

Ethnic Affairs Priorities Statement

Report 2008



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INTRODUCTION

The NSW Department of Education and Training's 2008 *Ethnic Affairs Priorities Statement (EAPS) Report* provides an overview of activities undertaken to achieve the outcomes of the Department of Education and Training's *Ethnic Affairs Priorities Statement Plan 2008-10*.

The strategies, achievements and future directions outlined in this report provide a representative sample of these activities. They demonstrate the commitment of the Department to maintaining and improving equity in access and outcomes for students from culturally and linguistically diverse communities and groups and to supporting harmonious and productive community relations.

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 2008
- *Strategies* which highlight service improvement initiatives undertaken
- *Future Directions* which identify service delivery issues and implications.

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 Corporate Plan 2008-2010* 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.

The Department's *Office of Schools Plan 2006 – 2008* provided directions for high standards for teaching and learning for all students in all NSW public schools. It is inclusive of the learning needs of students from all backgrounds, including students from culturally diverse backgrounds, students who speak more than one language and students with different religious beliefs and practices. The Stages of Learning strategy papers *Our Young Learner Strategy*, *Our Middle Years Learners Strategy* and *Our 15-19 Year Olds Strategy* provide additional guidance for regions and schools and also incorporate initiatives that are inclusive of the learning needs of students from all backgrounds, including culturally and linguistically diverse backgrounds.

For the TAFE NSW 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 State Plan – A new direction for NSW*, the *NSW Vocational Education and Training Strategic Plan 2008-2010*, and in the *Commonwealth-State Agreement for Skilling Australia's Workforce 2005-2008*.

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

The unit is 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 2009, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2008.

- In 2008, the EAPS online reporting process was reviewed and areas for improvement identified and addressed.

Schools

- 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, eight regions surveyed all schools to monitor progress in implementing the Department's *Anti-racism Policy* and seven regions surveyed all schools to monitor progress in implementing the Department's *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- All regions planned multicultural education activities.

TAFE NSW

- All TAFE NSW Institutes and key central support units reported on planning and delivery of relevant programs and services in 2008 against a streamlined set of EAPS strategies and indicators endorsed by the TAFE Executive Group. All Institutes developed an EAPS Plan 2009. The strategies and indicators are mapped to the EAPS Framework Activities and the DET Corporate Goals.
- All TAFE NSW Institutes identified disadvantaged/at risk ethnic minority communities and groups as part of Institute planning and evaluation activity. As an outcome of this activity targeted courses and programs were developed and/or promoted to identified priority ethnic minority communities and groups, including humanitarian program entrants and skilled migrants and refugees. For example:
 - TAFE NSW – South Western Sydney Institute identified a range of customised courses to be delivered by each of the nine faculties within their core delivery profile. These courses were targeted at refugee youth, overseas qualified migrants who need up-skilling and gap training as well as bridging English training. Outcomes of these courses were reported as part of the faculties' performance review each semester.
 - TAFE NSW – Riverina Institute increased the volume of delivery of ESOL courses reflecting ongoing growth in the number of migrants and refugees resettling in the region, in particular in Wagga Wagga. The Institute also reviewed equity provision in the Institute. A Social Inclusion Unit, including contact officers for clients from non-English speaking backgrounds was established as a result.

Community and Migrant Education

- The Adult Migrant English Service (AMES) Business Plan incorporates strategies to plan, monitor and evaluate provision to facilitate settlement for newly arrived adult migrants and refugees into the wider community. Strategies are adjusted as required on the basis of client feedback and staff participation in interagency network meetings and regular consultations with community groups.

Strategies

- All state office directorates, regions and TAFE Institutes were requested to contribute to the Department's EAPS reporting processes.

Schools

- All regions were required to develop regional equity plans. All regions planned to provide professional learning, support and advice to schools in implementing a range of programs and initiatives aimed at improving the outcomes for students from diverse cultural and linguistic backgrounds.
- An *Equity Programs and Distance Education Regional Initiatives Support Document* was provided to regions. It incorporated information and guidance to assist regions in planning and reporting on multicultural education and ethnic affairs initiatives for schools, including the mapping of initiatives against the NSW State Plan.
- South Western Sydney Region distributed an accountability framework to support schools in their planning and reporting on implementation of the *Anti-Racism Policy and Cultural Diversity and Community Relations Policy: Multicultural education in schools*.

TAFE NSW

- The TAFE Equity Committee continued to provide advice to the TAFE Executive Group in relation to the implementation of policies and strategies for students from equity groups, including those from a non-English speaking background.
- TAFE Strategy Directorate 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 New South Wales. For example, advice developed by the TAFE NSW Multicultural Education Unit was provided to TAFE NSW Institutes on migration and settlement patterns, including to regional New South Wales.

Community and Migrant Education

- Adult Migrant Education Service (AMES) provision is monitored and strategies adjusted by management committees in each region.

1.2 DATA COLLECTION AND RESEARCH

Schools

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

Table 1 2005 – 2008 Enrolment data of students from language backgrounds other than English in NSW government schools

| Year | Schools | |
|------|-----------------------|------------------|
| | LBOTE student numbers | LBOTE students % |
| 2005 | 203,378 | 27.0% |
| 2006 | 206,296 | 27.4% |
| 2007 | 207,031 | 27.6% |
| 2008 | 212,529 | 28.4% |

Table 1 provides enrolment data on the number of students from language background other than English in NSW government schools. The data shows that there has been a continued increase in the number and percentage of students from language backgrounds other than English enrolled since 2005.

In addition in 2008, 1,650 children from language backgrounds other than English (LBOTE) attended Departmental preschools.

Data for NSW Community Languages Schools shows that 30,410 school aged children participated in community languages schools.

TAFE NSW

To meet their accountability requirements as Registered Training Organisations, TAFE NSW collects data at the time of enrolment, via the enrolment form, regarding a student's ethnicity. Students 'self identify' the language they speak at home and their country of birth. The data is used across TAFE NSW and the Department to inform planning and delivery of relevant programs and services.

Table 2 provides TAFE NSW enrolment data for students who indicated they speak a language other than English at home for the years 2005 to 2007 (2008 data will not be available until March 2009).

Table 2: TAFE NSW enrolments of students from language backgrounds other than English

| | LBOTE | Non LBOTE | Home Language Not stated | Total |
|------|--------------|------------------|---------------------------------|--------------|
| 2005 | 94,157 | 269,858 | 149,055 | 513,070 |
| | 18.4% | 52.6% | 29.0% | |
| 2006 | 100,307 | 290,510 | 109,593 | 500,410 |
| | 20.0% | 58.1% | 21.9% | |
| 2007 | 105,737 | 298,200 | 93,810 | 497,747 |
| | 21.3% | 59.9% | 18.8% | |

Source TAFE Data Warehouse

Community and Migrant Education

The Adult Migrant English Service (AMES) regularly monitors data on enrolment, provision and outcomes to ensure that it meets the requirements of its contracts with the Commonwealth for the Adult Migrant English Program. In 2007-2008 all contract key performance indicators were met.

Adult and Community Education (ACE) have undertaken detailed analysis of data in 2008, which has shown that ACE colleges deliver a significant proportion of language, literacy and numeracy courses to people from non-English speaking backgrounds. This analysis has also identified a need for further vocational training for this group.

Achievements

Schools

- Multicultural Programs Unit and Planning and Innovation Directorate continued to work together to refine the Department's collection and reporting of LBOTE student data for government schools. Business rules for LBOTE and English as a second language (ESL) student data collection were established. The new Enrolment Registration Number (ERN) data management system was refined for LBOTE and ESL student data collection, management and reporting. ERN data was used in the ESL Annual Survey and ESL New Arrivals Surveys data collection processes.

Data from the Department's 2008 ESL Annual Survey and three ESL New Arrivals Surveys were successfully collected and delivered. The surveys provide accurate information about students from language backgrounds other than English, including languages spoken, country of birth, English proficiency and residency status. The 2008 LBOTE data has been successfully validated and uploaded to the data warehouse. The 2007 LBOTE Bulletin was prepared and published on the DET internet.

Professional support materials were developed and provided to regions to support schools in the completion of the ESL Annual Survey and three ESL New Arrivals Surveys.

- Seven 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. Seven 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.
- South Western Sydney Region conducted workshops and provided consultancy support for school executive staff, ESL teachers and school administrative support staff to facilitate accurate reporting and collection of LBOTE student data in surveys. Five survey workshops attended by 137 participants and two workshops for school administrative staff attended by 200 participants were conducted.
- Hunter Central Coast Region conducted an audit of all schools to identify multicultural education and training successes and requirements. The data indicated that 124 schools (42%) included relevant anti-racism education strategies in school management plans and 157 schools (53%) included relevant multicultural education strategies in school plans. In addition, the data indicated that 104 schools (35%) included achievements in anti-racism education strategies in their Annual School Report and 204 schools (69%) included achievements in multicultural education. Forty two schools were provided with anti-racism contact officer (ARCO) training as a result of the audit.

All Hunter Central Coast Region School Education Directors were provided with details of schools' compliance with reporting and accountability requirements in relation to multicultural and anti-racism education.

- In Western NSW Region, the Regional Equity Committee provided advice to school education directors on requirements of key relevant policies, including the *Anti-Racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*. School education directors monitored the inclusion of anti-racism strategies and multicultural education strategies in school plans, with 100 per cent compliance in some school groups. Data collection informed planning and delivery of professional learning activities for ESL teachers, with three ESL teacher information networks established to promote continued teacher professional learning.
- The *Cultural Practices and Learning: Diversity, Discipline and Dispositions in Schooling* report was published in July 2008. The report details findings of research, funded by the Australian Research Council and conducted in partnership between the Department and the University of Western Sydney. The research was conducted in six primary schools across a number of Sydney metropolitan regions and examined the links between ethnicity, socio-cultural background and 'scholarly habitus' – the embodied dispositions and educational capital necessary for participation in the Australian education system. It explored the extent to which such a habitus can be explained by ethnicity, or whether it also relates to a complex set of factors related to family background and socioeconomic status, manifest in specific home and school practices.
- *Teaching and learning for a culturally diverse community: Multicultural action research in schools*, in its first stage of implementation, is a collaborative project between researchers in the Centre for Cultural Research, University of Western Sydney and the Department of Education and Training. The project aims to examine current approaches to and understandings of 'multicultural education' including notions of culturally inclusive curriculum and cultural understanding and how these link to broader understandings of multiculturalism and Australian identity. It also aims to explore the role of education in building social cohesion in a culturally diverse society and trial new approaches to multicultural education practice in schools through teacher led action research projects.
- Using data collected through the 2008 ESL Pedagogy Action Inquiry Projects, conducted in 5 primary schools and 5 high schools, Multicultural Programs Unit identified the elements of ESL pedagogy critical for supporting ESL students with low levels of literacy, in particular, refugee students. Data was collected from teacher reflections, video transcripts of lessons, student work samples and ESL Scales assessment and referenced to the Quality Teaching framework.
- During 2008, the Department implemented a range of initiatives under a Refugee Support Strategy, trialling new approaches to supporting refugees. The evaluation of the initiatives found that the new approaches could be effectively implemented within schools with additional teacher support. The refugee students involved in the programs showed an overall improvement in speaking, reading and writing English. In addition, their increased self-esteem and confidence had contributed to improved behaviour, attendance and engagement with the wider school program and community. Teachers involved in the program regarded the program as effective and found the program to be challenging and rewarding.
- The *Physical Activity in Linguistically Diverse Communities* project was conducted in partnership with the University of Wollongong. It was developed in response to the NSW School Physical Activity and Nutrition Survey (SPANS) 2004, which showed students from Middle Eastern backgrounds tended to be less active than other students and at greater risk of obesity and being overweight. The project aimed to enhance quality teaching of physical education and increase levels of physical activity in targeted groups of students in participating primary and secondary schools. An evaluation report will be available in 2009.

