

# Ethnic Affairs Priorities Statement

Report 2009



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# INTRODUCTION

The NSW Department of Education and Training's *Ethnic Affairs Priorities Statement (EAPS) Report 2009* provides an overview of activities undertaken by the Department across all agencies and portfolio areas aimed at :

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

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 the *Principles of Multiculturalism*. They also show ways in which the Department aims to ensure equity in access and outcomes for students from culturally and linguistically diverse communities.

Examples of activities are classified under the five Activity Areas listed in the NSW Government's former *Ethnic Affairs Priorities Statement (EAPS) Standards Framework* and progress against the outcomes and indicators highlighted in the Department's *Ethnic Affairs Priorities Statement Plan 2009-2012* are noted.

In line with the planning cycle of the Department, in 2010 the Department will begin to develop a new *Multicultural Plan* to align with the release of the Department's new corporate plan for 2011 and beyond. This new plan will reflect requirements of the *Multicultural Policies and Services Program* including the *Multicultural Planning Framework*.

# 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

In 2009, the *NSW Department of Education and Training Corporate Plan 2008-2010* provided the Department's strategic directions for education and training in NSW. It details strategies and outcomes to be achieved and indicators to be used to measure performance in delivering excellence in teaching and learning and ensuring that all 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 and aligned with directions contained in the State Plan.

Underpinning the Corporate Plan are a number of strategic enabling plans, including the annual *Ethnic Affairs Priorities Statement Plan 2009-2012* that operate across the Department. The *Ethnic Affairs Priorities Statement Plan 2009-2012*, provides details of outcomes to be achieved and indicators used to measure performance in delivering programs and services that promote community harmony and meet the education and training needs of a culturally diverse NSW.

The Department's *Office of Schools Plan 2009-2012* 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 Learners Strategy*, *Our Middle Years Learners Strategy* and *Our 15-19 Year Olds Strategy* were subject to review in 2009 with the view to strengthening current support provided to students from culturally and linguistically diverse backgrounds as well as providing additional support for regions and schools.

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 Vocational Education and Training Strategic Plan 2008-2010*, *Commonwealth-State Agreement for Skilling Australia's Workforce 2005-2008* and the *National Skills and Workforce Development Agreement 2009-2013*.

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 Department of Education and Training has dedicated personnel in the Multicultural Programs Unit whose role is to ensure the delivery of quality multicultural education 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 reporting on multicultural programs and services and consulting with all agencies and portfolio areas of the Department.

## **Achievements**

Major achievements were:

- All regions, TAFE Institutes and state office directorates developed an EAPS Plan 2010, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2009.
- In 2009, the EAPS online reporting process was reviewed and areas for improvement identified and addressed.
- The Department developed a new *Workforce Diversity Plan 2009-2011*. The plan provided a framework for creating welcoming and inclusive work environments that:
  - recognise, value and promote diversity, including cultural and linguistic diversity
  - increase the number of people from Equal Employment Opportunity (EEO) groups who are underrepresented in the Department's workforce, including people whose first language was not English and members of racial, ethnic and ethno-religious minority groups
  - reflect the diversity of our students and communities and are free from unlawful discrimination and harassment.

## **Office of 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.
- Eight regions surveyed schools to monitor progress in implementing the Department's *Anti-racism Policy* and the *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- All regions identified areas requiring increased focus in relation to meeting the needs of students and communities from language backgrounds other than English as part of their planning and evaluation activities. Examples of regional initiatives to enhance planning, evaluation and accountability processes include:
  - North Coast Region included explicit strategies to address the needs of students from culturally diverse backgrounds in the work plans of all equity consultants
  - Hunter/Central Coast is developing regional databases to enhance the capacity of regional staff to meet the needs of newly arrived refugee and English as a Second Language (ESL) students and their families
  - Illawarra and South East Region established formal structures for collecting data regarding the implementation of the Department's *Anti-racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*
  - Northern Sydney Region conducted surveys of the region's principals in four areas: knowledge of and use of the Community Information Officers in the region; strategies used to support the well-being and academic progress of international students; strategies used to foster harmony and counter racism; reporting on the progress of ESL students who receive ESL support.
  - Riverina Region conducted surveys and audits in Term 1 and 3 to capture data relating to mandatory requirements of the Department's *Anti-racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.

- Materials developed to support the implementation of the *National Partnerships on Low SES School Communities* included advice about language and literacy development of students from language backgrounds other than English requiring English as a second language support and engagement of parents from language backgrounds other than English.

### **TAFE NSW**

- Data relating to country of birth and language other than English spoken at home was included in bi-annual Institute Performance Reviews. Monthly reports were provided to Institutes to assist in monitoring progress against this indicator. Significant improvements have been made to ensure that Institute profiles are more accurate and that Institute planning and services better address the needs of local employers, communities and individuals. A PowerPoint presentation is available on the TAFE Performance and Accountability SharePoint site to assist Institute Planning Managers.
- In 2009, all TAFE NSW Institutes and key central support units reported on planning and delivery of multicultural education and training programs and services. Reporting was against EAPS strategies and indicators.
- All TAFE NSW Institutes identified disadvantaged/at risk ethnic minority communities and groups, as part of their planning and evaluation activity. As an outcome targeted courses and programs were developed and/or promoted to identified priority ethnic minority communities and groups, which included humanitarian program entrants and skilled migrants and refugees.

Following are some examples of Institute-based activity.

- TAFE NSW – Hunter Institute offered two Aged Care courses to students from language backgrounds other than English with the English for Specific Purposes model being utilised to support the design and delivery of these courses. This involved an Aged Care vocational teacher working with an English for Speakers of Other Languages teacher to assist students to learn the specific language of the industry.
- TAFE NSW – North Coast Institute partnered with the Regional Migrant Worker Scheme, Centrelink to identify clients, needs, services, and referrals.
- TAFE NSW – Western Sydney Institute delivered a Certificate II in Agriculture targeting the Karen (Burmese) community as a result of community consultation and feedback.

### **Community and Migrant Education**

- The NSW Adult Migrant English Service (NSW AMES) monitored enrolments and made adjustments to its Business Plan as required. Regional Management Committees monitored regional Adult Migrant Education Program provision and incorporated developments and client feedback into planning. These committees actively monitored the feedback and input into organisational and regional planning received through staff participation in interagency network meetings, along with regular consultations with community groups.
- The NSW Adult and Community Education sector (NSW ACE) has identified language backgrounds other than English (LBOTE) students as a priority target group for training in 2009 and 2010, through the ACE Social Inclusion Program and the Skilled Migrants Mentoring Program.

- NSW ACE monitored enrolments and found that 48 per cent of enrolments in language and literacy courses in adult and community colleges are from non-English speaking backgrounds.

### **Strategies**

- All state office directorates, regions and TAFE Institutes were requested to contribute to the Department's EAPS planning and reporting processes.
- Planning and evaluation activities across the Department included activities to address cultural diversity issues

### **Office of Schools**

- All regions were required to develop regional equity plans. Plans included strategies targeting 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.
- Targeted funding assisted regions to provide strategic support to schools to improve the performance and reduce the disparity in performance of students whose schooling may be affected by family socio-economic status, social, cultural, linguistic, or gender factors. The funds also allow strategic support for the implementation of the key policies, including the Department's *Anti-racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- As part of Access and Equity program information provided to regions, advice and guidance was provided to assist regions in planning and reporting on strategic initiatives to support the implementation of the Department's *Anti-racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- The North Coast Region Equity Programs Service Delivery Plan 2009 included evidence-based, specific, measurable and attainable targets to meet the learning needs of increasing numbers of students from language backgrounds other than English.

### **TAFE NSW**

- The TAFE NSW Equity Committee provided 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 Portfolio 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.
- TAFE Training and Education Support Portfolio liaised with industry and community organisations to develop programs and resources for TAFE NSW Institutes which addressed the needs of LBOTE students.

## **Community and Migrant Education**

- NSW AMES has established management committees in each region that monitor the implementation of the AMES Business Plan and make adjustments for each region, as required.
- NSW ACE colleges adjust their delivery plans in response to local demand. LBOTE students are identified as a key target group in the ACE Social Inclusion Program and the Skilled Migrants Mentoring Program.

## **1.2 DATA COLLECTION AND RESEARCH**

### **Office of 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 – 2009 Enrolment data of students from language backgrounds other than English in NSW government schools**

<b>Year</b>	<b>Schools</b>	
	<b>LBOTE student numbers</b>	<b>LBOTE students %</b>
2005	203,378	27.0%
2006	206,296	27.4%
2007	207,031	27.6%
2008	212,529	28.4%
2009	215,788	28.8%

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 2009, 1,761 children from language backgrounds other than English (LBOTE) attended Departmental preschools. This represents 42.5% of total enrolments.

Data for NSW Community Languages Schools shows that 28,952 school-aged children participated in community languages schools after mainstream school hours in 2009.

### **TAFE NSW**

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

Each Institute review its profile in order to identify disadvantaged/at risk ethnic minority communities and groups, including new and emerging communities, refugees and humanitarian entrants.

Table 2 provides TAFE NSW enrolment data for students who indicated they speak a language other than English at home for the years 2006 to 2008.

**Table 2: TAFE NSW LBOTE Enrolments - 2006-2008**

Year	LBOTE	%	Non LBOTE	%	Home Language Not stated	%	Total
2006	100,307	20.0	290,510	58.1	109,593	21.9	500,410
2007	105,737	21.3	298,200	59.9	93,810	18.8	497,747
2008	111,930	22.2	317,346	63.0	74,733	14.8	504,009

*Source: TAFE NSW Data Warehouse - November 2009 (2009 data will not be available until March 2010)*

### **Community and Migrant Education**

NSW 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 Education Program. In 2008-2009 all contract key performance indicators were met.

### **Achievements**

#### **Office of Schools**

- Multicultural Programs Unit and Planning and Innovation Directorate continued to work together to refine the Department's collection and reporting of language background other than English (LBOTE) student data for government schools. The Enrolment Registration Number (ERN) data management system was further refined with the development of an ESL student data entry page. The SMART (School Measurement, Assessment and Reporting Toolkit) Package was refined to include data for students from language backgrounds other than English (LBOTE) and students identified as requiring English as a second language (ESL) support.

Data from the Department's 2009 ESL Annual Survey and three ESL New Arrivals Surveys were successfully collected, validated and analysed. 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 2009 language background other than English data has been successfully validated and uploaded to the data warehouse. The *Language background other than English, 2009* bulletin was prepared and published on the Department's internet ([https://www.det.nsw.edu.au/reports\\_stats/index.htm](https://www.det.nsw.edu.au/reports_stats/index.htm)).

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.

- Nine 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. Eight regions collected data concerning the number and nature of formal complaints of racism and the methods used to resolve them in order to determine the level and nature of assistance required by schools to improve the delivery of anti-racism education initiatives in schools.

