

# Multicultural Plan Progress Report 2015–2016



# Introduction

The NSW Department of Education serves the community by leading the provision of world-class primary and secondary education in our public schools. We regulate preschool and long day care providers and work to advance the wellbeing of Aboriginal people in NSW.

There are four departmental divisions which coordinate our programs and services to implement strategies that meet the education and training needs of our culturally diverse NSW:

- School Operations and Performance
- External Affairs and Regulation
- Strategy and Evaluation
- Corporate Services.

This report outlines our progress in meeting the needs of our culturally diverse school communities, against targets identified in our *Multicultural Plan*. It maps activity undertaken in the 2015 and 2016 calendar years to our strategic priorities – *Quality teaching and Leadership; High expectations, closing the gaps*; and *New and better ways of doing business* – and to the *Multicultural Policies and Services Program* focus and outcomes areas of:

Service delivery	<ul style="list-style-type: none"><li>• Mainstream services deliver for everyone</li><li>• Targeted programs fill the gaps</li><li>• People from culturally diverse backgrounds are aware of NSW Government funded services</li></ul>
Planning	<ul style="list-style-type: none"><li>• Strong plans deliver services</li><li>• Evidence driven planning</li></ul>
Leadership	<ul style="list-style-type: none"><li>• Demonstrated leadership in culturally inclusive practices</li><li>• Increased recognition of the value of cultural diversity</li></ul>
Engagement	<ul style="list-style-type: none"><li>• Collaboration with diverse communities</li><li>• Understanding the needs of people from diverse backgrounds.</li></ul>

## Culturally diverse education settings

NSW is one of the most culturally diverse societies in the world. The people of NSW represent different cultures, languages, beliefs, practices, families, experiences and perspectives. This diversity is reflected in our learning and working environments and across our school communities. In our schools, about a third of the students are from language backgrounds other than English (LBOTE). In our preschools, more than 40% of total enrolments are LBOTE students.

In 2016, there are 260,599 LBOTE students enrolled in NSW government schools. This represents an increase about 4% from 2015. LBOTE students are students who speak a language other than English at home and/or have a parent/carer who speaks a language other than English at home.

LBOTE students NSW Government Schools	2015	% of total enrolments
Language backgrounds other than English	251,336	32.3%
English as an additional language or dialect	155,539	20.0%
New arrivals	6,739	0.9%
Refugee students	8,261	1.1%
Newly arrived refugees	1,218	0.2%
International student enrolments	4,930	0.6%

Language diversity in NSW Government Schools	Students	% of Total LBOTE
Chinese:	42,259	16.2%
<i>Mandarin</i>	23,862	9.2%
<i>Cantonese</i>	15,775	6.1%
<i>Other Chinese</i>	2,622	1.0%
Arabic	35,732	13.7%
Vietnamese	15,709	6.0%
Hindi	10,793	4.1%
Filipino/Tagalog	9,241	3.5%
Greek	8,920	3.4%
Samoan	8,336	3.2%
Korean	8,005	3.1%
Spanish	7,480	2.9%
Italian	5,408	2.1%
Urdu	5,006	1.9%
Tamil	4,696	1.8%
Bengali	4,451	1.7%
Tongan	4,264	1.6%
Indonesian	4,164	1.6%
Punjabi	3,992	1.5%
Macedonian	3,846	1.5%
Turkish	3,717	1.4%
Japanese	3,273	1.3%
Assyrian & Chaldean	3,229	1.2%
Thai	3,140	1.2%
German	3,096	1.2%
French	3,037	1.2%
Serbian	3,029	1.2%
Gujarati	2,968	1.1%
Persian (Excluding Dari)	2,908	1.1%
Dari	2,646	1.0%
Russian	2,577	1.0%
Khmer	2,501	1.0%
Nepali	2,279	0.9%
Maori (New Zealand)	2,163	0.8%
Portugese	2,047	0.8%
Telugu	1,904	0.7%
Malayalam	1,783	0.7%
Sinhalese	1,761	0.7%
Croatian	1,616	0.6%
Fijian	1,529	0.6%
Dutch	1,401	0.5%
Afrikaans	1,356	0.5%
Maori (Cook Island)	1,194	0.5%
Marathi	1,130	0.4%
Polish	1,111	0.4%
Lao	1,009	0.4%
Other Language Groups	19,893	7.6%
<b>Total</b>	<b>260,599</b>	<b>100.0%</b>

Source: Statistics and Analysis Unit, Centre for Education Statistics and Evaluation, Department of Education. Extracted on October 2016.