TAFE NSW

- TAFE NSW Institutes have implemented strategies to improve the collection of data relating to country of birth and the language spoken at home. As a result there were significant improvements in the response rate to questions on the enrolment form relating to country of birth (11.0 per cent) and language other than English spoken at home (11.6 per cent) between 2006 and 2007.
- Enrolments of students speaking a language other than English at home in TAFE NSW during 2007 was consistent with the proportion of the New South Wales population which identified as speaking a language other than English at home in the 2006 Census. Between 2006 and 2007 there was an increase of 5.4 per cent in enrolments by TAFE NSW students who indicated that they speak a language other than English at home.
- In 2007, 14,184 or 13.4 per cent of all students speaking a language other than English at home were offered re-enrolment into their TAFE NSW course via the internet.
- Participation in TAFE NSW by students from communities with a high number of refugee and humanitarian entrants continued to increase. For example, between 2006 and 2007 enrolments by students born in Iraq increased from 3,008 to 3,587 (19.2 per cent). In the same period, enrolments by students born in Sudan increased from 2,219 to 2,577 (16.1 per cent) and enrolments by those born in Burma from 447 to 578 (29.3 per cent).
- More TAFE NSW graduates who speak a language other than English at home completed higher level award qualifications. Between 2006 and 2007 the number of all graduates who speak a language other than English at home completing a qualification at AQF Certificate III and above increased from 28.4 per cent (11, 628) in 2006 to 31.1 per cent (12,205) in 2007.
- Two major research projects were completed.
 - *Non-English speaking background students in TAFE: Exploring the factors behind their module completion rates in selected TAFE NSW courses.*

This study examined the perspectives of students and teachers in four Australian Qualifications Framework (AQF) Certificate III courses. The courses represented both high and low module completion rates in two Institutes for students from a non-English speaking background. The research report highlights the complex variables impacting on module completion rates and identifies strategies to assist improved module completion rates for this group of learners. The research was led by TAFE NSW – Northern Sydney Institute and involved staff from two other Institutes. The TAFE NSW Multicultural Education Unit funded the study. The report will be available on the TAFE NSW internet website in 2009.

- *TAFE NSW Communication Strategy for Recently Arrived Small and Emerging Ethnic Communities*

This project entailed the identification, trialling and evaluation of strategies, including models of service delivery, to enhance equitable access, participation and outcomes from TAFE NSW delivered vocational education and training for members of recently arrived small and emerging ethnic communities. The trial concerned two service models in TAFE NSW - Hunter and South Western Sydney Institutes. The evaluation reinforced the view that the engagement and support of staff with the cultural knowledge and skills to work directly with small and emerging ethnic communities can

effectively address many of the barriers to VET access and participation that these communities face. The final project report will be available on the TAFE NSW internet website in 2009.

Community and Migrant Education

- The Adult Migrant English Service (AMES) conducted a satisfaction survey of Adult Migrant English Program (AMEP) students in March 2008. The results showed continuing high levels of satisfaction in all key areas of provision, including satisfaction with counselling and referral services, and awareness of complaints handling processes.
- Adult and Community Education (ACE) have produced two publications for state-wide and local planning. The publications *ACE Numbers Count 2007* and *Enrolment Statistics 2007* identify the cultural background of students in community colleges.

Strategies

Schools

- Planning and Innovation Directorate continued the Electronic Data Online Transfer which combines and holds data from language background other than English, English as a second language and New Arrivals Program surveys so that monitoring of student background information data, including students from language backgrounds other than English, can occur.
- Data was 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 collected and analysed data on students from culturally and linguistically diverse backgrounds, including ESL students and LBOTE students, to inform school and regional planning.
- 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.

TAFE NSW

- Enrolment policies and procedures ensure that data relating to country of birth and language other than English spoken at home are collected from all students. The data is entered into the TAFE NSW student enrolment system. Biannual Institute Performance reviews of TAFE NSW Institutes include reports on data collection and strategies to increase the collection of this data from students.
- All TAFE NSW Institutes with a significant and/or an increasing number of people from non-English speaking backgrounds in their catchment region:
 - analyse enrolment and completion data by home language, country of birth and award level
 - identify the vocational education and training needs of clients from ethnic minority communities as part of Institute planning, research and evaluation activity.

Community and Migrant Education

- The Adult Migrant English Service (AMES) used the outcomes of the 2008 Adult Migrant English Program (AMEP) student satisfaction survey in planning at organisation and regional level.
- Adult and Community Education (ACE) have identified migrants as a priority target group for training in 2008 and 2009 through the ACE Equity Program and the Skilled Migrants Mentoring Program.

1.3 RESOURCES

- In 2007/2008, the Department's budget for students and clients from language backgrounds other than English included:
 - \$116.10 million for *English as a Second Language* and *ESL New Arrivals Programs* for school students from language backgrounds other than English
 - \$ 2,149,518 for the *NSW Community Languages Schools Program*
 - \$860,666 to support nine *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
 - \$5.35 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.
 - \$570,047 to support the use of interpreters in schools (October 2007 to September 2008)
 - TAFE NSW program funding taken from the TAFE NSW total budget of \$1.6 billion. TAFE NSW meets the needs of clients from language backgrounds other than English through integrated delivery
 - \$37m in estimated revenue for contracted Adult Migrant English Programme provision in NSW
 - \$1.8m in estimated revenue for ongoing provision of the *Skillmax Program* by NSW AMES targeted at adult migrants.

Future Directions

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

Further refinement of the new Enrolment Registration Number (ERN) data management system for ESL Annual Survey and ESL New Arrivals Survey data collection and reporting.

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* 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 2008, AGMET focused on issues associated with support for refugee young students in schools, completion rates of TAFE students from language backgrounds other than English, *Doing Business in the 21st Century*, *Best Start Kindergarten Assessment*, support for overseas trained teachers and the use of teachers of English as a second language and community languages.
- 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.
- The Department's Higher Education Directorate continued to monitor appropriate representation of ethnic communities on university governing bodies.
- The Department continued to implement the Department's Equal Employment Opportunity Management Plan 2005-2008 which contains strategies to improve equity and diversity, including cultural and linguistic diversity, in its workforce and to create fair and inclusive work practices and behaviour.

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*.
- In 2008, 47 Schools as Community Centres (SaCC) projects facilitated a range of initiatives supporting children and families from culturally and linguistically diverse backgrounds.

- Sydney Region Multicultural Reference Group is the region's advisory and consultative mechanism for multicultural education. It meets once a term and as required, and comprises representatives from the Australian Arabic Council, Chinese Community Council of Australia, NSW Chinese Language Education Council, SBS Radio, Chinese Language Education Council of NSW, Marrickville Intensive English Centre, Australian Korean Welfare Association, 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.
- A Departmental community consultation forum was held with the African Women's Advocacy Unit. Issues discussed included strategies for improvement in communication between home and school, and the processes provided by the Department to deal with complaints of racism.
- 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 support LBOTE parent participation, including workshops for Year 10 parents on subject selection, parenting adolescents, helping with homework, reading with your child and healthy food choices
 - more than 94 schools and 3,230 LBOTE parents and community members supported by regional CIOs in South Western Sydney Region, including the delivery of courses, presentation of workshop sessions, provision of support to LBOTE parents and/or support for school based initiatives to enhance LBOTE parent participation or school/community relations
 - 174 schools (58%) in Hunter/Central Coast Region conducting parent information sessions, workshops, or inclusive activities that resulted in the participation of parents from culturally and linguistically diverse backgrounds
 - four combined parent and teacher workshops in Hunter/Central Coast Region run in conjunction with Priority Schools Programs and Aboriginal Education regional community officers to support transition into kindergarten for school communities with high proportions of low socio-economic status families, Aboriginal families and families from culturally and linguistically diverse communities
 - information days in New England Region attended by 132 LBOTE parents to increase awareness of relevant services available and regional workshops about schooling in NSW for small groups of parents
 - information sessions in Northern Sydney Region about schooling and education pathways conducted at a variety of locations including schools, churches, community organisations and local council attended by 451 LBOTE parents
 - Riverina Region strengthened and extended networks between schools, regions and community organisations to meet identified needs of families from language

- continuation in 2008 of playgroups established at Miranda and Botany public schools in 2006 and at Maroubra Bay and Rockdale public schools in 2007, for children and families of Pacific backgrounds. The four playgroups are attended by approximately 55 students from 26 Pacific families. Two playgroups are conducted on school premises, one is conducted within the Supported Playgroup network and a forth in a Child and Family centre.
- establishment of two homework groups, one at Bexley North Public School and one at Rockdale Public School, attended by forty four students from Pacific backgrounds and serviced by two tutors of Maori backgrounds and a Families NSW officer based in Sydney Region. Both will expand in 2009.

TAFE NSW

- Institutes developed and delivered programs and services in response to needs identified through direct engagement with ethnic minority communities, employers and agencies supporting the settlement of migrants and refugees.

Examples of activity and outcomes from this process include:

- A consultative forum at TAFE NSW – Hunter Institute. The forum identified the educational needs of members of ethnic minority communities, particularly refugees, and considered program and service interventions that might better address their needs. One outcome of this process is the delivery of ESOL classes off-campus at Hamilton.
- Direct liaison with employers, including those from non-English speaking backgrounds, resulted in:
 - the expansion of the Halal Butchery program at TAFE NSW – South Western Sydney Institute to provide up-skilling and gap training for mature aged butchers in the local community; and
 - provision of five Workplace English Language and Literacy programs by TAFE NSW – Northern Sydney Institute to support the training needs of over 150 local employees in the manufacturing, health and aged care areas.
- Cross agency place-based activity in TAFE NSW – Western Sydney Institute. This lead to the development of innovative programs targeting refugees and other migrant job seekers, for example, the Pathway to Primary Industries program.

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.

- Schools as Community Centres (SaCC) continue to implement initiatives aimed at supporting families and young children from culturally and linguistically diverse backgrounds.
- The Department continues to provide 17.2 community information officer positions occupied by 20 officers located in all ten regions. These officers assist in strengthening links and facilitating communication and interaction between schools and communities from diverse cultural and linguistic backgrounds.
- The Department is represented on all ten Community Relations Commission (CRC) Regional Advisory Committees by senior officers.