- In South Western Sydney Region three School Development Officers analysed regional data to set targets for literacy and numeracy performance, including targets for ESL students.
- Riverina Region's School Development Officer has a designated role within the Equity Programs team to provide data relating to ESL and LBOTE students and to support regional staff in the use and analysis of NAPLAN data. Targets for literacy and numeracy performance of LBOTE and ESL students are set at the individual school level. Student data for ESL and LBOTE cohorts was collected and analysed by the Regional Equity Coordinator and School Development Officer and regional targets created for ESL and LBOTE students for inclusion in regional NAPLAN targets.
- Hunter Central Coast Region conducted a survey of all schools to identify multicultural education requirements and continued its annual collection and analysis of data regarding the professional learning needs of ESL teachers. The region has begun the development of regional databases to enhance the capacity of regional staff to support schools meet the needs of newly arrived ESL and refugee students and their families, including. In addition, each school is provided with information about enrolments of students from language backgrounds other than English.
- Illawarra and South East Region established formal structures for collecting data from schools regarding the inclusion of relevant multicultural and anti-racism education strategies in school management plans. In addition, data is collection from the region's ESL Information Network (ESLIN) and Anti-Racism Education Network (AREN) members regarding their professional learning needs and concerns.
- *Teaching and learning for a culturally diverse community: Multicultural education action research in schools*, a collaborative project between researchers in the Centre for Cultural Research, University of Western Sydney and the Department of Education and Training, was conducted in 10 schools from Sydney metropolitan and Illawarra South East regions and involved 50 teachers and school executive staff members. The project examined approaches to and understandings of multicultural education and explored the role of education in building social cohesion in a culturally diverse society. Participating schools trialled new approaches to multicultural education practice in schools through teacher led action research projects and presented their findings at a forum in November 2009.
- Phase one of the *Teachers as researchers of their communities* action research project, commenced in 2009. The project is a collaboration between the Department of Education and Training and Sydney University. It aims to assist teachers to further understand and enhance home, school and community partnerships. It builds on research that demonstrates the relationship between strong home, school and partnerships and improved student learning outcomes. The research will support the NSW Quality teaching framework dimension of significance. At least half of the participating schools represent culturally diverse communities.
- The University of Western Sydney completed the draft project report for the *Engaging Middle Years Boys in Rural Educational Settings* project which was implemented in three regions in 2008. At least three schools had a significant enrolment of refugees or

students from language backgrounds other than English. The final report will be available on the Department's intranet. The report will include snapshots of effective practice in boys' education that will support teachers across New South Wales.

- ESL Pedagogy action enquiry projects were conducted in six high schools and six primary schools from Sydney metropolitan and Illawarra South East regions and involved 36 ESL and class teachers. The 12 project schools completed a one year action learning project investigating how to use Information Communication Technology and ESL pedagogical practices in the classroom to improve the language and literacy outcomes of ESL learners. The project schools were supported through a program of professional learning to develop knowledge, skills and understandings about effective ESL pedagogy and authentic learning with technology with support from leading tertiary ESL researchers. The project culminated in a conference in December where each school presented their project findings.
- *Leadership, pedagogy and diversity: Examining school leadership and pedagogical practice in an ethnically diverse school in regional New South Wales* is a collaborative research project being undertaken by Charles Sturt University, Wagga Wagga, School of Education and Riverina Region. The key research question is: *In relation to the increasing ethno-cultural diversity of students at Wagga Wagga High School, what has been the impact upon leadership and pedagogical practices, attitudes and beliefs?*
- Sydney Region conducted a number of collaborative research projects aimed at enhancing the outcomes of students from culturally and linguistically diverse backgrounds. They included:
  - the *Compass (social inclusion) Project*, in which the University of Sydney is partnering with the Department and selected Sydney Region secondary and primary schools, representing low socio-economic communities with a majority of students from culturally and linguistically diverse backgrounds, to develop a series of outreach, mentoring and professional development programs that aim to increase school completion rates and increase community expectations, student attainment and aspirations
  - a Pacific Communities Project conducted in partnership with Families NSW under the NSW Government's prevention and early intervention strategy aimed at assisting parents to give their children a good start in life. The project report will be completed January 2010 and available on Sydney Region's Equity Website (<http://www.sydneyr.det.nsw.edu.au/>)
  - an Australian Research Council project conducted in partnership with the University of Technology, Sydney aimed at developing an early literacy program that is culturally and linguistically appropriate and strengthens existing home literacy practices of Aboriginal children and children from culturally and linguistically diverse backgrounds.

### **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, significant improvements have been realised in the response rate to questions on the enrolment form relating to country of birth, non-English speaking background and language other than English spoken at home.
- The TAFE NSW Enrolment Form has been reviewed and updated to facilitate the capture of this data and regular updates are provided to the Student Advisory Committee.

- TAFE NSW 2009 enrolment statistics reveal:
  - an increase of 5.9 per cent in LBOTE student enrolments since 2007
  - 46,417 of LBOTE enrolments were at Australian Qualifications Framework (AQF) Certificate III and above, an increase of 9.8 per cent since 2007
  - 42,918 LBOTE students graduated with 14,145 being enrolled in courses at AQF Certificate III and above.
  - the overall module/unit completion rate for LBOTE students was 76.5 per cent. For courses at AQF Certificate III and above the module/unit completion rate was 78.6 per cent, an increase of 2.2 percentage points since 2004.
  - Table 3 provides data on the participation in TAFE NSW by students from communities with a high number of refugee and humanitarian entrants. Numbers continued to increase.

**Table 3: TAFE NSW enrolments from refugee communities 2006 -2008**

Country	2006	2007	2008
Afghanistan	1 793	2 091	2 061
Burma	447	578	1 119
Iraq	3 008	3 587	3 859
Sudan	2 219	2 577	2 485

*Source: TAFE NSW Data Warehouse - November 2009 (2009 data will not be available until March 2010)*

### **Community and Migrant Education**

- NSW AMES conducted a satisfaction survey of Adult Migrant Education Program students in March 2009. The results showed high levels of satisfaction in all key areas of provision, including satisfaction with counselling and referral services, and awareness of complaints handling processes.
- NSW ACE produced two publications for state-wide and local planning. These publications, *Adult and Community Education Numbers Count 2008* and *Enrolment Statistics 2008*, identify the cultural background of students in community colleges.

### **Strategies**

#### **Office of Schools**

- Planning and Innovation Directorate continued to refine the Department's processes for the collection and reporting of language background other than English (LBOTE) student data for government schools.
- 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 procedures enable the collection of data relating to country of birth and language other than English spoken at home from students. Biannual Institute Performance Reviews include reports on data collection and identify strategies for improvement at the local level.

### **Community and Migrant Education**

- NSW AMES used the outcomes of the 2009 Adult Migrant Education Program student satisfaction survey to inform planning at the organisation and regional levels.
- NSW ACE identified migrants as a priority target group for training in 2008 and 2009 through the Adult Community Education Equity Program and the Skilled Migrants Mentoring Program.

### **1.3 RESOURCES**

- In 2008/2009, the Department's budget for students and clients from language backgrounds other than English included:
  - \$124 million for *English as a Second Language* and *ESL New Arrivals Programs* for school students from language backgrounds other than English
  - Approximately \$2 million in grants to community organisations for the *NSW Community Languages Schools Program*
  - More than \$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
  - \$4.7 million to support multicultural education strategies in schools including support for anti-racism education, culturally inclusive curriculum development, refugee education and strategies to foster positive community relations and build links with culturally and linguistically diverse communities.
  - \$528,704 to support the use of interpreters in schools (October 2008 to September 2009)
  - TAFE NSW program funding taken from the TAFE NSW total budget of \$1.75 billion. TAFE NSW meets the needs of clients from language backgrounds other than English through integrated delivery
  - \$38.6m in estimated revenue for contracted Adult Migrant English Programme provision by the NSW DET AMEP Consortia
  - \$1.8m in estimated revenue for ongoing provision of the *Skillmax Program* by NSW AMES targeted at adult migrants.

### **Future Directions**

- A review of the 2009 EAPS planning process will be conducted to streamline the

collection of EAPS data and reporting and to reflect the NSW State Government's new Multicultural Policies and Services Program *Multicultural Planning Framework*.

- A number of regions have identified a need for ongoing professional learning for mainstream teachers to enhance the capacity of schools to meet the needs of students from language backgrounds other than English, particularly refugee students and students requiring English as a second language support.
- The demographic spread of people from a language background other than English means that the usual manner of communicating with students and other stakeholders is not always successful. In many areas of the state, LBOTE communities reside in scattered pockets and so the best means of communication is by word of mouth, as well as using community and face to face networks. For this reason, planning to meet the needs of LBOTE students not only requires valid data capture and analysis but the maintenance of strong partnerships with other government and community organisations.
- TAFE NSW rural and regional Institutes have identified an increase in secondary migration amongst students who have entered Australia on humanitarian visas. This has been evidenced, for example, in the TAFE NSW - Illawarra Institute amongst people from Iraq, as well as in the Hunter region amongst people from Sudan.
- Some students undertaking the Adult Migrant Education Program, particularly survivors of torture and trauma with low levels of literacy, have experienced difficulties in making progress in English language and literacy. They require intensive support to address their English language and literacy needs after they exit the Adult Migrant Education Program.

# EAPS ACTIVITY AREA 2: EDUCATION PROGRAMS AND SERVICES

## 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 2009, AGMET focused on issues related to meeting the education and training needs of refugee and humanitarian entrant students; the professional learning requirements of overseas trained teachers; the national agenda for early childhood education; development of resources supporting the early literacy development of English a second language learners; implications of *National Partnerships in Low SES School Communities and National Partnerships - Youth Attainment* for students and communities from culturally and linguistically diverse backgrounds; the establishment of a National Vocational Education and Training Equity Advisory Council; and implications of the *Successful Language Learners: Whole School ESL Language and Literacy Practices (SLL)* project for the English language, literacy and numeracy performance of students who are learning English as a second language, including refugee students.

- The NSW Community Languages Schools Advisory Board provides advice to the Minister for Education and Training on policy the provision of quality community languages programs delivered by incorporated community organisations. The Board is responsible for:
  - providing overall strategic advice for the program
  - making recommendations to the Minister for the equitable distribution of funds
  - advising the Minister on any major policy changes recommended for the program
- The Department's Higher Education Directorate continued to monitor appropriate representation of ethnic communities on university governing bodies, provision for culturally diverse groups in university applicants and the setting of minimum English language proficiency requirements for admission into accredited higher education courses.
- The Department developed a new *Workforce Diversity Plan 2009-2011* 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.
- External Relations Policy Directorate continued to consult regularly about education and training issues with peak bodies representing ethnic communities. This included

consultation with the Ethnic Communities Council concerning developments in the national education agenda.