#### Notes:

- The table is ordered by the largest language groups for language groups with 1,000 or more students in 2016. Language groups with fewer than 1,000 students in 2016 are included in 'Other Language Groups'.
- Definition of Language Background Other Than English (LBOTE):
  - Students in whose home a language other than English is spoken by the student, parents, or other primary caregivers.
  - For students where multiple languages are spoken at home, priority is given first to the primary language spoken by the student and then to that spoken by those caregivers recorded on enrolment forms and in ERN as parent 1 and parent 2 in that order.

## Glossary

### ARCO

Anti-Racism Contact Officer

### BOSTES

Board of Studies, Teaching and Educational Standards NSW

### EAL/D

English as an Additional Language or Dialect

### FTE

Full Time Equivalent

### IEC

Intensive English Centre

### IEHS

Intensive English High School

### LBOTE

Language Background Other Than English

# Quality teaching and leadership

## Leaders are skilled in delivering high quality, culturally responsive educational programs and services

*Great Teaching, Inspired Learning* is the NSW Government's plan to improve the quality of teaching and learning in our public schools. This plan, along with the department's *School Leadership Strategy*, provides the framework for the continuous development of professional practice for teachers and school leaders.

### Leading culturally responsive learning

- Demonstrated leadership in culturally inclusive practices
- Increased recognition of the value of cultural diversity

Experienced teachers, trained as curriculum leaders at 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS), participated in professional learning to lead and support the trial and implementation of the revised secondary *Intensive English Programs Curriculum Framework*.

Experienced EAL/D teachers were trained as mentors to support teachers new to teaching EAL/D in rural and regional schools.

EAL/D teachers, executive and school counsellors were trained as facilitators to deliver professional learning about supporting refugee students in schools across NSW.

Professional learning was provided for teacher/executive facilitators and bilingual mentors in implementing the *Beginning School Well* program to children from a refugee background.

Twenty five scholarships to undertake *Graduate Certificate in Developmental Trauma* developed by the Australian Childhood Foundation, and 40 scholarships to undertake professional learning workshops in *Complex Trauma* were offered to the school counselling workforce to enhance their practice with children and young people who have experienced trauma.

Eighty state office advisors completed *Healthy Country, Healthy Culture* training to enhance their understanding of local Aboriginal cultures, histories and communities and to provide leadership in this area.

### Whole school planning and evaluation

- Strong plans to deliver services

The support document, *English as an Additional Language/Dialect: Advice for Schools* supported schools in planning, delivering and monitoring EAL/D student support programs. It includes a best practice checklist for schools.

*Supporting refugee students: What schools can do* was developed to assist schools in supporting students from refugee backgrounds and their families.

The *EAL/D School Evaluation Framework* was used by schools to evaluate the effectiveness of whole school EAL/D student support and to plan for improvements.

Professional learning related to student wellbeing strengthened the capabilities of staff in over 1,000 NSW public schools implementing *Positive Behaviour for Learning* program which promotes the implementation of culturally responsive, whole school strategies aligned to student needs.

Henry Parkes Equity Resource Centre provided 157 principals and 44 teacher mentors with 20,448 resources to support newly arrived students.

### Evaluating professional learning

- Evidence driven planning

*MyPL @Edu* is a management system used to support the delivery of professional learning courses and programs for teachers and leaders in NSW public schools. Data on the effectiveness of multicultural education professional learning programs was collected and analysed using this system.

The annual *EAL/D Survey* continued to provide data on the professional learning needs of teachers and their school communities. This data was used to develop and deliver EAL/D professional learning programs.

In addition to this, the department conducted research, in conjunction with academic and community partners, into the effectiveness of teaching and learning provisions and the professional learning needs of staff to meet the educational needs of students and families from culturally and linguistically diverse backgrounds.

## Staff are equipped to meet the specific needs of students and community members from culturally and linguistically diverse backgrounds

During 2015-2016, over 5,100 teachers and staff in NSW public schools participated in professional learning programs to assist in responding to the needs of our culturally diverse communities. This included programs to assist teachers in meeting the specific needs of LBOTE students and programs promoting culturally inclusive teaching and learning, and community harmony.

### Teaching EAL/D and refugee students

- Targeted programs fill the gaps

In 2015-2016, 4,210 teachers and staff attended a range of registered and non-registered professional learning programs to assist in meeting the needs of EAL/D, newly arrived and refugee students. Courses attended are provided in the following table.

