

# Multicultural Policies and Services Program

Report 2011





# Contents

- INTRODUCTION.....1**
  
- 1. ACTIVITY AREA 1: PLANNING AND EVALUATION .....2**
  - 1.1 Planning, evaluation and accountability.....3
  - 1.2 Data collection and research.....8
  - 1.3 Resources.....16
  
- 2. ACTIVITY AREA 2: PROGRAM AND SERVICE DELIVERY .....18**
  - 2.1 Consultation and participation .....19
  - 2.2 Anti-racism education.....28
  - 2.3 Inclusive curriculum and cultural understanding .....32
  - 2.4 English language and literacy programs.....40
  - 2.5 Targeted and customised programs.....46
  - 2.6 Community languages .....56
  - 2.7 Student support services.....59
  
- 3. ACTIVITY AREA 3: STAFFING AND PROFESSIONAL LEARNING .....62**
  
- 4. ACTIVITY AREA 4: COMMUNICATION .....70**
  
- 5. ACTIVITY AREA 5: FUNDED SERVICES .....80**

## INTRODUCTION

This report provides an overview of the broad range of activities undertaken to achieve the outcomes of the *Ethnic Affairs Priorities Statement Plan 2008-2011* by the Department of Education and Communities across all the areas of public schools, TAFE NSW and Community Education aimed at:

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

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.

Representative highlights related to each outcome are provided as:

- *Achievements* which list outcomes achieved in 2011
- *Strategies* which highlight service improvement initiatives undertaken
- *Challenges and Future Directions* which identify service delivery issues and implications.

In line with the planning cycle of the Department, in 2012 the Department will publish a new *Multicultural Plan* to align with the release of the Department's new *5 Year Strategic Plan 2012-2017*. The new *Multicultural Plan* will reflect requirements of the [Multicultural Policies and Services Program](#) including the [Multicultural Planning Framework](#).

It should be noted that throughout this report, the TAFE NSW data presented is based on official TAFE NSW statistics for 2010. Official statistics for 2011 are expected to be available in April 2012.

## **ACTIVITY AREA 1: PLANNING AND EVALUATION**

### **Outcome**

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

### **Major strategies:**

- All state office directorates, regions, schools, TAFE NSW Institutes, ACE and AMES contribute to the Department's Multicultural Policies and Services Program Report and Plan
- Data is collected on student language backgrounds, country of birth, English language proficiency and residency status to inform planning and resource allocation
- Research is conducted to enhance the capacity of the Department to meet the needs of a culturally and linguistically diverse NSW
- The Department's budget includes allocation of funds for students and clients from language backgrounds other than English

## 1.1 PLANNING, EVALUATION AND ACCOUNTABILITY

### Strategies

- All state office directorates, regions and TAFE Institutes are requested to contribute to the Department's Multicultural Policies and Services Programs planning and reporting processes.
- Planning and evaluation activities across the Department include activities to address cultural diversity issues.
- The Department's Workforce Diversity Policy reinforces 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.

### Public Schools

- All regions develop regional equity plans. Plans include strategies for professional learning support and programs to assist schools to improve the outcomes for students from diverse cultural and linguistic backgrounds, including students learning English as a second language and refugee students.
- The Department's Access and Equity portfolio provides advice and guidance 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*.
- Targeted funding assists regions to provide strategic support to schools to improve the performance and reduce the disparity in performance of students from culturally and linguistically diverse backgrounds, including ESL and refugee students. The funds also assist regions to provide strategic support for the implementation of the key policies.
- State Training Services via the Strategic Skills Program builds the capacity of local welfare and health service providers to assist newly arrived refugees settling in regional and metropolitan areas.

### TAFE NSW

- At the statewide level, TAFE Strategy Directorate provides policy, planning and performance advice to senior management to better position TAFE NSW to meet state and national VET priorities for students with language backgrounds other than English.
- At the local level, Institutes regularly analyse enrolment and completion data by home language, country of birth and award level and identify the vocational education and training needs of clients with language backgrounds other than English as part of their planning, research and evaluation activity.

### Community and Migrant Education

- NSW AMES regional committees monitor implementation of the AMES Business Plan and adjust as required for each region.

The NSW ACE Unit collects and analyses enrolment data and provides this information to Adult and Community Education colleges to assist forward projections and allocations.

## Achievements

- In 2011, 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.
- A new NSW Department of Education and Communities *5 Year Strategic Plan 2012 – 2017* has been developed during 2011 and will be released in 2012 to guide the work of the Department in achieving positive, longer-term education, training and social outcomes for students and communities.
- Key strategic enabling plans underpin the Corporate Plan including the *Ethnic Affairs Priorities Statement Plan 2009-2011*. The EAPS Plan sets out departmental strategies and activities aimed at meeting the needs students from culturally and linguistically diverse backgrounds, 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.
- In 2012, the Ethnic Affairs Priorities Statement Plan 2009-2011 will be replaced by a *NSW Department of Education and Communities Multicultural Plan 2012-2017* to reflect the NSW Government's Multicultural Policies and Services Program and to align with the Department's new Strategic Plan.
- 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 Learners – giving them the best possible start*, *Our Middle Years Learners – engaged, resilient, successful* and *Our 15-19 Year Olds- opportunities and choices* were subject to review. They were released in 2011 with a strengthened commitment to providing a better future for all young people and to provide the best possible learning opportunities. This included strong and clear statements in relation to multicultural education, especially in relation to meeting the needs of ESL and refugee students.
- 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 reflects the diversity of our students, parents and the NSW community.
- The Department of Education and Communities 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.

- All regions, TAFE Institutes and state office directorates developed a Multicultural Plan 2012, including specific strategies for multicultural education and ethnic affairs and reported on planning and delivery of relevant programs and services during 2011. The multicultural plans developed by all areas of the Department will inform the development of a new *Department of Education and Communities Multicultural Plan* for 2012 and beyond.
- A national survey was developed by the Department through its Multicultural Programs Unit in response to a request from the Ministerial Council for Immigration and Multicultural Affairs (MCIMA), to capture information on the nature and extent of English as a Second Language (ESL) / English as an Additional Language /Dialect (EAL/D) provision in schools across Australian States and Territories. The data obtained through the survey will assist in determining levels of resourcing required to raise the performance of ESL / EAL/D learners and will inform the work under way in developing a national approach to assessment of the English language proficiency of ESL /EAL/D learners.

3

- The [Workforce Diversity Policy](#) continued to reinforce 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. The policy guided the development of the [Workforce Diversity Plan 2009-2011](#) which has four areas of focus
  - 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.

A range of resources were developed to support the implementation of the *Workforce Diversity Plan* and to build a fair and inclusive workplace culture, including a number of resources specifically targeted to support managers and supervisors successfully manage diverse teams.

- State Training Services via the Strategic Skills Program assisted local welfare and health service providers to further develop the skills of those working to support the settlement of refugees. This enhanced support in turn assists migrants and refugees to make a successful transition into the local community, education and employment.

### **Public 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.
- Seven regions documented the development of databases to enhance the capacity of regional staff to meet the needs of their culturally and linguistically diverse schools.

- There has been ongoing evaluation of the ease of accessibility of the School A-Z website for parents, including those from language backgrounds other than English (LBOTE). This has included consultation with Community Information Officers and Aboriginal Community Liaison Officers about access to, and content of resources; it has also allowed Corporate Communications Directorate to refine and develop publications and online material, translations of which are freely accessible on School Website Service sites. Online communication tools were made available for use by schools for high quality and timely communication with people from LBOTE communities. Parent materials relating to Student Welfare were also updated, translated in identified community languages and made available on the Department's website.
- 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:
  - Hunter/Central Coast Region surveyed all schools in the region to ascertain anti-racism education training requirements and identify local needs in relation to delivery of multicultural education programs.
  - Illawarra and South East Region supported National Partnership schools in their identification of LBOTE student and community data to inform their situational analyses. All teachers in National Partnership schools, including ESL teachers, were trained by the region in the analysis of NAPLAN data to inform teacher professional development and teaching and learning strategies. ESL teachers were also provided with the opportunity to update their skills in data analysis using School Measurement, Assessment and Reporting Toolkit 2.
  - South Western Sydney Region's three School Development Officers analysed regional targets set for literacy and numeracy performance in Higher School Certificate, School Certificate and NAPLAN. Regional targets incorporate the strategic pillar that the region promote innovations that reflect its unique diversity and multicultural character. Strategic Priority Areas for 2012-2014 indicate the use of *ESL Scales* to deliver professional learning to improve literacy and numeracy outcomes for LBOTE students.
  - Western NSW Region conducted research and analysed data to enhance the region's capacity to meet the needs of its culturally and linguistically diverse schools. The need for a specific focus on grammar and punctuation for Stage 3 and 4 resulted in the provision of professional learning for teachers.
  - New England Region's LBOTE student database was updated and monitored weekly to inform their team of support needed. Team meetings subsequently analysed the student data available to ensure strategic support. The New England Region Equity team also analysed NAPLAN data for those schools with LBOTE students.
- Funds are allocated to all secondary and central schools through the Government's Transition to Year 7 Initiative, 'A Helping Hand'. The funding is for shared use between secondary schools and partner primary schools, and designed to provide targeted support for students, including students from culturally and linguistically diverse backgrounds, moving from primary to secondary school.

### **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.

- Improvements continue to be 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 the planning and delivery of relevant programs and services in 2011 against the 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.

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

- NSW AMES monitored enrolments and made adjustments to its Business Plan as required. Regional Management Committees monitored provision and incorporated developments and client feedback into planning. These Committees liaised regularly with community groups and incorporated feedback into organisational planning.
- The NSW ACE Unit identified the training needs of students with language backgrounds other than English as part of the annual planning cycle. Of all hours delivered for language, literacy and numeracy programs, around 44% were undertaken by students with language backgrounds other than English.
- The Adult and Community Education Social Inclusion Program specifically addressed students with language backgrounds other than English as a target group.

## 1.2 DATA COLLECTION AND RESEARCH

### Public 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: 2006 – 2011 Enrolment data of students from language backgrounds other than English in NSW government schools**

Year	LBOTE student numbers	LBOTE students %
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
2011	224,794	29.6

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 2006.

Departmental preschools enrolled 1,887 students of language background other than English in 2011, representing 42.7% of all government preschool enrolments.

**Table 2: 2011 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	3,776	6.2%	2929	6.2%	52	7.3%	6,757	6.2%
Illawarra & South East	4,375	11%	3180	10.6%	34	10.1%	7,589	10.8%
New England	389	3.1%	243	2.4%	5	5.4%	637	2.8%
North Coast	1,740	4.8%	1,288	4.2%	0	0.0%	3,028	4.5%
Northern Sydney	18,293	33.4%	15,352	45.5%	111	20.7%	33,756	37.9%
Riverina	1,239	6.8%	771	5.3%	9	3.5%	2,019	6.1%
South Western Sydney	49,429	65.6%	35,445	64.9%	628	44.6%	85,502	65.1%
Sydney	23,962	45.2%	19,992	53.3%	164	25.1%	44,118	48.4%
Western NSW	735	3.4%	541	3.0%	4	1.6%	1,280	3.2%
Western Sydney	23,126	37.1%	16,771	39.6%	211	20.6%	40,108	37.9%
<b>State</b>	<b>127,064</b>	<b>29.2%</b>	<b>96,512</b>	<b>30.3%</b>	<b>1,218</b>	<b>22.5%</b>	<b>224,794</b>	<b>29.6%</b>

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 (85,502). New England Region has the lowest enrolments of students from language backgrounds other than English (637).

Data for NSW Community Languages Schools shows that 28,526 school-aged children participated in community languages schools after mainstream school hours in 2011.

## TAFE NSW

**Table 3: TAFE NSW enrolments of students from language backgrounds other than English 2006-2010**

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	60.0	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
2010	130,175	23.4	393,563	70.7	32,602	5.9	556,340

Source TAFE Performance and Accountability

Tables 3 and 4 show 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.

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

Country	2006	2007	2008	2009	2010
Afghanistan	1 793	2 091	2 061	1 979	2 108
Burma	447	578	805	1 176	1 231
Iraq	3 008	3 587	3 859	4 242	4 768
Sudan	2 219	2 577	2 485	2 478	2 532

Source TAFE Performance and Accountability

## Strategies

### Public Schools

- The Department continues to refine its processes for the collection and reporting of language background other than English (LBOTE) student data for government schools.
- Data is 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 is 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 is 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 assists 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 continues to follow the 1,780 students participating in the Best Start Longitudinal Study (2009-2012). Analysis of data includes 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 includes information about country of birth and language/s spoken at home. The information is provided on request to stakeholders.
- Regions collect 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 conducts 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**

- 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 people with language backgrounds other than English as part of Institute planning, research and evaluation activity.
- TAFE NSW Institute profiles are reviewed regularly to identify at risk groups including new and emerging communities, refugees and humanitarian entrants. Across a number of Institutes, Managers of Social Inclusion/Equity present their findings to annual reviews and planning forums that involve senior management from all sites and faculties.

### **Community and Migrant Education**

- NSW AMES regularly monitors enrolment data and student outcomes to ensure that it meets the requirements of the Adult Migrant English Program. For example, NSW AMES used the outcomes of the 2011 Adult Migrant English Program student satisfaction survey to inform planning at the organisation and regional levels.
- The NSW ACE Unit collects all enrolment data according 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 and forms part of this New South Wales' reporting to the Commonwealth Government. The NSW ACE Unit analyses this data to implement quality improvement strategies in areas ranging from program design and training delivery to student services.

## Achievements

### Public 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 enabled schools, regions, and state office to more effectively analyse data related to students from language backgrounds other than English as well as students learning English as an additional language.
- Data from the Department's 2011 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 including for the School Measurement, Assessment and Reporting Toolkit (SMART) Package and LBOTE census. The ESL Annual Survey was further refined in 2011 to collect school ESL program evaluation data, ESL teacher qualifications information and local demographic trends. This data was analysed to identify the rate of casualisation and fractionalisation of ESL positions in schools.
- The 2010 DET Annual Report included analysis by equity groups including students of language background other than English for:
  - enrolments in NSW government schools by region.
  - apparent retention rates (Full time and FTE) for Years 7-10, 10-12 and 7-12.
  - School Certificate results (% per band for selected subjects).
  - mean scores in NAPLAN tests.
- The 2011 LBOTE census was conducted and the bulletin *Students from language backgrounds other than English in NSW public schools: 2011* was prepared and published on the Department's website.
- Annual data was collected electronically from the Preschool Census on the number of children from culturally and linguistically diverse backgrounds attending departmental preschools. This data indicated that 1,887 children from culturally and linguistically diverse backgrounds attended departmental preschools in 2011.
- Joint projects between the Department of Education and Communities, other government bodies and academic partners were designed to lead to a greater understanding of how to meet the needs of students from culturally diverse communities. These included:
  - A joint project between the Department via its Multicultural Programs Unit, University of New South Wales, Victorian Department of Education and Victorian Catholic Education Office and Independent Schools Victoria established to develop a comprehensive range of tools to assess students learning English as an additional language. The first stage of the research, in which a number of existing ESL assessment instruments were evaluated for their benefits and suitability to the Australian context, was completed.
  - *Teachers Researching Communities* in Priority Schools, a joint project between the NSW Department of Education and Communities and the University of Sydney designed to support the NSW Quality Teaching framework dimension of significance,

to develop, evaluate, and refine a set of practical strategies that could be used to conduct systematic research in communities to better serve the needs of teachers, students, parents and school leaders.

- A collaborative educational research project between the Department of Education and Communities and the University of Technology, Sydney commenced in 2011 in two Intensive English Centres and two high schools. It aims to develop a better understanding of the educational experiences and challenges that refugee students face in their transition from Intensive English settings into mainstream high schools. The project is investigating the teaching and learning experiences of students during transition, through classroom observations as well as interviews with students and school staff. Findings from the project will help inform the work of teachers and policy makers concerned with the education of refugee students.
- Phase 1 of a research project entitled *Rethinking Multiculturalism, Reassessing Multicultural Education* was completed in 2011. The three year project, awarded an Australian Research Council Linkages Project grant, is a partnership between the Department, the University of Western Sydney and the NSW Institute of Teachers. It aims to undertake a reassessment of the concepts, goals and practices of multicultural education in order to ensure that it can continue to provide a mechanism to promote cultural inclusion, social justice and an exploration of national identity within Australia's culturally diverse society into the future. In 2011 a survey was conducted of all teachers in NSW government schools to seek information about teachers' understanding of multiculturalism and multicultural education, their pre-service and in-service training and about schools' needs in relation to meeting the needs of a culturally diverse community and state.
- A brochure, *Statistics on cultural and linguistic diversity in NSW government schools – 2010/2011*, was provided to all regions. The publication assisted 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.
- The Curriculum and Learning Innovation Centre initiated *The Physical Activity in Linguistically Diverse Communities (PALDC)* project which aims to develop school based, culturally appropriate strategies based on the Health Promoting Schools Framework to promote physical activity amongst culturally and linguistically diverse groups. Specific cultural groups were identified in the Schools Physical Activity and Nutrition Survey (SPANS) as having a high prevalence of overweight or obesity, low levels of physical activity and low levels of physical fitness.

Data from both the primary and secondary research is currently being evaluated and will be used to make recommendations towards strategies to be implemented to meet the needs of culturally and linguistically diverse schools, teacher capacity and student learning.

- The Student Engagement and Program Evaluation Bureau undertook a student feedback enquiry relating to the New School Leaving Age initiative. This research provided rich data on the needs of LBOTE students which will inform schools' decision making and help them to support students as they continue their schooling up to the Higher School Certificate.