TAFE NSW

- All Institutes consult with a wide range of ethnic minority communities and groups and participate in multicultural interagency networks and advisory forums. The Institutes utilise feedback from the community in the development of programs and services, including tailored initiatives to meet the needs of groups with specific needs, for example, migrants with overseas gained qualifications and skills.
- Institutes liaise with local industry, including employers from ethnic minority communities, to build opportunities for on-the-job training and assessment for students from non-English speaking backgrounds.

Community and Migrant Education

- The Adult Migrant English Service (AMES) consults with ethnic communities and migrant and refugee groups and participates in multicultural interagency networks and advisory forums. Feedback from the community is used to inform the planning and delivery of AMES services.

Future Directions

Cross agency collaboration and place-based approaches have received a renewed focus in the implementation of the social inclusion agenda. Institutes are responding by reinforcing partnerships involving employers, industry, community and key government and non-government agencies at the local and regional level.

Institutes in regional areas with an increased number of refugee arrivals are responding to employer demand for tailored training programs. For example, TAFE NSW - Illawarra Institute has worked to increase the availability of bilingual staff for the health sector and TAFE NSW – Western Institute has increased mentor training.

2.2 ANTI-RACISM EDUCATION

Achievements

Schools

- An anti-racism education webpage was published on the Department's Intranet website. It includes information about anti-racism education professional learning, anti-racism programs, including *Cooling Conflicts* drama-based conflict management program, and how to choose, design, implement and evaluate anti-racism strategies.
- The *Cooling Conflicts* school handbook was revised to reflect changes which have emerged through implementation of the program. *Cooling Conflicts* involves the use of drama techniques to examine identifiable stages of conflict and to offer participating students skills to deal with conflict. It involves conflict management rather than conflict resolution. It is particularly effective in dealing with cross-cultural conflict.
- Support was provided to State Student Representative Council (SRC) student leaders in developing anti-racism education content for a student web presence on the Department's website, accessible through the Student Portal.
- The *Racism. No way!* website <http://www.racismnoway.com.au> initiative continued to support schools and a range of new online anti-racism teaching and learning resources for students in Years 4 – 12 were published in 2008. This year to date, the site has received almost 9 million hits from teachers and students in NSW, Australia and internationally. To complement the *Racism. No way!* strategy, online anti-prejudice teaching and learning materials for students in Years K - 3 continued to be available to schools through the *Prejudice. No way!* Website.
- All regions implemented initiatives aimed at addressing issues of racism including:
 - conduct of anti-racism contact officer training
 - conduct of 223 student led anti-racism activities in five regions, 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 seven anti-racism projects proposed through six anti-racism networks in Illawarra and South East Region
 - conduct of student centred anti-racism initiatives in 95 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.
- 98% of the 450 complaints of racism reported in six regions were successfully resolved.
- 107 schools in four regions implemented anti-racism education initiatives
- The *Cooling Conflicts* program, aimed at assisting students to understand and manage cross-cultural conflict, was implemented in 60 targeted schools from four regions. This represents an increase of 19 schools implementing the program since 2007.

TAFE NSW

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.

Achievements

- TAFE NSW Institutes 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:

- Participation by ESOL students of TAFE NSW – Riverina Institute, Albury campus in a local government Community Harmony art project
 - Hosting of an African Movie Night by TAFE NSW – Hunter Institute in partnership with the Hunter African Communities Council, during Refugee Week
 - Delivery of cross-cultural awareness activities at TAFE NSW – Sydney Institute which, in 2008, were also organised for the International Year of Languages
 - Organisation of a Diversity Day to promote tolerance, harmony and respect between students and staff at TAFE NSW – Illawarra Institute.
- TAFE NSW – Hunter Institute provides sponsorship support for the local multicultural soccer club (*Kangaroos*) through its Student Association and also supports the club by providing access to the Institute's sporting fields. The majority of the soccer club's members are students of the Institute.
 - TAFE NSW – Illawarra Institute developed and distributed (via email) an anti- harassment video to students which also provides information on harassment and multicultural support services. The Institute also delivered four *Bullying and Harassment* programs for Institute staff in 2008.
 - TAFE NSW – Western Sydney Institute continued to provide anti-racism and cross-cultural awareness training and activities in class inductions and visits. All the Institute's staff inductions also include anti-racism and cross cultural awareness sessions.
 - TAFE NSW Institutes continued to deliver units and modules in inter-cultural communication through a diverse range of national qualifications and Employability Skills Framework courses.

Community and Migrant Education

- Adult Migrant English Service (AMES) students participated in a range of activities which aimed to promote cultural understanding, including Harmony Day celebrations, graduation ceremonies, market days and social activities.

Strategies

Schools

- The Department's *Anti-Racism Policy* required all schools to appoint anti-racism contact officers, include anti-racism education strategies in their school plans and report on progress in implementing anti-racism strategies in their annual school reports.

- 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 \$280,000 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.
- Regional officers were encouraged to access and utilise resources available on the Department's Intranet website through regional networks. The site linked regional staff to other relevant departmental resources and to other anti-racism education sites, including *Racism. No way!*
- 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.

TAFE NSW

- TAFE NSW Institutes implement racial harmony initiatives, as appropriate, to ensure teaching and learning environments are free from racism.

Future Directions

- Continue to monitor the implementation of the *Anti-racism Policy* in schools.
- TAFE NSW Institutes are developing *Leadership Programs* for young people in collaboration with community groups. This includes TAFE NSW – Hunter Institute which is developing a program targeting young men in consultation with the Hunter African Communities Council.

2.3 INCLUSIVE CURRICULUM AND CULTURAL UNDERSTANDING

Achievements

Schools

- All regions conducted regional and school based initiatives to enhance 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.
- The NSW Cultural Exchange Programs in Schools website <http://www.culturalexchange.nsw.edu.au> was further enhanced and expanded in 2008. This site, which supports government and non-government schools in conducting cultural

exchanges, provides a facility for schools to register their interest in conducting a cultural exchange program, find partner schools as well as access information and ideas about delivering cultural exchange programs. New features on the website included a multimedia project in which cultural exchange schools developed and submitted for publishing video and audio files exploring the theme "A day in my life". Professional development for participating teachers in the creation of video and audio files was conducted in conjunction with the Macquarie University ICT Innovations Centre. Cultural exchange programs aim to promote greater understanding, respect and acceptance amongst students from diverse cultural, religious, geographic and socio-economic backgrounds. Programs may be curriculum based, cross-curriculum initiatives or projects which address specific local needs. A total of 112 schools from all regions are currently registered in the program.

- The Making Multicultural Australia website <http://www/multiculturalaustralia.edu.au> continued to support schools through the provision of a range of online educational resources and activities to increase understanding of Australia's cultural, linguistic and religious diversity.
- The 2008 Calendar for Cultural Diversity and Teacher's Handbook, *On Common Ground - Information for Teachers and Students* was developed and distributed to schools and community groups throughout NSW. The calendar identifies a range of significant national and international days and events. The Handbook provides background information on dates and events listed in the calendar as well as strategies for school involvement.
- In 2008 the Multicultural Education section of the Department's intranet was enhanced and expanded to provide school communities with resources to equip all students with the knowledge, skills and values needed to participate successfully in Australia's culturally diverse society. Focus areas for multicultural education resources include:
 - anti-racism education
 - cultural diversity and community relations
 - English as a second language
 - refugee support programs
 - interpreting and translations
- Resources to increase knowledge and understanding of Australia's cultural, linguistic and religious diversity were developed and distributed, including:
 - Best Start kindergarten materials and information developed through collaboration between Equity Programs and Distance Education Directorate and Curriculum K-12 Directorate to reflect the cultural, linguistic and religious diversity of students in NSW government schools
 - *Strengthening Community Harmony: Advice and resources for schools*, was published and distributed to all schools. It provides schools with information and strategies to build positive community relations through activities at a number of levels, including whole school policies and programs, teaching and learning programs and involving students and parents and community members.
 - a new *Boys' and Girls' Education Strategy* and support document *Leading the Way in school and classroom practice* which is inclusive of the needs of students and families from culturally and linguistically diverse backgrounds, particularly in relation to establishing effective family-school partnerships

- resources purchased by the Henry Parkes Equity Resource Centre (formerly the State Equity Centre) in the areas of:
 - interactive, stage based bilingual software
 - key learning area specific kits with multicultural perspectives
 - listening kits, DVDs and multicultural music
 - resources to support professional learning about the needs of refugees and their families.

In addition the Library maintains a collection of cultural artefacts kits; reading lists related to anti-racism education available through the new library catalogue and resources related to countries and religions. Officers from the Henry Parkes Equity Resource Centre provided resource displays and presentations at professional learning activities conducted by regions and state office.

- Centre for Learning Innovation and Multicultural Programs Unit collaborated to develop a culturally inclusive resource for *English Stage 6 Syllabus — English as a Second Language (ESL)* entitled *Belonging* based on the *Making Multicultural Australia* website www.multiculturalaustralia.edu.au, it provides opportunities for teachers and students to explore complex issues related to multiculturalism and to increase understandings about Australia's cultural diversity.
- Centre for Learning Innovation developed a number of resources in a range of learning areas aimed at enhancing understandings of cultural diversity and ensuring inclusive teaching practices, including:
 - *Going Global - Stage 4 Geography :A global citizenship framework resource*
 - *Research zone - Society and Culture - cross cultural resource*
 - *Meeting the Maori - Stage 4 History* teaching and learning unit incorporating comparison of Australian and New Zealand's indigenous cultures
 - *Active citizenship* - Flip chart resource developed in partnership with OXFAM
 - *Sites2See: Stage 4 History: Harvest scroll*
- Curriculum K-12 Directorate developed a range of resources aimed at enhancing understandings of cultural diversity and ensuring inclusive teaching practices, including:
 - units of work, video interviews and filmed student drama work samples from four case study schools were developed for publication on the Drama microsite. These resources developed by the Creative Arts Unit illustrate a range of approaches in using drama to explore multicultural issues and content, and support teachers to implement classroom programs that recognise multicultural issues in and beyond the drama classroom, including issues of identity, culture and social conflict.
 - an online virtual exhibition, entitled *Culture and design*, developed by the Technology Unit aimed at developing students' skills with a range of information and communication technologies while enhancing their skills and understanding of cultural diversity. The project also aimed to develop teachers' skills and understandings of cultural diversity, inclusive teaching practices and information and communication technologies.
 - resources to support increased understandings of cultural diversity and culturally inclusive teaching practices developed as a result of workshops conducted in five regions for teachers implementing *Human Society and Its Environment K-6* syllabus, with a particular focus on the *Cultures Strand*. The resources, for teachers of students in Kindergarten to Year 6, have been placed on the Curriculum Support website www.curriculumsupport.education.nsw.gov.au to be accessed by all teachers.
 - an artist-in-residence program conducted in North Coast Region with a middle years focus and incorporating student/artist workshops and peer support and mentoring, provided by secondary students to primary students. On-site documentation of a

collaborative installation resulting from the artist workshop is currently being developed as online materials for incorporation into the *Contemporary Asian Themes and Issues* website

http://www.curriculumsupport.education.nsw.gov.au/multicultural_art/index.html. The website focuses on contemporary and historical Asian art practices and supports multicultural and diversity as key areas of cross-curriculum content in Years 7-10 and Stage 6 Visual Arts syllabuses.