- Interagency Policy Unit provided advice to the Department's National Partnerships State Steering Committee concerning the needs of students and communities from culturally and linguistically diverse backgrounds. The recently negotiated *National Education Agreement* and *National Partnership Agreements* include strategies to support students from language backgrounds other than English, including English as second language (ESL) students and to promote parent and community participation.
- Educational Measurement and School Accountability participated in planning support programs and resources for the National Partnerships – Literacy and Numeracy and the National Partnership for Low SES Communities with particular emphasis on support for students from language backgrounds other than English and Aboriginal students.

### **Office of Schools**

- Regional Equity Committees continued as significant consultative structures in all ten regions. Membership included 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 families raising children birth to eight years including supported playgroups, parenting programs, early literacy, adult learning, transition to school and child and adult health initiatives. A total of 854 initiatives were delivered. 39.4 per cent of the families who participated regularly were 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.
- All regions reported the conduct of parent and community participation initiatives in schools, including:
  - more than 230 activities and 4,911 parents and community members from language backgrounds other supported by regional Community Information Officers in South Western Sydney Region, including the delivery of courses, conduct 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
  - a range of activities conducted in Hunter/Central Coast Region, including parent information sessions, workshops and inclusive activities that resulted in the participation of parents from culturally and linguistically diverse backgrounds
  - a number of school-based events conducted in Illawarra and South East Region and supported by the regional community information officer aimed at enhancing the

- participation of parents and community members in school life, including activities on Harmony Day and Human Rights Day and during Refugee Week
- information days, parent workshops and celebratory events in New England Region to enhance the participation of parents from language backgrounds other than English, including Migrant and Refugee Women's Day in Inverell, Harmony Day and Refugee Week events, Introduction to Schooling in NSW workshops and beginning school workshops
  - information sessions in 43 per cent of Northern Sydney Region schools
  - specific initiatives to engage the wider community including community members from language backgrounds other than English in 106 of 186 schools in Riverina Region
  - provision of support to more than 50 families from language backgrounds other than English in Orange, Bathurst and Lachlan school education groups in Western NSW Region which resulted in enhanced participation in their children's education
  - 502 activities in Western Sydney Region during 2008 and 2009 to enhance the participation of parents in their children's schooling.

### **TAFE NSW**

- TAFE NSW Institutes developed and delivered programs and services in response to the needs identified through direct engagement with ethnic minority communities, employers and agencies supporting the settlement of migrants and refugees.
- Examples of consultation with local communities included:
  - the North Coast region multicultural workers network. Four network meetings were held to identify emerging needs of students from language backgrounds other than English, share information in relation to services and changes, as well as plan joint events and seek funding. Some of these meetings took place using TAFE videoconference facilities. Meetings were held at a number of locations across the North Coast, including Coffs Harbour, Grafton, Lismore and Port Macquarie.
  - partnering with Regional Migrant Worker, Centrelinks and TAFE NSW Multicultural Officers in various Institutes to identify clients, needs, services, and referrals. There has also been close liaison with Job Services Agencies to place clients in educational programs.

### **Community and Migrant Education**

- NSW AMES consulted with and formed a partnership with Surf Lifesaving Australia to develop greater community awareness of beach safety. Learning resources were developed to integrate beach safety training into English as a second language programs.
- NSW ACE programs targeting migrants are required to ensure that relevant consultation takes place and that staff are aware of any cultural issues associated with the 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.

## **Office of Schools**

- A total of \$180,000 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 TAFE NSW 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 qualifications and skills gained overseas.
- TAFE NSW Institutes also liaise with local industry, including employers from ethnic minority communities and/or employers with LBOTE staff, to build opportunities for on-the-job training and assessment for students from multicultural backgrounds.

## **Community and Migrant Education**

- NSW 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 services.

## **Challenges and Future Directions**

### **TAFE NSW**

- Cross-agency collaboration and place-based approaches have received a renewed focus in the implementation of the social inclusion agenda. TAFE NSW Institutes are responding by reinforcing partnerships involving employers, industry, community and key government and non-government agencies at the local and regional level.
- TAFE NSW Institutes with an increased number of refugee arrivals are responding to employer demand for tailored training programs. For example, TAFE NSW – Sydney Institute has worked to provide bilingual staff in community-based home and community care services. The Institute has extended services to include Recognition of Prior Learning for LBOTE students in this industry.

## 2.2 ANTI-RACISM EDUCATION

### Achievements

The Department's *Anti-Racism Policy* states the Department's commitment to eliminating all forms of racial discrimination in its schools and worksites. It applies to all employees of the Department, all students in government schools and has implications for each school's community.

### Office of Schools

- The anti-racism education webpage, published on the Department's Intranet website, was updated. The webpage includes information about anti-racism education professional learning, anti-racism programs, including *Cooling Conflicts* drama-based conflict management program, and information on how to select, develop, implement and evaluate anti-racism strategies. The site links regional staff to other resources such as *Racism. No way!*
- *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 and is particularly effective in dealing with cross-cultural conflict. Information about the *Cooling Conflicts* program was made available to regions and schools on the web through a newly developed stand alone *Cooling Conflicts* internet website. The website provides an online program implementation manual and an opportunity for teachers implementing the program to form an online learning community through which to share effective practice.
- A range of new online anti-racism education materials were provided to schools on the *Racism. No way!* website. This website 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 2009. Between January and October 2009, the site received over 10.5 million hits. 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.
- Support was provided to State Student Representative Council (SRC) student leaders in developing a draft anti-discrimination film for secondary schools. This film will be published digitally in 2010.
- All regions implemented initiatives aimed at addressing issues of racism including:
  - conduct of anti-racism contact officer training
  - ongoing conduct of anti-racism networks
  - conduct of student led anti-racism activities in four regions, including Harmony Day activities, a student voice project in Illawarra and South East Region, NAIDOC Week activities, student anti-racism network in Sydney Region and an anti-racism forum for senior students in Western Sydney Region
  - conduct of eight anti-racism projects in Illawarra and South East Region.
- 97.5% of the 803 complaints of racism reported in seven regions were successfully resolved.
- 123 schools in five regions implemented anti-racism education initiatives.

## **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.
- TAFE NSW Institutes either 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 to promote understanding and acceptance of cultural and linguistic diversity in Australia.
- TAFE NSW – Illawarra Institute organised Diversity Days at Wollongong and Shellharbour campuses to promote tolerance, harmony and respect between students and staff. The highlight of these days was the "Living Library", where students share information about their own backgrounds and experiences.
- TAFE NSW – Western Sydney Institute provided anti-racism and cross-cultural awareness training and activities in class inductions and visits. All staff inductions across the Institute include anti-racism and cross cultural awareness sessions. The Institute's core Professional Development Plan includes regular delivery of programs specifically designed to encourage staff to embrace all aspects of diversity.
- TAFE NSW – North Coast Institute supported cultural awareness and communication through cross-section programs including: a Multicultural Choir (open to all students with songs in English and other languages); a community services buddy program; business services joint morning teas; and an Interviews with Media course.

## **Community and Migrant Education**

- NSW 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**

### **Office of Schools**

- The Department's *Anti-Racism Policy* requires 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 \$350,000 was distributed to regions to support the implementing the *Anti-Racism Policy*, including:
  - development and provision of a range of teaching and learning resources
  - anti-racism contact officer training
  - implementation of anti-racism strategies in schools and regions
  - delivery of anti-racism professional development

- student led anti-racism initiatives.
- Regional officers were encouraged to access and utilise anti-racism education resources available on the Department's Intranet website and to advertise the availability of the resources to schools 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 from culturally and linguistically diverse backgrounds in collaboration with community groups.

## **2.3 INCLUSIVE CURRICULUM AND CULTURAL UNDERSTANDING**

### **Achievements**

#### **Office of Schools**

- All regions conducted regional and school based initiatives to include parents in the life of their children's schools and to enhance the capacity of parents and community members from diverse cultural and linguistic backgrounds to support their children's learning.
- All regions reported the participation of schools in cultural exchange programs aimed at 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 2009. The focus for the site in 2009 was on the integration of information and computer technology into cultural exchange programs including the use of digital videos and vodcasts. This site, which supports government and non-government schools in conducting cultural exchange programs, has currently over 120 schools from across NSW involved in the program. Individual school initiatives continue to be promoted on the program website.
- 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 *2009 Calendar for Cultural Diversity: Australians All* and *Teacher's Handbook* were 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 2009 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. Included on the site are a range of support materials for schools and staff in the following areas:
  - 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, distributed and promoted, including:
  - new materials providing information on Australia's religious diversity and support for schools in responding to this diversity, published on the Department's intranet
  - 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
  - a collection of cultural artefacts kits, reading lists related to anti-racism education made available through the new library catalogue maintained by the Henry Parkes Equity Resource Centre
  - new resources purchased in the areas of:
    - interactive, stage based bilingual software
    - multiculturalism and cultural diversity
    - inclusive curriculum
    - cultural understanding
    - key learning area specific kits with multicultural perspectives
    - support for the needs of refugees and their families
- 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:
  - *Sites2See: Cultural Influences in visual arts*- five contemporary Australian artists speak briefly about how aspects of different cultures have influenced their art practice, with links to sites and resources to explore the work of 19 others
  - *Sites2See: Reconciliation* – a guide to the people, processes, information and events around reconciliation between Aboriginal and Torres Strait Islanders and other Australians with links to music, video and digital resources
- Curriculum K-12 Directorate developed and promoted a range of resources aimed at enhancing understandings of cultural diversity and ensuring inclusive teaching practices, including:
  - an increased number and quality of culturally inclusive units of work published on the curriculum support website ([www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au)) with links to a range of other websites and resources for developing culturally inclusive curriculum materials