- The Department's professional learning management information system [MyPL@DET](#) provides data to inform the development of programs to meet both student and staff needs, including those students and teachers from language backgrounds other than English. Data from MyPL has been analysed by Multicultural Programs Unit to identify the number of ESL specialist and class teachers attending ESL teacher professional learning and to assist in planning future provision of ESL professional learning.
- 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*. Illawarra and South Coast Region 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. Regular network meetings are run to enhance delivery of anti-racism initiatives.
- 135 regional schools were identified in South Western Sydney Region to participate in National Partnership initiatives, a number which has decreased since 2010 owing to the completion of the Literacy and Numeracy Partnerships in June. Of the 135 schools, 121 have English as a second language programs and 131 have significant enrolments of students from language backgrounds other than English. An increasing number of Partnership Schools are using funds to focus on initiatives to support refugee, ESL and Aboriginal students.
- The North Coast Region analysed regional settlement patterns of refugee and newly arrived ESL students in order to inform the targeted allocation of regional resources to schools and areas with the most significant intake numbers and support needs. LBOTE and ESL student data was also analysed to inform school and teacher planning.
- In South Western Sydney Region, School Development Officers analysed regional targets set for literacy and numeracy performance in Higher School Certificate, School Certificate and NAPLAN, including targets for ESL students. Funding was allocated to support regional schools to implement initiatives to meet the needs of their culturally and linguistically diverse communities.
- In Riverina Region, student data for ESL and LBOTE cohorts, including refugee students, were collected and analysed by the Regional Equity Coordinator and School Development Officer. Data was included from the Refugee Action Support (RAS) Partnership, a joint initiative of the NSW Department of Education and Communities (NSW DEC), the Australian Literacy and Numeracy Foundation (ALNF) and Charles Sturt University (CSU) expanded in 2011. Refugee students at Wagga Wagga High School, Turvey Park Public School and Murray High School received in-school assistance in order to develop their literacy skills, improve achievement of syllabus outcomes, and improve participation and engagement in schooling. Twenty-nine students from CSU were linked with 46 refugee students, with coordinating teachers at all schools and Community Liaison Officers facilitating tutoring during the in-school delivery.
- Western Sydney Region analysed data from a number of research projects and programs to inform their future planning. These included:
  - ESL Pedagogy Projects- one primary and one high school participated;
  - Primary Intensive English Program - five primary schools (87 students) participated;
  - Classroom Without Borders- five primary schools (112 students) participated;
  - Refugee Mentor Program in partnership with Macquarie University - two high schools and one Intensive English Centre (40 students) participated.
  - Refugee Transition Program - six high schools (126 students) participated;

- Refugee Action Support Program in partnership with the Australian Literacy and Numeracy Foundation and the University of Western Sydney - five high schools (120 students) participated.
- In Illawarra and South East Region, data from schools' MPSP reports informed the planning of multicultural programs that support the culturally diverse communities across the region. This data was supplemented by information obtained from network consultations held in Term 4.
- In Hunter Central Coast Region the annual data collection process regarding professional learning needs of ESL teachers was maintained and regional databases were developed to enhance the capacity of regional staff to support schools meet the needs of newly arrived ESL students and refugee students and their families.
- Sydney Region analysed regional student performance in order to set regional targets for literacy and numeracy performance for LBOTE and ESL students. Information was supplemented with data from research projects including the Australian Research Council Linkages Project (with the University of Technology Sydney, the University of Sydney and the University of Western Sydney) on *Bilingual programs in playgroups and transition to Kindergarten*; and the *Bilingual Preschool Action Research Project* with Arncliffe West Preschool and Mascot Preschool.
- In 2011, six primary, six high schools, an Intensive English Centre and a Community school participated in ESL Pedagogy Action Enquiry projects from across Sydney metropolitan regions and involved 39 ESL and class teachers. The 14 project schools completed a one year action learning project investigating the impact of Assessment for Learning and ESL pedagogical practices on the language and literacy outcomes of students learning English as a second language. The project culminated in a conference attended by over 100 teachers and state office representatives.

### **TAFE NSW**

- TAFE NSW enrolment statistics indicate that, in 2010:
  - 130,175 students with language backgrounds other than English enrolled in TAFE NSW, an increase of 7.7% since 2009 and an increase of 29.8% since 2006
  - 57,606 enrolments were at Certificate III level and above, an increase of 38.7% since 2006 for students with language backgrounds other than English
  - 51,209 students with language backgrounds other than English graduated, 19,559 of them from courses at Certificate III level and above
  - the overall module/unit completion rate for students with language backgrounds other than English was 76.4%. For courses at Certificate III level and above the module/unit completion rate was 78.0%.
  - 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 Adult Migrant English Program students in March 2011. The results indicated high levels of satisfaction in all key areas of

provision. These results were used by AMES Centres and regional planning committees to support monitoring, planning and continuous improvement strategies.

- NSW ACE enrolment data was 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?* compares ACE student enrolments and outcomes with state or national key data produced by the National Centre for Vocational Education Research.

### 1.3 RESOURCES

- In 2010/2011, 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 in government schools and Intensive English Centres through the provision of specialist English as a Second Language teachers,
  - Approximately \$2.2 million for the *NSW Community Languages Schools Program*
  - \$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.
  - \$637,121 to support the use of interpreters in schools (October 2010 to September 2011)
  - 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.

#### Challenges and future directions

- In many areas, communities reside in scattered pockets and the best means of communication is word of mouth and face to face networks. For this reason, planning to meet the needs of students with language backgrounds other than English not only requires valid data capture and analysis but the maintenance of strong partnerships with other government and community organisations. In addition, the nature of communities is dynamic and this impacts upon planning and the allocation of resources.

TAFE NSW - Illawarra Institute reported that:

- there has been an increase in family sponsored migration from Burma, Ethiopia, Congo, Afghanistan and Iraq to the Institute
- in Goulburn and Wollongong, there has been a decrease in newly arrived humanitarian entrants
- in Cooma and Queanbeyan there has been an increase in the number of older students who are on family visas as well as highly skilled people from India.

Along similar lines, TAFE NSW – Riverina Institute identified:

- an ongoing and consistent increase in resettlement of Bhutanese refugees within the Albury-Wodonga regional area - a key Department of Immigration and Citizenship resettlement area. Together with the increasing number of second-settlement refugees, this increase means there is a shortage of appropriately trained and experienced staff should numbers continue to increase
- regular flows of students (particularly Sudanese and Afghani) moving to and from Riverina regional areas and other locations nationally. This is often associated with individuals following family and community groups in search of employment opportunities in mining and agriculture.

TAFE NSW – Western Sydney Institute identified a significant increase in refugees from north Burma (Karen) and Bhutan arriving in the Penrith local government area. There

are very few Karen and Bhutanese translators and interpreters available in this area and there is very limited bi-lingual community / services / TAFE NSW information available in these languages. This presents a significant challenge for all staff working in the field.

- The dynamic but sparsely populated nature of much of the state presents challenges to rural Institutes:
  - allocating/securing sufficient funding to extend programs beyond the essential framework or to address needs where there is not a critical mass
  - trying to use flexible delivery for students whose English language, literacy and numeracy skills may not be commensurate with the intended level of study nor appropriate for types of delivery that occur outside of a classroom
  - securing appropriately skilled staff and finding suitably qualified interpreters where demand fluctuates, communities change and new needs emerge.

In relation to the last point, partnerships with other service providers may be limited in regional areas where complementary services are not yet available, or where state/territory borders create anomalies or restrict access. These circumstances present major challenges for TAFE NSW Institutes operating in rural and remote NSW.

TAFE NSW – Western Institute faced particular challenges to provide English for Speakers of Other Languages courses in small and isolated towns. This has led the Institute to develop TAFE Western Connect which will provide opportunities for students in remote communities to complete their TAFE NSW training without having to attend class in traditional ways. This initiative involves new online courses in all subject areas being delivered by mobile learning units and using connected classrooms.

One of the goals of TAFE Western Connect is to better address the needs of people with language backgrounds other than English who have been moving to the Institute in increasing numbers.

## **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.

### **Major strategies:**

- Consultative structures and advisory bodies are maintained to assist schools, TAFE NSW Institutes, ACE and AMES in meeting the education and training needs of a culturally diverse NSW
- State office directorates and regions conduct activities to assist in meeting the needs of a culturally diverse NSW and requirements of the Department's Cultural Diversity and Community Relations Policy and Anti-racism Policy
- Funds are distributed to regions to assist in meeting the education needs of a culturally diverse NSW
- All regions conduct anti-racism education activities; TAFE institutes implement racial harmony initiatives, as required
- TAFE Institutes provide appropriate vocational education and training options.

## 2.1 CONSULTATION AND PARTICIPATION

### Strategies

- The *Director-General's Advisory Group on Multicultural Education and Training (AGMET)* is the Department's formal advisory and consultative structure for multicultural education and training. It comprises representatives from a wide range of government agencies and educational and community organisations, including the Community Relations Commission for a multicultural NSW, the Ethnic Communities Council of NSW, the Federation of Parents and Citizens Associations of NSW (P&C), Department of Immigration and Citizenship, Association of Teachers of English to Speakers of Other Languages (ATESOL), NSW Teachers Federation and principals' organisations. AGMET meets on a quarterly basis.

### *Public schools*

- Consultative structures and advisory bodies are maintained to assist schools in meeting the education and training needs of a culturally diverse NSW.
- Funds are provided 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. In 2011, a total of \$180,000 was allocated to regions for this purpose.
- Schools as Community Centres (SaCC) implement initiatives aimed at supporting families and young children from culturally and linguistically diverse backgrounds.
- 17.2 community information officer positions occupied by 19 officers are 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 by senior officers on all 10 regional advisory councils to the Community Relations Commission for a Multicultural NSW. The purpose of the advisory councils is to facilitate interaction with people representing the multicultural community in rural and regional areas.
- The Department maintains consultative mechanisms to ensure that national and state wide test items, including the National Assessment Program (NAPLAN) are culturally inclusive.

### *TAFE NSW*

- All TAFE NSW Institutes consult with a wide range of 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 with staff from culturally and linguistically diverse communities, to build opportunities for on-the-job training and assessment for students from these communities.
- Institute staff 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 students with language backgrounds other than English.
- TAFE NSW – South Western Sydney Institute Multicultural Education Coordinators are:
    - establishing more networks with mental health organisations alongside mental health consultants from the Institute
    - engaging with schools to establish partnerships targeted at young refugees or recent arrivals
    - developing partnerships with community and industry organisations in order to package services and products for skilled migrants
    - developing partnerships with teaching sections to link the assessment of qualifications obtained overseas with recognition of prior learning in TAFE.
- TAFE NSW Social Inclusion and Vocational Access Skills Unit:
    - consults with the Department of Immigration and Citizenship to ensure that Institutes are provided with accurate information about Commonwealth Government policies, procedures and conditions
    - participates as a member of the Community Relations Commission’s Coordinators’ Forum and the Director-General’s Advisory Group on Multicultural Education and Training to ensure that TAFE NSW policies and programs are closely linked to State Government and Departmental objectives
    - ensures that Institutes are kept informed of developments at the state and national levels through meetings of the Social Inclusion and Vocational Access Skills Unit’s Project Advisory Group and meetings with Institute Multicultural Education Coordinators.

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

- NSW AMES consults 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.
- The NSW ACE Unit requires that colleges funded under the Adult and Community Education Program consult with local community agencies that work with clients from language backgrounds other than English.

### **Achievements**

- In 2011, the Department’s formal advisory group for multicultural education, the *Director-General’s Advisory Group on Multicultural Education and Training* (AGMET) focused on issues related to languages education; ESL staffing; New School Leaving Age; National Partnerships in low SES School Communities, including the adoption of successful strategies developed as part of the *Successful Language Learners: Whole School ESL Language and Literacy Practices* pilot; support for Aboriginal students learning English as an additional dialect; education and settlement programs for refugee students, including *Beginning School Well* transition to school program for refugee students and their families, *Youth Engagement for Refugee Students* initiative in the South Western Sydney Institute of TAFE and *Football United* initiative coordinated by the School of Public Health & Community Medicine, UNSW to assist young refugees in their immigration and integration to Australia ; and future directions for Adult Migrant Education Service (AMES).

- Throughout 2011, the Department continued to work collaboratively with universities, the Catholic Education sector and a range of other government and non-government agencies to ensure that the needs of students and families from culturally and linguistically diverse backgrounds were being met and to jointly develop and implement initiatives which appropriately catered for these needs.
- In 2011, the Department continued to be represented on the Community Languages Schools Board, providing advice to support the provision of quality community languages education. The Board provides strategic advice to the NSW Minister for Education and Communities on policy concerning community languages schools as well as the future direction of the Community Languages Schools Program.
- The Corporate Communications Directorate conducted focus groups with interpreters and consulted with Community Information Officers, Aboriginal Community Liaison Officers and other community representatives regarding the relevance and accessibility of online Department resources for culturally diverse communities. Particular emphasis was placed on the appropriateness of the recently developed *School A-Z* website which provides information for parents in relation to schooling in NSW government schools.

### **Public schools**

- The *Director-General's Advisory Group for the Priority Schools Programs and the Education of Students in Schools Serving Low Socio-Economic Status Communities* continued to consult on the particular needs of culturally diverse, low socio-economic communities and included representation from the Ethnic Communities Council and Aboriginal Education Consultative Group. This group provides advice to the Director-General in matters relating to the educational needs of students from low socio-economic communities. The group also consults students directly, including students from language backgrounds other than English, through the *State Student Equity Advisory Team*.
- The Educational Measurement and School Accountability Directorate (EMSAD) continued to support the development of programs and resources which met the particular needs of students from language backgrounds other than English in relation to the *National Partnership – Literacy and Numeracy*, the *National Partnership for Low SES Communities* and the *National Assessment Program – Literacy and Numeracy* (NAPLAN). In addition, EMSAD used a range of strategies to ensure that state-wide assessments were 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.
  - including representation from the Department's Multicultural Programs Unit and Aboriginal Education and Training Directorate in review panels for the 2011 NAPLAN to ensure cultural inclusivity.

### CASE STUDY

#### **Parenting courses for families from language backgrounds other than English**

Northern Sydney Region provided a series of parenting courses designed to explore parenting skills in the Australian context and to increase the involvement of families from culturally and linguistically diverse backgrounds in schools.

The courses, which involved eight schools and about 70 participants, received positive feedback and support from both participants and school principals. Courses included delivery of the *Triple P* Program (Positive Parent Program) by regional Community Information Officers, an international program designed to provide practical solutions to many parenting problems; and the *Living with Teens* course delivered by Burnside to assist parents with teenage children.

Due to the success of the 2011 program, the region plans to extend the program into 2012.

- The Department provided advice on a wide range of curriculum matters and significant input into a range of curriculum resources and their relevance for students from culturally and linguistically diverse backgrounds. This included:
  - advice to the Australian Curriculum, Assessment and Reporting Authority (ACARA) on the suitability of the new Australian Curriculum to NSW government schools, including advice on the development of the cross curriculum priorities of *Asia and Australia's Engagement with Asia* and *Aboriginal and Torres Strait Islander histories and culture*; and the general capability area of *Intercultural Understanding*.
  - input into the development of the ACARA *English as an additional language/dialect* (EAL/D) resource, an aid for teachers of EAL/D students. Included in the resource are an overview of the characteristics of students learning EAL/D; an EAL/D learning progression to assist teachers in identifying and addressing the English language needs of students; advice for teachers regarding effective teaching strategies and considerations for culturally and linguistically diverse classes; and a glossary of terms used in the resource.
  - consultations on the Stage 6 English Australian Curriculum to inform the development of the Department's response to the draft EAL/D senior secondary Australian curriculum document.
  - ongoing consultation across regions in response to the draft Board of Studies Syllabuses in English, Mathematics, Science and History. Consultations identified a number of concerns including lack of clarity around the general capability of *Intercultural Understanding* and its insufficient incorporation within the documents; and the limited capacity of the documents to meet the diversity of learner needs, in particular the needs of students from language backgrounds other than English; students learning English as an additional language; and refugee students.
- The *NSW Premier's Student Volunteering Awards* program continued to be offered to students in Years 9 and 10 during 2011. The program promotes volunteering as a means of encouraging student involvement in community activities. This includes activities which strengthen school partnerships with culturally diverse communities.
- In 2011, 48 Schools as Community Centres (SaCC) projects delivered a total of 895 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. Thirty five percent of the families participating were from culturally and linguistically diverse backgrounds.
- Regional Equity Committees continued as significant consultative structures in all ten regions. Membership includes representatives of key stakeholder groups including a representative of the Ethnic Communities Council of NSW or local Migrant Resource Centre in each region. The role of Equity Committees includes providing advice on the development of regional equity plans and monitoring their implementation and supporting schools to meet their requirements under the *Cultural Diversity and Community Relations Policy: Multicultural education in schools* and the *Anti-Racism Policy*.
- Throughout 2011, the Department continued to consult widely regarding the local needs of culturally diverse communities. This included participation by the Department's ten school regions in a variety of advisory groups and interagency committees aimed at addressing the particular needs of recently arrived migrant and refugee families including:
  - representation by Hunter/Central Coast Region on the Newcastle and Central Coast Multicultural Interagencies; the Upper Hunter Interagency; Hunter Rural Multicultural Network; Central Coast Culturally and Linguistically Diverse Domestic Violence Group; Culturally and Linguistically Diverse Families Working Group (Benevolent Society) and the Hunter Refugee Network.

- participation by Illawarra and South East Region on the Illawarra Refugee Forum; Illawarra Multicultural Council; Wollongong City Council; Culturally and Linguistically Diverse Agency Reference Group; Goulburn Refugee Issues Forum and the Ulladulla Community Interagency Network.
  - continuing involvement of New England Region in a range of refugee interagency meetings.
  - participation of North Coast Region in a range of interagency network meetings with Anglicare, Sanctuary North Coast, Lismore Neighbourhood Centre, North Coast Settlement Service, Uniting Care Burnside, and the Department of Community Services and regional involvement in refugee clinics with the North Coast Area Health Service, NSW Police, Lismore City Council and Coffs Harbour City Council.
  - representation by Northern Sydney Region on the Northern Sydney Chinese Community Network; Hornsby-Ku-ring-gai Multicultural Network Meeting; Hornsby Korean Community Network; Transition to School working party and involvement in partnership activities with NSW Health.
  - representation by Riverina Region on the Riverina Settlement Services Planning Committee; the Wagga Wagga Multicultural Council and participation in Humanitarian Local Area Co-ordination meetings.
  - four community engagement forums hosted by South Western Sydney Region involving about 100 local community organisations; partnerships with 120 community organisations focused on family support for maximising student learning; and regional participation in the Department of Human Services Multicultural Advisory Group.
  - four Multicultural Reference Group meetings held by Sydney Region that included representatives from African; Arabic speaking; Chinese speaking; Greek; Islamic; Jewish; Korean; Macedonian; Pacific Islander; and Vietnamese communities; eight Pacific Island Reference Group meetings that included representatives from Maori; Cook Islander; Tongan and Samoan communities and meetings of the Arabic Community Consultation Group.
  - Western NSW Region included representatives from the Ethnic Communities Council in Regional Equity committee meetings.
  - participation by Western Sydney Region in meetings of the Blacktown Emerging Communities Action Plan (BECAP) group which focussed on the addressing the needs of culturally and linguistically diverse communities in the Blacktown Local Government Area; and regional partnerships and networks with community agencies to support the successful transition to school by students from culturally and linguistically diverse communities through the Transition to School project.
- All regions conducted initiatives designed to improve the participation and involvement of parents and community members in schools, including:
    - a range of activities conducted in Hunter/Central Coast Region to enhance families' capacity to support their children's learning through the Hunter African Communities Council, the Central Coast African Group, Newcastle and Central Coast womens' groups and other community networks and organisations. Information sessions for parents from culturally diverse backgrounds were also provided at enrolment; kindergarten orientation sessions and at sessions delivered through the Adult Migrant Education Program.
    - three English conversation classes for parents from language backgrounds other than English in New England Region
    - forums and information sessions targeting African, refugee and newly arrived parents and community members in North Coast Region
    - information sessions for recently arrived refugee and migrant families on school involvement and engagement in Riverina Region
    - a range of parent and community workshops and activities in South Western Sydney including:

- support provided by regional Community Information Officers to over 100 schools in improving the engagement of cultural diverse communities
- participation of more than 6,250 parents from culturally diverse backgrounds attended in activities designed to support their children’s learning including 151 literacy sessions, 74 numeracy sessions and 139 sessions on student engagement and retention.
- involvement of 258 parents at six schools in *Best Start* information sessions which included an emphasis on the importance of home language maintenance in literacy and numeracy development
- participation of 55 parents and carers in the Sydney Region *Parent involvement in classrooms program*, a regional initiative designed to enhance parental involvement in schools
- a series of workshops for parents from language backgrounds other than English in Western Sydney Region including workshops on literacy and numeracy; opportunity classes and selective high schools; anti-bullying; drug education; and settling in to schooling.