- development of quality materials for a dance ancestry website and provision of culturally diverse dance materials aimed at increasing teacher's interest in and implementation of classroom programs that recognise culturally diverse influences on contemporary dance practices.
- Educational Measurement and School Accountability Directorate used a range of strategies to ensure that state-wide assessments are culturally inclusive, including
 - trialling test items in schools with enrolments of students from language backgrounds other than English
 - providing item writers with culturally inclusive assessment requirements
- Multicultural Programs Unit and Aboriginal Education and Training Directorate were involved in the review panels for the 2008 National Assessment Program (NAPLAN). All items were vetted for cultural inclusivity.
- Hunter/Central Coast Region conducted a range of activities to promote cultural understanding and community harmony, including:
 - Harmony Day activities, including 61 school-based, student-led Harmony Day activities and two regional events attended by 180 students from 90 schools and involving presentations to school assemblies, presentations to Parent and Citizen associations and other parent and community meetings, the holding of surveys and presentation of results to teachers at staff meetings, school newsletter articles, classroom workshop activities, presentations at local Council Ceremonies and student forums
 - Promoted schools' participation in the Cultural Exchange program, through InPrincipal notices, ARCO Support Networks and ARCO training courses. 21 schools conducted cultural exchange programs in 2008
 - 266 schools implementing a range of culturally inclusive activities including Multicultural Perspectives Public Speaking Competition, NAIDOC celebrations, multicultural theme days, sister school activities, mural projects, writing competitions and visiting speakers programs
 - 1,103 students from culturally and linguistically diverse backgrounds participating in student leadership programs. These included school SRC, school parliament, leadership camps, student forums, Young Leaders' Day, peer support trainers, peer mediation training, student voice equity forums, SRC 2020 summit and drug education forums
 - 26 schools (9%) participating in culturally inclusive boys' and girls' education action research. Initiatives included writing workshops, boys' and dads' days, mentor support for boys, technology project for girls, Success for Boys project, boys' cultural dance group.
- South Western Sydney Region conducted a range of activities to promote cultural understanding and community harmony, including:
 - ongoing professional support provided to 12 schools undertaking the *Culturally Inclusive Cannabis* professional learning project (2007)
 - 214 schools implementing strategies for multicultural education in 2008 school plans

- 18 schools provided with regional funding in 2008 for initiatives in the areas of inclusive curriculum and cultural understanding
 - 80 schools participating in cultural exchange programs
 - 47 schools provided with regional funding for school-based projects and initiatives to promote cultural diversity, civic responsibility, social inclusion and community harmony
 - 32 students from 9 primary schools and 14 students from 5 secondary schools participating in regional poetry initiatives focusing on positive representations of cultural and linguistic diversity
 - 56 students and 11 teachers participating in regional *ArtLinks 2008* initiative focusing on positive representations of cultural heritage and identity
 - 241 schools implementing culturally inclusive activities including Harmony Day and NAIDOC activities
 - development and distribution of a framework to support schools in planning and reporting on implementation of *Anti-Racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- Workshop sessions entitled *Multicultural programs for school harmony* focussed on inclusive practices and diversity in the school context were delivered to 31 students at the 2008 Student Representative Council State Conference. Following the conference, regional SRC organisers were encouraged to conduct similar workshops at regional activities.
 - *2008 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 from 2007 to 2008. A total of 2,169 students from 1,113 primary schools participating at local and regional final level represented an increase of 37 schools and 83 students since 2007.

TAFE NSW

- The cultural and linguistic diversity of the community of New South Wales and the diverse skills base require that curriculum and resources, developed and used by TAFE NSW Institutes respond to this diversity. Resources are designed to engage learners in courses and to inform and enrich teaching and learning.
- TAFE NSW Institutes offered modules and units to provide all learners with the opportunity to develop cross cultural understanding and intercultural competence for the workplace. For example, in 2007 all metropolitan as well as the TAFE NSW - North Coast, Riverina, and Western Institutes delivered the newly developed unit *Communicate across cultures to build understanding*. There were 790 enrolments in this unit across these Institutes in 2007.
- All TAFE NSW Institutes delivered the learner support unit – Plan and Access Learning Support (Multicultural) in 2008 for students from non-English speaking backgrounds. In 2007 enrolments in this newly developed unit reached 640. Preliminary data for 2008 indicates there has been a marked increase in the take-up of this unit.
- The 2007 TAFE NSW data on the Recognition of Prior Learning (RPL) shows that 9,670 students from 75 countries were granted recognition for their overseas qualifications and skills. Of this number 2,274 students had completed university level studies, 2,406

Community and Migrant Education

- The Adult Migrant English Service (AMES) continues to publish curriculum and teaching materials which are culturally sensitive and inclusive. NSW AMES develops and maintains the national curriculum for the Adult Migrant English Program, the Certificates in Spoken and Written English.
- In 2008 the Certificates in Spoken and Written English was accredited for another five years and new curriculum documents were produced for:
 - the Course in Preliminary Spoken and Written English
 - Certificates I – III in Spoken and Written English
 - Certificate IVs for Spoken and Written English – Employment and Spoken and Written English – Further Study
- Resources were also developed to support implementation of the new curriculum.
- The overviews for the Certificates I – III in Spoken and Written English were translated into 21 languages to use with learners at initial and ongoing assessment and placement interviews.
- A workplace communication skills on-line course, *Negotiating and Problem Solving*, was also developed in 2008. This course provides extension for higher level students and focuses on advanced communication skills to meet current workplace communication demands.

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 \$120,000 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
 - professional learning programs to assist teachers develop culturally inclusive teaching and assessment practices, supportive environments and tailored learning programs for students from diverse cultural and linguistic backgrounds
 - professional learning programs aimed at developing in teachers' cross cultural and intercultural communication skills

- assessment of school programs and practices in delivering culturally inclusive programs and services
 - analysis of learning outcomes of targeted groups of students from culturally and linguistically diverse backgrounds and examination of effective pedagogy
 - teachers developing and trialling texts and units of work which explore aspects of students' personal and cultural identities and are linked to syllabus outcomes and the Quality Teaching framework
 - 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 programs and resources for cultural bias and stereotyping
 - development of print and electronic KLA units of work K-12 incorporating multicultural perspectives
 - development of e-learning objects which explore issues of cultural diversity and community harmony for loading on school websites and on TaLE www.tale.edu.au
- 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 2008 topics included *What can kids do? The Olympics – breaking down the barriers, My school community, Australia – the lucky country, The power of words, Celebrating Australia, Racism – it's just not funny, Welcoming refugees, Music – a common language, The Australian Flag, Reconciliation and Intervention, The role of the media, Seeking refuge, Un-Australian, On common ground, Language and identity, When does a migrant become an Australian? Who are we and where are we going? Faiths in the future* and *Symbols of Australia*.
 - The Department maintained consultative mechanisms to ensure that test items developed for external assessment programs, including the light sample Basic Skills Test (BST) Year 3 and 5, the English Language and Literacy Assessment (ELLA) and Secondary Numeracy Assessment Programs and the new National Assessment Program (NAPLAN), continued to be culturally inclusive.

TAFE NSW

- Institutes deliver training to support the development of inter-cultural competencies
- Institutes implement inclusive learning and assessment strategies to improve outcomes for students language backgrounds other than English

Future Directions

- Continue to monitor and support the implementation of the *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- Access to flexible delivery, workplace assessment and recognition is a challenge for many people from language backgrounds other than English, especially those who are overseas qualified and need opportunities to have local work experience.
- There is an on-going need to improve course and unit completion rates for students from language backgrounds other than English.

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 82,554 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 732 schools. This included 65,046 primary ESL students in 535 primary schools and 17,408 secondary ESL students in 197 high schools.
- On-arrival ESL support was provided to a total of 7,573 newly-arrived students including 1,152 newly arrived refugees. Of these newly arrived students 2,362 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS). 4,177 were enrolled in primary schools and 1,034 were enrolled in secondary schools.
- Of the newly arrived ESL students, a total of 544 were enrolled in 216 schools in rural and regional areas and received on-arrival ESL support through the ESL New Arrivals Program.
- During 2008, from a total of 7,989 temporary visa holders enrolled in NSW government schools, 1,802 were granted individual exemption from the temporary visa holder education fee based on capacity to pay. A further 2,755 students were automatically exempt based on visa sub class.
- ESL support was provided to 2,731 international students in high schools, 245 in primary schools and 517 in Intensive English Centres and the Intensive English High School.
- Resources were developed to link the NAPLAN assessment program to ESL teaching across the curriculum. The resources, available on NSW DET intranet and internet at <http://www.schools.nsw.edu.au/learning/7-12assessments/naplan/teachstrategies/yr2008/index.htm>, link sets of ESL teaching sequences to literacy and numeracy skills for Stages 2 - 4.
- A range of teacher support materials were developed to assist assessment and reporting of ESL student learning outcomes using the ESL Scales.

- Equity Programs and Distance Education Directorate and Curriculum K-12 Directorate collaborated to ensure that Best Start literacy and numeracy resources developed, catered for the needs of students from language backgrounds other than English, including ESL students.
- A range of teacher support materials were developed to assist teachers of ESL students, including newly arrived ESL students, in the early years of schooling.
- 200 ESL resource CDs were compiled and distributed to all beginning ESL teachers.
- 11 schools establishing an ESL program received funding of \$1,000 each for purchase of ESL resources
- Recently arrived, senior ESL high school and Intensive English Centre students at risk of disengaging from education were awarded a total of 280 certificates and 586 statements of attainment in the Vocational Education and Training Accreditation Board (VETAB) accredited, outcomes-based *Certificates in Spoken and Written English (CSWE), Levels I-III*.
- Collaboration continued between Multicultural Programs and Henry Parkes Equity Resource 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 were 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.
- In response to demand from schools, 250 copies of the Intensive English Programs Curriculum Framework (Secondary) were reprinted and distributed to schools and the Henry Parkes Equity Resource Centre. Copies were also provided to resupply New Arrivals kits sent to schools with isolated New Arrivals programs.
- 1,000 copies of the Text Types (Intensive English) were reprinted in response to demand from schools. These copies were distributed to schools state-wide including 200 high schools with ESL programs, 15 Intensive English Centres and the Intensive English High School and Henry Parkes Equity Resource Centre and supplemented the New Arrivals kits sent to schools without ESL programs where newly arrived students requiring ESL support are enrolled.
- The Henry Parkes Equity Resource Centre provided support to teachers of ESL students and to ESL students, including:
 - loaned over nine thousand items in New Arrival Program kits to 135 schools in regional NSW
 - provided bilingual fiction books in over forty languages and bilingual dictionaries in forty six languages
 - purchased resources to support students who are illiterate in their first language, literacy and numeracy games to support new arrival students, multimedia resources to support second language acquisition and books on current pedagogy related to second language acquisition

- developed reading lists to support teachers of the HSC ESL course and posted them on the library catalogue
 - provided consultancy support to teachers and regional consultants
 - conducted information sessions and provided resources to support ESL network meetings.
- A total of 2,944 ESL students completed the 2008 HSC *English (ESL)* course.