- Resource review program, developed by School Libraries and Information Literacy Unit, which identifies and evaluates high quality resources that support a culturally inclusive and diverse NSW. Reviews appear in the reviews database and in *Scan*, a subscription-based journal distributed to teacher librarians and staff in over 3,000 schools.
  - an online virtual exhibition, entitled *Culture and design*, promoted in the current series of Digital Education Revolution workshops conducted by the Technology Unit (500 teacher participants). The resource aims to assist the development of students' skills with a range of information and communication technologies while enhancing their skills and understanding of cultural diversity. The initiative also aimed to develop teachers' skills and understandings of cultural diversity, inclusive teaching practices and information and communication technologies.
  - *International Studies*, a Board Endorsed Course supporting schools wishing to teach a course supporting cultural understanding, was promoted by Human Society and Its Environments and a revised support document completed and published on the Curriculum K-12 website: [www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au)
  - Creative Arts Unit artist-in-residence programs recognising multicultural issues in and beyond the classroom, including issues of identity, culture and social conflict, to support teachers. These materials are available on line: [www.curriculumsupport.education.nsw.gov.au](http://www.curriculumsupport.education.nsw.gov.au).
  - classroom programs and materials, developed by Creative Arts, that recognise multicultural issues in and beyond the classroom, including issues of identity, culture and social conflict to support teachers. These materials are available on line.
  - culturally inclusive curriculum material and resources for all secondary teachers - *Integrated learning: Secondary COGs* (Connected Outcome Groups) curriculum materials including pedagogical approaches and units of work with culturally inclusive content.
- 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.
  - All regions conducted a range of activities to promote cultural understanding and community harmony, including:
    - Harmony Day activities conducted by Hunter/Central Coast Region, including two regional events for primary and high school leadership teams attended by 160 students from 40 schools where student teams developed digital presentations on aspects of living in harmony relevant to their local community. These resources were used by student teams for presentations to their peers back in their schools
    - cultural understanding activities conducted by Illawarra and South East Region including Cultural Exchange projects in two schools, cultural understanding project in one school and a multicultural education action research project in one school.
    - 87 schools in New England Region conducted Harmony Day activities
    - 65 North Coast Region schools celebrating Harmony Day, 9 schools celebrating Multicultural week, and many schools undertaking activities to develop cultural understanding, including guest speakers and performers, and implementation of cross curriculum teaching units focusing on diverse cultures developed by Curriculum K-12

- the promotion of the Department's *Cultural Diversity and Community Relations Policy: Multicultural education in schools* in Riverina Region which resulted in 80 per cent of regional schools reporting the implementation of a range of specific strategies and initiatives to promote community harmony and develop an understanding of cultural diversity. These included Harmony Day and Refugee Week activities, school performances with a multicultural education focus, engaging staff in cultural awareness sessions, multicultural days, culturally inclusive curriculum practices and programs, embedding issues in Values education programs and engaging community representatives from culturally and linguistically diverse backgrounds in school activities.
- continued support for the implementation of the Department's *Cultural Diversity and Community Relations Policy: Multicultural education in schools* in South Western Sydney Region which resulted in:
  - schools conducting cultural exchange programs
  - regionally funded school based initiatives promoting culturally inclusive curriculum
  - schools implementing projects to assist in meeting the learning needs of students from Pacific backgrounds with 64 students participating
  - Harmony Day celebrations attended by 286 parents
  - 47 schools provided with regional funding for school-based projects and initiatives to promote cultural diversity, civic responsibility, social inclusion and community harmony
  - 150 students and teachers and community members attending an exhibition of student works from regional *ArtLinks 2009* and poetry initiatives focusing on positive representations of cultural heritage and identity
  - introduction of *Student Leadership for Cultural Diversity* network meetings, with two network meetings involving 73 students from Years 4 to 9 conducted. An anthology of student poems on peace and freedom were developed for distribution to participating schools
- The 2009 State Student Representative Council Conference, entitled *Support, Respect, Connect*, operated on the basis of social inclusion, including workshops on anti-bullying and anti-racism, resilience and wellbeing. The 20 member Conference Action Team included a number of students from culturally diverse backgrounds. Students from language backgrounds other than English were well represented among the 130 conference participants. Ten Aboriginal student leaders participated at the conference.
- Participation in the *Multicultural Perspectives Public Speaking Competition* continued to increase in popularity from 915 contestants in 1996, the first year in which the activity was held, to 2,204 contestants in 2009. Participation increased from 2008 to 2009 with 585 primary schools participating at local and regional final level representing an increase of 7 schools and 35 students. Topics covered in 2009 included *Australia – the lucky country, Racism – it's just not funny, The Australian Flag, Refugees, Every day is Harmony Day, Multiculturalism in the playground, Embracing diversity, Reconciliation and me, The role of the media, When does a migrant become an Australian? Being bilingual, Religions and beliefs and Un-Australian.*

To assist those intending to engage in this activity, a guide for students and teachers of public speaking, entitled *Strictly Speaking*, was developed and is available from TaLe (the Teaching and Learning Exchange) at [http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public\\_speaking/index.htm](http://lrrpublic.cli.det.nsw.edu.au/lrrSecure/Sites/Web/public_speaking/index.htm). In addition, courses for students conducted by a group of trained workshop leaders are held in all regions of the state.

## **TAFE NSW**

- The cultural and linguistic diversity of the community of NSW and the diverse skills base require that curriculum and resources developed and used by TAFE NSW Institutes respond to this diversity. Resources are designed to engage learners in courses and to inform and enrich teaching and learning.
- TAFE NSW continues to publish curriculum and teaching materials which are culturally sensitive and inclusive. This includes the review of the Access Employment and Education Framework. Qualifications within this Framework provide vocational and educational pathways for a wide range of LBOTE students and equity target groups.
- In 2007, all TAFE NSW Institutes implemented a new learner support unit – *CAT20000C Plan and access learning support (Multicultural)* for LBOTE students. Enrolments reached 600 in 2007 and increased to 909 in 2008, which represents an increase of 52 per cent.
- TAFE NSW Institutes provided recognition of overseas qualifications to 9,670 students from 75 countries.

## **Community and Migrant Education**

- NSW 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.
- Partnerships between NSW AMES, Skillmax Programs and the 12 ACE Skilled Migrant Mentoring programs promote a pathway between Commonwealth funded language and vocational training through to employment training, mentoring and support for migrants under the Skilled Migrant Mentoring Program.
- In 2009, a pilot program was implemented with the NSW State Emergency Service (SES) to increase the participation of culturally and linguistically diverse people in the SES. This project builds on a successful model of training with Indigenous clients to build a diverse volunteer and paid SES.

## **Strategies**

### **Office of Schools**

- The *Cultural Diversity and Community Relations Policy: Multicultural education in schools* continued to provide the framework for the development and delivery of programs and services designed to enable students from all cultures and communities to identify as Australians within a democratic multicultural society and to develop knowledge, skills and values for participation as active citizens. The policy requires all schools to include strategies for multicultural and anti-racism education in their school plans and to report on them annually in their school reports.
- A total of \$150,000 was distributed to regions to assist schools in implementing initiatives which promote culturally inclusive practices and cultural understanding in schools including:
  - cultural exchange programs
  - student leadership activities promoting civic responsibility, social inclusion and cultural understanding

- 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](http://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 aims at heightening awareness of Australia's cultural diversity among primary school students while developing their interest and skills in public speaking. The competition provides opportunities for students in Years 3-6 throughout NSW to gain knowledge and understanding of complex issues and to communicate their ideas confidently to a wider audience. In 2009, issues considered by students who entered the competition included *Reconciliation and me*, *The role of the media*, *When does a migrant become an Australian?* *Welcoming refugees*, *Un-Australian*, *Who are we and where are we going?* *Being bilingual*, *Multiculturalism at school*, *What comes after saying sorry?* *Religions and beliefs*.
  - The Department maintained consultative mechanisms to ensure that test items developed for external assessment programs, including the light sample Basic Skills Test Year 3 and 5, the English Language and Literacy Assessment, Essential Secondary Science Assessment and Secondary Numeracy Assessment Programs and the National Assessment Program (NAPLAN), continued to be culturally inclusive.

## **TAFE NSW**

- TAFE NSW Institutes deliver training to support the development of inter-cultural competencies.
- TAFE NSW Institutes implement inclusive learning and assessment strategies to improve outcomes for NESB students.

### **Future Directions**

- Access to flexible delivery, workplace assessment and recognition is a challenge for many students from language other than English, especially those who have overseas qualifications 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.
- An increase in resettled refugees in a number of TAFE NSW Institutes will result in a need for increased programs, such as mentor training for volunteers to support this cohort.

## **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, gaining and retaining employment 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**

#### ***Office of Schools***

- *Successful Language Learners: Whole school ESL language and literacy practices*, a partnership initiative between the NSW Department of Education and Training and the Catholic Commission of NSW, is an Australian Government funded pilot initiative aimed at improving the literacy and numeracy performance of students in low-socio-economic status school communities. The project aims to improve the English language literacy and numeracy performance of students who are learning English as a second language, including refugee students.

In 2009, seven government primary schools in South Western Sydney Region and four Catholic schools in Sydney and Parramatta Diocese participated in the project. Over the 11 participating schools, 4,667 students were assessed using the ESL Scales and a total of 2,515 students have completed the *Successful Language Learners Assessment Bank* in reading and numeracy developed specifically for the initiative by the Department's Educational Assessment and School Accountability Unit.

- A total of 84,153 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 726 schools. This included 65,010 primary ESL students in 540 primary schools and 19,143 secondary ESL students in 186 high schools.

- On-arrival ESL support was provided to a total of 7,553 newly-arrived students including 1,165 newly arrived refugees. Of these newly arrived students 2,572 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS). 4,250 were enrolled in primary schools and 731 were enrolled in secondary schools.
- Of the newly arrived ESL students, a total of 548 were enrolled in 247 schools in rural and regional areas and received on-arrival ESL support through the ESL New Arrivals Program.
- A total of 2,458 International students received ESL support, including 2,297 enrolled in high schools and 161 enrolled in primary schools.
- Resources were developed to link the *National Assessment Program in Literacy and Numeracy* (NAPLAN) assessment program to ESL teaching across the curriculum. The NAPLAN test items were mapped to the ESL Scales.
- A range of teacher support materials promoting collaborative planning and programming using the Best Start continuum and the ESL Scales were developed to complement the Best Start Teaching and Learning process. Online resources were developed to link the ESL Scales to the Best Start support materials.
- 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 290 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*.
- The Henry Parkes Equity Resource Centre provided support to teachers of ESL students and to ESL students, including:
  - Provision of bilingual fiction books in over forty languages and bilingual dictionaries in forty six languages
  - Purchase of resources to support students who are not literate 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
  - development of reading lists to support teachers of the HSC ESL course and posted them on the library catalogue
  - provision of consultancy support to teachers and regional consultants
  - purchase of new resources by the Henry Parkes Equity Resource Library for the New Arrival Kits which are provided to schools without trained ESL staff members or immediate consultancy support when newly arrived English as a second language students are enrolled in school. Approximately 150 kits were loaned in 2009
- A total of 3,372 ESL students completed the 2008 HSC *English (ESL)* course.

### **TAFE NSW**

- 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 online, by distance or by a combination of methods and were provided at TAFE NSW Institutes, at workplace and community settings.
- TAFE NSW continues to provide high level English language support to LBOTE students. In 2007, there were 14,203 students from this cohort enrolled in these programs. In 2008 enrolments reached 14,178.
- The take up of learner (tutorial) support by TAFE NSW students from non-English speaking backgrounds increased from 7,612 enrolments in 2007 to 7,839 in 2008.
- TAFE NSW Institutes expanded provision of English for Speakers of Other Languages (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 for a meat processing enterprise in Inverell.

### **Community and Migrant Education**

- NSW AMES provided English language and literacy training to almost 8,000 migrants and refugees in 2008-2009.