## **TAFE NSW**

- TAFE NSW Institutes developed and delivered programs and services in response to needs identified through direct engagement with communities, employers and agencies supporting the settlement of migrants and refugees.
- TAFE NSW – Hunter Institute developed communication strategies through cross-faculty partnerships and community consultations to identify the education and training needs of the migrant communities residing in the Central Coast and the Hunter regions. The Institute continued to organise the annual Central Coast and Singleton Multicultural Expos where communities access information on courses and the support available for them when they enrol. These Expos also provide valuable opportunities to engage with communities and seek feedback and advice about Institute programs and services.

Ongoing consultations with local communities revealed that industry specific training had played a key role in gaining students stable employment. This led to:

- the Institute Outreach Section delivering introductory programs for students with language backgrounds other than English in areas such as food handling, cleaning, computing and aged care
  - the Institute Languages Section embedding vocational units in language programs such as English for Speakers of Other Languages, the Adult Migrant English Program, and the Language Literacy and Numeracy Program.
- TAFE – NSW Illawarra Institute, engages with an extensive network of government and community services including:
    - Multicultural Services Network in Wollongong, Goulburn and Nowra
    - Multicultural Reference Group at Wollongong City Council
    - Wollongong City Community Reference Panel - Communication and Engagement
    - Shellharbour City Council community consultation re strategic planning
    - Illawarra Business Chamber networking meetings
    - Consultations with politicians and community leaders
    - Project Grace Community consultation in Goulburn
    - Employment Services Providers Network meetings with Centrelink
    - NSW/ACT Multicultural Advisory Forum.

In addition, staff attended forums and functions such as the Warrawong Intensive English Centre Open Day, Illawarra Refugee Issues Forum, the Building Inclusive

Societies forum in Melbourne, the Insight Conference on Community Engagement, the Australia Day Thank You Reception and the 35th Anniversary of the Multicultural Communities Council of Illawarra celebration.

- TAFE NSW – Northern Sydney Institute is represented by the Institute Multicultural Education Coordinator on a range of working groups including the Multicultural Advisory Forum and Migrant Employment Expos. This enables the Institute to respond to needs identified through direct engagement with the community. In particular:
  - at the Northern Sydney Migrant Employment Expo, staff promoted courses and pathways to employment and provided 10 minute sessions to individuals about improving résumé writing skills and interview techniques
  - at Meadowbank College, a program of information sessions was presented to students with language backgrounds other than English to allow local service providers to come and talk about their services and to answer students' questions.
- TAFE NSW - Riverina Institute undertook specific research into students with language backgrounds other than English. This study sought feedback from students and staff and explored the attitudes and experiences from both learning and delivery perspectives. It investigated concerns about programs and services and identified approaches for addressing barriers to learning including language barriers, limited education and low levels of literacy/numeracy. This led to the Vocational Access Integration and the Embedding Learner Support programs.

In addition, the Institute has developed and maintained strategic relationships and partnerships with multicultural networks and community organisations. This has ensured that the Institute can direct students with language backgrounds other than English to support services beyond TAFE. This has been achieved through the development and maintenance of close links with organisations such as Legal Services, Police Services, Womens' Refuge, Sanctuary Refugee Groups, Transcultural Mental Health, Upper Murray/Riverina Family Care, Department of Community Services, Centrelink, St.Vincent de Paul, local government departments and other agencies.

- TAFE NSW - Sydney Institute promoted staff engagement with local communities through participation in community events such as:
  - street festivals in Marrickville, Waverley, Coogee and Darling Harbour
  - St George Migrant Resource Centre Information Day
  - Marrickville Council Small Business Expo
  - Lebanese National Day
  - St George Employment Expo
  - Strathfield Council Employment Expo.

These events provide opportunities to promote TAFE as a pathway for potential students and to learn about the needs of individuals and communities. In addition, the Institute liaises on an ongoing basis with groups such as:

- METRO Migrant Resource Centre and the Canterbury City Community Centre in association with the Men's Shed at Campsie to develop strategies to engage refugees from African nations to participate in training and education initiatives
- Hudson Talent Management to incorporate cultural awareness and develop explicit strategies to assist migrant communities to understand the Australian labour market
- Strathfield Council to shape their education and training strategies for people from language backgrounds other than English
- Skillmax and "Wise Men in Construction" to develop programs that address the labour market needs of people with language backgrounds other than English.

- TAFE NSW - South Western Sydney Institute participated in consultations with local communities and regularly participated in local government and non-government meetings, committees, forums and expos. Institute Multicultural Education Coordinators maintained close links with groups such as local youth network committees, the NSW Spanish and Latin American Association for Social Assistance, the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors, the Arab Council of Australia and the Greek Orthodox community.

These consultations led to a number of initiatives including:

- a research project as part of its Bright Ideas Program to identify barriers to module and unit completion rates among students with language backgrounds other than English and other equity groups. The results led to the development of an Institute Moodle on Inclusive Teaching Practices.
- a greater emphasis on integrating community and industry advice into mainstream vocational provision. Institute Multicultural Education Coordinators, teachers of English for Speakers of Other Languages and Adult and Basic Education staff have developed a range of approaches for extending specialised content support to trade sections – particularly in skill shortage areas.

Areas of content support have included the Migrant Youth Access Course, the Certificate III in Business (Medical), the Certificate III in Painting and Decorating, the Certificate III and above in Hair and Beauty, the Certificate III in Heavy Fabrication, the Certificate IV and Diploma in Community Services, the Certificate IV and Diploma in Laboratory Skills, the Certificate IV in Pathology, the Certificate IV in Bookkeeping, the Cert IV in Business Administration, the Certificate IV in Financial Services and Accounting and the Certificate IV in Transport and Logistics.

- TAFE NSW – Western Sydney Institute has three Institute Multicultural Education Coordinators who are members of high level community committees and forums. These include the Multicultural Advisory Forum, Ethnic Communities Council subcommittees, the Australian Arabic Council, the Australian Lebanese Association and Mt Druitt Ethnic Community Agency Committee.

In addition, the Coordinators attended and contributed to many community specific cultural expos such as Filipino Seniors Information Day, Sudanese Community Awareness Night, Blacktown Expo, Mt Druitt Festival, Employment Expo at Blacktown, Mt Druitt and Nepean TAFE Colleges, Improving Pathways for Primary Industry, Blacktown Emerging Communities Action Plan Employment /Training Sub-Committee and Steering Committee, Better Connections Employment and Training workshops for new and emerging communities, Bhutanese community consultation and information session and Nepean Local Government Area Cultural Networking Breakfast.

The Open Training and Education Network's Multicultural Education Unit joined the newly formed Greater Sydney Multicultural Interagency Group brought together by the Ethnic Communities Council of NSW. This is a forum for raising key issues affecting people from multicultural backgrounds and sharing ideas and approaches that support state and national government priorities.

The Network also conducted an end-of-course satisfaction survey for all students in the Skilled Migrant Internship Program for Accountants. It was found that all students thought that the course helped them in performing better in their work placements and that 74% (or 83 out of 112) were in full-time employment in accounting.

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

- NSW AMES funded the Refugee Mentoring Program and the Skilled Migrant Mentoring Program which were coordinated through the NSW ACE Unit. 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.
- NSW AMES and its Consortia partners provided assistance to 35 community organisations under the Adult Migrant English Program Home Tutor Scheme Enhancement Program. Under this program, AMES trained 55 volunteer tutors who provided free English conversation groups and tutorials for migrants. NSW AMES also provided these community organisations with resources, advice and workshops on English language and literacy tutoring.

Tutoring sessions are needs-based and focused around settlement issues that new arrivals may face in the first five years in Australia; such as English for daily life, building fluency, learning about Australian culture and confidence building. The Home Tutor Scheme promotes and fosters positive cross-culture exchanges and assists people to access opportunities and reach their full potential.

- Eight Adult and Community Education Colleges were funded to deliver mentoring, work experience and training programs to 584 refugees and skilled migrants throughout the Sydney metropolitan area, Newcastle and Wollongong.
- Twenty-one projects targeting students with language backgrounds other than English were funded through the NSW ACE Unit's Social Inclusion Program. These projects have been run throughout NSW.

## **Challenges and Future Directions**

- The role of teachers of English for speakers of other languages continues to evolve to include active engagement with local and regional communities and networks. Institutes will continue building on these links in the future to develop partnerships that draw on community and business resources to address the needs of people from language backgrounds other than English. This approach will complement a broad range of quality student assistance programs which support student needs and contribute to successful student outcomes.
- Consultation with migrant communities by TAFE NSW Institutes would be dependent on the availability of resourcing.
- There is a rising incidence of mental health issues amongst students from language backgrounds other than English, particularly amongst unattached minors and refugees.
- Establishing a link from training into work experience for skilled migrants within the first six months of their arrival is challenging and Institute Multicultural Education Coordinators are working with faculties and other agencies to address this issue.
- There is an age barrier for accessing school support or alternative training from Intensive English Centres for refugee students who turn 17 years of age. This age limit is interrupting the learning of many refugee students when they need to be learning on a consistent basis.

## 2.2 ANTI-RACISM EDUCATION

### Strategies

#### *Public schools*

- The Department's *Anti-Racism Policy* states its 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.
- 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.
- All regions conduct anti-racism education activities. Funds are provided to regions to support these initiatives including the implementing the *Anti-Racism Policy*, the delivery of anti-racism education professional learning (including Anti-Racism Contact Officer training) as well as school based and student initiated projects. A total of \$350,000 was distributed to regions for this purpose in 2011.
- A range of online anti-racism and anti-prejudice education materials are provided for schools on the *Racism. No way!* and *Prejudice. No Way!* websites as well as the Department's intranet and Public Schools internet sites.
- Data collection systems in all school regions assist in the effective implementation of anti-racism activities, including training of Anti-Racism Contact Officers, in schools.
- Regional anti-racism education networks support the development and delivery of anti-racism education initiatives in schools.
- *Harmony Day*, a federal government initiative celebrating cultural diversity and promoting the *United Nation's International Day for the Elimination of Racial Discrimination*, is promoted to schools across NSW through a range of Department online and print communication mechanisms.

#### **TAFE NSW**

- Institutes have continued to offer programs for both staff and students to ensure a friendly environment conducive to learning free of racism, harassment or discrimination.
- Institutes implement racial harmony initiatives to ensure teaching and learning environments are free from racism. These initiatives are supported by the TAFE NSW Prevention of Harassment Policy which 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.
- 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.
- 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

- The NSW ACE Unit is planning to adapt materials developed under the Cultural Points of View Program for State Emergency Services for wider use in Adult and Community Education colleges.

### Achievements

#### Public schools

- The Department continued to provide online anti-racism education professional learning resources and access to a wide range of anti-racism teaching and learning materials via its staff intranet.
- The *Cooling Conflicts* website provided information for schools and regions on the use of drama techniques to assist students in dealing with conflict. Included on the site is information about the background and philosophy of the program and advice on program implementation. A moodle provides e-learning support for schools and teachers participating in the program.
- The *Racism. No way!* website was redesigned in 2011 to provide enhanced support schools in anti-racism education. The new site provides information on cyber racism and student e-learning challenges in addition to a wide range of other anti-racism education resources and strategies. The website continues to attract high levels of traffic from users in NSW, Australia and overseas and averages approximately 11 million hits each year.
- The *Prejudice. No way!* website, which complements the *Racism. No way!* initiative, provided online anti-prejudice materials for students in Years K-3. In 2011, the website continued to support teachers and students and received over 250,000 hits.
- All regions implemented initiatives aimed at addressing issues of racism including:
  - Anti-Racism Contact Officer training in all regions
  - ongoing conduct of anti-racism networks in five regions, including four network groups in Illawarra and South East Region
  - student anti-racism networks in Sydney and Northern Sydney regions
  - a school-based anti-racism project targeting peer mediation and resilience building in South Western Sydney Region.

#### CASE STUDY

##### Everyone belongs – Harmony Day

*Everyone Belongs*, a Harmony Day community event, was held in Tweed Heads in 2011. About 100 community members aged 4 – 80 years attended the event to celebrate the cultural diversity of their local community. 35 students studying Cultural and Aboriginal Studies at Tweed River High School were amongst the participants.

The day opened with an 'Acknowledgement of Country' by an Aboriginal high school student followed by a welcome greeting in different languages by TAFE students. A welcome game called 'Standing on the Continent' allowed participants to share information about their cultural background and develop notions of belonging in Australia.

Participants shared stories and developed understandings of the varied life experiences and journeys of Australians from diverse cultural backgrounds over morning tea, lunch and through a range of structured communication activities. Participants were also provided with an opportunity to reflect on the racism that exists in many societies and to reaffirm their commitment to the elimination of racism.

The event was facilitated by the North Coast Region in collaboration with Tweed Valley Council, Tweed River High School, TAFE NSW, NORTEC Employment, Centrelink and local Aboriginal and ethnic communities.

- 80 primary school students and 23 teachers participating in a Western Sydney Region student leadership equity forum in anti-racism.
- In 2011, 96% of the 687 complaints of racism reported in eight regions were successfully resolved.
- *Harmony Day* activities were held in schools across all regions including:
  - 170 students celebrating *Harmony Day* at Student Leadership Days hosted by Northern Sydney Region.
  - *Harmony Day* festival involving 175 students, parents, teachers and community members in Sydney Region.
  - *Everyone belongs*, Harmony Day event involving about 100 students, parents and community members in North Coast Region.

### **TAFE NSW**

- TAFE NSW Social Inclusion and Vocational Access Skills Unit released case studies highlighting programs for students with language backgrounds other than English. The document was released on Harmony Day 2011 and served to:
  - showcase the range of initiatives in place across Institutes
  - share information about good practice that can be adapted across the state
  - celebrate the diverse cultures and backgrounds of people studying at TAFE NSW.
- TAFE NSW – Hunter Institute developed and implemented a Cultural Connections initiative that was successful in promoting social harmony, tolerance, respect and understanding amongst the diverse range of students and staff. To date there have been two events held on Newcastle and Maitland campuses where students enjoyed the opportunity to engage with other cultures in activities including food tasting, dance and music. Cultural Connections has built on other successful initiatives in the Hunter Institute such as the Multicultural Soccer program developed in partnership with the African Communities Council.
- TAFE NSW – Illawarra Institute organised a number of major anti-racism initiatives during the year including World On Campus, Bridging Cultures, coffee and conversation groups and Harmony Day activities. In Wollongong, the Harmony Day activity was a partnership between TAFE and local agencies including Illawarra Multicultural Services. At Goulburn, Harmony Day was organised in consultation with staff from the local public school and sought to engage both TAFE and school students.
- TAFE NSW – New England Institute organised Harmony Day events at Armidale, Coonabarabran and Tamworth Campuses. The Institute has also appointed Early Intervention Contact Officers to provide support for staff and students.
- TAFE NSW – Sydney Institute organised Harmony Day events at all colleges in the Institute. Events included morning teas, creation of a welcome banner and displays of posters, photos, books and video clips. All students and staff were invited to participate.
- TAFE NSW – South Western Sydney Institute organised Harmony Day events at all colleges in order to focus student, staff and community attention on the culturally and linguistically diverse population within the area and promote understanding and acceptance. Events included stalls, food, entertainment, exhibitions and presentations by refugees about their experiences and pathways.

Refugee Week was filled with meaningful and educational events across the Institute and provided all involved with a deeper insight and understanding into the life of a refugee. Guest speakers included Yalda Hakim, SBS Dateline presenter, who came to Australia as a refugee with her family from Afghanistan. In addition, a series of workshops were presented by Institute Multicultural Education Coordinators at Granville, Bankstown, Padstow and Lidcombe Colleges during Refugee Week to highlight and improve staff awareness about the needs of refugees settling in the local community and the specific learning needs of refugees studying in the Institute.

- TAFE NSW – Western Sydney Institute implemented a range of strategies:
  - Institute Multicultural Education Coordinators delivered anti-racism and cross-cultural awareness training and activities in class inductions and visits
  - anti-racism and zero tolerance policies and procedures were publicised on websites and included in all Student Guides, brochures and handouts etc
  - all staff inductions included anti-racism and cross-cultural awareness sessions
  - Harmony Day celebrations and Refugee Week celebrations were held at all colleges and OTEN
  - senior staff presentations and training were held as part of the monitoring and review of anti-racism policies and the role of the Anti-Racism Contact Officer.
- TAFE NSW - Western Institute staff co-ordinated and celebrated Harmony Day in many locations in recognition of the Institute's rich and culturally diverse communities. The day also provided an opportunity to distribute brochures and newsletters promoting the services of local multicultural groups and organisations and in particular provided an opportunity to highlight, share, understand and respect different cultures.

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

- NSW AMES and Consortia partner students participated in a range of activities which aimed to promote cultural understanding including Harmony Day celebrations, graduation ceremonies, market days and social activities.
- The NSW ACE Unit produced a series of flexible training programs entitled Cultural Points of View. This resource has three themes targeting indigenous cultures, people with disabilities and culturally and linguistically diverse groups. These resources are being used to train State Emergency Service staff and volunteers in understanding and incorporating diversity in the workplace.

### **Challenges and future directions**

- Changing demographics and migration trends present new challenges in terms of service provision and managing expectations of clients particularly those from refugee backgrounds. Also, a challenge exists in relation to overcoming perceptions generated by racist actions such as the violence against Indian students studying in Australia.