TAFE NSW

- 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. TAFE NSW annually commits resources to deliver programs assisting students from non-English speaking backgrounds to acquire English language skills to enable them to achieve their educational and vocational aspirations.
- Students with English language learning needs continued to access 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 TAFE NSW Institutes, at workplaces and in community settings.
- Between 2005 and 2007 enrolments in TAFE NSW delivered English language programs by students from non-English speaking backgrounds increased by 8.7 per cent and in vocational literacy programs by 53.2 per cent.
- The take up of learner (tutorial) support by TAFE NSW students from non-English speaking backgrounds increased markedly with over 7,612 enrolments in 2007 compared to 2,621 in 2005.
- TAFE NSW Institutes expanded provision of ESOL programs in regional areas: TAFE NSW – Hunter Institute now offers ESOL programs at its Glendale and Cessnock campuses and TAFE NSW – New England Institute provided vocational English in the workplace at a meat processing enterprise in Inverell.

Community and Migrant Education

- The Adult Migrant English Service (AMES) provided English language and literacy training to almost 8,000 migrants and refugees in 2007-2008.

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 \$160,000 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 results in the National Assessment Program in Literacy and Numeracy (NAPLAN)
 - forums and workshops that support ESL teachers sharing their expertise and resources.

TAFE NSW

- Institutes deliver a range of English language and literacy programs to cater for diverse groups of students, including adult refugees. In addition to core funded English programs such as ESOL, English Pronunciation, English for Further Study and English for Academic Purposes, Institutes deliver key externally funded English language programs. Examples include:
 - Initial, Basic and Advanced level training under the *Language, Literacy and Numeracy Programme (LLNP)* funded by the Department of Education, Employment and Workplace Relations. The advanced stream also targets clients from non-English-speaking-backgrounds seeking International English Language Testing System (IELTS) and Occupational English Test (OET) training.
 - Delivery of the Department of Immigration and Citizenship funded Adult Migrant English Program by all TAFE NSW regional Institutes and the TAFE NSW - Northern Sydney and Sydney metropolitan Institutes. The Adult Migrant English Program is also delivered through the specialist distance education and training provider, TAFE NSW – Western Sydney Open Training and Education Network.

Community and Migrant Education

- The Adult Migrant English Service delivers English language and literacy training to adult migrants and refugees under the Adult Migrant English Program (AMEP) funded by the Department of Immigration and Citizenship and the Language, Literacy and Numeracy Program (LLNP) funded by the Department of Education, Employment and Workplace Relations. These programs are delivered at six centres in Sydney, with on-line delivery also an option for AMEP students.

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.

- Regional Institutes are responding to the increased demand for learner support for recent arrivals who are exiting the Adult Migrant English Program and undertaking vocational programs at higher award levels.

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.

- 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 \$15,100 was provided to refugee students in 13 primary schools, 2 high schools and 12 Intensive English Centres making a total of 37 schools supported through the scheme. A total amount of \$5,000 was distributed across eight TAFE NSW Institutes resulting in students receiving support under the scheme in 2008. The funds support refugee students through the provision of textbooks, excursions, subject fees, stationery and uniforms.
- TAFE NSW - Hunter, South Western Sydney, Sydney and Western Sydney supplemented these allocations to support eligible students. TAFE NSW - Sydney Institute Student Association supplemented the RSAS allocation with \$2,700 to support an additional 13 students.

Achievements

Schools

- \$144,000 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, including:
 - regional coordination of the range of programs and services targeting refugee students and supporting schools with significant enrolments of refugee students
 - development of teaching resources and programs to support identified groups of students from diverse cultural and linguistic backgrounds, including refugee students, who are at risk of not completing their education
 - professional learning programs for teachers of refugee students aimed at providing teachers with skills and understandings of the educational and resettlement needs of refugee students as well as information on the countries and cultures of newly arrived refugee students
 - establishment of partnerships between schools and community agencies and non-government organisations responsible for delivering services to targeted communities, including refugees
 - documentation and dissemination to schools of available support services for targeted communities, including refugees
 - collection of accurate data on targeted students, including refugees
 - provision of homework support programs for refugee students
 - tailored vocational education programs for targeted groups of students, including refugees, at risk of not completing their education.
- 9 secondary schools participated in the Refugee Action Support (RAS) Partnership, a joint initiative of the NSW Department of Education and Training, the Australian Literacy

- During 2008, the Department implemented a range of initiatives under the Refugee Support Strategy, including two innovative programs in schools in Western Sydney Region and South Western Sydney Region: the Intensive English Program for Refugee Students in primary schools and the Refugee Transition Program in high schools. These programs piloted new approaches to supporting refugee students. Seven primary and seven secondary schools supporting 127 and 117 students respectively, received funding for an additional teacher position (0.5 EFT) and professional learning support in order to implement the program. \$14,000 was distributed to the schools to fund extra resources and learning experiences for the targeted students and some schools provided additional funds from school budgets to support the program.
- 76 students, 15 teachers, three careers advisors, seven regional multicultural and vocational education consultants, 10 TAFE officers, five business and community representatives and six CIOs attended an educational and vocational workshop for refugee students.
- The Henry Parkes Equity Resource Centre purchased additional resources to enhance provision of support for new and emerging communities and language groups.
- ESL and settlement support was provided for 611 newly arrived refugee students in Intensive English Centres (IECs) and the Intensive English High School, 466 newly arrived refugee students in primary schools and 75 newly arrived refugee students in high schools.
- A *Beginning Well* program aimed at enhancing refugee students' transition from home to school and strengthening refugee parents' capacity to support their children's learning, was developed, trialled and evaluated in one school in Western Sydney Region.

Evaluations indicated significant improvement in refugee children's adjustment to Kindergarten and refugee parents' relationship with the school. Four African families were supported in their children's transition to Kindergarten in 2008 and participated in the school's transition to school program for the first time. Parents reported that the program provided their children with activities and equipment which they do not have at home. They also reported that they learnt valuable information about schooling in Australia appreciating the opportunity to meet with school personnel and learn more about Australian customs, school routines and programs.

An expanded *Beginning Well* program, targeting refugee families has commenced in Western Sydney Region. Five schools participated in a two day mentor training in August 2008 in preparation for implementation of the program in Term 4, 2008 - Term 1, 2009.

- In South Western Sydney and Western Sydney regions eleven high schools and one primary school 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 implemented initiatives specifically aimed at supporting refugee students and new arrivals. These initiatives included kindergarten and year 7

- supported all schools with planned enrolments of refugee students into kindergarten or year 7 to be inclusive of refugee students and parents in their transition programs. All parents of these students were supported by a regionally appointed project officer to attend these transition programs with their son or daughter.
 - continued its successful partnership with Northern Settlement Services to provide 42 in-class volunteer tutors for refugee students in 13 schools
 - disseminated new information on support services for targeted CALD communities, including refugees, to relevant schools via the region's Refugee Support Officer and Community Information Officer
 - conducted two meetings with African community leaders to facilitate greater understanding of school policies and procedures by the Sudanese, Burundian, Liberian and Sierra Leonean communities.
- Illawarra and South East Region implemented three strategies for supporting refugee students in the classroom in 2008:
 - A revised enrolment procedure now includes a cultural awareness session of 30 minutes to be delivered to school staff on the enrolment of a school's first refugee student or subsequent refugee students if required.
 - A *Supporting Refugees in the Mainstream* workshop with 20 mainstream and four ESL teachers from three primary schools and one secondary school in Goulburn.
 - A *Cultural Awareness and ESL Pedagogy* workshop for regional consultants as part of a regional learning day.
- 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:
 - professional support to regional staff on the educational and resettlement needs of refugee students, including 30 regional professional learning activities, 15 school based workshops, 170 meetings in schools, including case management
 - bilingual mentor support provided on a needs basis to 64 students including TAFE course participation, IEC/HS transition and primary school support
 - Regional Refugee Week Forum organised to acknowledge the refugee journey, celebrate achievements and consolidate links with community groups and organisations with 100 participants including students, staff, parents and community members
 - Regional representation at more than 45 interagency meetings with a focus on refugee resettlement
 - provision of regional funds to 4 schools for implementation of refugee initiatives.
- In addition, South Western Sydney Region delivered programs and services to enable the full participation of other targeted students from culturally and linguistically diverse backgrounds, including:
 - support for 140 LBOTE students through Gateways program mentoring and vocational course placement
 - 2 pilot BVET funded projects for students from Arabic communities (4 schools: 184 students) and Pacific communities (3 schools: 39 students) to increase participation in mandatory Stage 6 VET work placements and improve student learning outcomes.

- Western Sydney Region implemented a range of initiatives to meet the needs of refugee students, including:
 - mentor support for approximately seventy secondary students during their transition from the Intensive English Centre to secondary school.
 - learning support officer (ethnic) or mentor support for thirty primary students during their transition into schools.
 - support provided by Regional Refugee Support Officer to students and school staff across the region. The officer attends Learning Support Team meetings in schools to assist the development of plans to support students.
 - intensive English support for ten refugee students at Blacktown South Primary School
 - a regional refugee support committee which meets twice per term and attended by Student Services, school counsellors, multicultural education consultants, community information and liaison officers, the regional refugee support officer, state office personnel, and regional equity coordinator. Non government organisation representatives are invited on a needs basis.

- Sydney Region published *Student Leadership and Literacy Program for Students from Pacific Community Backgrounds: a literacy based mentoring program embedding cultural understanding within student leadership* development and distributed it to all regional schools. The program was developed by the region under the *Youth Partnership with Pacific Communities*. It aimed to build the leadership capacities in young people from Pacific communities and increase their participation in leadership roles within schools and the wider community, to build students' self confidence and communication skills and to provide opportunities for students to share messages about cultural responsibilities, tolerance and understanding with the wider community.

In 2008, the region adapted the program and implemented it as a *Student Leadership and Literacy Program for Students from Arabic Speaking Backgrounds*. Fifty two students of Arabic speaking backgrounds enrolled in four high schools that were identified as potential leaders and mentors, participated in the project. The initiative combined a range of strategies to engage the interest of the students and develop their skills. A key strategy was the involvement of two Arabic youth leaders in each participating school as guides and mentors. A high proportion of participants will occupy leadership roles within their schools in 2009.

TAFE NSW

TAFE NSW Institutes customise courses to assist members of ethnic minority 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 TAFE NSW 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 non-English speaking backgrounds through programs such as Get Skilled, Outreach and externally funded programs including the Department of Education, Employment and Workplace Relations *Language, Literacy and Numeracy Programme*:
 - TAFE NSW - Hunter Institute delivered seven vocational programs with integrated English language support tailored to the needs of specific groups. For example, an introduction to the building industry for refugees from African communities and AQF

- TAFE NSW - Illawarra Institute offered a Learner Driver's course for Adult Migrant English Program students experiencing barriers to obtaining a Learner Driver's Permit. The course will continue in 2009.
 - TAFE NSW - Riverina Institute offered a *Job Readiness* course to assist recently arrived skilled migrants with higher levels of English to gain employability skills for the Australian labour market. Twenty students enrolled and five students gained employment prior to completing the course. Students also passed the Senior First Aid Certificate.
 - Tailored programs for overseas qualified migrants and refugees also include those offered for: overseas trained accountants at TAFE NSW - South Western Sydney, Western Sydney – OTEN, and Sydney Institutes; in Butchery, Automotive Electrical Technology and for overseas trained teachers at TAFE NSW - South Western Sydney Institute; and, two *Professional Orientation Program for Skilled Migrants* at TAFE NSW - Sydney Institute.
- Partnership arrangements with government and non-government agencies underpinned delivery of a number of highly successful TAFE NSW tailored vocational programs.