### **Strategies**

#### **Office of Schools**

- The Department continued to:
  - coordinate New Arrivals and ESL programs for students in primary schools, secondary schools, Intensive English Centres and the Intensive English High School
  - provide targeted ESL support for newly arrived ESL students in rural and regional schools
  - develop teaching materials to assist staff to cater for the English language learning needs of students from language backgrounds other than English
  - provide support and advice to teachers in rural and regional high schools and primary schools through the specialist ESL/New Arrivals Program consultancy
  - investigate the use of distance technology for the provision of intensive English language programs to newly arrived ESL students in rural and regional settings
  - distribute resources and provide support and advice on ESL resources to schools and regions from the State Equity Centre.
- A total of \$200,000 was distributed to regions to assist in supporting schools in implementing English as a second language 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 English for Speakers of Other Languages, English Pronunciation, English for Further Study and English for Academic Purposes, Institutes deliver key externally funded English language programs.
- TAFE NSW continued to deliver initial, basic and advanced level training under the Language, Literacy and Numeracy Program 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 training.
- All TAFE NSW regional Institutes and the TAFE NSW – Northern Sydney and Sydney metropolitan Institutes delivered the Adult Migrant Education Program funded by the Department of Education, Employment and Workplace Relations. This Program is also delivered through the specialist distance education and training provider, TAFE NSW – Western Sydney Institute Open Training and Education Network (OTEN).

### **Community and Migrant Education**

- NSW AMES delivers English language and literacy training to adult migrants and refugees under the Adult Migrant Education Program funded by the Department of Immigration and Citizenship and the Language, Literacy and Numeracy Program 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 NSW AMES students.

### **Future Directions**

- The Department will continue to investigate the provision of English as a Second Language tuition support for newly arrived students requiring English language and literacy support through the use of technology.
- The Department will continue to conduct research investigating successful approaches to meeting the English language literacy and numeracy needs of English as a second language students, including refugee students.
- 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 19 primary schools, 4 high schools and 13 Intensive English Centres making a total of 36 schools supported through the scheme.
- 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.

### Achievements

#### *Office of Schools*

- Nine secondary schools participated in the *Refugee Action Support (RAS) Partnership*, a joint initiative of the NSW Department of Education and Training, the Australian Literacy and Numeracy Foundation and the University of Western Sydney (UWS). Through the initiative, 183 refugee students received after school tuition and in school assistance to develop their literacy skills and improve their participation and engagement in schooling. The tutoring support was provided by Masters of Teaching, (Secondary) students, from UWS as a component of their in-school practicum.
- A collaborative approach involving a range of government and non-government agencies and the Catholic Education sector facilitated joint planning of strategies, implementation of a range of programs and the development of resources to better meet the needs of refugee students and families.
- Under the Refugee Support Strategy, innovative programs in schools in Western Sydney Region and South Western Sydney Region including the Intensive English Program for Refugee Students in primary schools and the Refugee Transition Program in high schools were implemented. These programs continue the successful trialling of new approaches to supporting refugee students begun in 2008. In 2009, ten primary and ten secondary schools supporting 153 and 234 students respectively, received funding for an additional teacher position and professional learning support in order to implement the program.
- *Promoting positive behaviour and learning: Assisting refugee students at school* was published. This resource kit provides teachers with information about refugee students and their background and practical advice and strategies, including classroom resource materials, to assist refugee students' settlement and learning. The resource is being distributed to regions within a professional learning framework.
- *Teaching refugees in my classroom*, a resource folder to be used by facilitators to deliver

professional learning for mainstream teachers, was published and distributed at facilitator training workshops involving 80 regional facilitators.

- Intensive support was provided for refugee students who could not access Intensive English Centres in rural and regional schools, by establishing Intensive English Classes in a secondary school in Newcastle, Coffs Harbour and Goulburn.
- Approximately 15 full time positions per term for School Learning Officers (Ethnic) were provided to support bilingual and bicultural learning for refugees across the state.
- The *Beginning School Well* program, aimed at enhancing refugee students' transition from home to school and strengthening refugee parents' capacity to support their children's learning, was implemented in five schools in Western Sydney Region in 2009. The program involved targeting African refugee children with adjustment difficulties, providing mentoring for children and their parents in their home language and conducting a transition program for targeted students. *Beginning School Well for Refugee Families* provided safety, security and a genuine partnership between refugee families and the school community.
- After-school tutorial sessions, including bilingual support, were provided to refugee students who have been in Australia for less than three years. The program supports students in their transition to high school and increases their understanding of the school curriculum and its expectations while improving their literacy and numeracy outcomes and syllabus outcomes and increasing their participation and engagement in school. In 2009, the program operated in eleven schools in Western and South Western Sydney regions, including four high schools, one primary school and six Intensive English Centres.
- Hunter/Central Coast Region implemented initiatives specifically aimed at supporting refugee students and new arrivals. These initiatives included kindergarten and year 7 orientation programs, continuation of a partnership with Northern Settlement services to provide classroom and homework volunteer tutors for refugee students, conduct of meetings with African community leaders to develop a stronger mutual understanding of the most effective ways to support refugee students to feel a belonging to their school community and to improve educational outcomes.
- Illawarra and South East Region implemented three strategies for supporting refugee students:
  - Promoting Positive Behaviour: Assisting Refugee Students in Schools workshop in Wollongong and Goulburn
  - Digital Story Telling three day workshop in Goulburn involving 14 refugee students from Goulburn High School
  - ESL Orientation session on the refugee journey and settlement and meeting refugee student learning needs.
- Riverina Region implemented a number of strategies to support the learning needs of refugee students, including:
  - the development of individual learning plans for refugee students transitioning from Intensive English Class to mainstream classes
  - transition support for starting Kindergarten
  - supplementing Bilingual Aide entitlement to increase parent participation in parent/teacher evenings and interviews.
- 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 staff including *Understanding and addressing the needs of refugee students* with 33 participants; *Developing vocational pathways for refugee students* with 19 participants; *Developing reading programs for refugee students* with 54 participants; and *Developing numeracy programs for refugee students* with 53 participants
  - Regional Refugee Week Forum organised to acknowledge the refugee journey, celebrate achievements and consolidate links with community groups and organisations with 165 participants including 123 students and 42 teachers from 29 schools
  - Refugee Resettlement and Refugee Student Support Officers participated in 17 interagency meetings with a range of government agencies and community organisations.
- 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 173 LBOTE students through Gateways program mentoring and vocational course placement
    - support for 64 students from Pacific backgrounds from seven schools
  - Sydney Region implemented a range of initiatives to enable the full participation of targeted students from culturally and linguistically diverse backgrounds, including:
    - the *Mosaic* project, implemented in partnership with the University of New South Wales. It explored issues of cultural diversity, identity and leadership with 150 students from language backgrounds other than English from 17 regional high schools
    - *Arabic Speaking Student Leadership and Literacy* project implemented in one high school and two primary schools. It aimed to build the leadership capacities in young people from Arabic speaking 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 2009, the materials were adapted for implementation with students of African backgrounds and trialled at Canterbury Boys High School
    - Homework support programs for students of Pacific backgrounds implemented in two primary schools
    - Playgroups for Pacific families continued at three primary schools.

## **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 LBOTE students through programs such as Get Skilled, Outreach and externally funded programs including the Department of Education, Employment and Workplace Relations Language, Literacy and Numeracy Program.

- TAFE NSW – Sydney Institute customised a training program, through the Outreach section at Petersham College, and offered it on a part time mode for 12 hours per week over 18 weeks. The program incorporated field trips to aged care facilities and included a work placement component. The student group included Vietnamese, Chinese, Sri Lankan, Indian, Fijian, Peruvian, Argentinean, Japanese and Italian background students.
- TAFE NSW – Western Institute customised a program to meet the needs of Chinese workers, which was delivered at its Orange campus.
- TAFE NSW – Illawarra Institute continued to offer a Learner Driver’s course for Adult Migrant English Program students experiencing barriers to obtaining a Learner Driver’s Permit.
- TAFE NSW - Western Sydney Institute offered the Certificate II in Agriculture for Karen Refugees of Burma. The course increased the skills and knowledge of participants in Australian agricultural practices and developed their English language and literacy skills within the agriculture industry. The course also provided exposure to the Australian farming practices environment, through work placement and field trips.
- TAFE NSW - Riverina Institute ran several programs that focussed on LBOTE communities/target groups including:
  - a *Maternal and Early Childhood* information session at Griffith campus, which focussed on the needs of the Afghani community. It provided information about services offered in the region, relieving anxiety and provided opportunities for participants to ask questions. The session also allowed facilitators to learn more about cultural beliefs and practices in their particular communities.
  - culturally and linguistically appropriate courses as part of cultural training for the LBOTE students within the Junee Correctional Facility.

### ***Community and Migrant Education***

- NSW ACE worked in partnership with NSW AMES and the DET Strategic Skills Program to:
  - re-offer the Skills Link Program in 2009
  - provide English skills training linking students to vocational training
  - deliver vocational training to participants in the areas of aged care, children’s services, hospitality operations and retail operations.
- 12 Skilled Migrant Mentoring Programs were funded in 2009, together with one project under the Refugee Mentoring Pilot Program. These programs provided mentoring, work experience and training to over 600 migrants. In addition a range of projects targeting migrants were also funded under the 2009 Equity Program.
- An evaluation of The Skillmax Program - Jobseekers began in late 2008. It considered the needs of industry and the target group of skilled migrants with higher language levels seeking employment in their professions. As a result the eligibility criteria were revised to target skilled migrants who are permanent residents, have overseas qualifications and an International English Language Testing System (IELTS) score of 6.5, or equivalent.
- The program was also refocussed to better meet the needs of the target group and became available exclusively as online courses. On-line courses that were offered included: customer service; negotiating and problem solving; writing for work; grammar; and jobseekers online.

## Strategies

### Office of Schools

- \$228,000 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
  - South Western Sydney Region's *Work readiness program for refugee students*
  - regional support to assist the implementation of *Teaching refugees in my classroom* initiative.
- 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
  - intensive English programs in primary schools
  - transition programs in high school to support refugee students in transition from intensive English programs to high school and from school to further education
  - after school programs providing after school tuition with bilingual support.
- The Department continued to promote a range of resources to assist teachers in meeting the education and training needs of refugee and humanitarian entrant students, including:
  - *Assisting Refugee Students at School: Information and strategies for school communities*
  - *Assisting Refugee Students at School: A behaviour resource*
  - *Out and About: Interactive Literacy Resource for ESL Beginners* with first language support in Arabic, Dari & Dinka
  - *ESL Readers*: for newly arrived students with limited English
  - *Picture dictionary and student workbook: New Arrivals Kit – sent to schools in regional and rural areas receiving newly arrived ESL students. Provides teaching lessons and resources*
  - *Roads to Refuge*: a teaching resource including 2 videos and teacher's guide for

- students in Years 5 – 10
  - *Stories from a Troubled Homeland*: a compilation of student writing relating to refugees accompanied by teaching strategies
  - *Young Africans in School*: Professional learning DVD
- The Department also implemented a range of initiatives under a 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 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 para-professionals. 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 some areas there is a limited pool of employers able to provide work experience opportunities.

