

Ethnic Affairs Priorities Statement

Report 2010



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INTRODUCTION

The NSW Department of Education and Training's *Ethnic Affairs Priorities Statement (EAPS) Report 2010* 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 and social inclusion through programs which counter racism, intolerance and discrimination, and develop understanding of cultural, linguistic and religious diversity
- 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 a commitment to maintaining and improving 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*:

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

In line with the planning cycle of the Department, in 2011 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](#).

Throughout this report, it should be noted that TAFE NSW data presented is based on statistics for 2009. TAFE NSW statistics for 2010 are expected to be available in April 2011.

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 2010, the *NSW Department of Education and Training Corporate Plan 2008-2011* 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. Government schools, TAFE NSW and Community and Migrant Education develop their own plans to achieve the best outcomes for all students within the context of the Corporate Plan.

Key strategic enabling plans underpin the Corporate Plan including the *Ethnic Affairs Priorities Statement Plan 2009-2012*. The *EAPS Plan* sets out departmental strategies and activities aimed at meeting the needs of culturally and linguistically diverse students, promoting multiculturalism and cohesive community relations. It 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 refreshed *Office of Schools Plan 2009-2012* provides the directions for establishing high standards of teaching and learning for all students in all NSW public schools. It is inclusive of the learning needs of students from all backgrounds, including students from culturally diverse backgrounds, students who speak more than one language and students with different religious beliefs and practices. The Stages of Learning strategy papers, *Our Young Learner – giving them the best possible start*, *Our Middle Years Learners – engaged, resilient, successful* and *Our 15-19 Year Olds- opportunities and choice* were subject to review and released with a strengthened commitment to providing a better future for all young people and to provide the best possible learning opportunities.

EAPS activities outlined in this report reflect national and state strategic priorities for the vocational education and training sector outlined in the *NSW State Plan – A New Direction for NSW*, the *NSW Vocational Education and Training Strategic Plan 2008-2010*, the *National Skills and Workforce Development Agreement 2009-2013* and the *NSW TAFE Commission Plan*.

Within the Department the *Workforce Diversity Plan 2009-2011* provides the framework for work areas to develop programs and initiatives to create a workplace that is fair and inclusive, and build a high quality, diverse workforce which better reflects the diversity of our students, parents and the NSW community.

The Department of Education and Training has dedicated personnel in the Multicultural Programs Unit whose role is to ensure the delivery of high 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 2011, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2010. The EAPS plans developed by all areas of the Department will inform the development of a new *Department of Education and Training Multicultural Plan* for 2011 and beyond.
- The newly appointed Community Languages Schools Board developed a strategic plan for community languages schools for the period 2010 – 2012. The plan proposes actions in the areas of:
 - registration, accreditation and recognition
 - resourcing
 - promoting community languages education through community languages schools
 - student learning and quality teaching.
- The Department's *Workforce Diversity Plan 2009-2011* provided a framework for creating welcoming and inclusive work environments and identified four focus areas for staff:
 - building organisation wide leadership, commitment and accountability to drive the strategic directions of the plan
 - creating a fair and inclusive workplace culture
 - attracting and selecting high quality staff from underrepresented groups in the department's workforce (women in senior management roles; Aboriginal and Torres Strait Islander people; people with a disability; and people from language backgrounds other than English)
 - developing capabilities and retaining quality staff from underrepresented groups.

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.
- Six 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*.
- Through improved planning and evaluation activities, all regions identified areas requiring increased focus in relation to meeting the needs of students and communities from language backgrounds other than English. 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, including strategies to: strengthen community partnerships and the capacity of parents to support their children's learning; improve the quality of classroom teaching; ensure an equitable distribution of support resources to schools; provide appropriate ESL support to teachers and training and support for anti-racism contact officers.

- Hunter/Central Coast maintained an annual data collection process regarding the professional learning needs of ESL teachers. It is also continuing to develop 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 refined its 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's focus on the collection and analysis of accurate student data as part of its planning and evaluation processes, showed increasing numbers of students requiring English as a second language support. Increased professional learning opportunities for ESL teachers in assessment and ESL pedagogy were provided in response.
- School education directors in Western NSW and New England regions monitored the inclusion of anti-racism and multicultural education strategies in school plans to ensure compliance with the Department's *Anti-Racism Policy* and *Cultural Diversity and Community Relations Policy: Multicultural education in schools*.
- 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*. All Riverina Region schools responded to the Term 3 audit and survey with eighty percent of schools reporting details of strategies implemented to address racism, promote community harmony and develop an understanding of culturally diversity.

TAFE NSW

- The NSW Technical and Further Education Commission (TAFE NSW) captured data relating to country of birth and language other than English spoken at home and included this information in bi-annual Institute Performance Reviews. Monthly reports were provided to Institutes that assisted with monitoring progress against this indicator.
- Significant improvements have been made in the collection and provision of planning information ensuring that Institute profiles are more accurate and that Institute planning and services better address the needs of local employers, communities and individuals.
- All TAFE NSW Institutes and key central support units reported on planning and delivery of relevant programs and services in 2010 against EAPS strategies and indicators. The strategies and indicators are mapped to the EAPS Framework Activities and the DET Corporate Goals to ensure that:
 - Institute planning is informed by EAPS requirements
 - student outcomes are reflective of EAPS objectives.
- As a result of improved planning and evaluation, targeted courses and programs were developed and promoted that reflected the changing nature, level and location of demand amongst ethnic minority communities including humanitarian program entrants and skilled migrants and refugees.

Community and Migrant Education

- The NSW Adult Migrant English Service (AMES) monitored enrolments and made adjustments to its Business Plan as required. Regional Management Committees monitored regional Adult Migrant English Program (AMEP) provision and incorporated developments and client feedback into planning. These Committees actively monitored feedback and provided 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 (ACE) Unit identified the training needs of students from language backgrounds other than English (LBOTE) as part of the annual planning cycle for the NSW ACE Program. Program priorities reflect these and other student needs identified through, for example, the 2010 ACE Social Inclusion Program which incorporates LBOTE target groups.

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.
- The Department's Workforce Diversity Policy reinforced the links between the principles of equal employment opportunity and the benefits for the Department of a workforce that draws on and reflects the diversity of the NSW community.

Office of Schools

- Materials developed to assist the planning and implementation of the *Low Socio-economic Status School Communities Smarter Schools National Partnership*. These materials included advice about language and literacy development of English as a second language students and strategies to be used to support the engagement of parents from language backgrounds other than English.
- 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, including students learning English as a second language and refugee students.
- 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, geographic 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* in the priority areas of:
 - anti-racism education
 - cultural diversity and community relations
 - English as a second language
 - refugee support programs
 - interpreting and translations.
- As part of the Department's Access and Equity program, 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*.

TAFE NSW

- At the state-wide level, strategies covered a range of areas including:
 - Policy and Planning - TAFE Strategy Directorate provided policy, planning and performance advice to senior TAFE NSW management to better position TAFE NSW to meet national and state VET priorities for LBOTE learners and to address the needs of migrants and refugees settling in New South Wales.
 - Operational Feedback and Evaluation - The TAFE NSW Equity Committee liaised with staff across the state and provides 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.
 - Learning and Teaching Support - TAFE Training and Education Support Directorate liaised with industry and community organisations to develop programs and resources for TAFE NSW Institutes that address the needs of LBOTE students.
- At the local level, TAFE NSW Institutes implemented a variety of strategies including:
 - Customised Learning Support - TAFE NSW - Hunter Institute Multicultural Unit developed Individual Learner Support Plans to customise TAFE services to individual learning needs and pathways
 - Community Consultation - TAFE NSW – North Coast Institute participated in the local area multicultural network meetings (4 times a year) to identify LBOTE clients and emerging needs, share information, plan joint events and deliver programs and services to LBOTE learners. Institute staff also attended monthly multicultural support group meetings to liaise with the community and collaborate in planning for social, educational and cultural events.
 - Research and Evaluation - TAFE NSW - South Western Sydney Institute initiated a research project as part of its Bright Ideas program to identify barriers to Module Completion Rates (MCRs) among students from all equity groups including LBOTE and devise new strategies to improve MCRs. The results of this research will be available in 2011 and inform planning of socially inclusive programs and pathways for a variety of target groups including LBOTE learners.

Community and Migrant Education

- NSW AMES has established management committees in each region that monitor implementation of the AMES Business Plan and adjust as required for each region.
- Annual data collection and analysis of enrolment data by the NSW ACE Unit is used for planning and is published to assist ACE colleges with their forward projections. Of all hours delivered for language, literacy and numeracy, around 44% of these hours were undertaken by LBOTE students.

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 – 2010 Enrolment data of students from language backgrounds other than English in NSW government schools

Year	LBOTE student numbers	LBOTE students %
2005	203,378	27.0
2006	206,296	27.4
2007	207,031	27.6
2008	212,529	28.4
2009	215,788	28.8
2010	220,837	29.4

Table 1 provides enrolment data on the number of students from language backgrounds 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.

Departmental preschools enrolled 1,769 students of language background other than English in 2010, representing 40.9 percent of all government preschool enrolments.

Table 2: 2010 Enrolments of students from language backgrounds other than English in NSW government schools by region and level of schooling

Region	Primary		Secondary		SSP		Total	
	Students	As % of enrolment	Students	As % of enrolment	Students	As % of enrolment	Students	As % of enrolment
Hunter/ Central Coast	3,649	6.0%	2845	6.1%	52	7.4%	6,546	6.0%
Illawarra & South East	4,366	10.9%	3061	10.2%	32	9.6%	7,459	10.6%
New England	334	2.7%	229	2.3%	5	6.2%	568	2.6%
North Coast	1,664	4.6%	1184	3.9%	1	0.8%	2,849	4.3%
Riverina	1,206	6.5%	794	5.5%	12	4.8%	2,012	6.0%
South Western Sydney	48,693	65.3%	35286	64.3%	624	46.1%	84,603	64.7%
Sydney	23,724	45.6%	19860	53.3%	153	24.6%	43,737	48.6%
Western NSW	726	3.4%	508	2.9%	2	0.8%	1,236	3.1%
Western Sydney	22,476	36.6%	16311	39.1%	226	24.2%	39,013	37.5%
State	124,531	28.9%	95,101	30.1%	1,205	23.2%	220,837	29.4%

Table 2 provides enrolment data on the number of students from language backgrounds other than English in NSW government schools by region and level of schooling. The data shows that South Western Sydney Region has the highest enrolments of students from language backgrounds other than English (84,603). New England Region has the lowest enrolments of students from language backgrounds other than English (568).

Data for NSW Community Languages Schools shows that 28,412 school-aged children participated in community languages schools after mainstream school hours in 2010.

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

Table 3 provides TAFE NSW enrolment data for students who indicated they speak a language other than English at home for the years 2006 to 2009. It should be noted that data for 2010 will be available in April 2011.

Table 3: TAFE NSW LBOTE Enrolments - 2006-2009

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	21.2	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
2009	120,883	23.0	341,091	65.0	62,864	12.0	524,838

Source TAFE Performance and Accountability (2010 data will be available in April 2011)

Table 4 provides TAFE NSW enrolment data for refugee students for the years 2006 to 2009. It should be noted that data for 2010 will be available in April 2011.

Table 4: TAFE NSW enrolments from refugee communities 2006-2009

Country	2006	2007	2008	2009
Afghanistan	1 793	2 091	2 061	1,979
Burma	447	578	805	1,176
Iraq	3 008	3 587	3 859	4,242
Sudan	2 219	2 577	2 485	2,478

Source TAFE Performance and Accountability

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 School Measurement, Assessment and Reporting Toolkit (SMART) Package was further refined to enable schools, regions, and state office to more effectively analyse data related to students from language background other than English as well as students learning English as an additional language.
- Data from the Department's 2010 ESL Annual Survey and three ESL New Arrival Surveys were successfully collected, validated and analysed. The surveys provided accurate information about students from language backgrounds other than English, including languages spoken, country of birth, residency status and English language proficiency. The survey process requires schools to ensure their LBOTE and ESL student Enrolment Registration Number (ERN) system data is accurate and current. This ensures accurate LBOTE and ESL student data is available for all state-wide data collections. 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.

- The 2010 language background other than English data was successfully validated and uploaded to the data warehouse. The Language background other than English, 2010 bulletin was prepared and published on the Department's internet (<https://www.det.nsw.edu.au/about-us/statistics-and-research/key-statistics-and-reports>).
- A brochure, *Statistics on cultural and linguistic diversity in NSW government schools – 2009/2010*, was provided to all regions. The publication assist regional planning processes by providing accurate data about:
 - Aboriginal students and Torres Strait Islands students by region
 - students from language backgrounds other than English
 - linguistic diversity of students
 - newly arrived and refugee students
 - ESL programs and ESL students.
- Annual data is collected from the Preschool Census on the number of children from culturally and linguistically diverse backgrounds attending departmental preschools.
- An online database was established using the Enrolment Registration Number (ERN) system data to provide evidence of participation by students from language backgrounds other than English in the Student Volunteering and Service Learning program. In its first year of implementation, this non-mandatory program attracted 4,270 students (as at October 2010), approximately 17 percent of whom identified as being from a language background other than English.
- *Successful Language Learners: Whole school ESL language and literacy practices*, a partnership initiative between the NSW Department of Education and Training and the Catholic Education Commission of NSW, was an Australian Government funded pilot initiative conducted in 2009 and 2010 aimed at improving the literacy and numeracy performance of students in low-socio-economic status school communities. The project employed a range of data collection tools to provide an evidence base for its interventions, including:
 - the assessment of every ESL learner on the ESL Scales across the 11 participating schools four times during the two years of the project
 - the specifically developed *Successful Language Learners Assessment Banks* in reading and numeracy, used for every student in Year 3 to Year 6 four times over the two years of the project.
 - online surveys of all teachers at the beginning and conclusion of the project, to assess professional learning needs and growth in understanding of ESL and refugee student need
 - targeted student profiles, to collect additional data about targeted ESL students, including 'at risk' students such as refugees
 - a *Homework/Co-curricular Support Attendance Sheet* to measure the number and consistency of attendance and the range of activities undertaken
 - NAPLAN results for students in Year 3, 2008 and Year 5, 2010
 - a *Professional Learning Mapping Form* to monitor the amount and range of professional learning provided for teachers
 - a parent and community activity form to monitor increases in parent and community engagement and to identify the range of activities provided.

Overall, the data showed a positive growth in both reading and numeracy at all year levels over the two years of the initiative. Growth for all students in this study was better than expected based on state historical data for NSW Basic Skills Tests.