- TAFE NSW – Sydney Institute implemented a project in partnership with Auburn Council targeting overseas trained engineers studying the Computer Technology for Engineers course. The project entailed contribution of scaled drawings for a re-fit of a building to make it suitable for the needs of the local Vietnam Veterans Association.

Students were required to familiarise themselves with the site, occupational health and safety regulations, disability access standards and Council development application requirements as well as communicate with Council staff. The product was delivered on time and to the standard required by Council.

- TAFE NSW – Western Sydney Institute in partnership with key agencies including Centrelink, NSW Police, Nepean Migrant Access and job network providers delivered a *Pathways to Primary Industry* program targeting refugees in Western Sydney with a keen interest in working in the agriculture industry.

Participants built on their existing farming skills and gained knowledge and skills in Australian agricultural practices through a tailored program that offers units of study in agriculture, English language and literacy, job seeking and also includes field trips and work placement. A key strategy is the direct involvement of job network providers and the assistance they provide to students to gain employment.

Community and Migrant Education

- The Adult Migrant English Service (AMES) delivered the Skillmax program which provides English language training for jobseeking for under-employed and unemployed skilled migrants. A total of 1,183 students participated in the Skillmax program in 2007-08, 147 in the public sector program and 1,036 in the jobseekers program.
- Adult and Community Education (ACE), the Adult Migrant English Service (AMES) and the DET Strategic Skills Program worked in partnership to offer a Skills Link Program in 2008. AMES provided English skills training and linked these students to ACE vocational training. ACE delivered vocational training to more than 147 participants in the areas of aged care, children's services, hospitality operations and retail operations.

- Adult and Community Education (ACE) funded five targeted equity projects in 2008 to increase vocational training to migrants. This was additional to 15 projects funded under the Skilled Migrants mentoring program. Half of the projects are in regional and rural areas and half are in the Sydney metropolitan area.

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
 - mentoring programs for refugee students at risk of not completing schooling
 - professional learning regarding the needs of refugee students for teachers and school counsellors.
- During 2008, the Department also implemented a range of initiatives under a new Refugee Support Strategy, including the Intensive English Program for Refugee Students in primary schools and the Refugee Transition Program in high schools.
- Networks with government and non-government agencies were maintained to support the learning and settlement needs of refugee students and families.
- Collaboration with other DET directorates, government and non-government agencies and the Catholic Education sector increased to facilitate the planning of strategies, implementation of a range of programs and development of resources to better meet the needs of refugee students.
- Relationships with Integrated Humanitarian Settlement Strategy (IHSS) service providers (ANGLICARE and ACL) were strengthened to assist in the effective settlement of refugee students and their families into Australia and education.

TAFE NSW

Institutes provide appropriate vocational education and training options for clients from ethnic minority communities including English language and literacy programs, and other targeted and customised programs, as required.

Future Directions

- The Department will continue to develop resources to enhance the learning outcomes of refugee and humanitarian entrant students.
- Resources developed to meet the needs of students from Arabic speaking and Pacific backgrounds will be distributed, as appropriate, to schools and be available on Departmental websites, including regional websites.
- Transition to the Australian labour market poses challenges for most migrants and refugees, including highly skilled professionals and paraprofessionals. The challenges are exacerbated for refugees who have had limited opportunity to gain work experience.
- TAFE NSW Institutes are delivering programs which incorporate employability skills for the local employment market to cater for the diverse needs of migrants and refugees. In

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 2008, 243.8 FTE community language teaching positions were reallocated to provide instruction in 30 languages in 152 primary schools to 46,796 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 23 and 24 languages respectively to approximately 4,400 secondary students in Years 7-12 from language backgrounds other than English in centres throughout Sydney, Newcastle and Wollongong. In addition, in 2008, nine Year 11 and 12 students in country areas were supported by SSCL teachers.
- In 2008, the *Saturday School of Community Languages* introduced Portuguese, Bengali and Hindi at additional centres in areas where demand for these languages was indicated through research into current and potential demographic trends. Portuguese was introduced at School Certificate and Higher School Certificate levels at the new centre. Hindi was introduced at Higher School Certificate level for the first time, with first in the state and three of the top five being awarded to SSCL students.
- In 2007, classes were opened in Armenian with six students. Numbers increased to 16 in 2008.
- In 2008, of 491 Year 10 students studying languages at the School Certificate level at the Saturday School of Community Languages, 98 studied a SSCL Board Endorsed Stage 5 language course.

TAFE NSW

- Institutes offered languages other than English programs in response to local community demand, including: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese.
- TAFE NSW - Hunter, North Coast, Northern Sydney, South Western Sydney and Sydney Institutes maintained provision of interpreter programs, including in emerging languages. TAFE NSW - Sydney Institute continued to deliver a broad range of interpreting courses and customised each semester's intake to reflect industry requirements by course level and by language. TAFE NSW-Sydney Institute represents TAFE on the NSW NAATI advisory panel.

In 2008, TAFE NSW – Sydney Institute also introduced a translation skills course in response to industry and community demand.

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) continued to investigate 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

Institutes provide community language, interpreting and translating programs, as required.

Future Directions

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

2.7 STUDENT SUPPORT SERVICES

Achievements

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:
 - provision of culturally inclusive drug education materials
 - 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

- South Western Sydney Region conducted a range of student support initiatives including:
 - 48 *Settling In Program* courses for students in all 8 South Western Sydney Region Intensive English Centres and in an additional 47 schools
 - three regional training workshops in *Settling In* with 45 participants
 - conduct of *Families in Cultural Transition* program in 18 schools
 - provision of additional student welfare and support programs such as mentoring programs and counselling services.

TAFE NSW and Adult and Community Education

A broad range of support services are offered by TAFE NSW 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 non-English speaking backgrounds.

The Adult Migrant English Service Support (AMES) provides services to students including counselling, child care, individual learning centres and first language support through the use of bilingual AMES staff and interpreters.

- Guidelines for an additional 11 countries have been developed for inclusion in the resource *Recognition of Overseas Vocational and Higher Education Qualifications*. The resource assists Institute staff in the assessment of overseas qualifications for TAFE NSW study purposes. The additional countries will be uploaded to the TAFE NSW website.
- Institutes continued to provide a range of counselling and learner support services, including bilingual support from TAFE counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants. Initiatives include:
 - Provision of accommodation at TAFE NSW - Hunter Institute for a counsellor from the *Service for the Treatment and Rehabilitation of Torture and Trauma Survivors* to provide services to refugees and humanitarian entrants at Newcastle campus
 - Recruitment of an additional Arabic speaking counsellor at TAFE NSW - Sydney Institute.

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.

- 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 continued to include services and training for refugee students and their families in the areas of nutrition, dental health and vaccinations.
- Bilingual/bicultural school learning support officers were provided to schools including non-metropolitan primary and high schools to assist in the successful settlement of refugee students into school.

TAFE NSW

Institutes provide culturally and linguistically inclusive student support services that is, children's centres, library services, counselling, course information, Recognition of Prior Learning information including that involving overseas qualifications and skills and support services provided by special program coordinators.

Institutes support eligible students under the Refugee Student Support Scheme

Community and Migrant Education

The Adult Migrant English Service Support (AMES) provides culturally and linguistically inclusive student support services, including child care, counselling and print and audio-visual course information in a range of community languages.

EAPS ACTIVITY AREA 3: STAFFING

OUTCOME

Staff members 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 2008, the employment of specialised staff to deliver programs and services which met the needs of a linguistically and culturally diverse NSW included:
 - 886 ESL teachers (equivalent full time positions) which represents an increase of 10 positions since 2007
 - 20 Community Information Officers (equivalent full time positions)
 - 111 School Learning Support Officers Ethnic (equivalent full time positions) providing bilingual and bicultural support for newly arrived students in 48 primary and secondary schools and 15 Intensive English settings
 - 13 Multicultural/ESL consultants (equivalent full time positions)
 - Three refugee student support officer positions in South-Western and Western regions to support 14 schools participating in refugee pilot programs and to enhance state-wide support for refugee students
 - Bilingual and bicultural support for newly arrived refugee students was provided through school learning support officers (ethnic) to a total of 51 schools, including 8 rural and regional high schools and 43 metropolitan and non metropolitan primary schools
 - Seven additional ESL teaching positions to support targeted refugee students in refugee pilot programs
 - Nine teacher mentor positions providing additional support for ESL teachers in all non-metropolitan regions
 - A Tibetan Aide position in Northern Sydney region to support the transition of students from Tibet to school
 - A Refugee Support Officer and Sudanese Project Officer providing support to refugee students in the Hunter/Central Coast region
 - A bilingual project officer providing support through the Gateways program; bilingual mentors supporting refugee students through the Refugee Resettlement Project; and targeted mentors supporting Arabic speaking and Pacific communities in South Western Sydney region
- ESL and class teachers were provided with a range of ESL professional learning opportunities including:
 - A two day professional learning course, *Mentoring essentials for ESL new arrival students*, was provided for 50 ESL teacher mentors. The *ESL New Arrivals Mentoring Program* provides advice and support to teachers who do not have experience or qualifications in teaching ESL students. In 2008, ESL Mentors were available in Hunter Central Coast, North Coast, New England, Western, Illawarra & South East and Riverina regions.
 - ESL Information Network meetings were conducted in all regions and provided networking opportunities for nearly 1,900 teachers. An ESLIN delivered via video conference in the New England region provided additional support to ESL teachers.