## 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

#### *Office of 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 2009, 243.8 FTE community language teaching positions were reallocated to provide instruction in 30 languages in 152 primary schools to 46,247 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 57 School Certificate and Higher School Certificate courses in 24 languages to approximately 4,500 secondary students in Years 7-12 from language backgrounds other than English in 16 centres throughout Sydney, Newcastle and Wollongong employing 340 teachers.

#### **TAFE NSW**

- TAFE NSW continued to monitor the home languages of students at the state-wide and Institute levels.
- TAFE NSW Institutes offered programs in a wide range of languages other than English including: Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Spanish and Vietnamese.
- TAFE NSW Institutes maintained the provision of interpreter services, including emerging languages, at no cost to students. Such services were provided across New South Wales.
- TAFE NSW Institutes provided information about student assessment, educational pathways and temporary visa holder conditions in a range of different languages. For example, TAFE NSW - Sydney Institute provided information about its services and courses in nine community languages, including Korean, Chinese, Indonesian, Vietnamese, Japanese, German, French, Italian and Spanish.
- TAFE NSW Institutes maintained registers of staff with bilingual capacities. For example, the TAFE NSW - Western Sydney Institute Open Training and Education Network (OTEN) Bilingual Register has 76 individual staff members listed, covering 34 languages. This register is regularly updated and posted on the Institute's Intranet for all staff to access. The register specifies whether a staff member has translation skills, and/or fluency for community events, and/or a willingness to assist in media or interview situations.

## Strategies

### Office of 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 in Years 9 to 12 who cannot attend school or where a school is unable to provide study in the language of choice.

### TAFE NSW

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

### Future Directions

- The Department will continue to investigate ways to meet the increasing demand from primary schools for instruction in community languages, including new languages.
- The National Asian Languages and Studies in Schools Program strategy and Heritage Languages syllabuses will increase the demand for language courses in the Saturday School of Community Languages
- Opportunities exist to enhance the teaching and learning environment for TAFE NSW - Sydney Institute's significant International student cohort, by providing an increased level of training in inter-cultural competencies.
- TAFE NSW - Sydney Institute is reviewing scholarship initiatives for refugee students.

## 2.7 STUDENT SUPPORT SERVICES

### Achievements

#### Office of 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, including *Message in a bottle: A Stage 2 and 3 alcohol education resource*

- 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, including refugee students. Phase 3 of the *School-Link Initiative* training includes information concerning the mental health need of students from culturally and linguistically diverse backgrounds
- Networks with government and non-government agencies were maintained. The NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) provided specialist torture and trauma counselling services for students in schools. Collaboration with NSW Refugee Health was extended to include services and training for refugee students and their families in the areas of nutrition, dental health and vaccinations.
- Northern Sydney conducted an increased number of *Families in Cultural Transition* programs to assist the settlement of newly arrived families and to increase parents' capacity to support their children's learning. In 2009, 17 courses were conducted with 155 parents participating.
- Western Sydney Region conducted a range of initiatives to support the wellbeing of students including:
  - Anti-bullying workshops for parents attended by 18 parents from Arabic, Dinka, Malayalam and Bengali speaking backgrounds
  - a *Tips and Ideas in Parenting Skills* course with 14 Urdu speaking parents participating
  - Drug education with parents from Otomi, Tongan, Turkish and Urdu speaking backgrounds.

### **TAFE NSW and Adult and Community Education**

- A broad range of support services are offered by TAFE NSW Institutes 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 LBOTE students.
- NSW AMES provides services to students including counselling, child care, individual learning centres and first language support through the use of bilingual staff and interpreters.
- Guidelines for an additional 11 countries were included in the document *Recognition of Overseas Vocational and Higher Education Qualifications*, with an update version being distributed to all Institutes. This resource assists Institute staff with the assessment of overseas qualifications for TAFE NSW study purposes.
- TAFE NSW Institutes continued to provide a range of counselling and learner support services, including bilingual support from TAFE NSW counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants.

## **Strategies**

### **Office of 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**

- TAFE NSW Institutes provide culturally and linguistically inclusive student support services including: children's centres; library services; counselling; course information; recognition of overseas qualifications and skills; and services customised by special program coordinators to meet the needs of specific groups of students.

### **Community and Migrant Education**

- NSW 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.

### **Challenges and future directions**

- An increase in service provision is anticipated with the influx of semi-skilled workers into the mining and natural resources industries.

# EAAPS ACTIVITY AREA 3: STAFFING AND PROFESSIONAL LEARNING

## 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

#### *Office of Schools*

- In 2009, the employment of specialised staff to deliver programs and services which met the needs of a linguistically and culturally diverse NSW included:
  - 896 ESL teachers (equivalent full time positions) which represents an increase of 20 positions since 2007
  - Seven non-teaching Assistant Principals (ESL) appointed in targeted schools as part of the *Successful Language Learners* pilot project in South Western Sydney
  - 20 Community Information Officers (17.2 equivalent full time positions) across all ten regions
  - 105 School Learning Support Officers Ethnic (equivalent full time positions) providing bilingual and bicultural support for newly arrived students in 36 primary and secondary schools and 15 intensive English settings
  - 13 Multicultural/ESL consultants
  - Two refugee student support officer positions in South-Western Sydney and Western Sydney regions to support 29 schools participating in targeted refugee programs and to enhance cross region and state-wide support for refugee students
  - Seven additional ESL teaching positions to support targeted refugee students in refugee programs in high schools and five additional positions in primary schools
  - Ten teacher mentor positions providing additional support for ESL and New Arrivals Program teachers in 191 schools in non-metropolitan regions for a total of 448 days
  - A Refugee Support Officer providing support to refugee students and an ARCO network project officer in the Hunter/Central Coast Region
  - A regional coordinator for the *Successful Language Learners* pilot project in South Western Sydney region.
  
- ESL and class teachers were provided with a range of ESL professional learning opportunities including:
  - 48 ESL teachers from seven regions being trained as facilitators for Teaching English Language Learners (TELL), a professional learning program to support class teachers of ESL learners across the curriculum
  - Grammar in Teaching courses being conducted in Northern Sydney and South Western Sydney regions for 63 teachers
  - ESL Information Network meetings being conducted in all regions and provided networking opportunities for all ESL teachers. In Illawarra and South East Region, there was a total participation of 189 amongst 63 individual ESL teachers. An ESLIN delivered via video conference in the New England region provided additional support to ESL teachers
  - *ESL Orientation* courses were conducted for 121 newly appointed ESL teachers across four regions
  - a three day Orientation course was conducted for 16 newly appointed teachers in 14 ESL targeted schools in rural and regional NSW

- Six one day orientation courses for casual teachers appointed to teach New Arrivals Programs were conducted in Hunter, New England, North Coast and Western NSW regions
  - Multicultural/ESL Consultants provided an ESL perspective to professional learning provided by regional teams in areas such as NAPLAN analysis and SMART data
  - In Western Sydney Region, Multicultural/ESL Consultants assisted in professional learning programs such as Accelerated Literacy and Literacy on Track
  - 390 Kindergarten teachers in South Western Sydney and Sydney regions received professional learning regarding the needs of ESL students in the Best Start assessment process
  - 77 teachers across eight regions attended Stage 6 English (ESL) professional learning program
  - Four *Teaching English to Speakers of Other Languages* (TESOL) seminars were conducted in partnership with the University of Technology Sydney providing 196 teachers with an Institute of Teachers accredited ESL professional development program
  - Professional learning support materials were developed to assist regions to support schools in the completion of the ESL Annual Survey and ESL New Arrivals Surveys
  - Three regions reported conducting workshops for 422 school administrative staff on the collection of data through ESL New Arrivals Surveys and the ESL Annual Survey
  - Regions collectively reported a range of other professional learning activities to support staff in the design, delivery and assessment of ESL programs including ESL Curriculum Framework meetings; ESL HSC networks; ESL reporting meetings; and ESL program management meetings
  - In 2008/09, six teachers completed the English as a Second Language Retraining Program
  - Seventeen teachers have commenced the English as a Second Language Retraining Program for 2009/10.
- A range of professional development support was provided to Intensive English Program (IEP) teachers, bilingual staff and counsellors including:
    - Two professional learning moderation workshops attended by 57 teachers from 14 IECs and the IEHS to develop greater consistency of teacher judgement in assessment of student work samples against the outcomes of the Intensive English Programs curriculum framework (Secondary)
    - A professional learning KLA workshop was held for 25 Science teachers from all IECs and the IEHS to support the teaching of intensive English through the Key Learning Area of Science
    - A range of professional learning activities including supporting online teaching and learning exchange (TaLe) forums were provided to 20 IEP executive staff at four professional learning coordination meetings
    - 15 School Learning Support Officers (Ethnic) attended a two-day training course on Basic Nutrition Information for Refugees developed by the NSW Refugee Health Service providing basic health and nutrition information and strategies for supporting refugee students and their parents from new and emerging communities
    - 25 IEC/IEHS School Administration staff and 1 IEC head teacher attended four workshops on developing skills to access IEC/IEHS enrolment databases and to create reports using the data provided
    - Professional learning activities to deliver professional consultancy support to IEP counsellors on settlement services and issues were provided at four IEP counsellor meetings.

- Professional learning for school leaders, ESL teachers and classroom teachers as part of the *Successful Language Learners* pilot project, including:
  - non-teaching executive teachers with ESL expertise (Assistant Principals in the seven DET schools, Teaching Educators in the four Catholic schools) were appointed to provide whole school and in-class professional learning for all teachers
  - three professional learning networks with 37 participants met regularly
  - 3,401 hits on the online professional learning community website which provides teachers with information about refugee students and their background and practical advice and strategies, including classroom resource materials, to assist new arrivals, ESL and refugee students' settlement and learning
  - A total of 178 sessions of professional learning were reported across the eleven project schools in Terms 1 and 2, with a total of 3,155 participants, comprising both class teachers and school leaders
  - 66 executive staff responded to an online survey of all school leadership teams identifying teachers' (including executive) training, knowledge and understanding of language, literacy, numeracy and learning needs of ESL students, including refugees
  - 85 school leaders attended a professional learning conference focussing on ESL student and refugee language learning needs
  - Community Liaison Officers employed as part of the project have received professional learning support.
  
- Professional learning programs provided for community languages teachers included:
  - 17 community languages teachers and 16 school executive attended the Community Language Induction Program and gained increased understanding of community language programs
  - 22 teachers undertook the Community Languages Teachers Fluency Test in May and September 2009 in sixteen different languages
  - In South Western Sydney region 120 community language teachers attended two network meetings and in Sydney region 80 teachers attended two network meetings.
  