- 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*. Six regions collected data concerning the number and nature of formal complaints of racism and the methods used to resolve them in order to determine the level and nature of assistance required by schools to improve the delivery of anti-racism education initiatives in schools.
- In South Western Sydney Region three School Development Officers analysed regional data to set targets for literacy and numeracy performance, including targets for ESL students.
- Of 152 regional schools identified in South Western Sydney Region to participate in National Partnership initiatives, 138 have English as a second language programs and 148 have significant enrolments of students from language backgrounds other than English. Multicultural/ESL education consultants provided schools participating in the National Partnership on Low SES School Communities with an overview of language background other than English and English as a second language student data, including numbers of refugee and international students as identified through the 2010 Annual ESL Survey process, to inform the development of schools' situational analysis. This process was productive in alerting many schools to the English language and learning needs of ESL students and the need to adopt strategies to enhance their learning outcomes.
- Western Sydney Region conducted workshops to assist fifty National Partnerships schools to improve their analysis of School Measurement, Assessment and Reporting Toolkit (SMART) data in order to identify strengths and areas for improvement of specific cohorts including students requiring English as a second language support and students from language backgrounds other than English.
- In Illawarra and South East Region, all National Partnership schools, including ESL teachers from participating schools, have participated in professional learning activities to assist in the conduct of situational analyses aimed at identifying areas for improvement.
- In Riverina Region, student data for ESL and LBOTE cohorts was collected and analysed by the regional equity coordinator and school development officer and success measured against regional NAPLAN targets.
- Hunter Central Coast Region conducted a survey of all schools to monitor the inclusion of multicultural education strategies in school plans. The region also continued its annual collection and analysis of data regarding the professional learning needs of ESL teachers. The region has continued the development of databases to enhance the capacity of regional staff to support schools meet the needs of newly arrived ESL and refugee students and their families.
- In Western NSW Region, school education directors monitored the inclusion of anti-racism and multicultural education strategies in school plans, with 100% compliance in a number of school education areas.
- Ten schools from Sydney metropolitan and Illawarra South East regions continued to examine approaches to and understandings of multicultural education and explore the role of education in building social cohesion in a culturally diverse society through teacher led action research projects entitled *Teaching and learning for a culturally diverse community: Multicultural education action research in schools*.

- Phase two of the *Teachers as researchers of their communities* action research project, was implemented in 2010. The project is a collaboration between the Department of Education and Training and Sydney University that aims to assist teachers to increase their understanding of and enhance home, school and community partnerships. It is informed by and builds on research that demonstrates the positive relationship between strong home, school and community partnerships and improved student learning outcomes. The research is designed to 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 report of its research project, *Engaging Middle Years Boys in Rural Educational Settings*, which was implemented in three regions in 2008 and 2009. Three schools with significant enrolments of refugees or students from language backgrounds other than English participated in the action enquiry projects. The report includes snapshots of effective practice in boys' education that will support teachers across New South Wales. It is available on the DET intranet at https://detwww.det.nsw.edu.au/media/downloads/intranet/lists/directories/equity/boys_girls/myrbreport.pdf.
- The Department explored issues related to reporting of the educational performance of students from language backgrounds other than English, who comprise 29.4 percent of all students in NSW public schools, including investigating approaches which could result in refining the Index of Community Socio-Educational Advantage measure through the inclusion of a factor for language backgrounds other than English.

Key issues highlighted by the research in relation to the use of language background other than English as a measure of advantage or disadvantage included:

- the use of a nationally agreed definition of a student from a language background other than English, used in all states and territories, which is designed to gauge the extent of cultural and linguistic diversity among student populations, not to provide a measure of advantage or disadvantage
 - the very broad nature of the definition which comprises a large and heterogeneous group of students with a wide range of relative socio-educational advantage and disadvantage.
 - on average, students from language backgrounds other than English outperform their peers from English speaking backgrounds
 - student performance varies significantly between language groups, with some language groups significantly outperforming the Australian average and other groups significantly under-performing
 - three groups of students within the cohort were identified as being educationally disadvantaged and performing below state average in NAPLAN tests: students assessed as being Phase 1 or Phase 2 learners of English as a second language; students from refugee and humanitarian entrant backgrounds; and newly arrived students requiring English as a second language support.
- 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 39 ESL and class teachers. The 12 project schools completed a one year action learning project investigating the impact of information communication technology and ESL pedagogical practices on the language and literacy outcomes of students learning English as a second language.
 - *Language, Learning and Literacy (L3)*, a research based classroom intervention, providing training to Kindergarten teachers working with students who recorded extremely low scores on the Best Start Assessment of Literacy. The intervention was

designed to specifically address the needs of students from culturally and linguistically diverse backgrounds. L3's goal is to reduce the number of students with serious difficulties needing Reading Recovery in Year 1. In 2010, 15 regional trainers were trained to support 225 Kindergarten teachers.

- Sydney Region continued 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*, begun in 2009, in which the University of Sydney, in partnership with the Department, selected eight Sydney Region secondary and primary schools, representing low socio-economic communities with a majority of students from culturally and linguistically diverse backgrounds, in which to develop a series of outreach, mentoring and professional development programs that aim to increase school completion rates and raise community expectations, student attainment and aspirations
 - an Australian Research Council project, also begun in 2009, 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 enrolment statistics reveal that, in 2009:
 - 120,883 LBOTE students enrolled in TAFE NSW, an increase of 8% since 2008 and over 20% since 2006
 - 53,964 of LBOTE enrolments were at Certificate III level and above, an increase of 16.3% since 2008.
 - 45,939 LBOTE students graduated with 17,698 being enrolled in courses at Certificate III level and above.
 - the overall module/unit completion rate for LBOTE students was 76.6%. For courses at AQF Certificate III level and above the module/unit completion rate was 78.6%, an increase of 0.9 percentage points since 2005.
 - participation in TAFE NSW by students from communities with a high number of refugee and humanitarian entrants continued to increase while some variations emerged regarding enrolments from specific countries.

Community and Migrant Education

- NSW AMES conducted a satisfaction survey of AMEP students in March 2010. The results showed high levels of satisfaction in all key areas of provision. Survey results informed Regional Management Committee planning and were used by AMES centres together with other client feedback to develop strategies for improvement.
- NSW ACE enrolment data is analysed and published as:
 - *ACE Numbers Count* – A summary of all NSW ACE activity.
 - *ACE Enrolment Statistics* – A more detailed account of how individual colleges have performed.
 - *How Does NSW ACE Compare?* – A new publication in 2010 that compares ACE student enrolments and outcomes with state or national key data produced by NCVER.

Strategies

Office of Schools

- The Department continued to refine its 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 including language/s spoken at home by students, country of birth, English language proficiency and residency status, religion of students, data of arrival in Australia and first date of enrolment at an Australian school.
- Student data is used at state level to inform the allocation of funding to address the English language and literacy needs of students learning English as a second language. It is also used to inform allocation of funding for other multicultural education strategies.
- Student data is used by schools to identify student learning needs and to assist the allocation of resources, teacher positions, funding and targeted programs, to address identified student needs.
- Data was also collected on parents/carers from language backgrounds other than English including country of birth, language/s other than English spoken at home and requirements for interpreters and translated materials. This data was used to inform the Department's communication strategy to ensure effective communication with and provision of information to parents and community members from language backgrounds other than English. It also assisted in the planning and delivery of programs and services to increase the participation of parents from language backgrounds other than English in the life of their children's schools and to enhance their capacity to support their children's learning.
- The Department continued to follow the 1,780 students participating in the Best Start Longitudinal Study (2009-2012). Analysis of data included consideration of the effectiveness of Best Start in meeting the teaching and learning needs of students from language backgrounds other than English.
- Data collected from all individuals seeking to establish an apprenticeship or traineeship included information about country of birth and language/s spoken at home. The information is provided on request to stakeholders.
- 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* and 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

TAFE NSW Institutes have implemented strategies to improve the collection of data relating to country of birth and language/s 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.

- Biannual Institute Performance reviews include reports on data collection and identify strategies for improvement at the local level.
- All TAFE NSW Institutes analyse enrolment and completion data by home language, country of birth and award level and identify the vocational education and training needs of clients from ethnic minority communities as part of Institute planning, research and evaluation activity.
- TAFE NSW Institute profiles are reviewed regularly to identify disadvantaged/at risk ethnic minority communities and groups, including new and emerging communities, refugees and humanitarian entrants.
- TAFE Institutes also collect additional information at the local level. For example, in 2010 TAFE NSW – Illawarra Institute:
 - continued to monitor data on enrolments, provision and outcomes to ensure that the Institute met the requirements of the AMEP.
 - surveyed participants engaged with this Program reported a satisfaction level with their program of over 90%.

Community and Migrant Education Strategies

- NSW AMES regularly monitors data on enrolment, provision and outcomes to ensure that it meets the requirements of its AMEP contracts with the Commonwealth Government. In 2009-2010 all contract key performance indicators were met.
- The NSW ACE Unit collects all enrolment data to the national Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS). This is reported annually to the National Centre for Vocational Education and Research (NCVER) and forms part of the NSW reporting to the Commonwealth.
- NSW AMES used the outcomes of the 2010 AMEP student satisfaction survey to inform planning at the organisation and regional levels.
- The NSW ACE Unit uses the analysis of data to implement quality improvement strategies in areas ranging from data collection to training delivery.

1.3 RESOURCES

- In 2009/2010, the Department's budget for students and clients from language backgrounds other than English included:
 - \$133 million for *English as a Second Language* and *ESL New Arrivals Programs* for school students from language backgrounds other than English
 - Approximately \$2.2 million for the *NSW Community Languages Schools Program*
 - More than \$883,676 to support eight *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
 - \$4.6 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.

- \$633,246 to support the use of interpreters in schools (October 2009 to September 2010)
- TAFE NSW program funding taken from the TAFE NSW total budget of \$1.813 billion. TAFE NSW meets the needs of clients from language backgrounds other than English through integrated delivery
- \$40.6m in estimated revenue for contracted Adult Migrant English Programme provision by the NSW DET AMEP Consortia
- \$1.89m in estimated revenue for ongoing provision of the *Skillmax Program* by NSW AMES targeted at adult migrants and other Consortia providers.

Future Directions

- A review of the 2010 EAPS planning process will be conducted to reflect the NSW State Government's new Multicultural Policies and Services Program.
- Changing demographic location of communities from a language background other than English requires the Department to investigate a range of strategies to communicate with students and other stakeholders from culturally and linguistically diverse backgrounds. In many areas, LBOTE communities reside in scattered pockets and as a result existing communication channels do not always reach these communities. 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.
- Some AMEP students, particularly survivors of torture and trauma with low levels of literacy, have experienced difficulties in making progress in English language and literacy. This results in the need for more intensive support to address English language and literacy needs of these students. TAFE and Community Education campuses are investigating strategies to address this identified need.
- TAFE Institutes and ACE colleges continue to report a strong demand for programs targeting LBOTE students, particularly in the areas of language, literacy and numeracy integrated with vocational education and training. Demand continues to exceed available supply and resources with TAFE Institutes and Community Education colleges investigating strategies to meet this need.

EPAPS 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 2010, AGMET focused on issues related to the provision of languages education including the development of an Australian curriculum for languages and eligibility requirements for language courses in the senior years; the *My School* website and measures of advantage included in index of socio-educational advantage (ICSEA) including issues in relation to the reporting of educational outcomes of students from language backgrounds other than English; national agenda for the participation of students from low socio-economic backgrounds in tertiary education including the joint Sydney universities initiative, *Sydney Widening Participation in Higher Education Forum*; ESL executive positions in schools; and the transition of refugee and humanitarian entrant students from school to further education and work.

- The new term of the Community Languages Schools Board commenced in March 2010. The Board includes a majority of members who are representatives from a range of culturally diverse organisation. It provides advice to the Minister for Education and Training on policy and the provision of quality community languages schools 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.
- 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

- A Student Volunteering Reference Group comprising representatives from within and external to the Department, including universities, not-for-profit organisations, the Youth Advisory Council, students from the State Student Representative Council, Secondary Principals' Council and Access and Equity Directorate, provided ongoing advice on the development and implementation of the Student Volunteering and Service Learning program.
- The Department undertook wide consultation across regions to inform the development of a NSW Department of Education and Training response to the draft Australian Curriculum in English, Mathematics, Science and History. Consultations identified a number of concerns, including concerns about the limited recognition within the curriculum documents of the diversity of learners and the capacity of the draft curriculum to meet the needs of students from language backgrounds other than English and students learning English as an additional language and refugee students. Consultations also identified concerns about the limited treatment of the general capability of *Intercultural Understanding* across the four curriculum documents. Consultations with key stakeholders included:
 - expert primary and secondary teachers
 - Aboriginal teachers with learning area expertise
 - expert English as a second language (ESL) teachers
 - teachers with expertise in cultural bias, intercultural understanding and culturally inclusive curriculum
 - Secondary Principals' Council
 - Primary Principals' Association
 - regional officers
 - all departmental schools directorates.

Consultations supported teachers to provide feedback to the Australian Curriculum, Assessment and Reporting Authority (ACARA). They informed the Department's response to ACARA which included detailed advice about ways in which the Australian Curriculum could address the issues identified in relation to developing intercultural understanding in all students and meeting the educational needs of students from language backgrounds than English.

- Combined Early Literacy and Numeracy Initiative/State Literacy and Numeracy Reference Group included representation from the NSW Ethnic Communities Council. This group received advice on and provided advice to the Department on strategic issues as they relate to Literacy and Numeracy in NSW Government schools.
- The 2010 NSW Student Representative Council (NSW SRC) was the peak student consultative group supported by the Department. It consisted of 22 student leaders, including a number of students from culturally and linguistically diverse backgrounds and two Aboriginal students. The council was responsible for organising the 2010 State SRC Conference the operation of which was informed by the principles of social inclusion.
- In 2010, 47 Schools as Community Centres (SaCC) projects delivered a total of 789 initiatives to support families with children from birth to eight years of age. These initiatives included supported playgroups, parenting and adult learning programs, early literacy programs, transition to school and health initiatives. In 2010, 30.5 percent of participating families and 12.5 percent of facilitators were from culturally and linguistically diverse backgrounds.
- 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 Equity Committees included providing advice on the development of regional equity plans and monitoring their implementation. It also included supporting schools to meet their requirements under the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.