## 2.3 INCLUSIVE CURRICULUM AND CULTURAL UNDERSTANDING

### Strategies

#### *Public schools*

- The *Cultural Diversity and Community Relations Policy: Multicultural education in schools* provides the framework for the development and delivery of multicultural education in NSW government schools. The policy outlines strategies designed to enable students from all cultures and communities to identify as Australians within a democratic multicultural society and 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.
- Funds are provided to regions to assist schools in implementing initiatives which promote culturally inclusive practices and cultural understanding. In 2011, a total of \$150,000 was distributed to enable schools to conduct a range of activities 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
  - development and trialling of texts and units of work which explore aspects of culture, identity and diversity
  - 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.
- Resources to increase knowledge and understanding of Australia's cultural, linguistic and religious diversity and that support the implementation of multicultural education in schools are provided on the Department's intranet and other websites including *Cultural Exchange NSW*, *Making Multicultural Australia*, *Prejudice. No way!* and *Racism. No way!*
- The Curriculum Learning and Innovation Centre provides a range of curriculum materials and programs aimed at enhancing intercultural understanding and ensuring inclusive teaching practices.
- The *Multicultural Perspectives Public Speaking Competition*, a competition that aims to heighten awareness of Australia's cultural diversity, is conducted annually in primary schools. The competition provides opportunities for students in Years 3-6 to gain

knowledge and understanding of complex issues concerning cultural diversity and to communicate their ideas confidently to a wider audience.

- The Department recognises outstanding achievements and contributions by schools in promoting cohesive community, social harmony and unity through its *Cohesive Community School Award* program. This includes the recognition of programs which celebrate diversity, raise tolerance, enhance relationships between diverse groups of students, increase participation by parents and community, improve school attendance and students' self esteem and reduce conflict in the playground.
- The Department promotes *UNICEF Day for Change* to regions and schools. The *UNICEF Day for Change* is an annual fundraising event for schools which provides an opportunity for students to take action for children in other parts of the world who are unable to access education; to raise awareness about children's rights to education; and to raise money for UNICEF's education projects overseas.

### **TAFE NSW**

- TAFE NSW develops curriculum, teaching and learning support materials that are culturally sensitive and inclusive.
- TAFE NSW provides programs for students with language backgrounds other than English 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 continues to increase the capacity of Institutes to recognise overseas qualifications and expand the range of recognition opportunities available to people from LBOTE communities in TAFE NSW. Increasing this capacity will assist Institutes to customise learning programs for students from overseas.
- 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 students with language backgrounds other than English.
- TAFE NSW – Western Sydney Institute's Open Training and Education Network is planning to publish Customer Service Standards that will encapsulate strategies for staff dealing with 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. It is intended that similar Customer Service Standards will be developed for all Institute staff.
- TAFE NSW – Western Institute is investigating the development of a Cultural Competency Framework using a Moodle platform developed in the Hunter Institute. This initiative is currently focused on building competencies in Aboriginal cultures. However, Western Institute sees potential to develop an approach that goes beyond Aboriginal cultures to address other non-English speaking cultures.

### **Community and Migrant Education**

- NSW AMES continues to publish curriculum and teaching materials that are culturally sensitive and inclusive. It also develops and maintains the curriculum for the Adult Migrant English Program and the Certificates I, II and III in Spoken and Written English.

## Achievements

### Public schools

- In 2011, the Department commenced a three year collaborative Australian Research Council (ARC) Linkage project with the University of Western Sydney's Centre for Cultural Research and the NSW Institute of Teachers called *Rethinking Multiculturalism/ Reassessing Multicultural Education* (RMRME). The project examines current approaches to multicultural education and understandings of multiculturalism including notions of intercultural understanding and Australian identity.

As part of the project, all teachers in NSW government schools were invited to complete an online survey on their understandings of multiculturalism and experiences of multicultural education. Approximately 10% of teacher (5,133 teachers) completed the survey. Initial survey findings indicate that NSW government school teachers are largely pro-diversity and view Australian identity as complex, varied and dynamic.

A website has been established to publish findings from the project and current research in the area of multicultural education. Fourteen schools, including a mix of primary/secondary; urban/rural; high/low socio-economic; and high/low cultural diversity, will conduct multicultural education action research projects as part of the broader RMRME research project in 2012.

- The *Cultural Exchange NSW* website was redesigned in 2011 following requests from schools and teachers for support in harnessing new digital communication technologies to facilitate cultural exchange and in response to the incorporation of intercultural understanding into the new Australian curriculum. The new site includes a web-based library of resources relevant to cultural exchange and intercultural understanding; a dynamic database of schools interested in cultural exchange; and an online showcase of school exchange programs. The program supports both government and non-government primary and secondary schools in NSW.

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 *2011 Calendar for Cultural Diversity: Australian stories* and teacher's handbook were developed and distributed to schools and community groups throughout NSW. The

### CASE STUDY

#### Doing Diversity Differently

A booklet of resources, entitled *Doing Diversity Differently* was created by the equity consultancy team in Hunter/Central Coast Region. The aim was to develop a 'classroom friendly' series of lessons, teaching strategies, and suggestions which incorporated issues relating to cultural diversity into a range of key learning areas across Stages 1 to 4.

Sixteen schools participated in the project and each school formed a student multicultural teams consisting of 3 to 4 students from Stages 2-3 in primary schools and Stage 4 in high schools. These teams, supervised by a teacher, recommended activities from the booklet to the school teaching staff, provided feedback on activities, promoted the project to the school and wider community and shared information with teams in other schools via video conference.

In Term 4, a forum attended by 110 students was held to allow school student teams to share their achievements and to plan future directions. International students from Newcastle University presented personal narratives on their experiences of cultural diversity in Australia, including Aboriginal students and students from Congolese, Philippine, Saudi Arabian, Italian and Indian communities.

calendar, which features artwork from students enrolled in schools across the state, identifies significant national and international days and events. The handbook provides classroom and whole school strategies for promoting cultural diversity.

- To support the implementation of multicultural education, new resources and professional learning materials were published on the Multicultural Education section of the Department's intranet in 2011. 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 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
  - the needs of refugees and their families.
- The Curriculum Learning and Innovation Centre developed a range of strategies and 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](http://www.curriculumsupport.education.nsw.gov.au)) with links to a range of other websites and resources for developing culturally inclusive curriculum materials
  - identification of high quality resources that support cultural diversity and social inclusion by the School Libraries and Information Literacy Unit. Resource reviews appeared in *Scan*, a subscription-based journal distributed to teacher librarians and staff in over 3,000 schools.
  - an online rap resource and forum for Book Week 2011 which attracted some 3,000 student and teacher visitors. The resource and forum provided an opportunity for students to share stories relating to cultural diversity and to explore the theme, *One world, many stories*.
  - 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). The NALSSP aims to increase opportunities for school students to become familiar with the languages and cultures of Australia's key regional neighbours. In 2011, strategies implemented as part of the program included teacher participation in education visitation programs to Korea, China and Japan to enhance awareness of modern Asia and the diversity within Asian nations; and the provision of the *Graduate Certificate in Teaching Studies of Asia* by the Australian National University.
- In 2011, 2,248 students in Years 3-6 from schools across the state participated in the *Multicultural Perspectives Public Speaking Competition*. Through participation in local, regional and state level events, students participating in the competition gained knowledge and understanding of complex multicultural issues. Topics included *Racial*

*harmony: Are we there yet? Many languages, one voice; Australia: The lucky country; Every day is Harmony day; and Sport brings people together.*

Outcomes included increased awareness of multicultural issues and multiple perspectives and the formation of positive relationships between competitors from diverse backgrounds. Each year, the event continues to attract support and positive involvement from school staff, parents and community groups.

- Multicultural Education funding of \$93,046 was provided to the Student Achievement and Community Partnerships Directorate to support the continuation of two early childhood projects in 2011: the *Beginning School Well* program supporting young children and their families who are refugees, and the *Bilingual Language Learners at Preschool* project providing preschool teachers with knowledge and understanding of how to plan effectively to meet the needs of young children from linguistically and culturally diverse backgrounds.
- In 2011, the Department's *Cohesive Community School Award* attracted 24 nominations from public and non government primary and secondary schools, an increase from 2010. During the course of the year, nominees implemented a range of initiatives including work with local council migrant service groups, involving former refugee parents in school programs, mounting creative arts, performance and food festivals, honouring feasts and special days observed by local community groups and teaching community and Aboriginal languages. The Award, which aims to celebrate diversity and promote social cohesion, is managed by the Department's Specialist Programs Directorate.
- The *Schools Spectacular 2011* featured artists from culturally and linguistically diverse backgrounds and music influenced by a range of cultures. Items included an Aboriginal Ensemble of 150 students including the newly formed Aboriginal Dance Company of 15 students from eight different schools; the South Western Sydney Drumming Ensemble consisting of 80 students from language backgrounds other than English; and Hip Hop Dance Ensemble featuring 73 boys from a wide range of cultural backgrounds.
- 135 students from ten schools participated in a series of workshops with leading percussionists and music teachers as part of the *South Western Sydney Drumming* project. Over 90% of the students who participated in the project were from language backgrounds other than English. The project aims to develop the skills of students and teachers in drumming; and to provide students with increased performance opportunities.
- 57 students from 26 schools took part in Taiko drumming workshops as part of the *TaikOz Drumming* program. The program develops students' skills, knowledge and understanding of traditional Japanese Taiko drumming and its development within a contemporary Australian music context.
- In 2011, the Arts Unit developed and implemented a new program in drama script writing, *Fresh Ink Young Writers – Multicultural Perspectives*. This program provided opportunities for young playwrights from language backgrounds other than English to engage in activities that allowed them to develop language skills within the context of writing for the theatre. Students from ten, highly culturally diverse schools were invited to participate and explore their personal stories and cultural identities. The program culminated with students from six schools performing scripts written by students at the Campbelltown Arts Centre. Countries of origin of the students involved included Afghanistan, Sierra Leone, Sudan and Portugal amongst many others.
- Students from a range of schools participated in the *Sister and Friendship City Children's Art and Calligraphy Exhibition*, an annual international art exhibition held in Nagoya,

Japan. The exhibition celebrates the sharing of cultures through art and provides an opportunity for students to participate in cultural exchange activities with students from Japan. Art works from Nagoya, Sydney, Los Angeles, Mexico City and Ninjing were displayed as part of the exhibition. Students who were selected to exhibit their work in 2011 portrayed unique and personal reflections on aspects of their lives in Australia.

- The 2011, about 130 elected student leaders from high schools across the state participated in the annual conference of the NSW State Student Representative Council (SRC). This year's conference promoted balanced lifestyles and student well being. The NSW Student Representative Council (NSW SRC) is 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 5<sup>th</sup> *Biennial Equity Conference – Schooling for futures* was held in 2011 with students from diverse backgrounds participating in workshops, presentations and performances. A reference group of key stakeholders ensured that the conference was inclusive of the needs and interests of students from culturally and linguistically diverse backgrounds.
- All regions conducted a range of activities to promote intercultural understanding and community harmony, including:
  - a whole school multicultural education resource by Hunter/Central Coast Region called *Doing Diversity Differently*. The resource links pedagogy and programming to multicultural issues and promotes the creation of student teams for raising, exploring and addressing issues relating to cultural diversity. A student forum which explored the theme of multiculturalism and the role of schools in relation to education and promotion in this area was also conducted by Hunter/Central Coast Region.
  - provision of a range of workshops across Illawarra and South East Region including workshops on cultural and religious diversity; Aboriginal perspectives across the curriculum; and parental and community engagement.
  - implementation of intercultural understanding and community harmony activities in 208 North Coast Region schools including 261 activities focussed specifically on community harmony in culturally diverse communities.
  - a range of strategies and initiatives to promote community harmony and develop an understanding of cultural diversity in Riverina Region schools. These included culturally inclusive curriculum practices and programs, delivery of cultural awareness sessions, multicultural days and inclusion of community representatives from culturally and linguistically diverse backgrounds in school activities.
  - four school-based programs in South Western Sydney Region that promoted culturally inclusive curriculum. Activities included promotion of multicultural literature, flag ceremonies, dance and art workshops. In addition, 36 schools conducted community wellbeing initiatives which promoted harmony and social inclusion.
  - a range of strategies, programs and resources by Sydney Region including:
    - development of an Inclusive Curriculum Matrix for schools
    - advice and resources to support school administrative staff in enrolling students with temporary visas; using interpreters; updating student enrolment (ERN) data; and supporting culturally diverse school communities.
    - a Cultural Awareness workshop attended by 45 school administrative staff
    - participation by 240 Stage 4 students and nine teachers from seven secondary schools in MOSAIC, a joint partnership program with the University of NSW which uses creative writing and performance art as vehicles for exploring and developing understandings of cultural identity

- a range of programs and strategies designed to enhance understandings of Asian nations and cultures including involvement of three schools in the China Program; 30 schools in the Chinese Sister School Program; China Cultural Exchange Visit involving a performance at Sydney Opera House by 300 Chinese and 750 Sydney Region students; Chinese Hospitality Study Tour by six students and a teacher from Yangzhou; and involvement of seven primary schools in the India Program.
- participation by 29 Western Sydney schools in 64 activities designed to build respectful relationships and community harmony including anti-bullying activities; crime prevention workshops; activities designed to support Reconciliation and understanding of Aboriginal and Torres Strait Islander histories and cultures; multicultural celebratory events; ethnic-specific and socio-cultural events; activities designed to develop intercultural understanding; and peer support programs.

## **TAFE NSW**

- TAFE NSW – Hunter Institute experienced an increase in demand for learner support due to an increase in the number of students with language backgrounds other than English enrolling in mainstream programs. As a result, the Languages Section has introduced learner support workshops in various campuses for students currently enrolled in mainstream vocation courses who need extra language support.

At the same time, the Institute continues to provide customised courses using a team-teaching method with one teacher from the vocational area and the other providing English language support.

- TAFE NSW - Illawarra Institute opened an English Language and Cultural Centre that features a flexible delivery centre with the latest computer software designed for developing English language skills. Twenty teachers at Wollongong Campus received training which led to a language laboratory interest group being established to share ideas and develop roles as mentors to other teachers of English language.
- TAFE NSW – Sydney Institute purchased a new suite of courses in Languages Other Than English that will support community languages being taught with a vocational emphasis.
- TAFE NSW – South Western Sydney Institute developed an Inclusive Teaching Practices Moodle following consultations with teaching staff. It includes information on:
  - 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 Moodle will be promoted by the Institute's Social Inclusion Unit to every teaching section in 2012 and be available online to all staff through the Workforce Capability Framework.

- TAFE NSW – Western Sydney Institute's Open Training and Education Network adapted the Employment Education and Training Statement of Attainment for distance education specifically targeting students with language backgrounds other than English. This program offers a mix of language and vocational units from 12 different industry areas and also forms part of the Skilled Migration Internship Program – Accounting.

Other examples of the Institute's work in 2011 include:

- the Digital Story Book and Pictorial Teaching Resources were developed for use with refugee students in all agriculture, horticulture and farming programs
- learning resources for the Food Supervisors course were adapted to be made culturally appropriate to LBOTE students. The resources include a glossary of terms, food safety scenarios for training and strategies for teaching LBOTE students.
- TAFE NSW – Western Institute continued to provide mentoring training for volunteer members of multicultural groups to support people with language backgrounds other than English who have recently arrived in the area.
- The TAFE NSW Social Inclusion and Vocational Access Skills Unit secured licences for Institutes to trial the NARIC Database from the United Kingdom. This Database provides information, advice and expert opinion on vocational, academic and professional skills and qualifications from over 180 countries. It will enable a greater number of students to receive recognition for their previous educational achievements, reduce the need for people to enrol in subjects they have already covered and free up resources so that they can be directed to those students in most need of assistance.

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

NSW AMES supported the United Nations in delivering English language programs to United Nations staff in East Timor. NSW AMES provided 2,000 copies of NSW AMES Certificate I, II, III and IV language learning work books and reading material.

### **Challenges and Future Directions**

- Access to flexible delivery, workplace assessment and recognition is a challenge for many students with language backgrounds other than English, especially those who are overseas qualified and need opportunities to have local work experience.
- Institutes are reporting that:
  - there has been an increase in the need for translating and interpreting services
  - there is a need for increased awareness of mental health issues arising because of torture and trauma
  - small numbers of students dispersed across a very large geographic area are creating challenges in terms of providing customised and inclusive support
  - there is no one-best-fit model which applies in all situations, locations or groups.
- Other challenges that have been identified include:
  - there is an on-going need to improve course and unit completion rates for students from language backgrounds other than English as well as being able to link support to improvements in completions and outcomes, and being able to monitor and evaluate the impact of support on student completion rates each year.

## 2.4 ENGLISH LANGUAGE AND LITERACY PROGRAMS

### Strategies

#### *Public schools*

- The Department coordinates the *New Arrivals* and *English as a Second Language (ESL)* programs for students in primary schools, secondary schools, Intensive English Centres and the Intensive English High School; and provides provide targeted ESL support for newly arrived ESL students in rural and regional schools.
- Funds are provided to assist schools in implementing ESL education initiatives. In 2011, a total of \$350,000 was distributed to regions to support schools in providing:
  - ESL Orientation Courses
  - Teaching English Language Learners professional learning programs
  - 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.
- The Department provides a range of services and resources to assist teachers in meeting the learning needs of newly arrived students learning English as a second language including:
  - development of teaching materials to assist staff in catering for the English language learning needs of students from language backgrounds other than English
  - professional learning programs in ESL pedagogy and program delivery
  - provision of support and advice to teachers in rural and regional high schools and primary schools through the specialist ESL/New Arrivals Program consultancy
  - use of distance technology to provide intensive English language programs to newly arrived ESL students in rural and regional settings
  - distribution of resources, support and advice on ESL resources to schools and regions through the Henry Parkes Equity Resource Centre.

#### **TAFE NSW**

- 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.

- Across the state there has been a greater focus on:
  - integrating the development of vocational skills and foundation skills. Institutes are reporting that contextual learning is enabling students to develop skills, improve employment opportunity, increase their financial literacy and self-determination and enhance their integration into local communities and labour markets.
  - amalgamating the enrolment and administrative processes for related programs. For example, TAFE NSW - Illawarra Institute and New England Institute have brought students together from the Adult Migrant English Program, English for Speakers of Other Languages Program and English Language Intensive Courses for Overseas Students. Both Institutes have found that this new approach supported greater customisation for individual students.
  - developing Individual Learning Plans through blended learning. Institutes are continuing to use new technologies to address learning needs and develop customised learning pathways.
  - introducing team teaching. For example, TAFE NSW – Riverina Institute has employed this approach in Narrandera in order to overcome the problem of small class-sizes and diverse student groups in small regional communities. TAFE NSW – Sydney Institute has also seen a greater level of collaboration with vocational sections in the delivery of English language and literacy support.
- TAFE NSW Social Inclusion and Vocational Access Skills Unit has also promoted the interests of students with language backgrounds other than English through:
  - the review of the Access Employment Education and Training Framework that provides a suite of programs and pathways for students needing English language support
  - consultations to support the development of the National VET Equity Framework, the National Foundation Skills Strategy and the Foundation Skills Training Package.