- Professional learning programs provided in anti-racism education and multicultural education included:
  - Anti-Racism Contact Officer (ARCO) training conducted in all regions with a total of 491 new ARCOs and 86 delegates trained
  - Training conducted in Western NSW Region for five school-based regional ARCO training facilitators
  - A wide range of additional anti-racism professional learning activities, including ARCO network meetings, were reported in regions with 443 participants.
  - Four regions reported that 100% of their schools had a trained ARCO. Compliance stands at an average of 97% across all regions
  - 32 teachers from 11 schools received Cooling Conflicts training. The training was supported by eight University of Western Sydney Masters of Teaching students
  - 56 teachers from eleven schools and twelve consultants from five regions received professional learning on multicultural education and action research through participation in *Teaching and learning for a culturally diverse society: Multicultural education action research project in schools*
  - A total of 428 Departmental schools are currently engaged in eight Quality Teacher Programs that promote the 'cultural knowledge' and 'inclusivity' elements of the Department's Quality Teaching Model.
  
- Professional learning programs promoting parent and community support included:
  - 20 Community Information Officers (CIOs) covering all regions participated in five days of professional learning focussing on skills development, particularly in the use of Information Communication Technology

- Families in Cultural Transition (FICT) facilitator training was provided for 5 school based Community Liaison Officers and one newly appointed regional Community Information Officer
- 43% of Northern Sydney Region schools conducted sessions to enhance communication with their LBOTE communities.
- Professional learning on the settlement needs and issues faced by refugees and new migrants included:
  - 261 regional staff across nine regions receiving training in the use of the resource kit *Promoting Positive Behaviour and Learning: Assisting refugee students at school*. In South Western Sydney Region, 29 principals have been introduced to the resource
  - 10 professional learning workshops aimed at increasing the capacity of regional personnel, teachers and executive staff in schools to support refugee students and their families, were conducted across six non-metropolitan regions
  - Facilitator training for the professional learning program, *Teaching Refugees in My Classroom* was held for 80 facilitators who will deliver the course across 9 regions in 2010
  - \$121,000 was distributed to 10 primary and 10 secondary schools participating in targeted refugee programs, to fund additional professional learning for teachers and executive staff implementing the programs
  - 173 teachers and executive staff and 30 regional consultants from four metropolitan regions attended four workshops aimed at developing teacher awareness of the impact of refugee experiences, the settlement needs of refugee families, strategies for the development of literacy and numeracy skills for refugee students with disrupted schooling and transition pathways for adolescent refugees
  - two program implementation professional learning workshops and four network meetings were held for 88 teachers and executive staff from schools participating in targeted refugee support programs in South Western Sydney and Western Sydney regions.
  - 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 and Numeracy Foundation and the University of Western Sydney (UWS). Through the initiative, 183 refugee students received after school tuition and in school assistance to develop their literacy skills and improve their participation and engagement in schooling. The tutoring support was provided by Masters of Teaching, (Secondary) students, from UWS as a component of their in-school practicum.
  - collaboration with government and non-government agencies and the Catholic Education sector facilitated joint planning of strategies, implementation of a range of programs and the development of resources to better meet the needs of refugee students and families.
  - South Western Sydney conducted a refugee network attended by an average of 15 teachers each term.
- Professional development support for overseas trained teachers from language backgrounds other than English included:
  - nine Pre-Employment courses with 240 overseas trained teachers participating.
  - 1,158 overseas trained teachers taking part in the Professional English Assessment for Teachers (PEAT) test with 141 successfully completing all components
  - 89 overseas trained teachers supported to undertake both full and part time TAFE delivered *English for Specific Purposes* courses at Randwick, Blacktown and Liverpool TAFE colleges.
- Professional learning programs provided for community languages teachers included:

- 17 community languages teachers and 16 school executive attended the Community Language Induction Program and gained increased understanding of community language programs
  - 22 teachers undertook the Community Languages Teachers Test in 16 different languages
  - 120 community language teachers attending two network meetings in South Western Sydney region and 80 teachers attending two network meetings in Sydney Region.
- Professional learning programs provided for Saturday School of Community Languages teachers included:
    - language specific meetings for 348 teachers of students in Years 7-12 took place each school term for resource development, exchange of ideas and planning of teaching and learning activities
    - 113 teachers of students in Years 11-12 participated in workshops and meetings to further develop their understanding of the new HSC course prescriptions and to develop additional teaching and learning activities to complement the support materials developed by the Languages Unit at Curriculum K-12 Directorate.
- Professional learning support for curriculum initiatives included:
    - a professional learning session on embracing culture and achieving excellence in numeracy for 130 teachers, principals and consultants as part of Taking Off With Numeracy program
    - a workshop at the Connected Learning conference on the Culture and Design Virtual Gallery. The resource has also been promoted in Digital Education Revolution workshops conducted by the Technology Unit with 500 participants
    - professional learning through the Focus on Reading 3-6 program to support teachers to assist students with diverse literacy learning needs, including LBOTE students
    - workshop activities for 20 teachers of the International Studies School Developed Board Endorsed Course
    - K-6 workshops to support improved understanding of the Cultures strand in the K-6 Human Society and Its Environment key learning area
    - In Northern Sydney Region 38 Science and HSIE teachers attended a workshop on teaching ESL students in their classes.

### ***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, NSW AMES and NSW ACE 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 and cross-cultural communication in the classroom; effective use of interpreters; teaching and learning in a multicultural learning environment; and the recognition of overseas qualifications.

- TAFE NSW Institutes provided support services to students from language backgrounds other than English; supported teaching staff from culturally and linguistically diverse backgrounds; marketed and promoted TAFE NSW courses and programs to the multicultural community; as well as promoted the economic and cultural advantages of cultural diversity.
- There are approximately 260 positions across TAFE NSW Institutes providing specialist expertise and support for equity groups, including for those people from a non-English speaking background. Of these positions, 15 focus on multicultural education issues on a full-time basis.
- The TAFE NSW Social Inclusion and Vocational Access Skills Unit has supported Institutes by providing strategic support in relation to policies, programs and services and providing advice and resources to support the implementation of multicultural education and related policies. A key role of the unit is to advise Institutes and other Corporate Units on the research and statistical trends regarding the needs of LBOTE students.
- TAFE NSW - Western Sydney Institute provided targeted professional development activities to 88 staff members in 2009. Following, are some samples of the programs delivered to staff relating to multicultural issues and skills:
  - regular training for all relevant staff in recognition of overseas qualifications, use of interpreters and temporary visa holder policies, and cross cultural awareness
  - 152 staff with a language background other than English participated in at least one professional development activity during 2009
  - 16 staff attended Refugee Week Training which, in 2009 focussed on understanding refugee health and trauma
  - 11 staff from the Open Training and Education Network (OTEN) attended an African Awareness program.
- TAFE NSW - New England Institute increased the number of staff who hold the Certificate IV in Training and Assessment, which incorporates the unit of competency *Foster and Promote an Inclusive Learning Culture*. This unit aims to increase cultural awareness, knowledge of anti-discrimination requirements and strategies to work in multicultural classrooms amongst staff.
- TAFE NSW - Western Institute developed an extensive database of staff with fluency in languages other than English. This information is readily available to Faculties and Support Units across the region, via the internal Information Management System. The Institute has also developed an improved system for capturing information from individual staff members in relation to their ability to provide support for LBOTE students. This information is gathered as part of the process to induct new staff.
- TAFE NSW - Illawarra Institute provided training to 106 staff in identifying and addressing bullying and harassment. Training was also provided to staff in relation to recognition of overseas skills and qualifications.
- TAFE NSW Institutes extended first language support to students, potential students and other clients through the Community Language Allowance Scheme. For example, under this scheme, TAFE NSW - Sydney Institute allocated approximately \$32,000 to fund 40 staff across 17 languages.
- TAFE NSW Institutes updated and distributed lists of bilingual staff with the requisite knowledge and skills in their first language to support students and clients.

## **Community and Migrant Education**

- Adult Migrant English Service (NSW AMES) 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, as well as celebrations during Harmony Day, activities during Adult Learners Week and World Refugee Day.
- Adult and Community Education (NSW ACE) programs targeting migrants demonstrated that relevant community consultation had occurred to determine the appropriate training needs and delivery method for the group. This approach to program design, plus the sharing of good practice by staff resulted in increased participation by LBOTE students.

## **Strategies**

### **Office of Schools**

- ESL professional learning initiatives include:
  - ESL Information Network (ESLIN) meetings conducted and facilitated by ESL teacher coordinators for ESL teachers 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 operation in NSW schools
  - Professional learning for school leaders, ESL teachers and classroom teachers through the *Successful Language Learners* pilot project
  - 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 *Teaching English Language Learners* (TELL) course, a six 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 ESL New Arrivals Program 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. In 2009, CSWE training was

provided to 21 ESL trained and experienced teachers and three Multicultural/ESL Consultants.

- 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 online
  - 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:
  - Conduct of professional learning days for *Teaching and learning for a culturally diverse society: Multicultural education action research project in schools*
  - 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
  - Facilitator training for the professional learning program, *Teaching Refugees in My Classroom*
  - Provision of a professional learning framework to accompany the distribution of the resource kit *Promoting positive behaviour and learning: Assisting refugee students at school*
  - 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

- Professional learning for staff in targeted refugee project schools in South Western Sydney and Western Sydney regions 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, ESL teacher mentors 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**

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

### **Community and Migrant Education**

- NSW AMES staff are involved in local decision making, for example, around course provision and assessment, through regional staff forums and meetings.

### **Challenges and future directions**

An emerging challenge for TAFE NSW Institutes will be the ability to provide staff that can support the diversity of migrant groups settling in different NSW regions, as part of the current skill and resettlement initiative.

# 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

#### Office of Schools

- In 2008-2009 a total of \$528,704 was provided to support 5,991 on-site and telephone interpreter assignments.

**Table 1 - On-site and telephone interpreting assignments in schools by regional requests<sup>1</sup>**

Type of assignment	Primary	Secondary	TOTALS
<b>Onsite assignments</b>			
Number of onsite assignments	1,187	1,154	2,341
Cost of onsite interpreting (\$)	234,224	184,607	418,831
<b>Telephone assignments</b>			
Number of telephone assignments	1,633	2,017	3,650
Cost of telephone interpreting (\$)	48,761	61,112	109,873
<b>Total number of assignments</b>	<b>2,820</b>	<b>3,171</b>	<b>5,991</b>
<b>Total cost of interpreting (\$)</b>	<b>282,985</b>	<b>245,719</b>	<b>528,704</b>

<sup>1</sup>The figures shown are net and reflect data for the calendar year Oct 2008 – Sept 2009  
 Data collected throughout the year showed the ten most commonly requested languages for the conduct of interpreting assignments were Arabic, Vietnamese, Mandarin, Cantonese, Korean, Persian, Turkish, Dari, Khmer and Dinka.