- Western Sydney Region established partnerships with SydWest, Anglicare, Penrith Council, Blacktown Council, STARTTS, Department of Community Services, Centrelink, The Hills, Holroyd and Parramatta Migrant Resource Centres, Social Inclusion Pathways for Refugee Youth, Mission Australia, Australian Literacy and Numeracy Foundation and University of Western Sydney in order to further develop strategies to support the needs of students from culturally and linguistically diverse backgrounds.
- South Western Sydney Region maintained a number of advisory and consultative mechanisms for multicultural education. In 2010 these included:
 - a Community Consultative Committee with a membership of 21 from 20 organisations including Healthy Kids, Jobquest and Centrelink which met four times
 - regular meetings with WISE Employment Services, a not-for-profit community service organisation supporting refugees with disabilities to attain employment
 - regular meetings with partnership brokers to support refugee students and families. This support included membership of the management committee, Auburn Diversity Services (formerly known as Auburn Migrant Resource Centre).
- 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.
- In Riverina Region, ongoing liaison was maintained by the Regional Equity Coordinator with the Albury-Wodonga Sanctuary support group, the Wagga Wagga Multicultural Council and the Wafrica Inc Committee to assist in meeting the educational needs of students from language backgrounds other than English, particularly newly arrived students and their families. Additional consultative structures established in 2009 to address emerging needs, including consultation between regional staff, principals from Wagga Wagga and Albury schools with significant enrolments of refugee students, the Wagga Wagga Multicultural Council and Albury support networks, continued in 2010.
- All regions reported their participation in a range of interagency committees and networks to assist in addressing the needs of students from culturally and linguistically diverse backgrounds and their families.
- All regions reported the conduct of parent and community participation initiatives in schools, including:
 - more than 200 activities attended by more than 4,240 parents and community members from language backgrounds other than English were conducted 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 activities conducted in Illawarra and South East Region aimed specifically at enhancing the participation of parents and community members from language backgrounds other than English in school life, including: Kindergarten orientation for LBOTE parents in nine schools attended by 120 parents; transition to high school in 2 high schools attended by 90 parents; Year 10 subject selection information evening attended by 280 LBOTE parents.
- information days, parent forums, workshops and celebratory events in New England Region to enhance the participation of parents from language backgrounds other than English
- seventy two North Coast regional schools with enrolment of students from language backgrounds other than English conducted activities to support the participation of LBOTE parents and carers and to enhance family school relationships and communication
- a New England Region parent blog which aimed to circulate information to parents from language backgrounds other than English
- specific initiatives to engage the wider community including community members from language backgrounds other than English in 79 schools in Riverina Region
- ten activities to enhance the participation of parents in their children's schooling in Western Sydney Region were conducted in 25 schools and attended by 338 parents and carers.

TAFE NSW

- All TAFE NSW Institutes reported the development and delivery programs and services in response to needs identified through consultation with ethnic minority communities, employers and agencies supporting the settlement of migrants and refugees.
- TAFE NSW - Hunter Institute Multicultural Education Reference Group is comprised of key stakeholders from government, non-government and community agencies/organisations. In 2010, this Group provided advice that led to courses in Security, Hospitality and Cleaning for LBOTE students through the Employment Pathways programs. The courses included support from an English for Speakers of Other Languages (ESOL) teacher to assist students understand the industry specific language used in these courses, using the English for Specific Purposes model.
- TAFE NSW – North Coast Institute is represented by staff on groups such as the Refugee Forum in Lismore, the Far North Coast Multicultural Working Group and the North Coast Migrant Workers Network. In Mullumbimby, staff organised three multicultural lunches which involves inviting:
 - students from surrounding TAFE campuses and members of local communities who get to know more about local programs and services and raise questions regarding their needs
 - service providers who provide information relevant to their services and are available to answer questions.
- TAFE NSW – Northern Sydney Institute staff regularly attended Multicultural Advisory Forum and Centrelink meetings to liaise with multicultural communities and agencies.
- TAFE NSW – Sydney Institute participated in strategic community events including:
 - Community Business Breakfast at Rockdale
 - Street Festivals in Coogee, Waverley, Marrickville and Darling Harbour
 - St George Migrant Resource Centre Information Day

- Lebanese National Day
- African Festival at Hyde Park
- St George Employment Expo
- Strathfield Council Employment Expo
- RailCorp CALD Forum.

In addition, Multicultural Education Coordinators in the Institute:

- initiated meetings with Centrelink Multicultural Service Officers and Job Services Australia (JSA) providers to identify vocational needs of CALD job seeker
 - collaborated with City of Sydney Council and Inner and Eastern Sydney Multicultural Interagency to initiate a Multicultural Seminar which was attended by 120 participants
 - hosted strategic Multicultural agencies such as St George, Sutherland, Marrickville, Burwood and Randwick.
- TAFE NSW – Western Institute liaised closely with the:
 - Orange Multicultural Group which led to a customised program involving workshops covering Fire Safety, Budgeting, Banking, Women’s and Men’s health for Sudanese refugees
 - Orange Council Community Migrant Support Worker which led to vocational pathways being presented as options for future training in mainstream areas.

In addition, the Institute maintained strong partnerships with a range of other organisations to identify need and effectively inform stakeholders about TAFE programs and services. These stakeholders include church organisations, neighbourhood centres, Job Services Australia providers, Centrelink, women’s refuges and health services.

- TAFE NSW – Western Sydney Institute Multicultural Education Coordinators participated as members of high level community committees and forums such as the Multicultural Advisory Forum and Ethnic Communities Council Sub-Committees such as the Australian Arabic Council, the Australian Lebanese Association and Mt Druitt Ethnic Community Agency Committee. In addition, Multicultural Education Coordinators attended and contributed to several community specific cultural expos including Filipino Seniors Information Day, Sudanese Community Awareness Night, Blacktown Expo, Mt Druitt Festival, Employment Expo at Blacktown, Mt Druitt and Nepean TAFE, Employment & Training Expo at Blacktown College, Improving Pathways for Primary Industry, Blacktown Emerging Communities Action Plan Employment /Training Sub-Committee, Better Connections Employment and Training workshops for new and emerging communities the Nepean Local Government Government Area Cultural Networking Breakfast.

Community consultation and feedback resulted in a range of programs being delivered to meet the needs of LBOTE students including:

- Certificate II in Agriculture for 10 students from the Karen (Burmese) Community
- Certificate III in Agriculture for 15 Students from refugee backgrounds
- Skills for Work and Training Information Technology course for 15 LBOTE students
- Skills for Work and Training Commercial Cookery course for 18 Sudanese women
- Access to Work and Training for 15 refugee school leavers from the Intensive Language Centre
- Skillmax course to prepare 20 skilled migrants to enter the Australian workforce
- Two Work Opportunities for Women courses for 24 overseas qualified women
- Four Outreach English classes for 72 LBOTE students.

Community and Migrant Education

- NSW AMES funded the Refugee Mentoring Program and the Skilled Migrant Mentoring Program, which were coordinated through NSW Adult and Community Education. These programs offered mentoring, work experience and training to refugees and skilled migrants. Program Coordinators, located in community colleges, worked with local councils, employers and individuals to arrange access to work experience, individual mentoring and other support needed by the participants.
- In 2010, 120 refugees were enrolled in the Refugee Mentoring Program which was offered in South Western Sydney, Newcastle and Wagga Wagga. There were 800 skilled migrants registered for the Skilled Migrant Mentoring Program, which was offered throughout the Sydney metropolitan area and Wollongong.
- During 2009-2010, NSW AMES provided assistance to 71 community organisations under the AMEP Home Tutor Scheme Enhancement Program. Under this program AMES trained a total of 114 volunteer tutors from a range of community organisations which provide free English conversation groups and tutorials for migrants. AMES also provided these community organisations, free-of-charge, with resources, advice and workshops on English language and literacy tutoring.
- In 2010, 24 projects targeting LBOTE students were funded through the ACE Social Inclusion Program. These projects have been run throughout NSW.

Strategies

- The Department maintained 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) continued 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 21 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 overseas gained qualifications and skills.
- TAFE NSW Institutes 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.
- Staff from Institutes serve as members on interagency groups and networks in order to:
 - develop and maintain awareness about the learning needs of the multicultural community particularly those that are geographically marginalised
 - identify programs that address the needs of individuals, industry and communities
 - develop partnerships that focus on the planning, development, delivery and evaluation of training for LBOTE learners.

Community and Migrant Education

- NSW AMES consulted with ethnic communities and migrant and refugee groups and participates in a wide range of multicultural interagency networks and advisory forums. Feedback from the community is used to inform the planning and delivery of services.
- ACE Colleges funded under the ACE Program are asked to partner and consult with local community agencies that work with LBOTE clients.

Future Directions

- TAFE Institutes continue to investigate a range of strategies to meet the needs of increased numbers of skilled migrants and LBOTE learners in a number of rural and regional Institutes, including:
 - ways of addressing the needs of small numbers of learners in remote locations
 - attracting suitably qualified teaching staff
 - provision of travel in order to access services
 - development of computer skills required to participate via distance
 - provision of support to meet settlement and employment needs.
- Due to the shift in Commonwealth Government funding for services and support in this area, there has been an increase in the number of private providers targeting the needs of refugees and skilled migrants in the community and a decline in the funds allocated to TAFE NSW Institutes. As a result, the challenge for a number of Institutes is to:
 - identify and create new partnerships with other agencies to deliver timely and relevant vocational training and education pathways for this target group
 - identify and seek new funding opportunities arising from, for example, the extra \$15.7 million the Commonwealth Government has announced it is investing in the Workplace English Language and Literacy program.
- The Social Inclusion and Vocational Access Skills Unit participated as a member of the National Access Education Leaders Network. In 2010, the Network submitted a proposal to the Commonwealth Government and the Innovation & Business Skills Australia Skills Council regarding the development of a National Foundation Skills Strategy that would address, amongst other things, the needs of LBOTE learners

studying with registered training organisations. This proposal was endorsed and consultations on the development of this Strategy will be undertaken during 2011.

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 and advice on how to select, develop, implement and evaluate anti-racism strategies. The site links regional staff to additional Departmental resources and to other relevant sites including *Racism. No way!*
- The educational resource, *Identity, Culture and Conflict*, was distributed to all government schools with advice on its use to support anti-racism education activities. A flyer was distributed via *InPrincipal* advertising the resource and linking it to available resources on the website. Copies of the resource were also sent to regional officers.
- Information about the Cooling Conflicts program, which involves the use of drama techniques to examine stages of conflict and assist students to develop skills to deal with conflict, was made available to regions and schools on the web. A *Cooling Conflicts* website provides information about the background and philosophy of the program and advice on program implementation.
- The *Racism. No way!* website continued to support schools through the provision of online anti-racism resources and strategies. New materials including information on cyber racism and anti-racism e-learning challenges for students were developed during 2010. The website continued to attract high levels of traffic from users in NSW, Australia and overseas. In 2010, the site received over 10.2 million hits.
- The *Prejudice. No way!* website complemented the *Racism. No way!* initiative and provides online anti-prejudice materials for students in Years K-3. In 2010, the website continued to support teachers and students and received over 250,000 hits.
- New anti-racism education resources and professional learning materials were published on the Department's intranet in 2010 to continue to support the implementation of anti-racism education in NSW schools.
- All regions implemented initiatives aimed at addressing issues of racism including:
 - conduct of anti-racism contact officer training in all regions
 - ongoing conduct of anti-racism networks in five regions, including six network groups in Illawarra and South East Region
 - conduct of student led anti-racism activities in three regions, including two student voice projects and a student representative council project in Illawarra and South East Region and student anti-racism networks in Sydney and Northern Sydney regions
 - conduct of sixteen anti-racism projects in Western Sydney Region

- *Harmony Day* activities conducted by Hunter/Central Coast Region, including a regional event attended by 100 Year 9 students from across the region where student teams developed presentations on aspects of living in harmony relevant to their local community
- regional *Harmony Day* activities hosted by 4 major towns in the New England Region
- *Harmony Day* activities in 75 percent of schools in the Riverina Region.
- 98.5 percent of the 803 complaints of racism reported in eight regions were successfully resolved.
- 158 schools in five regions implemented anti-racism education initiatives.

TAFE NSW

- TAFE NSW - Hunter Institute hosted a successful *Freedom from Fear* photographic exhibition in 2010 displaying photos at the Hunter Street Campus. Institute staff organised this event in partnership with the Adult Migrant English Service.
- TAFE NSW – Illawarra Institute organised and participated in *Harmony Day* events in 2010 at Wollongong and Goulburn campuses. At Goulburn, ESOL students provided entertainment and information about cultural groups. The Hospitality ESOL group provided a BBQ with the assistance of Institute Students Association. Those involved shared their cultures through dance, song, food, calligraphy and casual conversations.
- TAFE NSW – Northern Sydney Institute worked with Manly Warringah Community Centre to hold a *Harmony Day* event at Northern Beaches College in March and an Annual Sporting Event which promoted cultural awareness through outdoor activities where students shared food, music and experiences about their own backgrounds.
- TAFE NSW – North Coast Institute supported the Coffs Harbour Council *Harmony Day* in March and joined with Southern Cross University to hold a Multicultural Festival at Coffs Harbour Education Campus in September that was open to the whole community.
- TAFE NSW – Western Sydney Institute:
 - delivered anti-racism and cross-cultural awareness training and activities in class inductions and visits.
 - publicised anti-racism and zero tolerance policies and procedures published on the Institute’s Information Management System and included in all Student Guides, brochures and handouts etc.
 - included anti-racism and cross-cultural awareness sessions as part of all staff inductions
 - delivered presentations to senior staff in order to seek input into the role of the Anti-Racism Contact Officer.

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.
- NSW AMES sponsored the Refugee Week *Freedom from Fear* photographic exhibition which toured Sydney and NSW during 2009 and 2010. The exhibition toured across NSW, showing in regional art galleries, museums, libraries, hospital foyers, community spaces, coffee shops and retail venues.

Refugees living in communities that hosted the exhibition contributed their personal stories and portraits. The exhibition represented 40 refugees in metropolitan, rural and regional NSW. It was significant in promoting wider awareness of the experiences of refugees and their contribution to their new Australian communities. It also acknowledged those people who welcome refugees into their communities.

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 a range of anti-racism education initiatives including the implementing the Anti-Racism Policy, the delivery of anti-racism education professional learning (including ARCO training) and school based and student initiated projects
- A range of online anti-racism and anti-prejudice education materials were provided for schools on the *Racism. No way!* and *Prejudice. No Way!* websites as well as the Department's intranet site.
- 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!*
- All school regions have established data collection systems to assist effective implementation of anti-racism activities, including training of anti-racism contact officers, in schools.

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 provide professional development to all staff in relation to policy and legislative requirements, cultural awareness and the needs of people from diverse cultural and linguistic backgrounds.
- TAFE NSW Institutes organise and/or participate in racial harmony initiatives such as Harmony Day and multicultural festivals as a means of focussing student, staff and community attention on the ongoing need to reject racism and promote understanding and acceptance of cultural and linguistic diversity in Australia.

Community and Migrant Education Strategies

- The NSW ACE Unit is producing, in partnership with the State Emergency Service, a series of flexible training programs entitled *Cultural Points of View*. This resource has had three themes developed targeting Indigenous cultures, people with disabilities and culturally and linguistically diverse (CALD) groups. These resources are first being used by the State Emergency Service for training of staff and volunteers in understanding and incorporating a range of “cultures” in the workplace. It is planned to adapt these for wider use by ACE colleges in 2011.