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

Targeted funding is provided to deliver English language and literacy programs under the NSW ACE Unit's Social Inclusion Program.

### **Achievements**

#### ***Public schools***

- A total of 86,661 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 737 schools. This included 68,053 primary ESL students in 545 primary schools and 18,608 secondary ESL students in 192 high schools.
- On-arrival ESL support was provided to a total of 7,287 newly-arrived students including 778 newly arrived refugees. Of these newly arrived students 2,329 were enrolled in 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS). 4,090 students were enrolled in primary schools and 868 were enrolled in secondary schools. Newly arrived ESL students included those enrolled in 242 schools in rural and regional areas.
- 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 2011.

- A total of 1,350 international students received ESL support, including 1,216 enrolled in high schools and 134 enrolled in primary schools.
- Recently arrived, senior ESL high school and Intensive English Centre students at risk of disengaging from education were awarded a total of 367 certificates and 339 statements of attainment in the outcomes-based *Certificates in Spoken and Written English (CSWE), Levels I-III*.
- Four schools participated in an ESL and ICT project, *Enhancing ESL teaching and learning with classroom based technologies*. The project was designed to further integrate the use of technology in the ESL classroom. In a related strategy, specialist ESL and classroom teachers participated in a year-long focused investigation of what quality teaching means for ESL students in their classroom.
- The Department developed a range of resources to assist teachers in meeting the learning needs of newly arrived students learning English as a second language including:
  - an interactive online picture dictionary for ESL Beginners designed to develop survival vocabulary
  - an interactive numeracy resource to assist ESL students in Years K-10 with beginning levels of literacy and numeracy
  - a *New Arrivals Kit* of teaching lessons and resources including a picture dictionary and student workbook for schools in regional and rural areas with newly arrived ESL students
  - publication of the *Bilingual Dictionary for ESL Beginners* in a range of languages including Nepali to assist ESL students in the development of basic vocabulary.
- 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

## CASE STUDY

### Successful Language Learners

*Successful Language Learners: Whole school ESL language and literacy practices*, a project aimed to improve the English language literacy and numeracy performance of students learning English as a second language continued in 2011. The project targets students in primary school. A number of schools implemented a range of strategies as a result of the project, including:

- nine schools employed additional personnel (additional ESL teachers and/or executives) to support ESL students
- two schools implemented homework programs
- three schools continued to implement parent community programs
- four schools continued to implement individual and whole class language learning plans
- three schools continued to use the ESL Scales to assess students at three points during the course of the year
- three National Partnerships schools introduced Assistant Principal ESL positions.
- teachers continued the use of individual language learning plans and whole class learning plans.

The project which was piloted in 2009-2010 resulted in high levels of improvement in English language skills, literacy and numeracy for participating students across all age ranges and stages.

- 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.
- Online parent resources to support the *Holiday Reading is Rad* initiative were made available in a number of community languages including Chinese, Vietnamese, Arabic and Samoan. The resources provide ideas and reading tips on supporting children with reading. The *Holiday Reading is Rad* initiative aims to encourage adults to assist children with reading.
- In 2010/2011, 20.3% of all students participating in the *Reading Recovery Program*, or 1,969 students, were from language backgrounds other than English. Of these, 85% successfully completed the program. Reading Recovery is an early intervention program designed to reduce reading and writing difficulties of students in Year 1.
- All regions reported activities to enhance the delivery of English as a second language programs. Activities included:
  - participation by all metropolitan and North Coast, Riverina and Illawarra and South East regions in *ESL Information Networks*
  - participation by six non-metropolitan regions; Hunter/ Central Coast, Illawarra and South East, New England, North Coast, Riverina and Western NSW in the *ESL Teacher Mentoring* program, a program which provides access to advice and support about ESL teaching and learning from a teacher mentor who is qualified and experienced in teaching English as a second language
  - five ESL projects in schools in Illawarra and South East Region
  - additional support to ESL learners through peer support, parent tutor and university partnership programs in 73 North Coast Region schools
  - development of regional processes to assist schools enrolling newly arrived ESL students in Illawarra and South East and Riverina regions.
- Schools in South Western Sydney Region continued to implement strategies from the *Successful Language Learners: Whole school ESL language and literacy practices* project, a project designed to improve the English language literacy and numeracy performance of students learning English as a second language.
- A range of programs and resources to support the delivery of ESL education in Sydney Region schools included:
  - ESL Orientation training to beginning ESL teachers in 36 primary and seven secondary schools
  - primary and secondary ESL Network meetings and wikis for primary and secondary ESL teachers
  - provision of seven primary ESL mentors to support ESL and New Arrivals Program teachers in programming, teaching and assessment
  - delivery of the Teaching English Language Learners (TELL) course to 26 teachers in one primary and 38 teachers in three secondary schools
  - ESL/ERN training for 70 primary and secondary teachers to support the enrolment of ESL students
  - delivery of an integrated ESL/Science program involving 10 teachers in five secondary schools
  - delivery of the Bridging the Gaps in Numeracy program involving 20 participants from ten primary schools

- ongoing provision of ESL information, resources and support to schools and teachers through the Sydney Region Equity website.

### **TAFE NSW**

- TAFE NSW – Hunter Institute introduced:
  - off-campus English classes at Scone and Hamilton
  - evening English classes for students who work during the day and would like to attend classes
  - learner support workshops that provide language support in addition to the tutorial support for the students enrolled in mainstream vocational courses.
- TAFE NSW – Illawarra Institute referred 57 students for individual learner support. In rural areas, this support was provided in group tutorial format in order to meet the needs of students enrolled in a variety of VET programs. For example, in Moruya, students are grouped together from different sections such as children's' services, business, and general education.

The Institute has continued with the Adult Migrant English Program and commenced transition to the new Certificate in Written and Spoken English. There has also been a significant amount of staff development in Adult Migrant English Program/English for Speakers of Other Languages about assessment validation and moderation to meet the needs of diverse groups of students.

- TAFE NSW – Riverina Institute has introduced the Embedding Learner Support options across all vocational faculties to ensure that students receive appropriate support when it is required. This approach supports the concurrent development of vocational skills and foundation skills such as literacy and numeracy. In addition, the roll-out of the Institute multi-user licence for Text Help Read and Write Gold will have particular benefits for students with language backgrounds other than English as it supports the development of English language skills, self esteem and practical learning.
- TAFE NSW – Western Sydney Institute's Open Training and Education Network continued to provide refresher and bridging courses for overseas-trained people. Training and support was also provided to the Network's students through innovative learning technologies such as Adobe Connect to prepare students for assessments, 'You Tube' ESOL orientation videos and a small online course for pre-literate students using 'Captivate' to prepare for Certificate I level distance English language study. Across the Institute, English language support was delivered using face to face, online and mixed mode approaches.
- TAFE NSW – Western Institute is working again with the Transition Cultural Centre in Lightning Ridge as it has been re-opened. Institute Equity staff are negotiating the delivery of courses in conversational English coupled with an emphasis on communication and employability skills as well as the recognition of prior learning.

### **Community and Migrant Education**

- In the 2010/2011 financial year, NSW AMES and its Consortia partners provided English language and literacy training to 10,569 migrants and refugees through the Adult Migrant English Program. In July 2011, NSW AMES ceased delivery of the Adult Migrant English Program, although it continued to provide support to the Department's Consortia partners.

Prior to July 2011, the Adult Migrant English Program was delivered at six AMES centres in the Sydney metropolitan area as well as at TAFE Institutes and community colleges. At NSW AMES, programs were delivered six days a week in both part-time and full-time study modes. Face-to-face classes, on-line delivery and a blend of study modes were also available for students.

From July 2011, Adult Migrant English Program training was offered by TAFE NSW through the Northern Sydney Institute, Illawarra Institute, Hunter Institute, Riverina Institute, New England Institute and Western Institute.

- Around 300,000 hours of English language, literacy and numeracy training were provided to students with language backgrounds other than English through the Adult and Community Education Program in 2011.

## **Challenges and Future Directions**

- NSW AMES changed its scope of operations for delivery of English as a Second Language programs and has discontinued delivery of the Adult Migrant English Program but retained scope to deliver the Certificates in Spoken and Written English.

NSW AMES is developing a new role as a lead partner for the delivery of the Adult Migrant English Program through the NSW Department of Education and Communities Adult Migrant English Program Consortia. Members of the Consortia include TAFE NSW Institutes, Gowrie NSW and The Smith Family.

- Under new Language Literacy and Numeracy Program arrangements introduced in July 2010, recently arrived migrants are no longer required to complete the Adult Migrant English Program before commencing their Language Literacy and Numeracy Program studies. As a result, a number of refugees and migrants with an Adult Migrant English Program entitlement may miss out on English language tuition with a settlement focus if they proceed straight to the Language Literacy and Numeracy Program. NSW AMES is widely promoting the benefits of eligible migrants and refugees taking up their entitlement to enrol in the Adult Migrant English Program.
- Changing migration and settlement patterns are presenting major challenges for TAFE NSW Institutes in providing courses and long term support for students with language backgrounds other than English. Institutes have reported these challenges in relation to:
  - students developing sufficient language skills, finding work in changing labour markets, having limited access to transport, experiencing difficulties in finding accommodation and settling in new communities, and being able to provide evidence to support their claims for recognition of prior learning
  - campuses needing to take a localised approach to meeting student needs and having to address challenges in finding appropriately qualified local staff and overcoming the issue of small class sizes in rural areas.
- The increasing focus of governments on improving foundation skills is not yet translating into fully inclusive programs through the integration of foundation skills units in Training Package programs. For example, to offer additional language, literacy and numeracy support in a training package qualification means that specific vocational units need to be excluded in order to incorporate these additional units.

The introduction of a Foundation Skills Training Package from 2013 is aimed at increasing the range of opportunities available for people who need to develop their foundation as well as vocational skills.

## 2.5 TARGETED AND CUSTOMISED PROGRAMS AND SERVICES

### Strategies

#### *Public schools*

- Funds are 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. In 2011, \$180,000 was distributed to regions for this purpose. Activities included:
  - 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 provides 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
  - *Settling In*, an early intervention program using group counselling techniques, is 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.
- The Department promotes 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.*
- The Department maintains networks with government and non-government agencies to support the learning and settlement needs of refugee students and families and to jointly plan for, and co-ordinate the delivery of refugee programs and services.
  - *Refugee Week* is promoted to across regions to inform school communities about refugees and to encourage the celebration of the positive contributions made by refugees to Australian society.
  - The Department provides 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.
  - Bilingual/bicultural school learning support officers are provided to schools including non-metropolitan primary and high schools to assist in the successful settlement of refugee students into school.

### **TAFE NSW**

- Institutes continue to provide appropriate vocational education and training options for students with language backgrounds other than English, including programs that support the development of language, literacy and numeracy skills.
- Websites, Course Guides and Student Guides include specific information on student support services, targeted programs and related policies such as Recognition of Overseas Qualifications, Temporary Visa Holders Policy and Anti-Racism Policy.

## CASE STUDIES

### **Pathways for all at Wagga Wagga High School**

*Pathways for All*, an initiative developed by Wagga Wagga High School in collaboration with Wagga TAFE, Charles Sturt University (CSU) and Wagga Compact Career Counselling, was delivered in 2011 to develop students' vocational skills across a range of schooling years and ability levels. Participants included students from language backgrounds other than English and Indigenous students.

The intended outcomes of the initiative were to improve students' English language skills, self confidence and vocational opportunities.

Activities undertaken by students who participated in the program included opportunities to research careers and jobs in hospitality and other areas; an eight hour Barista training course through Wagga TAFE; English language and literacy development for vocational purposes; establishment and operation of a coffee shop; tour of Charles Sturt University and information sessions provided by the university student advisor.

Student outcomes as a result of the program included:

- improvements in literacy, numeracy and ICT skills
- demonstrated improvements in student self confidence
- three students considered to be 'at risk' of disengaging from schooling continuing through to complete the HSC studies
- three students applied for university enrolment and the other is exploring TAFE studies
- students obtained recognised TAFE qualifications in Barista Skills
- four students obtained casual work and two others are actively seeking work
- one student gained work experience in radiography, another in nursing and a third in paediatrics via work placements
- increased understanding of school and work culture in Australia.

### **Freedom from fear: Supporting refugee students and families**

Each school in South Western Sydney Region received a copy of a DVD/CD resource pack entitled: *Freedom from fear: Supporting refugee students and their families - Lessons from refugee support initiatives in South Western Sydney Region schools*. The region developed the resource to support schools with growing numbers of refugee students.

The resource kit, comprising a DVD and CD of useful ideas and resources, documents effective strategies for:

- student wellbeing and behaviour
- professional learning for teachers
- transition to Kindergarten
- transition to primary school
- transition from IEC to high school
- building knowledge of community.

The resource was launched in Refugee Week 2011.

### **Culturally diverse community mentoring program**

Approximately 120 community members in Bathurst and Orange completed training to become skilled as mentors for students at risk of disengaging from schooling as part of a new initiative developed by Western NSW Region. Training specifically targeted members from culturally diverse communities, including Aboriginal and Sudanese communities, to work with students from similar backgrounds.

As part of the program, mentors receive ongoing support from regional Community Information Officers and participate in regular meetings to share ideas and raise and address issues of concern. In 2011, over 100 mentors provided regular and ongoing support to students identified by schools as in need of support to remain in education.

## CASE STUDIES

### **Connecting migrant families and health services at Beverly Hills Intensive English Centre**

Beverly Hills Intensive English Centre (BHIEC) has established a new health initiative for migrant families in partnership with the Foundation for Young Australians and the Australian Council for Educational Research and with a grant of \$100,000 provided by the National Australia Bank.

Through the program, bilingual staff from BHIEC will help identify student health issues that could affect learning, such as vision or hearing impairments, and link them with the Multicultural Health Service and South East Sydney Local Health District. The program will also involve regular information sessions for parents and other family members provided by nurses and health practitioners and tours of St George Hospital.

*“The first thing parents want to do when they come to a new country is to get their child settled in to school, but there are overwhelmingly high barriers for non-English speaking people who have no knowledge of what care is available to them”, Deputy Principal Michael Harmey said. “They can be things like kids needing glasses or an African child who has a vitamin D deficiency. If we don’t pick up on them, they can magnify.”*

On-site screening and early assessment of common and treatable health conditions will be available to students enrolled at BHIEC in 2012. Intensive English Centres provide intensive English language tuition to newly arrived, high school aged students and assist them to make the transition to mainstream high schools.

### **Refugee Week**

Western Sydney held a region-wide *Refugee Week Celebration* to raise awareness in schools about refugee issues and experiences. Specific aims of the event were to:

- provide positive images of refugees and to acknowledge and celebrate the rich diversity of refugee communities
- acknowledge the realities of the refugee experience, where the quest for freedom is at the heart of a refugee’s flight from danger
- provide opportunities for students to voice opinions, share experiences and develop and appreciation of each other’s cultural backgrounds
- invite agencies and service providers to assist schools, students and families with information around settlement, health and pathways for students
- provide opportunities for schools to showcase, through displays and video recordings, what they are doing to support refugee students.

Activities included school displays, government and non-government agency information stalls, guest speakers from the Department of Education and Communities and community members; four student speakers who were refugees from Iraq, Afghanistan, Iran and Sierra Leone.

Students, teachers and parents from 25 primary and secondary schools attended the celebration along with members of the local community and staff from refugee support agencies.

## **Achievements**

### ***Public schools***

- \$119,682 was distributed to 39 schools participating in targeted refugee programs to support teachers’ participation in professional learning and provide additional resources and learning experiences for students.

- The *Refugee Student Assistance Scheme*, a joint initiative of the Department of Education and Communities and the NSW Teachers Federation, continued to provide financial support to refugee students. A total of \$15,600 was provided to refugee students in 13 rural and regional schools and 19 metropolitan schools.
- 16 high schools (14 metropolitan and 2 regional) and ten primary schools (eight metropolitan and two regional) participated in the *Refugee Action Support (RAS) Partnership*. RAS is a joint initiative of the NSW Department of Education and Communities, the Australian Literacy and Numeracy Foundation and Charles Sturt, Western Sydney and Sydney universities. Through the initiative, 558 refugee students received after school tuition and in school assistance from university volunteers to develop their literacy skills, improve achievement of syllabus outcomes and improve their participation and engagement in schooling.
- Five metropolitan high schools participated in the *Macquarie Mentoring Program for Refugee Students*, a joint pilot program of the Department of Education and Communities and the Macquarie University Social Inclusion Unit. Through the program 160 refugee students received mentoring support from university students which aimed to improve engagement in schooling, provide study assistance and raise aspirations in relation to further study.
- The *Primary Intensive English Program for Refugee Students* provided 6.5 fulltime equivalent positions to assist refugee students in 16 metropolitan primary schools. Through the program, 249 newly arrived refugee students received intensive English instruction designed to better prepare them for mainstream education programs in primary schools.
- An additional 20 fulltime equivalent teaching positions were distributed to schools reporting significant numbers of refugee students. In 2011, schools reported a total of 5,650 refugee students representing an increase of 193 students from the previous year.
- After-school tutorial sessions, including bilingual support, were provided to refugee students who had been in Australia for less than three years in ten schools in South Western and Western Sydney regions including three high schools, one primary school and six Intensive English Centres. The sessions aimed to support recently arrived refugee students in their transition to high school; increase understanding of the school curriculum and its expectations; improve literacy and numeracy skills and syllabus outcomes: and increase participation and engagement in school.
- A resource kit, *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. Professional learning modules from this resource were used in 8 regions including four non-metropolitan regions to deliver professional learning to schools and regional staff.
- The *Refugee Transition Program* provided 8.7 fulltime equivalent positions to support refugee students in 21 metropolitan and two regional high schools. In 2011, the program assisted 367 refugee students to make the transition from Intensive English settings to mainstream high schools and to identify pathways to further education, training and employment.
- 147 primary teachers and 199 secondary teachers attended eight workshops aimed at increasing teachers' understandings of effective pedagogy for supporting refugee

students. The teachers participated in a range of professional learning programs including *Quality Teaching and ESL Pedagogy*, *Intensive English Language Support*, *Transition Support* and *Accidental Counselling*.

