracted approximately 120 participants and TAFE NSW –

- Western Sydney Institute, including OTEN, ran information stalls at a variety of ethno-specific and multicultural expos including Philippine Fiesta, Pacifika Day, Africa Festival 2007, Blacktown Expo and the Mt Druitt Festival
- TAFE NSW – Illawarra Institute conducted a series of community information workshops in conjunction with the Illawarra Migrant Service which provided interpreting services to assist with enquiries. More than 80 people attended and received information about vocational education and training programs.
- TAFE NSW – Riverina Institute promoted service provision to the broader community and is currently exploring working in partnership with the Smith Family Home Tutors Program to extend its reach to members of ethnic minority communities in the region.
 - Up-dated information on targeted and customised programs and services for migrants and refugees is available on Institute web-sites and initiatives are implemented to ensure websites are culturally and linguistically inclusive:
 - TAFE NSW – Sydney Institute published an equity newsletter on its website to promote public awareness of the diversity of programs available and successful student outcomes. Editions featured initiatives in multicultural education, for example, a report on the Institute’s research project on overseas qualified nurses. In addition the Institute reviews and updates promotional information for print and electronic media targeting ethnic minority communities.
 - TAFE NSW - Illawarra Institute website included information on English language programs, Recognition and Learner Support.
 - A welcome message was translated into six languages for the TAFE NSW – Western Sydney Institute – OTEN webpage in audio format.
 - TAFE NSW – South Western Sydney Institute developed guidelines to ensure that TAFE NSW promotional information is accessible to ethnic minority community groups in its region.
 - TAFE NSW Institutes maintained extensive databases of local multicultural and ethno-specific group and agency contacts to ensure comprehensive information dissemination to members of ethnic minority communities and groups. TAFE NSW – Illawarra Institute community contacts list has been extended to include hospitals, doctor surgeries and hairdressers in Wollongong and school libraries, charities and neighbourhood centres in rural areas.

Future Directions

- Continue to promote effective communication with parents and community members from diverse linguistic communities through the provision of interpreters.
- Continue to provide further training to staff on how to access an interpreter.
- Investigate the most effective ways of providing information in some African languages not currently available.
- TAFE NSW Institutes will continue to extend the availability of locally developed and translated materials, publish these resources on Institute websites and promote the availability of these and other TAFE NSW multilingual resources to staff, students and intending students.

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.

The Adult and Community Education Unit distributes Commonwealth and State funds to the sector which have been designated by the Board of Vocational Education and Training at the State level. AMES tenders for federal funds and provides a range of commercial services. All designated language, literacy and numeracy funding was used to improve opportunities and outcomes for students from language backgrounds other than English.

Achievements

- The Links to Learning Community Grants Program reported:
 - 910 or 25% of participants being from culturally and linguistically diverse backgrounds. This represents a 3.7% increase since 2006. A high percentage of participants returned to school, went on to further training or obtained employment.
 - A total of 190,486 program hours were provided to LBOTE participants in Links to Learning projects. Ten funded projects, designed specifically for culturally and linguistically diverse (CALD) participants, were implemented.
- NSW Community Languages Schools Program reported:
 - 216 community organisations were funded to conduct 268 community language schools catering for more than 32,000 students learning their first/heritage language
 - instruction was provided in 47 languages in 440 locations
 - all funded community languages schools used NSW Board of Studies or Saturday School of Community Languages approved syllabuses
 - a total of more than \$2 million in grants to community organisations was distributed through the NSW Community Languages Schools Program.
- The Annual Minister's Awards for Excellence in Student Achievement Community Languages Schools Student of the Year received 180 nominations in 2007.
- Training provided under the auspices of the NSW Community Languages Schools Program included:
 - six courses being conducted, catering for 300 teachers
 - a total of 275 teachers from the NSW Community Languages Schools Program attended language teaching methodology courses conducted by the University of NSW: Institute of Languages, the Australian Catholic University and RMIT Melbourne. Currently, Currently 1,800 teachers are reported as meeting requirements in language teaching methodology.

Strategies

- Links to Learning Community Grants Program distributes funding to approved community organisation and local government authorities to conduct programs for young people at risk of discontinuing education.
- NSW Community Languages Schools Program distributes funding to community organisations to conduct community languages for school aged children to maintain and develop linguistic and cultural heritage.
- NSW Community Languages Schools Program annually holds the Ministers Awards for Excellence in Student Achievement Community Languages Schools Student of the Year to recognise language achievement, language proficiency and contribution to the community.
- NSW Community Languages Schools Program delivers a range of both in-service and external professional development courses for community language teachers in program management, policy development, discipline, resource development, assessment and reporting.