Future Directions

- Regions continue to monitor the implementation of the *Anti-racism Policy* in schools.
- Changing demographics and migration trends present new challenges in terms of service provision and managing expectations of clients, particularly those from refugee backgrounds. Challenges also exist in relation to overcoming perceptions generated in response to recent racial unrest against international students.

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.
- The *Cultural Exchange Programs in Schools* website <http://www.culturalexchange.nsw.edu.au> aims to develop intercultural understanding through exchanges between schools in NSW. The site provides information and support materials which assist schools to develop effective cultural exchange programs. In 2010, work commenced on the development of resources which integration information and communication technologies (ICT) into cultural exchange programs. These resources will be published online in 2011. In 2010, the *Cultural Exchange Programs in Schools* website received over 360,000 hits.

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 *2010 Calendar for Cultural Diversity: Belonging* and teacher’s handbook were developed and distributed to schools and community groups throughout NSW. The calendar identifies significant national and international days and events while the handbook provides strategies for promoting cultural diversity. The calendar features artwork from students enrolled in schools across the state and represents views about multiple ways of belonging.

In 2010, new resources and professional learning materials were published on the Multicultural Education section of the Department's intranet to support the implementation of multicultural education. 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.
- The Henry Parkes Equity Resource Centre provided print resources in 71 languages other than English. The Centre extended its collection of resources to assist teachers implement culturally inclusive practices and promote intercultural understanding including those focused on:
 - multiculturalism and cultural diversity
 - inclusive curriculum
 - intercultural understanding
 - support for the needs of refugees and their families.
 - The 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:
 - *Journeys and connections* features items from the National Museum of Australia's *Australian Journeys* exhibition and describes the significance of the items to migration stories linking Australia to a range of cultures. It supports students' research of their family heritage which can be entered in the national Connected Learning Awards and shared online.
 - Two *Sites2See* resources linking to personal stories from Sudanese and Cambodian refugees and immigrants produced by the Migration Heritage Centre NSW which can be used to enhance students' understanding of factors migration.
 - a Laptop wrap, *Migrants on the move*, explains reasons for and patterns of migration with a focus on issues faced by migrants on arrival in a new country.
 - a Stage 5 Commerce/Active citizenship resource, *Making a difference*, featuring video interviews with Sudanese refugees in Australia who share their experiences in Sudan and Australia and assist in increasing students' understanding of different systems of government.
 - Curriculum K-12 Directorate developed a range of strategies and materials to support teaching studies of Asia as part of the implementation of the *National Asian Languages and Studies in Schools Program* (NALSSP). These included
 - Graduate Certificate in Teaching Studies of Asia for teachers to develop a depth of understanding of curriculum content and methodology for teaching about Asia and to provide leadership in school communities. Twenty teachers have been selected to participate from semester 1, 2011.
 - in-country professional learning to provide teachers with learning experiences not available in Australia about history, social customs, religion and economics of Asian countries. Ten teachers visited China in October 2010. Korea and Indonesia will each be visited by ten teachers in 2011 and a further ten will visit Japan in 2012.
 - four publications aimed at enhancing intercultural communication: *Intercultural communication guidelines for teachers*; *Student intercultural guidelines* for student visits to NSW schools from NALSSP countries; *Student intercultural guidelines* for technological communication with students from NALASSP countries; *Intercultural communication guidelines* for use when NSW students visit NALSSP countries and students.

- an *Asian literacy resource development project*, in which approximately 60 teaching units were developed and trialled by expert teachers. The units focus on each stage of the NSW Board of Studies curriculum for English, Human Society and Its Environment and Creative Arts, and the four priority countries of China, Japan, Indonesia and Korea. In 2012, the units of work will be adapted to the Australian Curriculum.
- a NALSSP website to facilitate embedding Asian literacy in the curriculum by providing an accessible source of support for teachers and students
<http://www.curriculumsupport.education.nsw.gov.au/nalssp/index.htm>
- Curriculum K-12 Directorate developed and promoted a range of resources aimed at enhancing understandings of cultural diversity and ensuring inclusive teaching practices, including:
 - culturally inclusive units of work published on the curriculum support website (www.curriculumsupport.education.nsw.gov.au) with links to a range of other websites and resources for developing culturally inclusive curriculum materials
 - School Libraries and Information Literacy Unit identified and evaluated high quality resources that support a culturally inclusive and diverse NSW. Reviews appeared in the reviews database and in *Scan*, a subscription-based journal distributed to teacher librarians and staff in over 3,000 schools.
 - *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
 - the *Creative Education Partnership: Artist in Schools* program, a partnership initiative between the Department and the Australian Council for the Arts, provided funds to schools to collaborate with artists and communities, with a particular focus on programs that explore diverse cultural practices in the Arts.
 - teaching and learning 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 2010 National Assessment Program (NAPLAN) to ensure items were cultural inclusive.
- All regions conducted a range of activities to promote intercultural understanding and community harmony, including:
 - development of a cultural diversity school resource by Western NSW Region outlining strategies schools can use to support students from culturally and linguistically diverse backgrounds
 - two hundred and forty intercultural understanding activities supported by the development of 209 resources in Western Sydney Region

- cultural understanding activities conducted by Illawarra and South East Region including Cultural Exchange projects in two schools and a Multicultural Youth Conference attended by 150 students from 16 schools
 - 210 North Coast Region schools implementing intercultural understanding and community harmony activities with 221 activities specifically focussing on community harmony in culturally diverse communities
 - a range of specific strategies and initiatives to promote community harmony and develop an understanding of cultural diversity in 83% of Riverina Regional schools. These included culturally inclusive curriculum practices and programs, delivery of cultural awareness sessions, multicultural days, exploring issues of cultural diversity through values education, and inclusion of 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 a range of activities including:
 - seven schools conducting cultural exchange programs
 - three regionally funded school based initiatives promoting culturally inclusive curriculum
 - two *Voices in Poetry* workshops providing opportunities for 27 students to explore cultural identities and heritage
 - Refugee Week celebrations attended by 160 participants
 - Harmony Day celebrations attended by 960 parents
 - multicultural days attended by 1,075 parents
 - Conduct of *Student Leadership for Cultural Diversity* network days attended by 47 students from 13 schools
- The 2010, State Student Representative Council (SRC) Conference was held between 3 and 6 August 2010. Over 130 SRC secondary students from all regions participated. The theme, *Accept, Engage, Time for Change* encouraged SRCs to promote acceptance and respect within the school community. Workshops included the *Cultural Exchange Program* in which participants learnt about ways for student leaders to break down barriers between different communities, challenge stereotypes and racism and promote community harmony through exchanges conducted between NSW schools. All regions planned to hold follow on events, forums and/or conferences to support the theme in the twelve months after the conference.
 - The 2010, NSW Student Representative Council conducted *Enviro Inspiro!*, the student-led school environment competition. Third place was won by Warrawong Intensive English Centre for their entry, *New Beginnings*. The entry showed how a group of newly arrived secondary students including students from refugee backgrounds created a garden incorporating a labyrinth. A walk through labyrinth represents the personal journeys of the students as they migrated from their homeland to Australia. The entry is available online at: http://www.schools.nsw.edu.au/events/statecompetitions/enviro_inspiro/index.php
 - The *Cohesive Community School Award* attracted 21 nominations from 20 government and non government primary and secondary schools in 2010, a 100 percent increase on 2009. Nominees have implemented a range of initiatives as diverse as their communities working with local council migrant service groups and aged care facilities; bringing parents from refugee backgrounds into school programs, mounting creative arts, performance and food festivals, honouring feasts and special days observed by local community groups and teaching community and Indigenous languages. The award recognises specific longer-term programs within school communities which celebrate diversity and promote social harmony both within and beyond the school grounds. Schools which work together to raise tolerance and increase intercultural understanding,

enhance relationships between diverse groups of students, attract parents and community to assist regularly in school activities and celebrations and also report better school attendance, fewer playground conflicts and high student self-esteem.

- The *Multicultural Perspectives Public Speaking Competition* attracted 2,233 students in 2010 from years 3-6 from schools in all regions across the state. This was an increase from 2009. Through participation in the initiative, students gain knowledge and understanding of complex multicultural issues through local, regional and state level events. Issues considered in 2010 included: *Racism - it's just not funny; Let's kick racism out of sport; Young people should be seen and not heard; Asylum seekers and Global citizenship*. Courses for students in public speaking and multicultural issues were conducted by trained workshop leaders in all regions of the state. In 2010, improvements were noted in increased awareness of cultural diversity issues, improved delivery of considered opinions and multiple perspectives, and stronger relationships between competitors from diverse backgrounds. Increased participation in and support for the event from school communities was also noted in 2010 and included positive involvement from school staff, parents and community groups. A guide for students and teachers of public speaking, entitled *Strictly Speaking*, is available from TaLe (the Teaching and Learning Exchange) at <http://www.tale.edu.au>

TAFE NSW

- In 2010, a major review was completed of the Access Employment and Education Framework which provides vocational and educational pathways for a wide range of LBOTE learners and equity target groups. Amongst the key findings were that:
 - the Framework represents an effective model for the packaging of stand-alone foundation skill courses as well as a bank of units that describe language, literacy and numeracy and Employability Skills content that could be integrated into Training Packages
 - in cases where English language acquisition is required, where learner confidence must be repaired after negative school experiences, or where existing workers may not have the literacy and numeracy skills to keep pace with a changing work environment, this emphasis (in the Framework) on language literacy and numeracy and Employability Skills development is critical.
- In TAFE NSW – South Western Sydney Institute the Multicultural Coordinators team developed a package of six professional development materials to support teachers in dealing with issues arising in the multicultural classroom:
 - Engaging youth from culturally diverse backgrounds
 - Learning in a Multicultural Classroom
 - Cross Cultural Communication Skills
 - Working effectively with cultural diversity
 - Teaching for Inclusion
 - Assessing qualifications of students from overseas.

The Workforce Capability Unit is also making these resources available online and these and other materials will be uploaded to support teachers addressing the needs of diverse groups of learners.

- The Open Training and Education Network in TAFE NSW – Western Sydney Institute customised the Employment, Education and Training Statement of Attainment course for LBOTE students via flexible delivery - offering a mix of language and vocational units from 12 different industry areas. The Network also developed a Digital Story Book and Pictorial Teaching Resource for use with refugee students in all agriculture, horticulture and farming programs.

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 AMEP, 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.

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.
- Resources to increase knowledge and understanding of Australia's cultural, linguistic and religious diversity and to support the implementation of multicultural education in schools are available on the Department's intranet.
- 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 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 learning area units of work K-12 incorporating multicultural perspectives
 - development of e-learning objects which explore issues of cultural diversity and community harmony for loading on school websites and on TaLE www.tale.edu.au

- Curriculum K-12 Directorate continued to develop and extend a range of curriculum materials and programs aimed at enhancing intercultural understanding and ensuring inclusive teaching practices.
- *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 concerning cultural diversity and to communicate their ideas confidently to a wider audience.
- The Department maintained consultative mechanisms to ensure that test items developed for external assessment programs, including the National Assessment Program (NAPLAN), continued to be culturally inclusive.

TAFE NSW

- TAFE NSW continues to develop curriculum, teaching and learning support materials that are culturally sensitive and inclusive.
- TAFE NSW continues to provide programs for LBOTE learners within the Access Employment Education and Training Framework so that language, literacy, numeracy and vocational requirements can be customised for individual students and lead to formally recognised outcomes.
- 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 LBOTE students.
- TAFE Training and Education Support Skill Units maintain and develop resources to support recognition of prior learning so that LBOTE learners are able to have their overseas skills and learning recognised against their TAFE NSW programs.

Future Directions

- There will be ongoing development of materials and programs to support the National Asian Languages and Studies in Schools Program. In particular, regional intercultural communication workshops aimed at enhancing teachers' skills necessary for communication with students and teachers from China, Indonesia, Japan and Korea will be developed and implemented in 2011. The project will be informed by current research and effective practice.
- Access to flexible delivery, workplace assessment and recognition is a challenge for many LBOTE learners; especially those who are overseas qualified and need opportunities to have local work experience.
- There is an on-going need to improve course and unit completion rates for students from language backgrounds other than English.
- An increase in resettled refugees in a number of Institutes will result in a need for increased programs, such as mentor training for volunteers to support this cohort.

- The Open Training and Education Network in TAFE NSW – Western Sydney Institute is planning to publish Customer Service Standards that will encapsulate strategies for responding to customers from diverse cultural and language backgrounds. These standards will be included in training for all new staff in addition to being incorporated in ongoing information sessions for existing staff.

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 additional 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

- A total of 85,968 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 734 schools. This included 67,086 primary ESL students in 540 primary schools and 18,882 secondary ESL students in 194 high schools.
- On-arrival ESL support was provided to a total of 7,553 newly-arrived students including 1,281 newly arrived refugees. Of these newly arrived students 2,387 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS). 4,144 were enrolled in primary schools and 1,022 were enrolled in secondary schools.
- Of the newly arrived ESL students, a total of 651 were enrolled in 242 schools in rural and regional areas and received on-arrival ESL support through the ESL New Arrivals Program.
- Schools which established an ESL program for the first time received a grant to support the development and purchase of ESL teaching and learning resources. A total of 16 schools received this grant in 2010.
- A total of 2,413 International students received ESL support, including 2,257 enrolled in high schools and 156 enrolled in primary schools.
- *Sites2See English as a Second Language* is a one-page interface with links to external websites that are relevant to English as a Second Language (ESL) teaching and learning. It includes resources for teachers, activities for students and digital resources from the Centre for Learning Innovation (CLI). Published by CLI in consultation with Multicultural Programs, it is accessible on the Teaching and Learning Exchange (TaLe).
- Recently arrived, senior ESL high school and Intensive English Centre students at risk of disengaging from education were awarded a total of 294 certificates and 325 statements of attainment in the Vocational Education and Training Accreditation Board (VETAB) recognised, outcomes-based *Certificates in Spoken and Written English (CSWE), Levels I-III*.
- *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, was 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 aimed to improve the English language literacy and numeracy performance of students learning English as a second language, including refugee students.

In 2009 and 2010, 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, more than 4,500 students were assessed four times using the ESL Scales and more than of 2,400 students completed four *Successful Language Learners Assessment Banks* in reading and numeracy. These *Assessment Banks* were developed specifically for the initiative by the Department's Educational Assessment and School Accountability Unit

Teachers completed 550 targeted student profiles for students at risk in terms of their English language development. Whole class and individual language learning plans were completed for these students to assist in delivering targeted English language instruction and to monitor student progress.

All eleven schools put in place after school homework / co-curricular programs to assist targeted ESL and refugee students.

- 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
 - publication of reading lists to support teachers of the HSC ESL course 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.

- The Department promoted a range of resources to assist teachers in meeting the learning needs of newly arrived students learning English as a second language including:
 - 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.