- In 2009 the following translations were made available to schools and community members:
  - *Application to enrol in a NSW public school* (purple version) (34 languages)
  - National Assessment Program - Letter to parents and parental consent for exemption form (34 languages)
  - Best Start – Letter to parents and Literacy and Numeracy Assessment information brochures (34 languages)
  - Digital Education Revolution information brochure (34 languages)
  - New School Leaving Age information for parents and students (34 languages)
  - Preschool Education
    1. Fact sheet (34 languages)
    2. *Welcome to Preschool* – Parent brochure (34 languages)
  - *How to encourage your child to be an effective bystander* – Anti-bullying information (22 languages)
  - Transition to high school fact sheets titled *Understanding your child's schoolwork* (22 languages), *Why choose a public high school* (22 languages) and *How parents can help* (22 languages)
  - More than 130 documents in up to 40 languages are now available on the DET website at [www.det.nsw.edu.au/languagesupport/index.htm](http://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 170 Anti-Racism Contact Officers (ARCOs) with professional development at ARCO Support Network meetings.
  - In Riverina the Community Information Officer and regional Equity Coordinator inform schools of the availability of interpreting and translation services.
  - Sydney region community members were informed about how to access interpreters and translations as part of the FICT courses which were held in three locations and in parent workshops conducted by the Community Information Officer.
  - ESL orientation courses provide new ESL teachers in all regions with training on accessing interpreters and the use of translated materials
  
- Parent information sessions were reported by schools in all regions. These included the following:
  - Hunter/Central Coast region held pre-enrolment and post enrolment information sessions with parents of newly arrived students, Kindergarten orientation sessions, and information sessions with Adult Migrant English Program students who had school-age children.
  - Illawarra and South East region conducted parent/teacher orientation meetings for Kindergarten, Year 7 and Year 10. Kindergarten orientation was facilitated by Illawarra Children's Services in collaboration with regional personnel. The program was delivered in four locations in the region. Meetings were also conducted to provide information on regional initiatives and Department policy implementation such as *Best Start*.
  - a Macedonian Education and Careers Forum was held in Queanbeyan with 16 parents and carers participating
  - a Community Education and Careers Forum was held in Goulburn with 60 parents and carers in attendance.
  - Illawarra and South East region provided translated materials at parent/teacher meetings, enrolment interviews and on request.
  - New England region conducted a *Schooling in NSW* course for the Dinka speaking community using an interpreter.
  - North Coast region held an information session about the Digital Education revolution for the local Karen community with an interpreter present.

- Northern Sydney region conducted three community information sessions and five parent information sessions at schools in the region using interpreters.
  - Riverina region conducted *Schooling in NSW* sessions at two venues with 45 participants, a *Count Me in Too* session at a multicultural playgroup, numeracy and literacy sessions for the Afghani community in two venues and Kindergarten orientation sessions for LBOTE parents in two venues with 17 participants.
  - South Western Sydney delivered information sessions to culturally diverse participants. These included *Schooling in NSW*, Opportunity Class placement, Kindergarten Orientation, NAPLAN, transition to high school, literacy and numeracy workshops, understanding the syllabus, healthy canteens, health and nutrition, developing social skills in children, managing children's behaviour, cyber safety and a range of others. A total of 4095 parents attended information sessions at 227 meetings.
  - Sydney region conducted information sessions for 500 parents in 10 locations.
  - In Western NSW the Community Information Officer (CIO) presented information sessions and facilitated parent workshops in collaboration with other Government Agencies, local multicultural organisations and individual isolated LBOTE families. The CIO also presented workshops for LBOTE parents and community members at the Western NSW Region Parent Expo, local Migrant Support Network meetings and interagency activities. The CIO LBOTE provided direct support and information to assist refugees and other newly arrived students and families to enrol at appropriate local government schools and settle into communities. This support was provided to individual families in numerous locations throughout the Western NSW Region.
  - Some of the parent information sessions conducted by Western Sydney region were *Schooling in NSW*, Reading, Homework, NAPLAN, Writing, Selective High School and Opportunity Class placement, DET Website Excursions and transition to high school. 784 parents attended information sessions in the region.
- Communication with LBOTE communities was enhanced through participation in various forums and committees which included:
    - Hunter/Central coast reported active participation in the Community Relations Commission Hunter Regional Advisory Council, Community Relations Commission Central Coast Regional Advisory Council, Newcastle Multicultural Interagency, Central Coast Multicultural Interagency, Upper Hunter Interagency Hunter Rural Multicultural Network, Central Coast CALD Domestic Violence Group, CALD Families Working Group, Hunter Refugee Network and the Newcastle African Women's Group.
    - Illawarra and South East participated in Illawarra Refugee Forum, Illawarra Multicultural Council, Wollongong City Council CALD Agencies Reference Group, Goulburn refugee issues forum, Ulladulla Community Interagency Network and Shellharbour Community Interagency Network.
    - New England region reported membership of the Community Relations Commission New England Regional Advisory Council, collaboration with the Armidale Northern Settlement Services and Armidale Sanctuary Groups
    - North Coast region was a member of a range of interagency committees including a local refugee support network and a Multicultural Advisory Committee.
    - Northern Sydney reported consultations with the Tibetan, Serbian, Korean and Chinese communities, representation on some ethnic community agencies and participation in the report on experiences of culturally and linguistically diverse mothers accessing services for children and families in the Northern Sydney region which was written by the Multicultural Health Service
    - Riverina region reported representation on the Riverina and Griffith Settlement Services Committees and the Albury and Griffith Advisory Councils, the Albury-Wodonga Sanctuary Support Group, the Wagga Wagga Multicultural Council and Wafrica Inc committee.

- In South Western Sydney Community Information Officers participated in 39 interagency meetings, Partnership Officers participated in 13 interagency meetings and the Community Consultative Committee met three times with a membership of 36 from 18 organisations.
- Sydney region was represented on the Pacific Communities Reference Group, the Arabic Communities Reference Group and the Multicultural Reference Group.
- Western Sydney region reported membership of the Community Relations Commission Western Sydney Regional Advisory Council with meetings once a term. Meetings were also conducted with SYDWEST, Blacktown/Mt Druitt Police, Anglicare, Macquarie Community College, Joseph Community Aid Blacktown Emerging Community Action Project, and Penrith Council project officer to address the needs of CALD communities. Information provided included transition to school, Departmental policies, TAFE pathways and parental support. Ongoing liaison is maintained with STARTTS, TAFE, Community Services and Centrelink.
- Promotional activities were conducted to enhance communication with LBOTE communities including:
  - Corporate Marketing coordinating radio advertisements to advertise Education Week in 26 different languages across 16 radio stations.
  - production of a series of vodcasts in Arabic, Cantonese, Dinka and English for publication on the Department's website which provide parents and carers with information on how NSW government schools function and of the role parents and carers are expected to play.
  - three advertising campaigns being conducted in 22 languages on SBS and community radio stations to promote the Department's translated information website addresses. People without access to the Internet were provided with a contact phone number and could request the translations in hard copy.
  - development and production of a range of materials to promote multicultural activities and programs in schools and the broader community including multilingual welcome panels, pull up banners and wall hangings, recycled polypropylene fabric bags, and a series of student illustrated postcards.
  - New England region produced promotional fridge magnets, brochures and fliers for all schools to provide contact details for the Community Information Officer and the ESL mentor.
  - In South Western Sydney Community Information Officers regularly used community radio to promote regional events to the community.
- The Department's Teaching and Learning Exchange (TALE) website hosts a parents and community portal which links to translated Department resources.
- 108 bilingual employees are currently receiving allowances under the Community Language Allowance Scheme, covering 28 languages.
- In partnership with the Department of Ageing, Disability and Home Care, Disability Programs collaborated with Lady Gowrie Child Care Centre in the development of a DVD *Starting School: stories from parents of children with a disability* which was translated into Arabic, Cantonese, Dari, Dinka, Korean Mandarin and Vietnamese.
- The Department supported the distribution to schools and regions of a new resource kit *Raising Kids Together* translated in Arabic, Assyrian, Dinka, Dari, and Juba-Arabic. The resource provides parents and carers with information on various disabilities including, Autism, Spectrum Disorder, sensory disability, brain injury and various forms of physical disability. The kit promotes the participation of children with a disability and, provides

advice on working with a range of relevant professionals and provides information on people's rights and responsibilities when accessing support services.

- Early Childhood and Interagency Programs continued to maintain the website <https://www.det.nsw.edu.au/eas/youth/resources.htm> which provides translated information for young people and community members on the Links to Learning Program which supports young people at risk of disengaging from education.
- The Saturday School of Community Languages (SSCL) translated student reports into 24 languages. The SSCL promoted the school in various communities via SBS radio and the local ethnic press. They also took part in the Ashfield Community Festival and issued newsletters to parents.

## **Strategies**

### ***Office of Schools***

- The Department continues 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](http://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.
- Communication with LBOTE communities is enhanced through participation in community and interagency forums.
- 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.
- Promotional activities are conducted to enhance communication with LBOTE communities.

## **Future Directions**

- The Department will continue to promote effective communication with parents and community members from diverse linguistic communities through the provision of interpreters and translated information.
- The Department will continue to provide training to staff on how to access interpreters.
- The Department will investigate the most effective ways of providing important information to people from language backgrounds other than English, especially where written information is not appropriate.

# 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:
  - distributed \$8 million in 2009
  - reported 26% of funding allocated specifically for programs that support young people from culturally and linguistically diverse backgrounds
  - supported 871 young people from culturally and linguistically diverse backgrounds at risk of not completing education and training.
- NSW Community Languages Schools Program reported:
  - 226 community organisations were funded to conduct community language schools catering for 28,952 students learning their first/heritage language
  - instruction was provided in 47 languages
  - all funded community languages schools used NSW Board of Studies or Saturday School of Community Languages approved syllabuses
  - commissioning of the University of Wollongong to conduct a semester, part time, professional development program for 231 community languages school workers.
- Funding of \$924,801 distributed to Board of Jewish Education and the Italian Association of Assistance (Co.As.It) to deliver Hebrew and Italian programs to 8,303 students in 29 government primary schools.
- Partnerships between the NSW AMES Skillmax Programs and the NSW ACE Skilled Migrant Mentoring programs promote a pathway between Commonwealth-funded language and vocational training and employment training, mentoring and support for migrants under the Skilled Migrant Mentoring Program.

## Strategies

- Links to Learning Community Grants Program distributes funding to approved community organisations and local government authorities to conduct programs for young people at risk of discontinuing education and training.
- 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 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.
- Curriculum Directorate funds external providers to conduct insertion language classes in primary schools.