- The *ESL Orientation Course* was conducted through four regions and was attended by 158 ESL teachers.
 - A two day orientation course for schools with new ESL Targeted Support Programs was provided for teachers in non-metropolitan regions. Additional orientation courses for teachers of newly arrived ESL students were offered by Western NSW and Riverina regions.
 - The *ESL in the Mainstream* course was attended by staff from across the four metropolitan regions.
 - Four *Teaching English to Speakers of Other Languages* (TESOL) seminars were conducted in partnership with the University of Technology Sydney providing 253 teachers with an Institute of Teachers accredited ESL professional development program.
 - New England and Western NSW region conducted training for administrative staff in the enrolment of ESL students.
 - Regions collectively reported a range of other professional learning activities to support staff in the design, delivery and assessment of ESL courses including ESL Curriculum Framework meetings; ESL HSC networks; ESL reporting meetings; and ESL program management meetings.
- A range of professional development support was provided to Intensive English Program (IEP) teachers, bilingual staff and counsellors including:
 - Attendance by 55 teachers from 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS) at two professional learning moderation workshops to develop greater consistency in assessment of student work.
 - Attendance by 30 IEP teachers at a professional learning workshop to review the IEP Task Bank, a comprehensive range of assessment tasks designed to assess student achievement.
 - A workshop for 20 IEP executive staff on managing the new Enrolment and Registration Number (ERN) processes in Intensive English settings. ERN is a web-based student enrolment program.
 - Attendance by nine bilingual staff members at a workshop on providing bilingual support to new and emerging communities.
 - Attendance by 15 counsellors at an *Art and Play Therapies* workshop on supporting the settlement of newly arrived refugee students.
 - Training in *Certificates in Spoken and Written English I-III* (CSWE) for 16 teachers from 10 schools as well as to three regional ESL consultants.
 - Two CSWE moderation workshops on the consistency of teacher judgement in the assessment of student work were attended by 44 teachers from 13 high schools and 10 Intensive English Centres.
 - Three IEP counsellor meetings provided support for IEP counsellors on various settlement services and issues.
 - Professional learning programs provided for community languages teachers included:
 - Attendance by 14 community languages teachers and 14 school executive at the community language induction program.
 - 150 primary community language teachers completed workshops on assessment and reporting in Languages K-6. An additional 153 teachers of Years 7-10 from the Saturday School of Community Languages participated in workshops on assessment of students in Stages 4 and 5 across 20 community languages.
 - 16 teachers undertook the Community Languages Fluency Test in March 2008.
 - 109 secondary teachers of community languages completed workshops on the new course prescriptions for the HSC Extension course across eight community languages. 120 Saturday School of Community Languages teachers attended

- 124 secondary teachers completed workshops on the new HSC Beginners syllabuses across four community languages.
- 21 Saturday School of Community Languages teachers were supported to develop materials and present workshops for Background Speakers and Extension courses.
- 43 Saturday School of Community Languages teachers were supported to attend conferences on languages teaching and learning, the middle years of schooling and leadership development.
- Professional learning programs provided in anti-racism education included:
 - The development of a state-wide, online, self-access Anti-Racism Contact Officer (ARCO) update course to assist regions in delivering ARCO training. Two regions reported officers undertaking this self-access course.
 - 12 officers from six state office directorates were trained as new ARCOs.
 - Anti-Racism Contact Officer (ARCO) training conducted in all regions with a total of 430 new ARCOs trained.
 - Training of ARCO regional facilitators was reported by three regions with 32 people trained.
 - ARCO network meetings were reported by two regions with 269 officers in attendance.
 - A wide range of additional anti-racism professional learning activities were reported in four regions with 1,378 officers in attendance.
 - Four regions reported that all their schools (100%) had a trained ARCO.
 - 67 teachers from 17 schools received Cooling Conflicts training.
- Professional learning programs promoting parent and community support included:
 - 20 Community Information Officers (CIOs) covering all regions participated in five days of professional learning on role clarification and skills development.
 - 13 Community Information Officers completed a *Facilitator Essentials* course. The course, conducted by Professional Learning and Leadership Development Directorate, aimed to enhance CIOs' capacity to facilitate workshops and deliver training to assist parents in understanding schooling in NSW and in supporting their children's learning.
 - Northern Sydney region reported an increase in the use of staff receiving CLAS.
 - In South Western Sydney, three of the seven CIOs received the CLAS entitlement to support culturally and linguistically diverse communities.
 - In Northern Sydney region, community representatives from language backgrounds other than English were trained in merit selection processes for school based selection panels.
- Support for refugee students including professional development on the settlement needs and issues faced by refugees and new migrants included:
 - Attendance by 42 teachers and executive staff at four workshops on developing teacher awareness of the impact of the refugee experience and the settlement and educational needs of refugee students.
 - A professional learning program, *Teaching Refugees in my Classroom*, developed to provide mainstream teachers with the skills and knowledge to support effective teaching of refugee students in the mainstream classroom.
 - Attendance by 76 students, 15 teachers, 3 careers advisors, 7 regional multicultural and vocational education consultants, 10 TAFE officers, 5 representatives from business and community partnerships and 6 community information officers at an educational and vocational workshop for refugee students.

- A two-day *Settling in* course, delivered in conjunction with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), for school counsellors and ESL mentors from rural and regional schools.
 - A tutoring program supporting refugee students with their homework was trialled at Lismore High School with tutors from Southern Cross University.
 - Four regions reported a range of professional learning activities to assist schools in supporting refugee students. This included the provision of workshops and training to approximately 200 teachers.
 - In the Hunter/Central Coast region, 33 schools were supported to meet the learning needs of refugee students. A further 93 teachers were provided with professional development in programming and teaching strategies to meet the needs of refugee students.
 - Kindergarten and Year 7 African refugee students from 13 schools were supported in their transition to school by the regional Sudanese Project Officer in the Hunter/Central Coast.
- Professional development support for overseas trained teachers (OTTs) from language backgrounds other than English included:
 - Nine Pre-Employment courses with 190 overseas trained teachers participating.
 - 679 overseas trained teachers have taken part in the Professional English Assessment for Teachers (PEAT) test with 103 successfully completing all components.
 - 70 overseas trained teachers were supported to undertake both full and part time TAFE delivered *English for Specific Purposes* courses at Randwick, Blacktown and Liverpool TAFE colleges.
 - Professional learning support for curriculum initiatives included:
 - Professional learning in culturally inclusive cannabis education was delivered to 122 secondary teachers by drug education consultants.
 - Multimedia training was provided to 28 teachers involved in school -cultural exchange programs.
 - Professional support for pre-schools to strengthen transition to school by students from culturally and linguistically diverse communities.
 - Four Principals meetings included cultural awareness training in the New England region.

TAFE NSW and Community Education

The TAFE and Community Education portfolio identifies and utilises the cultural and linguistic skills of its workforce to achieve the organisation's strategic objectives. TAFE NSW Institutes and the Adult Migrant English Service (AMES) implement 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. These include the employment of staff with the requisite knowledge and skills and the delivery of professional development programs.

TAFE NSW

A diverse range of professional development programs were implemented in TAFE NSW to support staff to deliver programs and services for a culturally and linguistically diverse community. The initiatives focussed on the development of intercultural competencies, anti-racism training, cross-cultural communication in the classroom, effective use of interpreters, teaching and learning in a multicultural learning environment and the recognition of overseas qualifications. Examples are:

- TAFE NSW - Western Sydney Institute provided professional development activities to 127 staff members in 2008. The activities focussed on awareness of African cultures, teaching strategies for culturally and linguistically diverse students, teaching in a multicultural classroom, provision of customer service in a multicultural context and the recognition of overseas qualifications for study in TAFE NSW.
- TAFE NSW - Northern Sydney and Western Sydney Institutes delivered *Teaching in the Multicultural Classroom* to 41 and 15 staff members respectively during the year.
- Institutes employed relevant staff, including 13 multicultural education coordinators (IMECS) in five Institutes, a Student Support Officer, African Communities at Hunter Institute and multicultural contact officers in the TAFE NSW - Riverina and North Coast Institutes to support students from non-English speaking backgrounds. These officers contributed to Institute planning and evaluation activities, played key roles in programs and initiatives enhancing awareness of vocational education and training and pathways, supported student learning, built community capacity, promoted productive partnerships with culturally and linguistically diverse communities and provided professional learning programs for other staff.
- TAFE NSW Institutes extended first language support to students, potential students and other clients through implementation of the Community Language Allowance Scheme (CLAS). In 2008, 71 CLAS recipients provided support in 24 languages other than English at a total cost of \$73, 556.
- Institutes updated and distributed lists of bilingual staff with the requisite knowledge and skills in their first language to support students and clients.
- The TAFE NSW Multicultural Education Unit officers delivered professional development to 250 Institute staff members on the recognition of overseas qualifications for study in TAFE NSW. Officers also mentored 350 assessors to assist with requests related to the assessment of complex overseas documents.

In addition the Unit provided on-line support and developed additional resources to assist assessors with the identification and assessment of overseas documents for the provision of recognition of prior learning. The Unit also provided support to TAFE NSW Institute staff on request to assist in the implementation of policies, programs and services for people from non-English speaking background.

- In 2008, in response to stakeholder feedback as part of TAFE in the 21st Century consultations, TAFE NSW created a Social Inclusion and Vocational Access Unit to provide equity services to TAFE NSW students. Roles and responsibilities of the TAFE NSW Multicultural Unit will be absorbed into this new Unit. The new Unit will be fully operational from 2009. It will include a senior specialist position, Manager Cultural Diversity.

Community and Migrant Education

- Adult Migrant English Service (AMES) staff participated in a range of activities aimed at promoting cultural awareness, including professional development workshops in areas such as new and emerging communities and cross-cultural issues and celebrations during harmony Day, activities during Adult Learners Week and World Refugee Day.
- Adult and Community Education (ACE) equity programs targeting migrants demonstrated that relevant community consultation had occurred to determine the appropriate training

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 national assessment relating to ESL students
 - 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
 - Provision of professional learning resources and services through the Henry Parkes Equity Resource Centre.
- 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 through professional development activities held each term

- *Community Languages Program K-6* network meetings conducted each term to provide professional development and collegial support for Community Languages teachers
 - Induction programs for new teachers of community languages
 - Providing support for teachers to implement effective *Community Languages Programs K-6*
 - Encouraging bilingual 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 ARCO training needs
 - Anti-racism delegate training
 - 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
 - Pilot project in South Western Sydney region to support the needs of newly arrived refugee 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 and funding for the Professional English Assessment of Teachers (PEAT) test for overseas trained teachers (OTTs) and assistance teachers in preparing for this 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, School Learning Support Officers Ethnic and Multicultural/ESL consultants. It also includes the employment of specialist officers to support the local needs of culturally and linguistically diverse communities in regions such as Community Liaison Officers, Refugee Support Officers and bilingual mentors.
- 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

- Institutes provide relevant training programs to Institute staff, including staff in designated positions to assist the Institutes to further enhance equitable access, participation and outcomes for people from ethnic minority communities and groups.
- Institutes identify and record staff with fluency in strategically significant languages other than English and promote their availability.
- Institutes support designated multicultural positions, as required.

Community and Migrant Education

- Adult Migrant English Service (AMES) staff are involved in local decision making, for example, around course provision and assessment, through regional staff forums and meetings

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, including in rural and regional areas with significant numbers of refugee students.
- Continue to conduct annual audits in regions to determine Anti-racism Contact Officer training needs.

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 2007-2008 a total of \$570,047 was provided to support 5,986 on-site and telephone interpreter assignments.

Table 2 - On-site and telephone interpreting assignments in schools by regional requests¹

| Type of assignment | Primary | Secondary | TOTALS |
|--|----------------|----------------|----------------|
| Onsite assignments | | | |
| Number of onsite assignments | 1,229 | 1,361 | 2590 |
| Cost of onsite interpreting (\$) | 242,131 | 226,553 | 468,684 |
| Telephone assignments | | | |
| Number of telephone assignments | 1,424 | 1,972 | 3396 |
| Cost of telephone interpreting (\$) | 41,373 | 59,990 | 101,363 |
| Total number of assignments | 2,653 | 3,333 | 5,986 |
| Total cost of interpreting (\$) | 283,504 | 286,543 | 570,047 |

¹The figures shown are net and reflect data for the calendar year Oct 2007 – Sept 2008

Data collected throughout the year showed the ten most commonly requested languages for the conduct of interpreting assignments were Arabic, Vietnamese, Cantonese, Mandarin, Korean, Persian, Dari, Turkish, Khmer and Spanish.