- All regions reported activities to enhance the delivery of English as a second language programs. Activities included:
 - conduct of initiatives in 12 South Western Sydney schools aimed at improving ESL program organisation
 - conduct of an ESL *Ideas and Resources* forum in Illawarra and South East Region attended by 20 teachers
 - regional processes in Illawarra and South East, Riverina and North Coast regions to assist schools enrolling newly arrived ESL students

- provision of funds to two schools in Illawarra and South East Region to develop ESL teaching and learning materials
- an ESL resources folder, developed by Riverina Region and distributed to schools enrolling ESL students for the first time
- resources for enhancing ESL teaching and learning programs published on Northern Sydney Region's website.

TAFE NSW

- TAFE NSW continues to provide high level English language support to LBOTE students. In 2008, there were 14,323 students from this cohort enrolled in these programs. In 2009 enrolments reached 15,583.
- Enrolments in the Learner Support Course by LBOTE students increased from 7,839 in 2008 to 7,989 in 2009.
- 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 - Illawarra Institute provided high level English language support to LBOTE students. In 2009, there were 576 students enrolled in AMEP or English for Speakers of Other Languages programs. In 2010 enrolments up to October were 537 although it should be noted that AMEP has continual enrolments and new students were expected to enrol late in the year due to their recently settling in the area.
- TAFE NSW – Northern Sydney Institute delivered an English for Community and Workplace Program at Hornsby College for students who have completed Certificate II in English for Speakers of Other Languages. This Program focussed on increasing participation in both paid and volunteer work and acting as a bridge to the Certificate III in English for Further Study. The College also introduced a pilot program aimed at mature LBOTE students for building their basic research and study skills.
- TAFE NSW – Riverina Institute, Wagga Wagga campus, provided support to lower-level ESOL students through its vocational pathways program. This helped students to build English language and literacy skills, develop self esteem and gain practical experience of Australian workplaces.
- TAFE NSW – South Western Sydney Institute has found that 45 percent of LBOTE migrants settling in the region do not speak English very well. As a result, the Institute annually commits around 20 percent of its resources to programs assisting LBOTE students in developing English language skills to enable them to achieve their educational and vocational aspirations. In 2010, vocationally targeted English language programs were offered through the Language Literacy, Numeracy Program, Workplace English Language and Literacy Program and AMES funded Link Skills program.
- TAFE NSW – Western Institute offered English for Speakers of Other Languages classes at various levels in centres such as Dubbo, Cowra, Grenfell, Mudgee and Broken Hill. Flexible literacy classes are also available in Dubbo to accommodate and support LBOTE students participating in mainstream courses. In addition:
 - students from a range of language backgrounds, including Sudanese, Filipino, Japanese, Chinese and Thai, have made significant progress in a customised course in Cowra. Two students, previously illiterate in their own language, have made great improvements, and can now speak, read and write in English

- the Outreach section has offered a customised program for LBOTE students in Lightning Ridge in order to address skills development, social engagement strategies as well as English language skills. In 2010 a number of students from this class gained employment with local businesses.
- TAFE NSW – Western Sydney Institute delivered a wide range of English language and literacy programs to LBOTE students in 2010 including:
 - 177 LBOTE students enrolled with the Open Training and Education Network to undertake the Language Literacy and Numeracy Program on flexible basis
 - 101 LBOTE students enrolled in English for Speakers of Other Languages courses
 - 76 LBOTE students enrolled in Advanced Vocational courses and received customised support where required
 - 15 students from Year 9-10 Blacktown Girls High School enrolled with the Institute through Outreach
 - Blacktown College ran a program for refugees with limited English language. It was for school leavers from the Intensive Language Centre.

Community and Migrant Education

- NSW AMES provided English language and literacy training to almost 8,000 migrants and refugees in 2010. These programs were delivered at six centres in Sydney and were available during the day, in the evening and on Saturday, for either part-time or full-time study. Face-to-face classes, on-line delivery and a blend of study modes were also available for students. Programs were supported by highly qualified staff and a range of purpose developed educational resources and publications.
- Around 260,000 hours of English language, literacy and numeracy training will be provided to LBOTE students through the ACE Program in 2010.

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

- The Access Employment Education and Training Framework provides a very wide range of accredited programs to address the needs of LBOTE learners. Within this Framework, Institutes deliver many language, literacy and numeracy programs to cater for learners from diverse language and cultural backgrounds. 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, the Framework supports teachers in customising language, literacy, numeracy and vocational content to the needs of individual learners.
- The increased focus on improving course completions requires improved collaboration across teaching sections within TAFE as well as partnerships with other agencies to find the correct mix of vocational and educational skills and develop pathways that lead to meaningful outcomes.
- LBOTE 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 including workshops and work placements and were provided by OTEN.

Community and Migrant Education

- NSW AMES delivers English language and literacy training to adult migrants and refugees under the AMEP funded by the Department of Immigration and Citizenship and, up to late 2010, the Language, Literacy and Numeracy Program funded by the Department of Education, Employment and Workplace Relations.
- Targeted funding is provided to deliver English Language and Literacy programs under the ACE Social Inclusion Program.

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.
- The Department will investigate strategies to deliver Stage 6 English (ESL) course via distance education.

- TAFE NSW – Illawarra Institute is establishing a Language and Cultural Centre in 2011 that will bring together educational and support services provided to students enrolled in AMEP, ESOL and English Language Intensive Courses for Overseas Students. The intention behind the centre is to ensure that these services are provided in a more integrated manner and focused more effectively on student need.
- TAFE NSW - Riverina Institute is examining ways of linking vocational pathway programs for LBOTE students with skills shortages and employment opportunities in the region. This involves a shift in emphasis from enrolments solely in Vocational Access courses to a model of co-enrolment in a vocational stream. It will require language skills being taught more in the context of a vocational stream.
- New Language Literacy and Numeracy Program arrangements were introduced in July 2010. As a result, recently arrived migrants are no longer required to complete the AMEP before commencing their Language Literacy and Numeracy Program studies. A number of refugees and migrants with an AMEP entitlement may miss out on English language tuition with a settlement focus if they proceed straight to the Language Literacy and Numeracy Program.

TAFE NSW and NSW AMES have both identified this as a potential issue as many benefits arise from referring eligible migrants and refugees to the AMEP first.

- At the end of 2010, a number of TAFE NSW Institutes will no longer be funded by the Commonwealth Government to deliver the Language Literacy and Numeracy Program. This will leave a significant gap in the non-core provision of targeted English Language and Literacy programs. As a result, strategies are being developed to build other business in this area to address the needs of LBOTE learners.

2.5 TARGETED AND CUSTOMISED PROGRAMS

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

Achievements

Office of Schools

- 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 12 rural and regional schools and 24 metropolitan schools.
- Ten metropolitan high schools and one regional high school 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 Charles Sturt, Western Sydney and Sydney universities. Through the initiative, 297 refugee students received after school tuition and in school assistance from university volunteers to develop their literacy skills and improve their participation and engagement in schooling.

- Ten metropolitan primary schools participated the Intensive English Program in Primary Schools which provided supplementary staffing allocations to schools with high refugee student enrolments.
- Collaboration across Departmental directorates and with a range of government and non-government agencies, universities 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.
- 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 recently arrived refugee students in their transition to high school and increases their understanding of the school curriculum and its expectations while improving their literacy and numeracy skills and syllabus outcomes and increasing their participation and engagement in school. In 2010, the program operated in eleven schools in South Western and Western Sydney regions, including four high schools, one primary school and six Intensive English Centres.
- *Promoting positive behaviour and learning: Assisting refugee students at school* was distributed to regions. This resource kit provides teachers with information about refugee students and their backgrounds and practical advice and strategies, including classroom resource materials, to assist refugee students' settlement and learning.
- The Refugee Transition Program in high schools provided a supplementary staffing allocation to ten targeted high schools with high refugee student enrolments to support refugee students in transition from intensive English programs into mainstream high school and to help them plan their transition from school to further education, training or employment.
- 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 Coffs Harbour and Goulburn.
- In 2009/2010, the *Beginning School Well* program for refugee families was implemented in five schools in South Western Sydney Region. Refugee children and their parents were supported in their transition to school by mentors who speak the family's home language. *Beginning School Well* provided safety, security and a genuine partnership for refugee families within school communities. In 2010, a further five school teams from South Western Sydney and four teams from Illawarra and South East Regions were trained to implement the program in 2010/2011.
- Hunter/Central Coast Region implemented initiatives specifically aimed at supporting refugee students and new arrivals. These initiatives included employment of a regional Refugee Support Officer, Kindergarten 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 groups to enhance parents' capacity to support their children's learning.
- Illawarra and South East Region implemented strategies for supporting refugee students including:
 - establishment of a team of six teacher facilitators to deliver *Teaching Refugees in my Classroom* professional learning across the region
 - ESL Orientation sessions on the refugee journey and settlement and meeting refugee student learning needs.

- New England Region established a refugee students' homework centre at one primary school and one high school in Armidale.
- Riverina Region implemented a number of strategies to support the learning needs of refugee students, including support provided to Murray High School to meet the needs of newly arrived refugee students. School strategies included:
 - staff professional development focussed on teaching refugees
 - staff travel to Nepal to visit refugee camp and meet members of families remaining in the camp. Teachers provided professional learning for teachers in the camp.
 - enhanced enrolment processes and orientation to the school
 - allocation of additional regional funds to ensure ESL programs and resources are available
 - information sessions conducted for parents by regional personnel for more than 20 parents about schooling in NSW
 - Harmony Day activities celebrating the school's cultural diversity
 - opportunities, in collaboration with Albury TAFE for mothers to share in cooking demonstrations, English conversation
 - driving lessons supported by NRMA
 - swimming lessons and water safety provided for all ESL students in partnership with Albury City Council
 - after school tuition provided in Mathematics, English, Industrial Design and Physics
 - positive media coverage of school activities involving refugee students and community members.
 - partnerships with local businesses to engage senior refugee and ESL students in casual employment.
 - establishment of Year 11 ESL English class supported by videoconferencing partnerships with experienced ESL teachers in Sydney
 - regular monitoring and evaluation of school initiatives and support by School Education Director and Regional Equity Coordinator.
- 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
 - delivery of professional learning course *Factors affecting learning outcomes of refugee students* in two schools for 110 participants
 - assistance in the development of professional learning resource, *Teaching refugees in my classroom*
 - nine facilitators trained from 6 schools to deliver *Teaching refugees in my classroom. Program delivered to 413 participants in seven schools*
 - Primary Intensive English Program in 8 primary schools for 129 students
 - Refugee Transition Program in 6 high schools for 174 students
 - Refugee Action Support program in 9 high schools.

In addition, South Western Sydney Region supported 173 students from language backgrounds other than English through Gateways program which provided mentoring and vocational course placement over eight weeks.

- 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 10 regional high schools
- Playgroups for Pacific families at three primary schools.

TAFE NSW

- 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 and Workplace Relations Language, Literacy and Numeracy Programme.
- In TAFE NSW – Hunter Institute, a Certificate III in Aged Care was offered to students from culturally and linguistically diverse backgrounds at Gosford and Wyong campuses utilising the English for Specific Purposes Model. The students were also given tutorial support in order to address needs identified as part of their Individual Education Plans.
- In TAFE NSW – Illawarra Institute delivered an Outreach course called Pathways to Industry - Agriculture as part of a partnership between Centrelink, Illawarra Multicultural Services, Horticulture at Yallah Campus, AMEP, Wollongong City Council and the NSW Farmers Association. Fifteen students completed a one day a week course at Yallah Campus which included two weeks work experience at Mountain Range Nursery in Dapto and the Calderwood Organic Farm.

The Institute also deliver a Workplace English Language and Literacy Program at the Bonds factory for 210 employees over a period of six months. The majority of these employees were from LBOTE backgrounds.

- TAFE NSW – New England Institute delivered an English for Speakers of Other Languages Program for people from the Philippines working at the meatworks in Inverell.
- TAFE NSW – Northern Sydney Institute through its Northern Beaches Outreach unit provided a mentoring program to Tibetan refugees. This initiative matched volunteer mentors with each refugee and helped the Tibetans to build necessary interpersonal skills and a better understanding of TAFE programs and services while allowing the mentors to better understand Tibetan cultural background and learner needs.

The Institute also delivered a Certificate II in Asset Management (Cleaning Operations) targeting the employment needs of the Tibetan community in the northern beaches area. It provided essential transferable skills for the workforce, while relieving anxiety about the process of applying for a job and interview, and focussed on culturally appropriate behaviour.

- TAFE NSW – Sydney Institute customised programs for approximately 560 LBOTE students. Vocational areas included Nursing, Child Studies, Aged Care, Health Professionals, Accounting and Information Technology. Programs were customised for those with limited vocational skill levels as well as those with overseas professional qualifications.
- The Open Training and Education Network, Western Sydney Institute developed and delivered a Skilled Migration Internship Program – Accounting for 530 students as a pathway for employment and permanent residency. This is a professional year program

which was approved by the Department of Immigration and Citizenship and co-developed with the three accounting professional bodies. It focuses on language and communication skills development and provides exposure to the workplace.

In addition, the Network offered the Employment, Education and Training course to LBOTE jobseekers. This customised course combines language and vocational units from 12 different industry areas including accounting and financial services, aged care work, business services, children and community services, dental assisting, electrical, hospitality, information technology and mental health.

- TAFE NSW – Western Institute experienced an influx of Sudanese refugees who are resettling in the country on humanitarian visas. These students required intensive support in language and employability skills acquisition. There is also an increase in the number of sponsored regional skills visa holders from areas such as China, Indonesia, the Philippines, Pakistan, India, Sri Lanka, Japan, South America, the Middle East and the former Soviet Union. As a result, there was an increase in language, literacy and numeracy provision to meet the needs of these groups.

Community and Migrant Education

- The NSW ACE Unit, NSW AMES and the DET Strategic Skills Program worked in partnership to offer the Linked Skills Program in 2010. This involved:
 - providing English skills training linked to vocational training undertaken concurrently by students
 - delivering vocational training to participants in the areas of aged care, children's services, hospitality operations, business administration and retail operations.
 - Students completing the program received dual accreditation, the Certificate III in Spoken and Written English as well as a vocational credential.
- Delivery of the NSW Government funded Skillmax Program which assisted migrants with overseas qualifications and work experience to secure employment in Australia at levels commensurate with their previous skills and experience. There are two components to the program: Skillmax for Jobseekers and Skillmax for the Public Sector. Jobseeker courses focus on career management and jobseeking strategies: identifying employment opportunities, writing résumés and cover letters, succeeding in job interviews and developing a greater awareness of workplace culture and trends in the Australian labour market. Skillmax Public Sector Online courses aim to assist participants to develop their language skills so they can improve their career opportunities in the public sector. Courses cover customer service, negotiating and problem solving, writing for work, grammar and pronunciation at work.