- The Department maintained networks with government and non-government agencies to support the learning and settlement needs of refugee students and families including:
  - collaboration with the Catholic Education sector to facilitate the planning of strategies, implementation of a range of programs and development of resources to better meet the needs of refugee students
  - partnerships with Integrated Humanitarian Settlement Services (IHSS) service providers (ANGLICARE and ACL) to assist in the effective settlement of refugee students and their families into Australia and education
  - collaboration with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) regarding the provision of specialist torture and trauma counselling services for students in schools
  - collaboration with NSW Refugee Health include services and training for refugee students and their families in the areas of nutrition, dental health and vaccinations.
- Additional support for refugee students and families was provided at the regional level including:
  - Hunter/Central Coast Region implemented a number of initiatives specifically aimed at supporting refugee students. This included employment of a regional Refugee Support Officer who trained volunteers to support refugee students in classrooms and in primary and secondary after school homework centres through a partnership program with Northern Settlement Services; and the development of the Refugee Mentor Program in partnership with the Hunter Valley Training Company that provided career support for refugee students in secondary school.
  - Illawarra and South East Region establishment of a team of six teacher facilitators to deliver *Teaching Refugees in my Classroom* professional learning across the region; delivered ESL Orientation sessions on the refugee journey, settlement and meeting refugee student learning needs; implemented two refugee transition programs at Wollongong and Keira High Schools; and appointed five language specific Student Learning Support Officers (Ethnic) to support refugee students and communities.
  - New England Region presented a *How to Help our Refugee Students with Reading* forum to agency volunteers working in homework centres in schools.
  - Newly arrived and refugee students in 48 North Coast Region schools received additional support including additional ESL teachers, teachers aides and support from community based refugee support agencies.
  - During Refugee Week, over 50 participants attended the launch of the *Freedom from fear: Supporting refugee students, lessons from South Western Sydney* resource. This resource was distributed to 276 schools in South Western Sydney and published online on the region's intranet. Regional Community Information Officers conducted a range of activities to support the wellbeing of students and their families including *Families in Cultural Transition* programs to support the wellbeing and settlement of refugee and other newly arrived migrant families and a wide range of information sessions and workshops to assist parents to support their children at school.
  - Sydney Region provided a Refugee Transition Officer to support two secondary schools with high numbers of refugee students; developed a Refugee Network involving refugee support agencies; and conducted *Welcome Program* training for two secondary schools. In addition, 55 parents and community members participated in the STARTTS *Families in Cultural Transition (FICT)* program, a ten week series of workshops designed to help newly arrived refugees learn about Australia and settle successfully in their new country.

- In Western Sydney Region, 112 students from five primary schools participated in the *Classroom without borders* program; 134 teachers from two secondary and one primary school completed the *Teaching Refugees in my Classroom* program; 112 students and 40 teachers from 25 schools participated in a Refugee forum; and maintained primary and secondary refugee networks for schools.
- The Child Wellbeing Unit provided support and advice to schools to assist in identifying families whose children may be experiencing safety, welfare and wellbeing concerns and in linking those families with culturally appropriate services and child protection information.
- 
- Illawarra and South East Region held a Multicultural Youth Forum which provided 60 Year 10 students from language backgrounds other than English with the opportunity to participate in workshops on bullying, drugs and alcohol and sexual health.
- The *In2Uni* program, a partnership initiative of the University of Wollongong and Illawarra and South East Region provided academic mentoring, leadership and transition workshops, on-site university experiences, road shows and online activities for students, parents and teachers in the region. The program aims to build students' aspirations for tertiary education and university studies.

## **TAFE NSW**

- TAFE NSW Institutes provided vocational courses with integrated English language skills for students with language backgrounds other than English through Get Skilled, Outreach and externally funded initiatives including the Commonwealth Government's Language, Literacy and Numeracy Program.
- TAFE NSW – Hunter Institute, developed and delivered a range of targeted and customised programs including:
  - Hospitality and Cleaning courses. Opportunities were offered to students with language backgrounds other than English through the Employment Pathways Program. The initiative helped students to understand the industry specific language used in these courses.
  - Cooking with Culture – Multicultural Café for multicultural students currently enrolled in the Certificate II in Hospitality. This was delivered in a team teaching environment with an English for Speakers of Other Languages teacher and a Hospitality teacher. embedding vocational units into English for Speakers of Other Languages courses.
- TAFE NSW - Illawarra Institute delivered a Skillmax program for 14 overseas qualified migrants. Students reported backgrounds in information technology, community services, financial services, children's services and electrical engineering. Five students found employment in an area where work has been difficult to find. All students were provided with advice about customised learning and educational pathways.

A Workplace English Language Program was also delivered at the Wingecarribee Shire Council. This involved 22 students from diverse backgrounds receiving English language classes in the workplace one day per week.

The Institute also recruited 12 volunteer tutors at Moruya and 20 volunteer tutors at Goulburn Campus to help students with language backgrounds other than English develop their reading and writing skills. At Moruya Campus, the volunteer tutors received an eight week course to learn strategies to work effectively with their students. At Goulburn Campus, TAFE partnered with The Smith Family to implement the Home Tutor

Scheme. This involved training and then matching volunteer tutors with newly arrived migrants to provide one-to-one English tuition in students' homes.

- TAFE NSW – North Coast Institute delivered a range of programs including:
  - the 'Living Library' Program delivered at Ballina Campus. This course had students enrolled in the Statement of Attainment in Skills for Work and Training, and engaging in the development of a 'Living Library' Program. Students were connected with the State Library and other local libraries and built their own 'Living Library' using Digital Story as an approach to document a collection of community, personal and migration stories
  - Units of competency from the Statement of Attainment in Vocational and Community Engagement and the Certificate II in Children's Services were customised to address the needs of bilingual childcare workers to support young children of refugees in childcare centres in the Coffs Harbour area. Newly arrived refugees are entitled to free childcare whilst learning English (for over 500 hrs per child) and the children are placed in centres which employ Community Childcare workers. The program involved partnerships with Uniting Care Burnside and the Community Childcare Workers Programme which provided cross-cultural training. The other partners were Anglicare North Coast Humanitarian Service and the St Vincent de Paul Settlement Services.
- TAFE NSW – Northern Sydney Institute delivered a range of programs including:
  - Pathways to Retail Work, Pathways to Hospitality, Linked Skills (Aged Care) and a Café/Barista course. All courses combined English language and vocational units of competency
  - a mentoring program to Tibetan refugees through the Adult and Basic Education Section of the Northern Beaches Campus
  - a Special Preparatory Program specially tailored for Humanitarian Entrants with low educational levels or who have suffered from difficult pre-migration experiences
  - a Technical Skills for Home and Business Course for a group of fifteen women with language backgrounds other than English
  - 11 Skillmax courses for overseas qualified migrants.
- TAFE NSW – Riverina Institute delivered a weekly Permaculture Gardens Program customised for students with language backgrounds other than English. The Program recognised the existing skills and experience of many students and applied contextual learning to support the development of English language knowledge and skill. It also promoted the engagement of students with their communities and encouraged them to sell their produce at local Farmer's Markets. This enabled students to meet people from their new community, develop a customer base, establish an income stream and start establishing a reputation for quality organic produce.
- TAFE NSW - Sydney Institute continued to support students from language backgrounds other than English with customised programs in business, construction, child studies, aged care, health professionals, accounting and information technology. In particular, a customised bridging program was developed for students enrolled in the Diploma in Accounting in response to the high level of language support that had been required by previous student groups in this area. This approach was reviewed in Semester 2, 2011 and, as a result, Accounting teachers and Foundation Studies teachers are currently working on a team teaching model to be introduced in 2012.
- TAFE NSW - South Western Sydney Institute continued to offer programs and services in an area that is the main destination for 43% of recent arrivals and refugees in New South Wales. During 2011, the Institute:

- delivered 23 customised programs for students with language backgrounds other than English
  - delivered four pre-vocational programs across four faculty areas at four colleges
  - provided a series of 'Taste of TAFE' programs for young refugees who had recently arrived in the Institute
  - maintained a focus on addressing the specific needs of young refugees in Intensive English Centres (many whom are unattached minors).
- TAFE NSW - Western Sydney Institute offered many programs for students with language backgrounds other than English. For example:
    - Blacktown College - Statement of Attainment in Access to Work and Training (15 students), English in the Garden (14 students)
    - Blue Mountains College – Introduction to Fitness (13 students), English for Speakers of Other Languages (12 students), Statements of Attainment in Access to Work and Training and Vocational & Community Engagement – Refugee Farmers Program (58 students)
    - Mt Druitt College – two Work Opportunities for Women programs (28 students) two Outreach English Language classes (20 students), Certificate I for Access to Work and Training (30 students), Community English program (20 students), Introduction to Information Technology for Arabic Speakers (16 students), Floristry for Pacific Islanders (13 students)
    - Nepean College - Skills for Work & Training Information Technology Course (15 students), Introduction to Nursing (12 students), Commercial Cookery for Sudanese women (15 students)
    - Nirimba College - Social Inclusion Program for Refugee Youth (15 students), Introduction to Floristry (12 students), Certificate I in Access to Work & Training (16 students), Certificates III and IV in Community Services (17 students)
    - Open Training and Education Network - Core English for Speakers of Other Languages (428 students), Adult Migrant English Program (454 students), Skilled Migrant Program - Regional (102 students), Language Literacy and Numeracy Program - Advanced Vocational (53 students), Language Literacy and Numeracy Program – English for Speakers of Other Languages (76 students)
    - Richmond College – Certificate I in Information Technology (15 students), Certificate I in Information Technology for female migrants (13 students), Certificate III in Aged Care (35 students).

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

- NSW AMES and the Department's Strategic Skills Program Unit worked in partnership to offer the Linked Skills Program in 2010-2011. 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, that is, a Certificate III in Spoken and Written English along with a relevant vocational credential.

- In the 2010/2011 financial year, NSW AMES delivered the NSW Government-funded Skillmax Program and English for Employment Programs to 666 clients. It also coordinated the delivery of the Skillmax Program to an additional 533 students in TAFE NSW colleges and a number of community colleges.

There are two components to the program: Skillmax for Jobseekers and Skillmax for the Public Sector. Jobseeker courses focused on career management and jobseeking strategies. These courses helped students to identify employment opportunities, write résumés and covering letters, develop a greater awareness of workplace culture and trends in the Australian labour market and succeed in job interviews. Skillmax Public Sector courses helped participants to develop their language skills and improve their career opportunities in the public sector. Topics included customer service, negotiating and problem solving, writing for work, grammar and pronunciation at work.

## **Challenges and Future Directions**

- Challenges for TAFE Institutes include:
  - developing customised programs for people with language backgrounds other than English means addressing challenges that include the lack of established social networks and structures, difficulties in finding suitable transport and/or accommodation, the lack of Australian work experience, the difficulties experienced in finding work and the challenges involved in providing foundation skills support for students enrolled in mainstream programs
  - providing students with more opportunities for co-enrolments that support the concurrent development of both foundation and vocational skills
  - improving completion rates amongst students with language backgrounds other than English who are seeking vocational education pathways and transition to mainstream courses before they have developed language skills appropriate to a qualification's standards. TAFE NSW - Illawarra Institute is looking to introduce mentoring from previous students who have navigated their way through TAFE education and employment. This will provide transitioning students with more realistic information and problem solving skills.
- Transitioning to the Australian labour market poses challenges for most migrants and refugees including highly skilled professionals and para-professionals. The challenges are exacerbated for refugees who have experienced torture and trauma.
- matching targeted programs in skill shortage areas to employment outcomes.

## • 2.6 COMMUNITY LANGUAGES

### Strategies

#### *Public schools*

- The NSW Community Languages Schools Program supports out-of-school programs that help primary students to maintain their background or heritage language. Federal and state government grants and other services supporting not-for-profit community languages schools in NSW are also provided through the program.
- The Saturday School of Community Languages (SSCL) is a Department secondary school that offers community language courses to secondary students wishing to study their background language. SSCL offers language courses to government and non-government secondary students who are unable to study their background language in their home school. The SSCL offers a range of *Board Endorsed Courses (BEC)* leading to School Certificate level (Years 7-10) for languages studied in which there is no Board of Studies syllabus.
- The Department implements a range of initiatives to increase the number of students studying Chinese, Indonesian, Japanese and Korean in NSW through the *National Asian Languages and Studies in Schools Program (NALSSP)* funded by the Australian Government Department of Education, Employment and Workplace Relations.
- The Bilingual Schools Program offers bilingual classes in Indonesian, Japanese, Korean and Mandarin Chinese to students in Kindergarten, Year 1 and Year 2. The NSW Government has invested \$2.25 million to implement the program over four years. The program reflects Asia's importance to Australia's future economic and social prosperity and the likelihood that many Australian workers will need to be comfortable in the use of an Asian language. The program is also a response to the increasing number of parents wanting to send their children to a primary school offering a strong Asian language program.
- Schools offer a range of language programs to enable students to learn a foreign or community language. The Open High School offers language courses 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 continues to monitor the home languages of students at statewide and Institute levels.
- Institutes provide community language, interpreting and translating programs, as required.
- Institutes provide cultural awareness training to support staff capability and ensure that TAFE NSW programs are socially inclusive.
- Institutes maintain bilingual registers of staff.
- The information brochure 'Do you have overseas qualifications and skills? - Apply for recognition in TAFE NSW' is available in the following languages: Arabic, Bengali, Chinese, English, Hindi, Indonesian, Korean, Russian, Spanish, Thai and Vietnamese.

- The "TAFE - The Right Choice" pamphlet is provided in 18 community languages.

## Achievements

### Public schools

- *Community Languages Program K-6* teaching positions are redistributed among primary schools following an annual survey process to reflect the needs of the New South Wales school community. In 2011, 243.8 FTE community language teaching positions were reallocated to provide instruction in 30 languages in 148 primary schools to approximately 47,000 students who wished to learn and maintain their first language or gain access to a second language.
- The *Saturday School of Community Languages (SSCL)* provided access to 57 School Certificate and Higher School Certificate courses in 24 languages to approximately 4,000 secondary students in Years 7-12 from language backgrounds other than English in 16 centres throughout Sydney, Newcastle and Wollongong. In 2011, the SSCL employed 289 teachers and 48 executive staff members.
- In 2011, 18 students studied languages remotely through the SSCL. A further two students completed their HSC studies in Vietnamese through the *Saturday School of Community Languages Connected Classroom Pilot Program*. In this program, Year 11 students enrolled at Smiths Hill High School Centre studied Vietnamese language via video conference delivered by teachers at Birrong Boys High School Centre.
- The Department implemented a range of initiatives to increase the number of students studying Chinese, Indonesian, Japanese and Korean *through the National Asian Languages and Studies in Schools Program (NALSSP)* including:
  - *Asian Language Training Scholarship Program (Secondary)*, a program that enables permanent secondary teachers to develop skills in teaching an Asian language
  - *Primary Asian Language Training Scholarship Program*, which provides the opportunity for permanent primary teachers to gain skills in teaching an Asian language
  - *Background Speaker Asian Language Training Scholarship Program* which provides the opportunity for permanent teachers who are background speakers of Mandarin Chinese, Indonesian, Japanese or Korean to teach the language
  - *Mentor an Asian language trainee teacher*, a program in which experienced teachers of Chinese, Indonesian, Japanese and Korean mentor Asian language trainees
  - Opportunities to establish Stage 6 Asian languages classes using connected classroom technologies

### CASE STUDY

#### Expanding horizons with Asia: India calling

As part of a range of programs relating to studies of Asian cultures and languages, Sydney Region introduced a strategy entitled *Expanding horizons with Asia: India calling* to incorporate a focus on Hindi language and Indian culture through the *Human Society and Its Environment (HSIE)* curriculum.

As part of the program, students in Stage 2 participated in a range of activities including:

- Hindi lesson every three weeks
- three video conferences per term focussing on Hindi language and Indian music, dance and cooking.
- lessons and activities on the Holi festival and Indian geography and history
- Indian art and craft activities
- lessons and activities on Indian cooking and literature
- Diwali Festival and celebrations
- school-specific activities relating to the state of India.

Participating teachers shared resources and ideas through a project wiki. Positive feedback was received from students, parents and teachers through an evaluation survey conducted at the end of the project.

- Grants to regions for innovative strategies that support the building of collaborative ventures between schools and mutually advantageous relationships with provincial governments and institutions in China, Japan, Korea or Indonesia
  - Creation of interactive online resources in Mandarin Chinese, Indonesian, Japanese and Korean.
- Four primary schools offered bilingual classes in Kindergarten, Year 1 and Year 2 in 2011 as part of the Bilingual Schools Program. This included Korean at Campsie Public School, Japanese at Murray Farm Public School, Chinese (Mandarin) at Rouse Hill Public School and Indonesian at Scotts Head Public School. Bilingual classes in Year 3 will commence in 2012.

### **TAFE NSW**

- Institutes maintained provision of interpreter services, including in emerging languages, at no cost to students. Such services were provided across New South Wales. For example:
  - TAFE NSW – Sydney Institute provided interpreting and translating programs to many students at an approximate annual cost of \$10,000
  - TAFE NSW – Hunter Institute provided interpreting and translating programs to many students at an annual cost of \$2,300. In addition, the Institute purchased bilingual dictionaries for the following community languages: Chinese, French, Arabic, Tagalog, Swahili, Kirundi, Spanish and Amharic.
- Institutes maintain a register of bilingual staff. For example:
  - TAFE NSW - Hunter Institute has 66 staff members listed on a bilingual register. The range of languages covered includes Chinese, Thai, Tagalog, Russian, Serbian, German, French, Swahili, Arabic, Spanish and Polish.
  - TAFE NSW - Illawarra Institute has 29 staff on the register to date. The register is posted on the Institute's Intranet site.
  - TAFE NSW – Northern Sydney Institute has 14 staff listed on a bilingual register which is posted on the Institute's Intranet site.
  - TAFE NSW – South Western Sydney Institute has staff on its register covering every college in the Institute. Granville College, for example, has 34 staff on its register.
  - TAFE NSW – Sydney Institute has 39 staff with translation skills across 17 languages including Arabic, Bengali, Cantonese, Croatian (Serbian), Filipino, French, Greek, Indonesian, Italian, Malaysian, Mandarin, Persian, Polish, Portuguese, Russian, Spanish and Vietnamese. In addition, the Institute provided information about its services and courses in nine community languages: Korean, Chinese, Indonesian, Vietnamese, Japanese, German, French, Italian and Spanish
  - TAFE NSW – Western Sydney Institute has 85 staff registered covering 38 languages. This register is regularly updated and is posted on the Intranet for all Institute staff to access. The list specifies whether the staff member has translation skills and/or fluency for community events and/or is willing to assist in media or interview situations.

### **Challenges and future directions**

- Changing migration and settlement trends can result in a shortage of appropriately qualified interpreters and translators. This can have a significant impact on the assistance provided to emerging communities.

- With increasing enrolments by students with language backgrounds other than English and increased demand for TAFE information and TAFE courses, all Institutes face a challenge in being able to monitor and respond to community needs.