- In 2008 the following translations were made available to schools and community members:
 - *Application to enrol in a NSW public school* (green version) (34 languages)
 - The seven sample letters supporting the implementation of the *Suspension and Expulsion of School Students Procedures (Appendices 6-12)* were updated to provide an interactive format and 5 emerging languages (Burmese, Dinka, French, Karen and Kirundi) added to the previously available 30 languages
 - Transition to high school fact sheets titled *How to enrol your child in Year 7 in a public high school* and *What are your public high school options?* (22 languages)
 - Six interactive form letters to support the *Procedures for Secondary School Enrolment* (30 languages)
 - National Assessment Program - Letter to parents and parental consent for exemption form (30 languages)
 - Best Start – Letter to parents and Literacy and Numeracy Assessment information brochures (22 languages)
 - Boys and Girls' Education Strategy – information for parents (5 languages)
 - PSP survey form and two supporting letters (30 languages)
 - PSP community education DVD (subtitled in 4 languages)
 - Saturday School of Community Languages – Reporting to parents - Levels of Achievement information (24 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.

- Professional development sessions on the process for accessing interpreters and translations were conducted in various forums including:
 - Hunter/Central Coast provided 65 School Administrative Managers, 182 Anti-Racism Contact Officers (ARCOs) and regional staff with professional development at regional sessions and ARCO Support Network meetings
 - Northern Sydney devoted a session on the School Administrative Support Staff training day to the importance of gaining correct information on students and families from language backgrounds other than English
 - South Western Sydney promoted the availability of translations at network meetings and school based workshops
 - Sydney region continues to promote and provide training in the use of interpreters and translated materials through the CIO at community meetings, P & C meetings, ESL Orientation meetings, ESLIN meetings, SASS training and at ARCO training
 - Western Sydney region provided training to thirty five newly appointed English as a Second Language (ESL) teachers, seventy school counsellors, Colyton Primary school (20 staff), student Welfare Officers and consultants.

- Parent information sessions were reported by schools in all regions. These included the following:
 - Hunter/Central Coast convened two community specific meetings for Burundian, Sierra Leonean, Liberian and Sudanese community leaders leading to a greater understanding of school policies and procedures.
 - 174 schools (58%) in the Hunter/Central Coast region conducted parent information sessions, workshops or inclusive activities that resulted in the participation of parents from culturally and linguistically diverse communities.
 - Hunter Central Coast regional officers ran 4 parent/teacher workshops supporting parents from culturally and linguistically diverse communities through the transition to Kindergarten process.
 - Illawarra and South East Region provided support to 16 schools (17%) which required assistance in enrolling newly arrived students

- Illawarra and South East Region provided information to parents on educational and career pathways at eight community meetings and four careers expos.
 - New England region ran various information sessions to support parents in their understanding of the public education system and DET services. These sessions included a day to provide information on DET services attended by 132 parents, 3 regional workshops attended by small groups of parents and 10 school visits.
 - 67 schools in the North Coast region have undertaken activities to improve communication with their communities including provision of information in community languages, information meetings for newly arrived parents and carers, use of interpreters and the employment of bilingual teacher aides.
 - Northern Sydney region conducted education information sessions at 4 schools (112 participants) and at 4 local churches, three community organisations and one local council (339 participants) for parents from culturally and linguistically diverse backgrounds.
 - Northern Sydney conducted information sessions for parents and students from language backgrounds other than English on vocational education and training pathways to improve students' ability to make informed choices for subject and course selection.
 - Riverina region conducted parent forums in three schools to provide information about schooling in NSW, Best Start and NAPLAN with 18 people attending from five cultural backgrounds.
 - 70 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.
 - South Western Sydney region ran information meetings for culturally and linguistically diverse parents on NAPLAN with 632 participants attending.
 - 3232 parents and community members from culturally and linguistically diverse backgrounds and more than 94 schools were supported by South Western Sydney through a range of school based initiatives including meetings, information sessions and workshops.
 - Sydney region worked closely with 20 schools to support parents and students in the building of school and community partnerships and provided translated information in Best Start workshops and NAPLAN information days.
 - Western NSW presented information sessions on schooling NSW at the W NSW Parent Expo, at Migrant Support Network meetings and in workshops.
 - Schools and newly arrived parents in Western NSW were supported in the enrolment process in numerous locations throughout the region.
 - Western Sydney region conducted community meetings in partnership with Blacktown Migrant Resource Centre providing information on transition to school, Department policies and how to provide parental support for their children's learning.
 - Thirteen workshops outlining aspects of schooling in NSW and encouraging parents to participate in school committees were conducted in Western Sydney for parents from culturally and linguistically diverse communities with 1159 people attending.
 - Western Sydney held parent evenings providing information on trade based traineeships in conjunction with local community partnerships.
- 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 2008 the Family-School and Community Partnerships website was linked providing information in 15 languages at: <http://www.familyschool.org.au/>
 - The NSW Department of Education and Training maintained and added to the *National Literacy and Numeracy Week* website-based resources in collaboration with other

education sectors in the production of translated parent resources. In 2008 podcasts of *Literacy and Numeracy Tips* and *What is NAPLAN* information were posted to the website in 6 languages.

- In 2007-2008, 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.
- In 2008 Corporate Marketing coordinated radio advertisements for Education Week in 22 different languages across 12 radio stations.

TAFE NSW and Adult and Community Education

TAFE NSW 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 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.

The Adult Migrant English Service (AMES) also uses a range of strategies to communicate with its client groups. These include the provision of promotional materials, information about courses and services on the AMES website in a range of community languages, and the provision of first language assistance to students through the use of bilingual AMES staff and translation and interpreting services. In addition, AMES advertises in a range of local newspapers and the ethnic press as well as through community noticeboards. Students enrolling for the Adult Migrant English Program (AMEP) and the Language Literacy and Numeracy Program (LLNP) receive comprehensive written material which is available in 15 languages.

Adult and Community Education colleges provide students participating in AMEP programs with course information in their first language (15 languages).

TAFE NSW

- TAFE NSW - Hunter Institute developed a CD-Rom titled: *TAFE NSW Hunter Institute and Vocational Pathways Presentation*. This CD-ROM includes audio in various African community languages.
- Institutes continued to use interpreting and translation services, most frequently telephone and on-site to promote effective communication with students, intending students and clients from a non-English speaking background.
- TAFE NSW - OTEN placed advertisements in 58 ethnic newspapers in NSW and other States, targeting people from non-English speaking backgrounds wishing to study by distance. These advertisements, at a total cost of \$13,180, promoted vocational, bridging and language courses.
- TAFE NSW - New England Institute designed website products providing information about student support services, including counselling, learner support, libraries, student association, and disabilities support. This information was translated into Dinka to assist Sudanese customers.

- Institutes promoted 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.

TAFE NSW - Western Sydney Institute IMECs participated in community specific cultural expos to promote awareness of study options available in TAFE NSW and VET pathways. The expos targeted members of recently arrived communities through, for example, a Sudanese Community Awareness Night, the Blacktown Expo, the Mt Druitt Festival, the Blacktown Migrant Resource Centre Employment Expo at Blacktown, the Philippine Sydney Fiesta Kultura 2008 and the African Festival 2008.

- A brochure on recognition of overseas qualifications, skills and experience was developed to assist migrants and refugees from non-English speaking backgrounds. It will assist students who enrol in or seek to enrol in TAFE NSW to understand the concept of recognition, particularly Recognition of Prior Learning, and to access recognition services for study and employment purposes. The brochure - *Do you have overseas qualifications and skills - Apply for recognition* is a Commonwealth and State funded project initiative and is being translated into 12 community languages. The brochure will be available on the TAFE NSW internet site in 2009.

Community and Migrant Education

- The Adult Migrant English Service (AMES) promotional materials were designed in line with a new Corporate Identity. New materials were distributed at community fairs and expos, through interagency meetings and forums. In addition, NSW AMES services were promoted through the sponsorship of activities such as World Refugee Week.
- The Adult Migrant English Service (AMES) has 65 members of staff fluent in languages other than English and who are available to assist students in their first language. Of these nine are clerical staff members who receive a CLAS allowance. In addition, AMES spent nearly \$20,000 on interpreting services in 2007-08.

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
- The Department continues to facilitate the delivery of quality services to members of the public who speak a language other than English through the Community Language Allowance Scheme (CLAS) initiative.
- The availability and means of access to interpreters and translations is promoted through professional development sessions with school staff.

- 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.
- Professional development provided to schools by regional staff to promote the use of interpreters and 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

- Institutes market and promote services and courses to a multicultural audience, using a range of media including print, audio-visual, online and targeting languages based on client group analysis and issue relevance.
- Institutes allocate resources for interpreter services and translation of materials and inform targeted clients and potential clients from non-English speaking backgrounds of their availability
- The TAFE NSW internet site contains clear and relevant information for students from non-English speaking backgrounds on services available to assist them to enrol and undertake their studies in TAFE NSW

Community and Migrant Education

- The Adult Migrant English Service (AMES) markets and promotes its services and courses to migrants and refugees in English and a range of community languages by using a range of media including print, audio-visual and online.
- The NSW AMES web site contains clear and relevant information on its courses and services in English and fourteen main languages.

Future Directions

Schools

- Continue to promote effective communication with parents and community members from diverse linguistic communities through the provision of interpreters and translated information.
- Continue to provide further training to staff on how to access interpreters.
- Investigate the most effective ways of providing information in some African languages not currently available.

TAFE NSW

- TAFE NSW - New England Institute has identified a need for translated information about TAFE NSW specific programs and services to meet the needs of emerging ethnic minority communities.
- TAFE NSW - South Western Sydney Institute has identified a need for appropriate interpreting and translating services for the Karen community.
- TAFE NSW - Western Institute will continue to explore new technologies and other strategies to enhance its ability to successfully market and promote services and courses for ethnic minority groups. An increased emphasis on the use of multicultural media services will be incorporated in the marketing and promotional plan.

EPAS ACTIVITY AREA 5: FUNDED SERVICES

OUTCOME

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

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

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

Achievements

- The Links to Learning Community Grants Program reported:
 - 976 or 27% of participants were from culturally and linguistically diverse backgrounds. A high percentage of participants moved to further education or training activities or obtained employment as a result of participating in the program.
 - Nine Links to Learning projects, designed specifically for young people from culturally and linguistically diverse backgrounds were funded at a total of \$860,666. 425 young people participated.
- NSW Community Languages Schools Program reported:
 - 231 community organisations were funded to conduct 268 community language schools catering for 30,410 students learning their first/heritage language
 - instruction was provided in 49 languages in 447 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 over 300 nominations in 2008.
- Training provided under the auspices of the NSW Community Languages Schools Program during 2008 included:
 - 14 short courses delivered during Semester 1 and 2. Short courses were delivered during Semester 2 by three Program Support Officers covering subjects such as Programming from Resource Materials, Programming Scope and Sequence, Lesson Planning and Designing Units of Work, Classroom Management, Testing Assessment and Reporting, and Student Learning and Management Principles.

- 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.