Strategies

Office of Schools

- \$180,000 was distributed to regions to provide a range of support programs for refugee students and other identified groups of students from culturally and linguistically diverse backgrounds, 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 universities and 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.
- 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
 - *Promoting Positive Behaviour and Learning: Assisting refugee students at school*
 - *Roads to Refuge: a teaching resource* including 2 videos and teacher's guide for students in Years 5 – 10
 - *Settling In: A group program for newly arrived refugees and migrant students*
 - *Stories from a Troubled Homeland: a compilation of student writing relating to refugees accompanied by teaching strategies*
 - *Teaching Refugees in my classroom*
 - *Young Africans in School: Professional learning DVD.*
 - 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 continue to 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.
- In terms of new programs to meet the needs of LBOTE learners in 2011:
 - TAFE NSW – Illawarra Institute Outreach Unit at Wollongong campus is working in partnership with newly arrived migrants and service providers to organise a version of the Pathways to Industry program at Yallah campus due to its success in 2010.
 - TAFE NSW – Northern Sydney Institute is planning a series of professional development activities for staff in 2011 on team teaching and teaching generally in the multicultural classroom.

Challenges and Future Directions

- Transition to the Australian labour market poses challenges for many migrants and refugees including highly skilled professionals and para-professionals. The challenges can be exacerbated for refugees who have had limited opportunity to gain work experience.
- There is a need for more strategic approaches to consultation in TAFE NSW to ensure appropriate responses to the needs of all community and industry stakeholders. Institutes face high demand for multicultural services which must be prioritised according to Institute strategic goals. For example:
 - TAFE NSW – New England Institute recorded declining number of students on humanitarian visas and declining enrolment number in English for Speakers of other Languages programs. This was attributed to the secondary migration of refugees away from the New England and back to Sydney and Newcastle. This development has presented a further challenge in attracting qualified teaching staff to rural and remote areas at a time when work opportunities for ESOL teachers are in decline.
 - TAFE NSW – Western Institute is anticipating an increase in the LBOTE students due to the scheduled opening of a mine in the Mudgee/Dunedoo area. Some of the challenges to be addressed in meeting the needs of this cohort will be: finding language, literacy and numeracy teachers that have the appropriate training required in delivering English for Speakers of Other Languages, assisting students to overcome transport difficulties that are often associated with isolation and helping students who may be intimidated by unfamiliar environments and large class sizes.

2.6 COMMUNITY LANGUAGES

Information is included in this section 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 2010, 243.8 FTE community language teaching positions were reallocated to provide instruction in 30 languages in 152 primary schools to 46,275

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 more than 4,300 secondary students in Years 7-12 from language backgrounds other than English in 16 centres throughout Sydney, Newcastle and Wollongong employing 355 teachers. In 2010 16 remote students were enrolled in the Saturday School of Community Languages.

In 2010, a *Saturday School of Community Languages Connected Classroom Pilot Program* allowed three students to enrol in a Year 11 Vietnamese course at Smiths Hill High School. Under the program, delivery of language courses for Year 11 students at Birrong Boys High School was via video conferencing facilities.

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.
- TAFE NSW Institutes maintained registers of staff with bilingual capacities. 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.

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:
 - development of professional learning using *Connected Classroom* technologies to assist teachers to provide culturally inclusive drug education
 - inclusion of a section, *Supporting Refugee Students in Rural and Regional Areas in Times of Transition*, in an updated manual for school counsellor. This will be supported by professional learning opportunities for school counsellors and other staff members in student welfare roles in rural and regional schools to better assist refugee students who are unable to attend Intensive English Centres.
 - the Child Wellbeing Unit has provided support and advice to schools and TAFE colleges to assist in identifying and linking families whose children may be experiencing safety, welfare and wellbeing concerns with appropriate services and child protection information that meet the needs of families 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.
- Illawarra and South East Region conducted professional learning sessions on teaching culturally inclusive and sensitive drug education.
- Illawarra and South East Region provided advice and support to mainstream teachers and school counsellors to support the behaviour of refugee students
- Western Sydney Region conducted a range of activities through a program entitled *Family matters for multicultural communities* comprising eight separate monthly meetings to support the wellbeing of students. The program promoted knowledge and access to early childhood health information and services and was attended by more than 80 parents from 14 different language backgrounds. Activities included workshops focused on:
 - oral health
 - children's safety
 - stress management

- healthy eating and nutrition
- local government services and children’s services.
- Community Information Officers in South Western Sydney Region conducted a range of activities to support the wellbeing of students and their families including:
 - 15 *Families in Cultural Transition* programs to support the wellbeing and settlement of refugee and other newly arrived migrant families
 - Seven *Managing children’s behaviour* parent workshops
 - Three information sessions to assist parent address issues of bullying, including cyber bullying and racism attended by more than 50 parents
 - Six positive parenting sessions.

TAFE NSW and Adult and Community Education

- TAFE NSW provided counselling, child care, job support clubs, individual learning centres and first language support through the use of bilingual staff and interpreters.
- TAFE NSW – Northern Sydney Institute’s Ryde College delivered a 10 hour course in ‘Studying and Living in Australia’ for all new international students. The Institute also funded targeted Learner Support as appropriate for international students, particularly those from non-English speaking countries.
- TAFE NSW – Sydney Institute adopted a range of strategies that included:
 - providing training for Case Workers assisting refugees at Asylum Seekers Centre of NSW to access TAFE NSW services
 - promoting the services of the Counselling and Careers Unit at International Students Orientation to increase their profile to this CALD cohort
 - employing bilingual Counsellors including those with Arabic, Spanish, Cantonese and Mandarin language skills.
 - developing a process map to improve crisis management of students within a cross cultural context.
- TAFE NSW – Western Sydney Institute:
 - employs three bilingual Multicultural Education Coordinators and over 30 counsellors, including eight bilingual Counsellors
 - provides three dedicated Childrens’ Centres catering for the needs of LBOTE children
 - ensure that the library in every college caters for the needs of LBOTE students
 - distributes course information provided in multiple languages mostly through bilingual staff.
- In addition, students enrolling with the Open Training and Education Network can apply for help with English using their enrolment form or can be referred to the Network’s Multicultural Education Unit by their teachers. Over 250 students were contacted and/or assessed in 2010. Some required a short period of support while others needed a more intensive program. High priority was given to students who were from new and emerging communities or enrolled in the Higher School Certificate/Certification in General and Vocational Education or approaching category A or B exams. 124 LBOTE OTEN students received individual tutorial support. Another 80 LBOTE students received language and cultural support.

Community and Migrant Education

- NSW AMES provided support services to students including counselling, child care, job support clubs, individual learning centres and first language support through the use of bilingual staff and interpreters.
- In 2009-2010, on-site childcare was provided at four AMES centres for 560 children of students. Childcare was provided by Lady Gowrie Child Centre (Gowrie) to the requirements of the national Quality Improvement Accreditation System. Gowrie operated crèches with staff to child ratios higher than those required by current NSW childcare regulations and employed staff who spoke a range of languages to assist in effective communication with both children and families.
- Job Support Clubs were offered for students after class at the five main AMES centres. These clubs provided guidance and training to assist students in seeking work successfully. Training covered topics such as cross cultural issues in job search, résumé writing, the job interview and understanding of workplace culture.

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.
- Regions conduct *Families in Cultural Transition* programs to support the wellbeing and settlement of refugee and other newly arrived migrant families.
- 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 continues to provide a broad range of support services to ensure that LBOTE learners can participate effectively in education and training. These services 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. This support includes the Refugee Student Assistance Scheme which provides funds to assist students on humanitarian visas with meeting the cost of items such as textbooks, excursions, uniforms and tools of trade and other subject or course specific costs.

- Institutes provide culturally and linguistically inclusive student support services including children's centres, library services, counselling, course information, recognition of overseas qualifications and skills along with 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, job clubs and print and audio-visual course information in a range of community languages.

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 2010, 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), 643 in primary schools and 262 in high schools
 - Seven non-teaching Assistant Principals (ESL) in targeted primary schools as part of the *Successful Language Learners* pilot project in South Western Sydney
 - A regional coordinator for the *Successful Language Learners* pilot project in South Western Sydney region
 - 20 Community Information Officers (17.2 equivalent full time positions) across all ten regions
 - An average of 106 School Learning Support Officers Ethnic (equivalent full time positions) providing bilingual and bicultural support for newly arrived students in primary and secondary schools and intensive English settings
 - thirteen Multicultural/ESL education consultants and two regional Refugee Student Support Officers
 - Three 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 in high schools and five in primary schools providing support for 391 targeted refugee students
 - Ten part time teacher mentor positions providing additional support for ESL and New Arrivals Program teachers in five non-metropolitan regions
 - An ESL teacher deployed to develop high quality HSC online materials appropriate for ESL students
 - 62.49 full time equivalent teaching position made available to work with targeted schools to build teacher capacity and expertise to meet the needs of students from culturally and linguistically diverse communities
 - An *Inclusive Curriculum Project* officer employed in Sydney Region to develop and trial resources to strengthen inclusive pedagogy
 - A Refugee Support Officer providing support to refugee students and an Anti-Racism Contact Officer network project officer in the Hunter/Central Coast Region
 - 320 community language teachers employed by the Saturday School of Community Languages
 - 340 community language teachers employed through the Community Languages program K-6 teaching 270 programs in 150 primary schools.
- Online professional learning networks to share information and resources were developed for groups of teachers, and regional and state office personnel including for:
 - staff members in *Successful Language Learners* schools
 - staff members in Intensive English Centres and the Intensive English High School

- facilitators of and participants in the *Teaching English Language Learners* professional learning course
 - community information officers
 - staff members in schools implementing multicultural education action research projects and ESL/multicultural education consultants
 - rural and regional ESL teachers
 - staff members in schools participating in ESL pedagogy projects
 - facilitators for *Teaching Refugee Students in my Classroom* professional learning course.
- ESL and class teachers were provided with a range of ESL professional learning opportunities including:
 - an additional 60 ESL teachers from nine regions were trained as facilitators for Teaching English Language Learners (TELL), a professional learning program to support class teachers of ESL learners across the curriculum
 - a total of 623 ESL and classroom teachers have participated in TELL program courses in 2010
 - *Grammar in Teaching* courses conducted in Illawarra and South East, Northern Sydney, South Western Sydney and Western Sydney regions for more than 200 teachers
 - ESL Information Network meetings in all regions providing networking opportunities for all ESL teachers. In Illawarra and South East Region, there was a total participation of 149 in terms 1-3. Sydney Region reported an average attendance of 120 each term across their primary and secondary networks.
 - ESL Orientation courses conducted for 151 newly appointed ESL teachers across the four metropolitan regions
 - a three day ESL Orientation course conducted for 15 newly appointed teachers in 15 ESL schools in non-metropolitan regions
 - Multicultural/ESL Consultants providing an ESL perspective to professional learning provided by regional teams in areas such as NAPLAN analysis, SMART data and Best Start assessment. In South Western Sydney Region there was a total attendance of 1,345 teachers across 31 Best Start workshops
 - in Western Sydney Region, Multicultural/ESL Consultants assisting in professional learning programs such as Accelerated Literacy and Literacy on Track
 - four Teaching English to Speakers of Other Languages (TESOL) seminars conducted in partnership with the University of Technology Sydney providing 164 ESL teachers with five hours of NSW Institute of Teachers accredited ESL professional development for each seminar
 - professional learning support materials developed to assist regions to support schools in the completion of the ESL Annual Survey and ESL New Arrivals Surveys
 - 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 2009/10, 15 teachers completed the English as a Second Language Retraining Program
 - eight teachers have commenced the English as a Second Language Retraining Program for 2010/11.
- A range of professional learning support was provided to Intensive English Program (IEP) teachers, bilingual staff and counsellors including:
 - inaugural Secondary Intensive English Programs Conference - *Teaching newly arrived students: High Challenge, High Support* providing a professional learning

- program focused on strategic ESL and ICT support to 235 teachers from 12 Intensive English Centres and 5 rural and regional high schools
 - two professional learning moderation workshops attended by 59 teachers from 14 IECs and the IEHS to develop greater consistency of teacher judgement in assessment of student work samples against the *ESL Scales* and achievement of language outcomes
 - in conjunction with the Centre for Learning Innovation, three workshops in supporting student use of DER laptops provided to a core group of 30 teachers from 15 IECs/IEHS
 - training provided to 20 Intensive English Program executive staff at four professional learning and coordination meetings in the use of an online learning community designed for all teaching staff in 14 Intensive English Centres and the Intensive English High School
 - in 2010, *Certificate in Spoken and Written English I-III* (CSWE) training provided to 18 ESL trained and experienced teachers and two Multicultural/ESL Consultants
 - 15 School Learning Support Officers (Ethnic) attended a one-day course on basic health and strategies for supporting refugee students and their families from new and emerging communities
 - 15 IEC/IEHS School Administration staff attended a one-day workshop to further develop ICT skills in creating data reports
 - professional learning activities to deliver professional consultancy support to 29 IEP counsellors and DGOs on settlement services and issues provided at four IEP counsellor meetings including specific Narrative Therapy training to support newly arrived students.
- Professional learning for school leaders, ESL teachers and classroom teachers as part of the *Successful Language Learners* pilot project, included:
 - Regular meetings of four professional learning networks with 25 participants
 - 6,183 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 900 sessions of professional learning reported across the eleven project schools in 2010, with a total attendance of 6,107 teachers and 2,333 executive teachers
 - 269 staff responses to an online survey of all school teams identifying teachers' (including executive) feedback, knowledge and understanding of language, literacy, numeracy and learning needs of ESL students, including refugee
 - 90 school leaders attending four professional learning conferences focussing on ESL student and refugee language learning needs.
- Professional learning programs for community languages teachers included:
 - 320 staff members of the Saturday School of Community Languages receiving professional learning in addressing the cultural and linguistic needs of students
 - 15 community languages teachers and nine school executive attending the Community Language Induction Program and gaining increased understanding of community language programs
 - 30 teachers supported to undertake the Community Languages Fluency Test of whom 25 were successful
 - 17 community languages teachers and sixteen school executive attending the Community Language Induction Program and gaining increased understanding of community language programs
 - 22 teachers undertaking the Community Languages Teachers Test in sixteen 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.
- In 2010, Professional learning programs provided in anti-racism education and multicultural education included:
 - 35 one day ARCO training courses advertised on the MyPL@DET site
 - anti-racism training for new ARCOs and for anti-racism delegates, and training updates for existing ARCOs conducted in all regions with total attendance of 616 teachers and executive staff
 - training conducted in Western NSW Region for five regional and school-based ARCO training facilitators
 - a wide range of additional anti-racism professional learning activities, including ARCO network meetings, reported in regions
 - three regions reported that 100% of their schools had a trained ARCO. Compliance stands at an average of 93% across all regions
 - development of remote access ARCO training modules to support isolated, small schools particularly in Western NSW
 - 39 teachers from 16 schools receiving *Cooling Conflicts* program training. The training was supported by five University of Western Sydney Masters of Teaching students.
 - 28 schools participating in the Coolabah Dynamic Assessment program which trained teachers in strategies for cultural awareness in South Western Sydney Region.
- Professional learning programs promoting parent and community support included:
 - 20 Community Information Officers (CIOs) covering all regions participating in five days of professional learning focussing on skills development, particularly in the use of ICT
 - development of an online learning community for Community Information Officers
 - CIOs facilitating African refugee and new arrival parent and community forums as well as facilitating parent involvement in school information sessions and educational activities In North Coast Region,
- Professional learning on English language, learning and settlement needs of refugee students included:
 - 49 regional officers across all regions receiving facilitator training in the delivery of the *Promoting Positive Behaviour and Learning: Assisting refugee students at school* professional learning modules
 - facilitator training for the professional learning program, *Teaching Refugees in My Classroom* held for 123 facilitators in order to deliver the course across nine regions in 2010 and 2011. More than 500 teachers have completed the course in 2010.
 - more than \$77,000 distributed to 21 schools participating in targeted refugee programs, to fund additional professional learning for teachers and executive staff implementing the programs
 - a total attendance of 406 teachers and executive staff from schools participating in targeted refugee support programs across 10 professional learning workshops.
- Professional development support for overseas trained teachers from language backgrounds other than English included:
 - twelve Pre-Employment Program courses with 220 overseas trained teachers completing successfully
 - 550 overseas trained teachers accessing exemplars prior to completing Professional English Assessment for Teachers (PEAT)