## 2.7 STUDENT SUPPORT SERVICES

### Strategies

#### **TAFE NSW**

- TAFE NSW continues to provide a broad range of support services to ensure that students with language backgrounds other than English 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 students with language backgrounds other than English. Such services include the Refugee Student Assistance Scheme which provided 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.

For example, TAFE NSW - Hunter Institute has a Childcare Centre based at Newcastle where many students from language backgrounds other than English take their children. The Centre provided bicultural support workers through the Ethnic Bicultural Support Pool. These workers were students at the Institute who provided cultural and language support to the childcare care workers and staff at the Centre.

TAFE NSW - Riverina Institute has a team of Social Inclusion Teacher Consultants, Student Counselling, Child Care Centres and Learner Support staff. This team worked closely with staff from across the Institute and liaised with community agencies such as Sanctuary Refugee Groups, refugee resettlement services, community health and legal services, emergency services, women's refuges, neighbourhood houses and other organisations to support individuals and groups of people from language backgrounds other than English.

TAFE NSW – Western Sydney Institute has a Library in every college that operates an Open Learning Centre. In addition to the three bilingual Institute Multicultural Education Coordinators and over 30 counsellors (including eight bilingual Counsellors), a range of equity support services staff are employed. For example, the Open Training and Education Network's Multicultural Education Unit contacted and/or assessed over 400 students who had either identified the need for English language support on their enrolment form or been referred by their teachers.

#### ***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.

## Achievements

### TAFE NSW

- TAFE NSW - Hunter Institute:
  - promoted student support services in various community languages including: Chinese, Arabic, Spanish, French and Tagalog
  - experienced an increase in the number of students utilising Career and Counselling officers as well other support services available to the students
  - found that the number of students receiving tutorial support had increased by 300%
  - provided campus facilities to support counsellors from the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors.
  
- TAFE NSW - Illawarra Institute continued to provide a range of counselling and learner support services, including overseas qualifications recognition interviews from TAFE counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants.
  
- TAFE NSW – Sydney Institute supported and promoted the role of the Counselling and Careers Unit in addressing the needs of students with language backgrounds other than English. Initiatives included:
  - recruiting a bilingual counsellor who was previously an international student. This counsellor met with all of the Institute's International Students at an International Student Open Day, giving a more personalised welcome to these students.
  - continuing to employ 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
  - providing information sessions for enrolled students such as: Using Your Overseas Qualifications and Finding Work in Australia. These groups support students with language backgrounds other than English providing appropriately targeted information, resources and support.
  - Ensuring all Counsellors are registered users of the Australian Education International Country Education Profiles Online for assessment of overseas qualifications.
  
- TAFE NSW – South Western Sydney Institute provided a range of programs and services for students with a language background other than English. These include:
  - the Refugees Assistance Scheme which enables refugee students to apply for financial support whilst studying at TAFE to assist them to purchase resources required for their studies. 10 students have been assisted for the 2010-2011 period.
  - the Big Brother Movement Scholarship Program which provides Institute students between the ages of 15 and 23 who are experiencing financial hardship the opportunity to be nominated by a staff member for a scholarship to assist them to complete their studies. For the last financial year 14 students received a scholarship with up to \$10,000 being spent.
  - the recognition of overseas qualifications which has enabled 180 people to accelerate their study within TAFE NSW. Around 60% of this group subsequently enrolled directly in a course related to their qualifications while around 30% received recognition at Certificate IV and above. Two students received 100% recognition in a Diploma in Business and Finance and a Diploma in Information Technology.

In addition, prayer rooms were established in a number of colleges across the Institute.

### ***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.
- Up to June 2011, on-site childcare was provided at four on-site crèches for 561 children of students studying under the Adult Migrant English Program. Gowrie NSW 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.

Due to its changing role, and the closure of AMES centres, AMES discontinued provision of child care through on-site crèches in July 2011. Child care continues to be offered to Adult Migrant English Program clients studying with TAFE NSW. Gowrie NSW arranges child care at licensed Child Care centres in Sydney and regions.

- Job Support Clubs were offered for students after class at the five 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.

### **Challenges and future directions**

- Finding formally qualified bicultural workers is a challenge due to language barriers and lack of formal training and knowledge.

## 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.

### Strategies:

#### *Public Schools*

- Specialised staff are employed to deliver programs and services which meet the needs of a linguistically and culturally diverse NSW.
- A range of ESL professional learning initiatives is provided to assist teachers in meeting the needs of students learning English as a second or additional language.
- A range of professional development initiatives is provided for Intensive English Centre and Intensive English High School teachers and bilingual staff and counsellors to develop intensive English teaching which reflects quality teaching principles and improve student literacy and numeracy skills.
- A range of strategies to support staff professional learning in Community Languages education is provided.
- The implementation of the *Cultural Diversity and Community Relations policy: Multicultural education in schools* and the *Anti-Racism Policy* is supported by professional learning activities for school staff and regional officers..
- Training in the English language and settlement needs of refugees and new migrants is provided for teachers, regional officers and counsellors.
- Professional development support for overseas trained teachers from language backgrounds other than English, aimed at improving their knowledge and skill level and assisting them to contribute fully to education and training, is provided.
- Support is provided for the retraining of non-accredited staff appointed to ESL positions through the conduct of the *Graduate Certificate in TESOL* course.
- Provision of training for schools in the use of, and how to gain access to interpreters is provided.
- Participation of teachers and school executive members from culturally and linguistically diverse backgrounds in state leadership programs is monitored and promoted

#### *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 with language backgrounds other than English.
- Institutes identify and record staff with fluency in strategically significant languages other than English and promote their availability to support other staff and students.

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

- Essential requirements for teaching positions in NSW AMES include an awareness of issues related to migrant and refugee settlement, 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. Teachers have diverse cultural and linguistic backgrounds and many originate from non-English speaking backgrounds.

## **Achievements**

### ***Public Schools***

- In 2011, 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), 636 in primary schools and 260 in high schools
  - an ESL teacher deployed to coordinate the project piloting the delivery of Stage 6 English (ESL) course via distance education for ESL learners in rural and remote schools without an ESL teacher allocation
  - 20 Community Information Officers (17.2 equivalent full time positions) across all ten regions
  - an average of 97 School Learning Support Officers Ethnic (equivalent full time positions) each term providing bilingual and bicultural support for newly arrived students in primary and secondary schools and intensive English settings
  - 13 Multicultural/ESL education consultants
  - three refugee student support officer positions, one in state office and two in South-Western Sydney and Western Sydney regions, to support 39 schools participating in targeted refugee programs and to enhance cross region and state-wide support for refugee students
  - 15.2 additional ESL teaching positions in high and primary schools providing support for 616 targeted refugee students
  - ten part time teacher mentor positions providing additional support for ESL and New Arrivals Program teachers in five non-metropolitan regions
  - a Refugee Support Officer providing support to refugee students and an Anti-Racism Contact Officer network project officer in the Hunter/Central Coast Region
  - in Sydney Region, an Inclusive Curriculum Project Officer 2 days a week, an Expanding Horizons with Asia Project Officer 5 days a week and a Refugee Transition Officer for 2 terms in 2011
  - over 330 executive and community language teachers employed by the Saturday School of Community Languages to deliver teaching and learning programs to over 3,900 students in 16 centres
  - 243.8 equivalent full time community language teaching positions across 148 primary schools delivering the Community Languages Program K-6 to 46,000 students.
- 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 Intensive English Centres and the Intensive English High School
  - facilitators of and participants in the *Teaching English Language Learners* (TELL) professional learning course
  - staff members in *ESL and ICT Project* schools
  - regional Community Information Officers
  - staff members in schools implementing multicultural education action research projects and their supporting 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
  - teachers participating in the *Cooling Conflicts* program.
- ESL and class teachers were provided with a range of ESL professional learning opportunities including:
    - an additional 130 ESL teachers from nine regions 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 participated in TELL program courses in 2011
    - *Grammar in Teaching* courses conducted in Northern Sydney and South Western Sydney regions for more than 105 teachers
    - ESL Information Network (ESLIN) meetings in nine regions providing networking opportunities for all ESL and New Arrivals Program teachers. In Hunter/Central Coast Region, 44 ESL teachers participated in eight ESLIN meetings. Sydney Region reported an average attendance of 120 primary teachers and 30 secondary teachers each term across their networks.
    - ESL Orientation courses conducted for 150 newly appointed ESL teachers across the four metropolitan regions
    - a three day ESL Orientation course conducted for 13 newly appointed teachers from 13 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.
    - four Teaching English to Speakers of Other Languages (TESOL) seminars conducted in partnership with the University of Technology Sydney providing 185 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 implementation of the *Successful Language Learners* (SLL) project outcomes
    - five presentations conducted in South Western Sydney, Sydney and Western Sydney regions providing 250 ESL teachers with strategies that produced positive student learning outcomes in the SLL project
    - a total of 70 ESL and mainstream teachers participating in the *ESL and ICT Project* professional learning day
    - professional learning support materials developed to assist regions to support schools in the completion of the ESL Annual Survey and ESL New Arrivals Surveys
    - a range of other professional learning activities across regions 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
    - completion of the English as a Second Language Retraining Program sponsored by the Department of Education and Communities by eight teachers involving a one-year

- part time Graduate Certificate in TESOL with Charles Sturt University via distance mode
- the commencement of the English as a Second Language Retraining Program for 2011/12 by twelve teachers who will be completing the Graduate Certificate in TESOL with the University of Wollongong which successfully won the tender for the ESL Retraining Program delivery.
- A range of professional learning support was provided to Intensive English Program (IEP) teachers, bilingual staff and counsellors including:
    - the 2011 Secondary Intensive English Programs Conference - *Teaching Intensive English through Key Learning Areas: High Challenge, High Support* - providing a professional learning program focused on strategic ESL and KLA support to 210 teachers from 12 Intensive English Centres and 6 rural and regional high schools
    - two professional learning moderation workshops attended by 52 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
    - three professional learning workshops in supporting student use of DER laptops and online collaborative learning provided to 32 teachers from 15 IECs/IEHS
    - professional learning in supporting newly arrived students with disabilities and special needs provided to 20 executive staff from 14 Intensive English Centres and the Intensive English High School
    - Teaching English Language Learners (TELL) facilitator training provided to 27 executive and teaching staff from across all IEC/IEHS sites.
    - *Certificate in Spoken and Written English I-III* (CSWE) training provided to 13 ESL trained and experienced teachers and one Multicultural/ESL Consultant
    - professional learning activities delivering consultancy support to 25 IEP counsellors and District Guidance Officers on a range of counselling and settlement issues provided at four IEP counsellor meetings including a *Trauma Workshop* for counsellors of newly arrived refugee students
  - Professional learning programs for community languages teachers included:
    - 280 staff members of the Saturday School of Community Languages receiving professional learning in addressing the cultural and linguistic needs of students
    - 16 community languages teachers and nine school executive attended the Community Language Induction Program, gaining increased understanding of community language programs
    - 14 principals and supervisors participating in an orientation day for principals and supervisors new to the Community Languages Program K-6.
    - 24 teachers supported to successfully undertake the Community Languages Fluency Test.
  - In 2011, 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 over 400 teachers and executive staff
    - a wide range of additional anti-racism professional learning activities, including ARCO network meetings, conducted in regions
    - five regions reporting that 99% to 100% of their schools had a trained ARCO with a compliance rate at an average of 93% across all regions
    - trialling of remote access ARCO training modules to support isolated, small schools particularly in Western NSW

- 26 teachers from nine schools receiving *Cooling Conflicts* program training supported by University of Western Sydney Masters of Teaching students.
- 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
  - 3 school based School Learning Support Officers and 6 regionally based Community Information Officers completing Families in Cultural Transition (FICT) training,
- Professional learning on English language, learning and settlement needs of refugee students included:
  - 109 teachers and regional staff across five regions and 90 Western Sydney Region school counsellors receiving professional learning in the use of the *Promoting Positive Behaviour and Learning: Assisting refugee students at school* resource and materials
  - 510 primary and secondary teachers undertaking *Teaching Refugees in My Classroom* professional learning modules in 31 courses across metropolitan and regional NSW
  - 39 schools participating in targeted refugee programs, undertaking additional professional learning for teachers and executive staff implementing the programs
  - 147 primary and 199 secondary teachers attending eight professional learning workshops aimed at increasing teachers' understanding of effective pedagogy and teaching strategies for supporting refugee students.
- Professional development support for overseas trained teachers from language backgrounds other than English included:
  - twelve Pre-Employment Program courses with 257 overseas trained teachers completing successfully
  - 374 overseas trained teachers accessing exemplars prior to completing Professional English Assessment for Teachers (PEAT)
  - 167 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:
  - The 2001 *Best Start Lighthouse Project* in 38 schools focussed on connecting with families and communities of students from culturally and linguistically diverse backgrounds
  - 13 *Targeted Early Numeracy (TEN)* facilitators in professional learning programs with a focus on 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 with 59 regional trainers trained to support 884 Kindergarten teachers
  - *Focus on Reading (FoR)*, training for Regional Leaders addressing the needs of LBOTE, ESL and refugee students in the delivery of the first phase of the FoR module.

## **TAFE NSW**

The TAFE and Community Education portfolio identifies, develops and utilises the cultural and linguistic skills of its workforce to achieve the organisation's strategic objectives. TAFE NSW, NSW AMES and the NSW ACE Unit implement a broad range of initiatives to ensure that teachers and support staff have the knowledge and skills to develop and deliver programs and services to effectively meet the needs of people from culturally and linguistically diverse communities. These include the employment of staff with the requisite knowledge and skills and the provision of professional development programs for staff.

- Institutes provided support services to students from language backgrounds other than English; supported teaching staff from culturally and linguistically diverse backgrounds; marketed and promoted TAFE NSW courses and programs to the multicultural community as well as 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 are Institute Multicultural Education Coordinators who, during 2011:
  - worked with key community, employment and government agencies in their region
  - maintained regular consultation with specific migrant communities
  - partnered with local Intensive English Centres and schools throughout their area
  - liaised with mental health organisations and mental health consultants in the Institute
  - partnered with key sporting organisations to promote educational pathways for students with language backgrounds other than English
  - packaged services and products for skilled migrants based on consultations and partnerships
  - worked with teaching sections to link the assessment of qualifications obtained overseas which then were mapped to RPL in a trade area for the purpose of further studies in TAFE
  - delivered taster programs for young refugee students in schools who are at risk of dropping out or disengaging
  - delivered various 'Tours of TAFE' across colleges and information sessions to a range of students with language backgrounds other than English
  - hosted Career Compass Job Expos in partnership with Job Service Agencies, Disability Employment Services and other agencies
  - represented Institutes on regional committees and networks.
- Institute Multicultural Education Coordinators also played a key role in supporting the professional development of Institute staff. For instance:
  - TAFE NSW – Hunter Institute delivered eight Cross-Cultural Awareness Workshops targeting teachers of English for Speakers of Other Languages, library staff, career and counselling staff and student services staff. These Workshops promoted the understanding and tolerance of different cultures and led to improved customer service and better student outcomes. Three sessions on Awareness of the Effects of Trauma and Torture on students learning were also delivered by a trained Torture and Trauma counsellor to the Institute's staff.
  - TAFE NSW – Illawarra Institute arranged for a presentation to be made to staff at the forum Excellence and Innovation 2011 on the outcomes of the World on Campus activity. The aim was to increase cultural understanding and provide timely information to teachers about the project and how Wollongong and Shellharbour campuses increased social inclusion and reduced cultural stereotyping.

- TAFE NSW – Riverina Institute delivered professional development programs in the following areas to improve its capacity to meet the needs of students with language backgrounds other than English: Taking Care of Business and Ourselves Program, Cultural Awareness Program, Access Employment Education and Training Framework Implementation Forum (3 sessions), the Certificate in Spoken and Written English (including the International Second Language Proficiency Rating Scale) and the Vocational Graduate Certificate in Adult Language, Literacy and Numeracy Practice.
- TAFE NSW - Sydney Institute had 141 staff participate in 11 professional development activities including the Beyond Intercultural Awareness Program, Ask Me Anything, Globesmart and Diversity and Inclusiveness.

Both educational and administrative staff reported significant changes in their understanding of approaches towards students with language backgrounds other than English. Comments from feedback included “my teaching practices have changed as a result of this program”, “I now get my students to talk about growing up in my country and what it was like in that classroom”, “students discuss differences in approach to teaching and learning from diverse backgrounds”, “I now provide materials in advance for the whole class”, and “I have a better understanding of the differences and why students might behave in particular ways”.

- In TAFE NSW – South Western Sydney Institute a series of workshops were held at Granville, Bankstown, Padstow and Lidcombe Colleges during Refugee Week to highlight and improve staff awareness of specific needs of refugees in the community and those studying in the Institute.

The Institute Workforce Capability Unit also engaged the ‘Cultural Training Service’ consultancy to present two workshops on “Beyond Cultural Awareness” and “Developing Cultural Intelligence”. These two workshops were complemented by targeted sessions for teachers on the theme of teaching in the multicultural classroom. Institute Multicultural Education Coordinators delivered 13 such sessions throughout the year customised to specific requests from faculties.

TAFE NSW – Western Sydney Institute provided regular training for all relevant staff in recognition of overseas qualifications, anti-racism policy, use of interpreters, the Temporary Visa Holders Policy and cross-cultural awareness. Examples include Refugee Health - Dealing with Torture & Trauma, Head Teacher Forum Presentation - Managing Delivery to Students from Diverse Backgrounds, Cultural Awareness Staff Development for New Teachers and Foundation Facilitation Skills Training – Inclusive Learning Classroom.

In addition, all staff working in the Open Training and Education Network’s Migrant Education Unit received ongoing training and support to deliver culturally and linguistically appropriate services and programs. Similar opportunities were made available to staff across the Network in relation to identifying and responding to learner needs and recognising overseas qualifications and learning styles. The Unit also presented relevant information at all induction sessions for new staff.

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

- 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 for teachers were offered in

areas such as new and emerging communities and cross-cultural issues, and celebrations and activities for Harmony Day and World Refugee Day.

A number of NSW ACE Unit staff undertook training to develop skills and understanding in working with a range of diverse cultures.

### **Challenges and future directions**

NSW AMES introduced a change management strategy to guide the emergence of a new business environment. A structure has been developed to enable the organisation to fulfil its current obligations. This structure is significantly smaller in the number of staff employed and does not include permanent teaching staff. NSW AMES is continuing to maintain its existing business focus for English language education and training.