- approximately 120 overseas trained teachers supported to undertake both full and part time TAFE delivered *English for Specific Purposes* courses at Randwick and Liverpool TAFE colleges.
- Professional learning support for curriculum initiatives included:
 - four days of intensive training for more than 100 regional *Best Start* consultants and *Literacy and Numeracy* leaders including focussed discussion on meeting the needs of teachers working with students from culturally and linguistically diverse backgrounds
 - inclusion of focussed training for 13 school based facilitators for the *Targeted Early Numeracy (TEN)* early intervention program in meeting the needs of teachers working with students from culturally and linguistically diverse backgrounds
 - *Language, Learning and Literacy (L3)*, a research based classroom intervention, designed to specifically address the needs of students from culturally and linguistically diverse backgrounds. In 2010, 15 regional trainers trained to support 225 Kindergarten teachers.

TAFE NSW

- Institutes provided support services to students from language backgrounds other than English; support teaching staff from culturally and linguistically diverse backgrounds; market and promote TAFE NSW courses and programs to the multicultural community as well as promote the economic and cultural advantages of cultural diversity.
- There are approximately 260 positions across TAFE Institutes providing specialist expertise and support for equity groups including for people from language backgrounds other than English. Of these positions, 15 focus on multicultural education issues on a full-time basis.

In 2010, Multicultural Education Coordinators undertook a range of initiatives to maintain and build the capacity of the workforce. For example:

- in TAFE NSW - South Western Sydney Institute Multicultural Education Coordinators:
 - undertook training through the National Office of Overseas Skills Recognition (NOOSR) to assess overseas skills and issue appropriate documentation of those skills
 - developed a training package for Head Teachers and teachers on Recognition of Overseas Qualifications. The first in a series of training sessions for SWSI teaching staff using the training package will commence in November 2010
 - delivered training in the recognition of overseas qualifications to teachers in the faculties of Building and Construction and Tourism and Hospitality
 - organised two workshops for staff on Beyond Cultural Awareness and Developing Cultural Intelligence
- in TAFE NSW – Western Sydney Institute Multicultural Education Coordinators:
 - presented five staff induction programs to provide new staff with awareness of issues of LBOTE students and information on support and resources available.
 - delivered Cultural Awareness training to 22 teachers as part of the New Teacher Induction program.
- TAFE NSW – Illawarra Institute Multicultural Education Co-coordinator developed a service delivery strategy. This Strategy:
 - outlines the role of Institute staff, their business context, customers, interconnections, internal relationships, external relationships, key responsibilities, key challenges, business plan initiatives
 - establishes key performance indicators in meeting the needs of people from language backgrounds other than English.

- In 2010 TAFE NSW - Illawarra Institute delivered a series of programs:
 - 31 library staff attended a cultural awareness session
 - 48 staff attended three sessions of Beyond Cultural Awareness into Cultural Intelligence facilitated by the Cultural Resource Centre.
 - three staff attended a workshop about planning a language and cultural centre.
 - three staff attended external training courses called Cultural teachings, Aware to Care and Cultural Briefings for the Ukrainian, Greek, Italian and Polish communities.
- TAFE NSW – Sydney Institute Workforce Development Unit provided 16 professional development activities for 222 participants. Key activities included:
 - Beyond Intercultural Awareness
 - Working with Cultural Diversity: Chinese Cultural Perspectives
 - Ask me anything: Cultural visit to Turkish Mosque
 - Cultural difference: Teaching Chinese Students.

In addition, the Institute continued to raise awareness about services for LBOTE students through the New Teacher Induction program.

- TAFE NSW - New England Institute enrolled 24 teachers in the unit *Apply Adult Methodologies to Develop English Language Skills* as part of the Advanced Diploma in Language Literacy and Numeracy in VET Practice.
- TAFE NSW – Western Sydney Institute provides training for all relevant staff in recognition of overseas qualifications, anti-racism policy, use of interpreters and Temporary Visa Holders policies and cross-cultural awareness. In addition, other initiatives were offered during 2010 relating to multicultural issues and skills:
 - Refugee Health; Dealing with Torture & Trauma
 - African Cultural Awareness
 - Managing Delivery to Students from Diverse Backgrounds (for Head Teachers)
 - Cultural Awareness (for New Teachers).

Community and Migrant Education Achievements

- NSW AMES staff participated in a range of activities aimed at promoting cultural awareness, including workshops for clerical staff in customer service and communicating effectively with clients, professional development workshops in areas such as new and emerging communities and cross-cultural issues, and celebrations and activities for Harmony Day and World Refugee Day.
- All ACE Unit staff undertook training in 2010 to develop skills and understanding in working with a range of diverse cultures.

Strategies

Schools

- ESL professional learning initiatives included:
 - ESL Information Network (ESLIN) meetings conducted and facilitated by ESL teacher coordinators and ESL teacher mentors for ESL teachers to share ideas, resources and developments in ESL teaching
 - *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

- employment of ESL expertise in Low SES National Partnership schools to lead professional learning of all staff in meeting the language and learning needs of ESL students
 - school based initiatives 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
 - *Teaching English Language Learners* (TELL) course, a six module course which develops teacher skills to support ESL students across all curriculum areas
 - identification of ESL student language and learning needs through situational analyses conducted in Low SES National Partnership schools leading to professional learning opportunities in schools, such as the conduct of TELL
 - 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
 - development of online learning communities for groups of ESL teachers
 - provision of professional learning resources and services through the Henry Parkes Equity Resource Centre.
- A range of professional development support was 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 improve student literacy and numeracy skills. Strategies included:
 - moderation and curriculum delivery workshops
 - training on delivery of the *Certificates in Spoken and Written English I-III* (CSWE) courses
 - training on student welfare issues
 - Secondary Intensive English Programs Conference - *Teaching newly arrived students: High Challenge, High Support* providing a professional learning program focused on strategic ESL and ICT support for Intensive English Centres and selected rural and regional high schools.
- The Department implemented a range of strategies to support staff professional learning in Community Languages education, including:
 - *Saturday School of Community Languages* (SSCL) teachers gaining access to latest developments in teaching methodology, assessment and resource production through 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 continued 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
 - remote access ARCO training modules for remote and isolated schools
 - 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* was supported by professional learning activities including the following:
 - conduct of action research projects, *Teaching and learning for a culturally diverse society: Multicultural education action research project in schools*, including school-based professional learning
 - school and regionally based professional learning workshops.

- Training in the English language and settlement needs of refugees and new migrants was provided including:
 - *Families in Cultural Transition* (FICT) course facilitator training (provided by STARTTS). FICT is a course for newly arrived refugee and migrant 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*
 - facilitator training for regional personnel in the *Promoting positive behaviour and learning: Assisting refugee students at school* professional learning modules
 - 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 continued to provide professional development support for overseas trained teachers from language backgrounds other than English. This support aimed to improve the knowledge and skill level of for overseas trained teachers as well as assisting them to contribute fully to education and training in NSW. Strategies included:
 - provision of support for the implementation of the Pre-employment Program for Overseas Trained Teachers
 - provision of support and funding for the Professional English Assessment of Teachers (PEAT) test for overseas trained teachers and assistance for teachers in preparing for this test.

- The Department continued to employ specialised staff to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW. This included:
 - Community Information Officers, School Learning Support Officers (Ethnic) and Multicultural/ESL consultants. It also included 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 supported the retraining of non-accredited staff appointed to ESL positions through the conduct of the *Graduate Certificate in TESOL* course.
- The Department continued to provide training for schools in the use of, and how to gain access to interpreters.

TAFE NSW

- A wide range of professional development programs are provided to support staff in identifying and addressing the needs of a culturally and linguistically diverse community. Initiatives focus 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 skills and qualifications.
- Institutes provide relevant training programs to Institute staff, including staff in designated positions to assist the Institutes to further enhance equitable access, participation and outcomes for people from ethnic minority communities and groups.
- Institutes identify and record staff with fluency in strategically significant languages other than English and promote their availability.
- Institutes continued to support designated multicultural positions, as required.

Community and Migrant Education

- NSW AMES staff members are involved in local decision making, for example, around course provision and assessment, through regional staff forums and meetings.
- Essential requirements for teaching positions in AMES include an awareness of issues related to migrant and refugee settlement and multiculturalism and cross-cultural communication and interpersonal skills. The aim of these requirements is to ensure that teachers are able to effectively communicate with and address the needs of adult learners of English. As a consequence teachers come from diverse cultural and linguistic backgrounds including non-English speaking backgrounds.

Challenges and future directions

- TAFE NSW staff skill sets will need to be registered using knowledge management and coordinated as a resource to create efficiencies across Colleges. Similarly, succession planning is needed to address knowledge and skills gaps created by retiring and exiting staff.

EPAS 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 2009-2010 a total of \$633,246 was provided to support 6,686 on-site and telephone interpreter assignments.

Table 2 - On-site and telephone interpreting assignments in schools¹

Type of assignment	Primary	Secondary	TOTALS
Onsite assignments			
Number of onsite assignments	1,221	1,475	2,696
Cost of onsite interpreting (\$)	253,637	252,440	506,077
Telephone assignments			
Number of telephone assignments	1,588	2,402	3,990
Cost of telephone interpreting (\$)	50,730	76,439	127,169
Total number of assignments	2,809	3,877	6,686
Total cost of interpreting (\$)	304,367	328,879	633,246

¹The figures shown are net and reflect data for the calendar year Oct 2009 – Sept 2010
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, Khmer, Dari and Spanish.

- In 2010 the following translations were made available to schools and community members:
 - National Assessment Program - Letter to parents (34 languages)
 - *Best Start* – Letter to parents (34 languages)
 - School Excursions (5 languages)
 - Selective Schools (revised information in 22 languages)
 - Time to Start School (25 languages)
 - Diabetes information sheet (23 languages)
 - Alcohol: Celebrations and Supply (revised information in 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.

- Professional development sessions on the process for accessing interpreters and translations were conducted in all regions in various forums including in Families in Cultural Transition (FICT) courses, community meetings and school information sessions.

- ESL orientation courses and ESL Network (ESLIN) meetings provide ESL teachers with training on accessing interpreters and the use of translated materials. Such meetings included the following:
 - Hunter/Central Coast Region – 40 teachers in 10 ESLIN meetings
 - Illawarra and South East Region – 149 teachers in 28 ESLIN meetings
 - North Coast held ESLIN meetings each term with up to 20 participants
 - Northern Sydney Region conducted an ESL orientation course for up to 25 teachers and ESLIN meetings were held for primary and secondary teachers in March, June and September.
 - Riverina Region conducted seven ESLIN meetings in two locations.
 - South Western Sydney conducted a two day orientation course for 52 participants and 414 teachers attended the ESLIN meetings held each term
 - Sydney Region conducted ESL orientation training for 33 new teachers. ESLIN meetings were held each term for approximately 120 primary and secondary teachers.
 - Western NSW Region conducted three ESLIN meetings.
 - Western Sydney Region delivered ESLIN meetings once a term with 302 teachers attending and a three day ESL Orientation Course for 36 newly appointed teachers.

- 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 information sessions for Language Background Other Than English (LBOTE) parents/carers in the following forums: Kindergarten orientation meetings involved 120 participants in nine schools; Transition from Year 6 to Year 7 meetings were held in two high schools with 90 parent/carers in attendance; Year 10 subject selection evenings were held in six schools with 280 parents/carers in attendance; the Families in Cultural Transition workshop held over 10 weeks had 12 Burmese Chin speaking participants; the Beginning School Well program was run in four schools with 24 families in attendance; A school based apprenticeship and traineeship careers information forum was held in Queanbeyan with 65 parents and students participating. The Region also provided translated materials at parent/teacher meetings, enrolment interviews and on request.

- New England Region conducted a parent forum for LBOTE parents/carers which covered enrolment, beach safety, public education awareness and literacy ideas to help at home. 40 parents attended.
 - North Coast Region held an information session on Healthy School Lunches for the African community. An Education Pathways workshop was organised at Orara High School with participation by 95 percent of the school's LBOTE community.
 - Northern Sydney Region conducted Families in Cultural Transition (FICT) courses in 17 locations using interpreters for the participating language groups. Each course ran for five or six weeks. The region also conducted Beginner English conversation classes for parents/carers.
 - Riverina Region conducted *Schooling in NSW* sessions at two venues with 25 participants. Supporting numeracy and Kindergarten orientation sessions were held at Griffith primary school for LBOTE parents/carers and parent workshops were conducted regarding homework expectations.
 - South Western Sydney delivered information sessions to culturally diverse participants. These included *Schooling in NSW*, Families in Cultural Transition (FICT) Workshops, Kindergarten Orientation, National Assessment Program Literacy and Numeracy (NAPLAN), Positive Parenting Program, transition to high school, literacy and numeracy workshops, *Raising Readers*, managing children's behaviour, cyber safety and a range of others. A total of 2,206 parents attended information sessions at 143 meetings.
 - Sydney Region conducted Families in Cultural Transition courses in three different locations and an open day at Sydney University provided parents from the region with information on tertiary education while various other information sessions were held in ten locations and attended by approximately 500 LBOTE parents.
 - In Western NSW parent workshops were conducted for parents and LBOTE community members on literacy and numeracy.
 - Some of the parent information sessions conducted by Western Sydney Region were *Schooling in NSW*, Reading, Helping your child with Mathematics, Homework, NAPLAN, Family Matters and transition to school. 488 LBOTE 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 Culturally and Linguistically Diverse (CALD) Domestic Violence Group, CALD Families Working Group, Hunter Refugee Network and the Newcastle African Women's Group.
 - Illawarra and South East Region participated in the 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, the Transcultural Mental Health Project Consortium and of the regional LBOTE interagency group.
 - North Coast Region was a member of a range of interagency committees including the Community Relations Commission - Northern Advisory Committee, Anglicare, Sanctuary North Coast, Lismore Neighbourhood Centre, North Coast Settlement Service, Uniting Care Burnside, Community Services, Refugee Clinics with North Coast Area Health Service, NSW Police, Lismore City Council and Coffs Harbour City Council.

- North Coast Region also conducted an African parents' forum, *African Parents/Guardians and Schools Working Together for our Students* which involved 38 parents/guardian, 10 teachers and two other support agencies.
- 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 Wagga City Council Cultural Awareness Forum, the Riverina Settlement Services Planning Committee and the Albury and Griffith Advisory Councils as well as ongoing liaison with the Albury Wodonga Sanctuary Support Group and the Wafrica Inc Educational Forum.
 - In South Western Sydney Community Information Officers participated in 95 interagency meetings. Refugee Resettlement Officers and Refugee Student Support Officers participated in 39 interagency meetings. Priority Schools Programs Partnership Officers participated in 27 interagency meetings. A meeting was held with partnership brokers, Auburn Diversity Services, to support refugee families and with WISE Employment Services to support refugees with disabilities to gain employment. The Community Consultative Committee met four times with a membership of 21 from 20 organisations.
 - A Community Forum was held where 35 participants from 16 National Partnership or PSP schools in the Bankstown SEG joined with 39 personnel from 22 Community organisations to increase their knowledge of National Partnerships Reform Area 6, the role of Community Information and PSP Partnership Officers and their knowledge of community resources.
 - Sydney Region was represented on the Arabic Advisory Group and the Multicultural Reference Group and Al Zahara Women's Organisation.
 - Western Sydney Region reported partnerships with SydWest, Anglicare, Penrith Council, Blacktown Council, Service for the Rehabilitation of Torture and Trauma Survivors, Department of Community Services, Centrelink, The Hills Holroyd Parramatta Migrant Resource Centre, Social Inclusion Pathways for Refugee Youth, Mission Australia, Australian Literacy and Numeracy Foundation, Families NSW and the University of Western Sydney.
- Promotional activities were conducted to enhance communication with LBOTE communities including:
 - two advertising campaigns were 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.
 - Hunter Central Coast region held its annual Central Coast Multicultural Expo. This major event in the region showcased DET programs and services to over 500 culturally and linguistically diverse parents and community members.
 - Illawarra and South East Region supported school multicultural celebrations in collaboration with community and government agencies, for example Harmony Day, Refugee Week and Human Rights Day.
 - New England Region produced and distributed promotional fridge magnets to 124 schools to raise awareness of the regional resources available to support LBOTE parents/carers. The region celebrated Harmony Day in four major towns and distributed literacy and numeracy resources to community members during these celebrations. Promotional material was also distributed to 124 schools to recognise Refugee Week.
 - North Coast Region reported implementation and involvement in community harmony and cultural understanding activities in 210 schools. Activities included Harmony Day

- celebrations, multicultural dance / drumming groups, cultural understanding days, hosting of international students and language and culture studies. Resources developed included multicultural resource kits, class and program activities, costumes and lanterns.
- Riverina Region produced a Regional Equity Newsletter which was distributed to schools by week four of each term and included initiatives such as Harmony Day, Refugee Week and the Cultural Diversity Forum. The region also produced an information booklet providing schools with regional contact numbers.
 - 75 percent of schools in the region conducted Harmony Day activities and the Albury City Library displayed Harmony Day school banners for a month.
 - In South Western Sydney the Regional Schools Promotions Officer facilitated the promotion of events through the coordination of the regional calendar. One such event was the Refugee Week celebration which attracted 160 participants.
 - Sydney Region celebrated Harmony Day in partnership with Hurstville City Council
 - Western NSW Region held Harmony Day celebrations and Multicultural Days in various schools in five school education groups.
- The Department's Teaching and Learning Exchange (TALE) website hosts a parents and community portal which links to translated Department resources.
 - 114 bilingual employees are currently receiving allowances under the Community Language Allowance Scheme, covering 28 languages.
 - 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) continued to provide parents with translated student reports in 24 languages. The SSCL promoted the school through its feature on the NSW Public Schools Website.
 - Curriculum K-12 provided 250 schools with community language resources around the key messages of five ways to achieve a healthy lifestyle as part of the *Live Life Well @ School* project.
 - Corporate Communications Directorate produced and published a vodcast *Getting involved at school* in English and with vodcasts in Cantonese, Arabic and Dinka.
 - Corporate Communications promoted *Harmony Day* in the publication *Side by Side* and *UNICEF Day for Change* on the Department's Intranet.
 - Corporate Marketing conducted a radio campaign on 18 different radio stations in 26 languages promoting Education Week activities.
 - Educational Measurement and School Accountability Directorate produced a vodcast with voiceovers in Cantonese, Mandarin and Vietnamese to provide parents with information on the Selective High School Placement Process.

TAFE NSW

- TAFE NSW implements communication strategies to promote access to its programs and services by people from ethnic minority communities and groups. The strategies include development and translation of materials into key community languages, use of interpreters and promotion of programs and services at key community and ethno-specific community events. TAFE NSW Institutes implement targeted initiatives to reach recently arrived small and emerging ethnic minority communities.
- The Social Inclusion & Vocational Access Skills Unit initiated a number of projects to support staff engaging with LBOTE learners. These included:
 - the maintenance and further development of a wiki space to support staff involved with providing services and programs to LBOTE learners.
 - the revision of policy and guidelines relating to temporary visa holders so that staff have access to up-to-date information
 - the revision of policy and guidelines covering the Refugee Student Assistance Program and the allocation of funds to Institutes as part of this Program
 - the facilitation of access by staff to the Country Education Profiles managed by the Department of Immigration and Citizenship

In addition the Unit continued to provide information to Institute staff on the recognition of overseas skills and qualifications and ensured that information was available about conditions for temporary visa holders in the following languages: Arabic, Bengali, Chinese, English, Indonesian/Bahasa-Indonesia, Japanese, Korean, Persian (Farsi), Spanish, Thai and Vietnamese.

- TAFE NSW Institutes provided Telephone and Interpreter Services that are promoted, accessed and utilised in all colleges as well as through the Open Training and Education Network.
- TAFE NSW course and related material is translated into community languages and distributed to staff and students regarding course information, student assessment, recognition of overseas qualifications, vocational pathways from school to TAFE.
- Bilingual information about TAFE provisions is made available to the community at large through bilingual staff attending employment expos, cultural community festivities and events throughout the Sydney metropolitan areas.
- TAFE NSW - Illawarra Institute introduced a new media strategy to promote the Skillmax program at Wollongong. Radio announcements were used and this led to WIN News attending the information session and running a promotional story on local television. Also the Institute Multicultural Education Coordinator used their bilingual skills on SBS Radio to promote Skillmax. As a result of such strategies, demand for the program increased and a greater number of students had their needs addressed.
- Teachers in TAFE NSW – New England Institute from Armidale, Inverell and Tamworth campuses regularly attended Northern Settlement Services meetings to disseminate course information and program updates.
- TAFE NSW - North Coast Institute:
 - developed information flyers on LBOTE courses for distribution at Centrelink, job networks, neighbourhood and information centres, library, shopping centres and through service providers
 - ensured that information on TAFE educational programs and services was available through the area Multicultural Directory and Council website

- included information about translation services in all student orientation kits
- ensured that TAFE NSW had information stands at community events such as Harmony Days and Multicultural Festivals.
- TAFE NSW – Riverina Institute developed a wikispace for communicating with LBOTE students and purchased a multi-user licence for Text Help Read & Write Gold.
- TAFE NSW – South Western Sydney Institute translates its standard print media advertisements into Spanish, Mandarin, Arabic and Vietnamese for publication in community newspapers four times a year (January, July, August and October). The relevant newspapers include the Spanish Herald, the Chinese Times, the Arabic-speaking community's An-Nahar, and the Vietnamese community's Viet Luan.

In addition the Institute:

- promoted its courses using bilingual staff at diverse range of Community, Employment and Training Expos across the South Western Sydney region
- promoted its services to LBOTE students from at SWSI campus events during Adult Learners Week and National Career Development Week.
- continued to distribute promotional material through long-held established networks in the community.
- maintained a wikispace to provide information on courses and support services available within SWSI for migrants and refugees.
- TAFE NSW – Western Sydney Institute ensured that Institute websites, Course Guides and Student Guides include specific information on LBOTE student support services, targeted programs and related policies such as Recognition of Overseas Qualifications, TVH Policy, Anti-Racism etc.
- In addition, awareness of TAFE provision was increased as a result of high level consultation with the community including via the following:
 - South Western Sydney Area Health Service (SWSAHS)/TAFE HIV focused Health Committee for African Refugees
 - TAFE/SWAHS Partnership Project Group 'Keep Your Head Together', Nepean Migrant Access Steering Committee
 - Penrith Migrant Interagency
 - Pacific Islander Mt Druitt Action Network
 - African Settlers Committee Task Force
 - Nepean Refugee Steering Group
 - Blacktown Emerging Communities Action Plan Committee
 - Blacktown Council Emerging Communities Group
 - Blue Mountains and Nepean local government areas
 - Youth at Risk meetings with Intensive English Centres
 - Translation Project with Blacktown City Council
 - Committee for Blacktown City Council Social Plan.

Community and Migrant Education

- NSW AMES uses a range of strategies to communicate with its client groups. These include promotional materials, information about courses and services on the AMES website in a range of community languages, and the provision of first language assistance to students through the use of bilingual AMES staff and translation and interpreting services. In addition, AMES advertises in a range of local newspapers and the ethnic press as well as through community noticeboards. Students enrolling for the AMEP and the Language Literacy and Numeracy Program receive comprehensive written material which is available in 10 languages.

- NSW AMES promotional materials were distributed at community fairs and expos, through interagency meetings and forums. In addition, NSW AMES services were promoted through the sponsorship of activities such as World Refugee Week. NSW AMES sponsored the 2009 and 2010 Refugee Week Freedom from Fear photographic exhibition. This exhibition, featuring photos and stories of 40 refugees, was displayed in Sydney and also toured rural/regional areas across NSW during 2009 and 2010. As well as celebrating refugees who have found a sense of belonging in NSW and are helping to shape their new communities, the exhibition also promoted the AMEP, which is provided by NSW AMES and other partners in the Department of Education and Training AMEP Consortium.
- AMEP Students enrolling in the Language, Literacy and Numeracy Program received written information which is available in 10 languages and English. This covers areas such as student rights and responsibilities, courses and study materials, support services and how to make a complaint. This information is also provided through the DVD, Study at AMES, which is available in English and 16 languages.

Strategies

- Apprenticeships and Traineeships Directorate provides publications in community languages and provides advice and information on vocational education and training using interpreters where required.
- Corporate Communications Directorate conducts research and focus groups to evaluate ease of access to websites by people from language backgrounds other than English. They also promote Australia's culturally diverse society through publications on the Department's Intranet and in *Side by Side*.

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 collects data on the languages other than English spoken at home by students and their parents and also on whether an interpreter would be required for parent/teacher interviews.
- The Department maintains and updates website pages containing information about interpreting and translating services at www.schools.nsw.edu.au/adminsupport/intertranslate.php
- The Department continues to facilitate the delivery of quality services to members of the public who speak a language other than English through the Community Language Allowance Scheme (CLAS) initiative.
- 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.

TAFE NSW Strategies

- TAFE NSW Institutes market and promote services and courses to linguistically diverse communities using a range of media including print, audio-visual, online and targeting languages based on client group analysis and issue relevance.
- TAFE NSW Institutes allocate resources for interpreter services and translation of materials and inform targeted and potential clients from language backgrounds other than English of their availability.
- TAFE NSW Institutes maintain registers of bilingual staff.
- The TAFE NSW internet site contains clear and relevant information for students from language backgrounds other than English on services available to assist them to enrol and study in TAFE NSW. Institutes also provide this type of information tailored to address local requirements.

Community and Migrant Education Strategies

- NSW AMES markets and promotes its services and courses to migrants and refugees in English and a range of community languages by using a range of media.
- The NSW AMES web site contains clear and relevant information on its courses and services in English and 16 languages. This information is in both written and audio-visual form.

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.
- TAFE NSW - Illawarra Institute is developing a media strategy for LBOTE communities including sponsorship of local community radio station.

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 in excess of \$8 million in 2010 to non government organisations supporting youth at risk
 - allocated \$883,676 (25% of the funding) to eight 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
 - supported 836 young people from culturally and linguistically diverse backgrounds at risk of not completing education and training to participate in Links to Learning projects.
- NSW Community Languages Schools Program reported:
 - 227 community organisations were funded to conduct community language schools catering for 28,412 students learning their first/heritage language
 - instruction was provided in 51 languages
 - all funded community languages schools used NSW Board of Studies or Saturday School of Community Languages approved syllabuses
 - \$6,000 was allocated for the establishment of new community language schools
 - commissioning of the University of Wollongong to conduct a semester, part time, professional development program for 231 community languages school workers
- The annual awards ceremony for students from community languages schools was held in September 2010 and attended by approximately 1,000 parents and family members from culturally and linguistically diverse communities. Consular officials also attended. Following the ceremony, press releases were sent to all metropolitan ethnic newspapers about the 2010 Minister's Awards for Excellence in Student Achievement in Community Languages Schools.
- The Department also provided funding of \$911,960.00 to the NSW Board of Jewish Education and the Italian Association of Assistance (Co.As.It) to deliver Hebrew and Italian programs to 8,121 students in 28 government primary schools.
- Partnerships between the NSW AMES Skillmax Programs and the NSW ACE Unit Skilled Migrant Mentoring programs promoted a pathway between Commonwealth-funded language and vocational training through to employment training, mentoring and support for migrants under the Skilled Migrant Mentoring Program. The NSW Adult and Community Education Unit actively sought ways to incorporate partnership with other agencies to support vocational outcomes for LBOTE clients.

- The NSW Adult and Community Education Program funded a range of projects and activities targeting culturally and linguistically diverse communities. These included the Adult and Community Education Social Inclusion Program and the joint Adult and Community Education/AMES Skilled Migrant Mentoring Program and Refugee 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.