## ACTIVITY AREA 4: COMMUNICATION

### Outcome

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

### Strategies

#### *Public 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 translated documents at:  
<http://www.schools.nsw.edu.au/languagesupport/language/index.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.
- Activities are conducted to enhance understandings about education and training in NSW of people from language backgrounds other than English. This includes parent information sessions such as Kindergarten orientation, transition to high school and the schooling system in NSW using interpreters and providing translated information.
- Activities are conducted to enhance the capacity of parents from language backgrounds other than English to assist their children's learning.
- 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**

- TAFE NSW Institutes market and promote services and courses to a multicultural audience using a range of media including print, audio-visual, online and targeting languages based on client group analysis and issue relevance.
- TAFE NSW Institutes allocate resources for interpreter services and translation of materials and inform targeted clients and potential clients from non-English speaking backgrounds of their availability.
- 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 undertake their studies in TAFE NSW. Institutes also provide this type of information to their communities but tailor it to address local requirements.
- Institutes continue to investigate the latest tools and techniques in multicultural market engagement from a client's perspective. This assists in planning future marketing strategies and responding to changing demographics across the State.

### **Community and Migrant Education**

- NSW AMES uses a range of strategies to communicate with its client groups. In the 2010/2011 financial year, these included promotional materials, information about courses and services on the AMES website, translations 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, NSW AMES advertised in a range of local newspapers and the ethnic press as well as through community media. Students enrolling for the Adult Migrant English Program with NSW AMES received comprehensive written material which was available in 16 languages.
- NSW AMES marketed and promoted its services and courses to migrants and refugees in English and a range of languages in media such as online, audio-visual and in print.

### **Achievements**

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.

### **Public Schools**

- In 2010-2011 a total of \$637,121 was provided to support 6,480 on-site and telephone interpreter assignments.

**Table 2 - On-site and telephone interpreting assignments in schools<sup>1</sup>**

Type of assignment	Primary	Secondary	TOTALS
<b>Onsite assignments</b>			
Number of onsite assignments	1,195	1,407	2,602
Cost of onsite interpreting (\$)	256,422	250,739	507,161
<b>Telephone assignments</b>			
Number of telephone assignments	1,422	2,456	3,878
Cost of telephone interpreting (\$)	49,606	80,354	129,960
<b>Total number of assignments</b>	<b>2,673</b>	<b>3,807</b>	<b>6,480</b>
<b>Total cost of interpreting (\$)</b>	<b>306,028</b>	<b>331,093</b>	<b>637,121</b>

<sup>1</sup>The figures shown are net and reflect data for the calendar year Oct 2010 – Sept 2011  
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 Assyrian.

- In 2011 the following translations were made available to schools and community members:
  - National Assessment Program - Letter to parents (34 languages)
  - Authority to publish student work (35 languages)
  - School Excursions (Revised in 35 languages to include interactive fields)
  - School functions – General invitation (35 languages)
  - Application to enrol in a NSW Government preschool (10 languages)
  - Application to enrol in a NSW Government school (revised in 35 languages)
  - Food Allergies and Anaphylaxis (35 languages)
  - More than 130 documents in up to 40 languages are now available on the DET website at [www.det.nsw.edu.au/languagesupport/index.htm](http://www.det.nsw.edu.au/languagesupport/index.htm).
- Professional development sessions on the process for accessing interpreters and translations were conducted in various forums including 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 the opportunity for training on accessing interpreters and the use of translated materials. Such meetings included the following:
  - eight ESLIN meetings attended by 44 teachers in Hunter/Central Coast Region
  - seven ESLIN meeting conducted in Illawarra and South East Region for 175 teachers
  - ESLIN meetings conducted each term with up to 12 participants in North Coast Region
  - ESLIN meetings with 364 participants in March, June and September conducted in Northern Sydney Region
  - seven ESLIN meetings with 12 participants in two locations conducted in Riverina Region
  - South Western Sydney conducted ESLIN meetings each term and 414 teachers attended

- ESLIN meetings each term for approximately 150 primary and secondary teachers conducted in Sydney Region
- ESLIN meetings conducted once a term with 245 teachers attending in Western Sydney Region
- ESL Orientation courses held for 13 newly appointed teachers in non metropolitan regions and for 151 newly appointed ESL teachers in metropolitan regions.
- Parent information sessions were reported by schools in all regions. These included the following:
  - 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 held in Hunter/Central Coast Region
  - information sessions for parents/carers from language background other than English (LBOTE) backgrounds held in the following forums in Illawarra and South East Region: Kindergarten orientation meetings involving 160 participants in six schools; Transition from Year 6 to Year 7 meetings held in four high schools with 110 parent/carers in attendance; Year 10 subject selection evenings held in six schools with 600 parents/carers in attendance; the Families in Cultural Transition workshop with 12 participants; the Beginning School Well program run in five schools with 60 parents in attendance; a school based apprenticeship and traineeship careers information forum held in Queanbeyan with 75 parents and students participating.
  - provision of translated materials at parent/teacher meetings, enrolment interviews and on request in Illawarra and South East Region
  - workshops and information sessions conducted by New England Region including: *Schooling in NSW* with 10 attendees, *Bringing up Bilingual Kids* in three locations with 88 attendees, *Health Eating* with 6 parents attending and *Census information* in two locations with 60 attendees
  - information sessions at Orara High School and Narranga Primary School in the North Coast Region on the support available for newly arrived students and information on school policies and procedures and *Helping your child at home with homework* conducted as a combined DEC/TAFE project with 3 sessions at various locations
  - the *Living in Australia* Course (formerly known as *Families in Cultural Transition (FICT) Course*) in Northern Sydney Region in 10 locations with 160 participants using interpreters for the participating language groups. Each course ran for five or six weeks. The region also conducted Beginner English conversation classes with 108 parents/carers in eight schools, a *Living with Teens* course for 66 parents in 8 schools and the *Positive Parenting Program* for 66 parents in eight schools.
  - *Schooling in NSW* sessions at two venues in Riverina Region with 25 participants. Parent support meetings were conducted in Griffith with 11 participants. Parent workshops were conducted in Albury regarding homework expectations with 25 participants and a helping at home workshop at Griffith TAFE had 60 participants.
  - *Schooling in NSW* (247 parents in 9 schools attending), *Families in Cultural Transition (FICT) Workshops* (84 parents in 6 schools), *Positive Parenting Program* (373 parents in 31 schools), Parenting across cultures (25 parents in two schools) and building positive school/community relations (136 participants in eight schools in South Western Sydney Region
  - *Families in Cultural Transition* courses in three locations with 55 participants; secondary school parent meetings providing advice on subject selection for the Higher School Certificate and education pathways held in 10 schools with between 40 and 50 participants in each; the St George migrant information session attracting over 1000 people; and a range of other information sessions in over fifteen ten locations and attended by more than 500 LBOTE parents in Sydney Region.
  - workshops conducted for parents on school enrolment, welfare policy, subject selection and translation services in Western NSW

- parent information sessions attended by over 1,700 parents from language backgrounds other than English, including *Positive Parenting Program*, Literacy, Numeracy, Reading, Helping your child with Homework, NAPLAN, Nutrition, Opportunity Classes, Anti-bullying and Cybersafety, *Families in Cultural Transition*, Managing children's' behaviour and transition to school in Western Sydney Region
- Communication with LBOTE communities was enhanced through participation in various forums and committees which included:
  - Hunter/Central coast actively participating 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 participating in the Illawarra Refugee Forum, Illawarra Multicultural Council, Wollongong City Council CALD Agencies Reference Group, Goulburn refugee issues forum, Regional Educational Council, Ulladulla Community Interagency Network and Shellharbour Community Interagency Network
  - New England Region's membership of the Community Relations Commission New England Regional Advisory Council and of the regional LBOTE interagency group
  - North Coast Region membership 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's facilitation of African and other new arrival parent and community forums
  - Northern Sydney's representation on the following interagency committees: Northern Sydney Chinese Community Network, Hornsby- Kuring-gai Multicultural Network Meeting, Hornsby Korean Community Network, Transition To School Working Party and NSW Health
  - Riverina Region's representation on the Wagga Wagga Multicultural Council, the Riverina Settlement Services Planning Committee and the Albury and Griffith Advisory Councils
  - South Western Sydney community information officers' participation in 120 interagency meetings and the region's conduct of Community Engagement Forums four times involving an average of 23 organisations at each event
  - Sydney Region conducting Multicultural Reference Group meetings each term with community leaders from eight communities; Pacific Island Reference group meetings twice per term with representatives from four Islander communities; and liaison by Community Information Officers with a number of community agencies, including St George Migrant Resource Centre, Al Zahra Women's Association, Gymea Community Aid, Sydney Migrant Resource Centre, Service for the Treatment and Rehabilitation of Torture and Trauma Survivors and Marrickville Council Refugee Support
  - Western NSW region inviting an Ethnic Communities Council representative to the Regional Equity Committee meetings and attending Community Relations Commission meetings.
  - Western Sydney Region establishing community partnerships by holding workshops, attended by over 280 parents, with a number of agencies including SydWest, Boronia Multicultural Services, Mount Druitt TAFE, Nepean Migrant Access, The Hills Community Aid and Health Service, Anglicare, Penrith Council, Service for the Rehabilitation of Torture and Trauma Survivors, Centrelink, The Hills Holroyd

Parramatta Migrant Resource Centre, Mission Australia, Families Matters Project, Mount Druitt Ethnic Communities Agency (MECA), We Are One – We Are Pacific project and Law Access

- Western Sydney Region's representation on the following committees: Equity Advisory Group, Nepean Blacktown Regional Advisory Council, Blacktown Emerging Communities Action Plan.
- Promotional activities were conducted to enhance communication with communities from language backgrounds other than English including:
  - an advertising campaign 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
  - school multicultural celebrations in collaboration with community and government agencies in Illawarra and South East Region, for example Harmony Day, Refugee Week and Human Rights Day
  - celebration of Harmony Day in New England Region with the creation of a video in collaboration with the University of New England (see <http://vimeo.com/27579120>) of a project run in four communities called the *Human Books project* where people from various communities told children their oral histories thus giving them first hand knowledge of life experiences different from their own
  - production a New England Region community newsletter issued each term and establishment of a parent blog for community members from language backgrounds other than English
  - implementation of and involvement in community harmony and cultural understanding activities in 208 schools in North Coast Region. A Harmony Day event titled *Everyone Belongs* was facilitated by the regional Community Information Officer in liaison with Tweed Valley Council, Tweed River High School, NSW TAFE, NORTEC, Centrelink and community members. The event featured 89 participants sharing oral histories in celebration of cultural diversity in the area. A multicultural breakfast with the Sikh Community Woolgoolga was also held with over 20 parents in attendance.
  - translated flyers for parents advertising courses run by Northern Sydney Region
  - Riverina Regional Equity Newsletter distributed to schools by week six of each term and including initiatives such as Harmony Day and Refugee Week
  - South Western Sydney Regional Schools Promotions Officer promotion of events through the coordination of the regional calendar. Events included the launch of the resource *Freedom from fear* during Refugee Week, attracting 50 participants, and its subsequent distribution to 276 regional schools.
  - Harmony Day and Multicultural Day celebrations held in 36 South Western Sydney Region schools
  - Celebration of Harmony Day at events across Sydney Region, including a Harmony Day film festival involving 175 participants
  - a Refugee Day event in Sydney Region with the participation of 25 schools, 12 agencies, 21 parents, 112 students and 40 teachers as well as consultants and official guests. This event celebrated the diversity of the region and provided positive images of the refugee experience. It also provided opportunities for agencies to provide information about settlement, health and pathways for students
  - A range of Harmony Day celebrations in Western NSW Region
  - events organised by Western Sydney Regions including celebrations of Afghan Independence Day, International Family Day, Harmony Day, and Pacific Islander Day.
- 115 bilingual employees are currently receiving allowances under the Community Language Allowance Scheme, covering 27 languages.

- 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.
- 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 17 different radio stations in 26 languages promoting Education Week activities.
- Educational Measurement and School Accountability Directorate produced Part 2 of a vodcast with voiceovers in Cantonese, Mandarin and Vietnamese to provide parents with information on the Selective High School Placement Process.

### **TAFE NSW**

- Institutes maintained provision of interpreter services, including in emerging languages, at no cost to students. Such services were provided across New South Wales. For example:
  - TAFE NSW – Sydney Institute provided interpreting and translating programs to many students at an approximate annual cost of \$10,000
  - TAFE NSW – Hunter Institute provided interpreting and translating programs to many students at an annual cost of \$2,300. In addition, the Institute purchased bilingual dictionaries for the following community languages: Chinese, French, Arabic, Tagalog, Swahili, Kirundi, Spanish and Amharic.
- TAFE NSW implemented communication strategies to promote access to its programs and services by people with language backgrounds other than English. Strategies included the development and translation of materials into key community languages, the use of interpreters and the promotion of programs and services at key community and ethno-specific community events.
- The Social Inclusion and Vocational Access Skills 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 - Hunter Institute:
  - held Career and Course information sessions before the end of each semester at various campuses
  - organised two major Cultural Connections events at Newcastle and Maitland

- organised Multicultural Expos in various locations on the Central Coast and the Hunter regions
  - arranged and paid for interpreting and translation services for students with language backgrounds other than English
  - attended community consultations and interagency meetings and provided information on new programs and any special courses designed for students with language backgrounds other than English
  - developed flyers for programs such as the Adult Migrant English Program, Language Literacy and Numeracy Program and other special programs targeting the needs of students with language backgrounds other than English which were distributed at local high schools, Centrelink, community organisations, local councils, libraries etc.
- TAFE NSW - Illawarra Institute:
    - initiated new processes at enrolment so that all students who have identified as needing English language support will be provided with the contact details of the Institute Multicultural Education Coordinator. Letters are to be provided to all new and re-enrolling students who identify as being from culturally and linguistically diverse communities and letters of introduction will outline the range of support services available
    - developed a marketing strategy to target culturally and linguistically diverse communities to promote online enrolments and training opportunities at TAFE Illawarra Institute
    - promoted courses or new initiatives via interagency meetings, media releases and emails to networks within the region.
  - TAFE NSW - Riverina Institute continued to actively engage with communities in the region including multicultural networks and committees, community colleges, lead agencies for the Integrated Humanitarian Settlement Strategy, CentaCare Torture and Trauma, Community Legal Services, settlement assistance services, Job Service Agencies, Volunteer Resource Bureaus, local governments, the Department of Immigration and Citizenship and charity organisations. The Institute's long term relationship with The Smith Family Home Tutor Scheme continues at Wagga Wagga via the Adult Migrant English Program.
  - TAFE NSW – South Western Sydney Institute continued to develop relationships with local schools leading to improved communication and understanding. This has been particularly important when working together to monitor the impact of the raising of the School Leaving age on young refugees and students from language backgrounds other than English. Schools have identified retention and engagement of many of these young people as being a challenge due to the increase in the school leaving age.
  - TAFE NSW – Western Sydney Institute promoted programs and services to students with language backgrounds other than English using websites, promotional brochures and materials, course and career guides and the Open Training and Education Network's Online Learning Support Site and Student Diary. Information was widely circulated to community groups and enrolling students nationally and circulated through community events, employment expos and in-store promotions and via email.

Staff also liaised closely with local communities. For example, staff from the Open Training and Education Network's Migrant Education Unit participated in the following events during 2011:

- African Cultures – Auburn
- Settlement Information Day – Hornsby
- Career Pathways Expo – Auburn

- St George and Sutherland Training Expo
  - Pathways to Employment for Migrants and Refugees – Cabramatta
  - Migrant Employment Expo – North Sydney
  - Macarthur Jobs and Training Expo
  - Ganeshotsava – Liverpool
  - Spring Festival – Strathfield
  - Migrant Information Day – St George.
- TAFE NSW – Western Institute Equity Unit staff initiated discussions with the Institute’s Media Unit to expand the range and diversity of images used in TAFE Western media publicity and promotion. The Institute is increasingly using images which reflect the cultural diversity of the student population in western NSW.

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

- NSW AMES promotional materials were distributed at community events and through interagency meetings and forums. NSW AMES services were also promoted through the sponsorship of activities such as World Refugee Week.
- NSW AMES launched two new teaching resources to assist migrants:
  - ‘Calling an Ambulance’ is designed to equip migrants with skills and confidence to call Triple Zero (000) in a medical emergency
  - ‘Understanding Good Health’ is designed to teach migrants how to communicate more effectively with health workers. The program consists of nine modules which guide learners in how to describe symptoms to health workers, to understand medical advice and counseling, to raise awareness of preventative health and how to access these services. The program also includes listening activities, and information about State and national health programs. Both teaching resources are accessible free of charge from AMES, and from the Ambulance Service of NSW and NSW Health, respectively.

Students enrolling in the Adult Migrant English Program with NSW AMES received written information which was available in 5 languages and in English. This covered areas such as student rights and responsibilities, courses and study materials, support services and how to make a complaint. This information was also provided through the DVD, Study at AMES, which was available in 16 languages and in English.

### **Challenges and 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 Institutes are adopting a range of approaches including:
  - development of media strategies targeting community radio stations
  - greater use of social media to communicate with students
  - increased integration of moodles and wikis in courses to support flexible delivery.

## 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.

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.

### 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, including targeted projects for students from culturally and linguistically diverse backgrounds.
- 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.

### Achievements

- 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.
- The Links to Learning Community Grants Program:
  - distributed approximately \$8 million in 2011 to non government organisations supporting youth at risk of disengaging from schooling and training
  - allocated \$883,676 (approximately 11% 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 more than 910 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:
  - 225 community organisations were funded to conduct community language schools catering for 28,526 students learning their first/heritage language
  - instruction was provided in 58 languages
  - all funded community languages schools used NSW Board of Studies or Saturday School of Community Languages approved syllabuses

- \$47,000 was allocated for the establishment of 19 new community languages schools
  - 182 community languages school workers graduated from a professional development program conducted by the University of Sydney, fully subsidised by the NSW Community Languages Schools Program.
- The annual awards ceremony for students from community languages schools was held in September 2011 and attended by approximately 800 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 2011 Minister's Awards for Excellence in Student Achievement in Community Languages Schools.
  - The Department also provided funding of \$912,092 to the NSW Board of Jewish Education and the Italian Association of Assistance (Co.As.It) to deliver Hebrew and Italian programs to 8,918 students in 26 government primary schools.
  - Partnerships between the NSW AMES Skillmax Programs and the NSW ACE Skilled Migrant Mentoring Programs promoted pathways between language and vocational training and employment training, mentoring and support for migrants. NSW ACE actively seeks ways to incorporate partnership with other agencies to support vocational outcomes for students with language backgrounds other than English.
  - The NSW Adult and Community Education Program funded a range of projects and activities targeting culturally and linguistically diverse communities. These include the ACE Social Inclusion Program and the joint ACE/AMES Skilled Migrant Mentoring Program and Refugee Mentoring Program.

### **Challenges and Future Directions**

From 2010, the Commonwealth Programs for Schools - School Languages Programme was not included in the National Education Agreement, so there is no guarantee that funding for the Insertion Class Program will continue beyond 2012.