Additional professional support for teachers of EAL/D and refugee teachers included:

- new professional learning to support consistent teacher judgement in the use of the English language proficiency student assessment and reporting tools
- introduction to the *EAL/D Elaborations to the Australian Standards* tool to support teachers in rural and regional areas maintain and pursue higher accreditation through their EAL/D specialisation
- an online EAL/D newsletter which strengthened support for over 400 EAL/D teacher subscribers across the state
- local EAL/D teacher networks which strengthened the expertise of EAL/D teachers across the state, including beginning teachers and EAL/D leaders
- two new refugee teacher networks in Holroyd and Fairfield strengthened support for teachers in delivering refugee education
- twelve sessions of *Safety, Trust, Attachment*,

*Responsibility and Skills (STARS) in schools: Supporting students from refugee backgrounds* facilitated by members of the two state-wide Refugee Student Support teams and attended by 178 participants

- a training program jointly conducted with the Adult Migrant English Service (AMES) to deliver *Certificates I-III in Spoken and Written English* to senior students in high

schools and IECs

- Henry Parkes Equity Resource Centre's collection of 25,620 multimedia resources to support the acquisition of English language for EAL/D, newly arrived and refugee students.

Professional learning in EAL/D and Refugee Education		2015	2016	Total
Course title	Course code	Enrolled	Enrolled	Enrolled
<b>EAL/D Education</b>				
ESL Orientation for Teachers Newly Appointed to ESL positions	151EPD004	121	N/A	121
TELL: Teaching English Language Learners across the curriculum	151EPD051	358	N/A	358
Developing ESL students' oral language across KLAs - APSTs	151HPD022	79	12	91
Supporting ESL students in reading across KLAs - APSTs	151HPD023	119	89	208
Supporting ESL students in writing across KLAs - APSTs	151HPD024	13	12	25
Supporting newly arrived ESL students - APSTs	151HPD026	61	12	73
Supporting international students - APSTs	151HPD027	12	5	17
Effective assessment and feedback for ESL students - APSTs	151HPD028	50	12	62
ESL Information Network Meeting - rural and regional (2 hrs)	NR02942	178	21	199
ESL Teacher Mentor network meeting	NR02943	8	6	14
ESL New Arrivals Program - an introduction	NR02953	14	N/A	14
ESL Curriculum Framework: ESL Steps 1	NR02954	2	N/A	2
ESL Reporting to Parents	NR02956	5	N/A	5
ESL Information Network Meeting - rural and regional (one day)	NR03073	51	N/A	51
Teaching Newly Arrived ESL Students: rural and regional schools (VC)	NR03452	8	N/A	8
Planning and programming (ESL New Arrivals Program)	NR03785	24	N/A	24
ESL Scales and ESL Reporting (VC)	NR04451	7	N/A	7
Syllabus PLUS K-6: English as an additional language or dialect (EAL/D) in English K-6	NR05805	N/A	44	44
Understanding the EAL/D Learning Progression	NR05888	21	3	24
Oral language to support EAL New Arrivals	NR06829	83	N/A	83
Reporting on EAL/D Leadership projects	NR07291	55	N/A	55
Orientation to English - EAL New Arrivals Program	NR07489	40	1	41
Understanding EAL/D Pedagogy	NR07491	35	N/A	35
EAL/D Survey 2015 Information	NR08229	78	292	370
Using the EAL/D Evaluation Framework	NR09082	167	N/A	167
EAL/D Leadership Program	NR06559	N/A	N/A	N/A
TESOL Seminars 2016	RG00350	N/A	188	188
Organising an EAL/D targeted support program in your school	NR06048	N/A	N/A	N/A
Teaching English Language Learners (TELL) Facilitator Refresher	RG00262	35	N/A	35
Leading EAL/D Education	RG00354	N/A	54	54
EAL/D Orientation: for teachers newly appointed to EAL/D positions	RG00336	N/A	131	131
Teaching English Language Learners (TELL)	RG00225	N/A	473	473
Teaching English Language Learners (TELL) Facilitator Training	RG00220	40	27	67
Stage 6 EAL/D English draft syllabus consultation	NR10819	N/A	10	10
EAL/D Annual Survey Information	NR08229	78	292	370
EAL/D Reporting to Parents	NR09253	N/A	14	14
Introduction to the EAL New Arrivals Program	NR09252	N/A	N/A	N/A
Teaching Newly Arrived EAL Students	NR09250	N/A	N/A	N/A

<b>Professional learning in EAL/D and Refugee Education</b>		<b>2015</b>	<b>2016</b>	<b>Total</b>
Assessing English Language Proficiency - EAL New Arrivals	NR08551	N/A	N/A	N/A
Planning and Programming in EAL New Arrivals	NR09251	N/A	N/A	N/A
The learning needs of refugee students	NR09254	N/A	N/A	N/A
<b>Sub-total</b>		<b>1,742</b>	<b>1,698</b>	<b>3,440</b>
<b>Refugee education</b>				
Facilitator training - Teaching refugees in my classroom	NR08669	24	N/A	24
Teaching Refugees in my Classroom	151EPD021	123	232	355
Promoting positive behaviour and learning: Assisting refugee students at school	151EPD030	81	109	190
Refugee student wellbeing	NR08044	20	N/A	20
Developing personalised learning and support for refugee students	NR08043	25	N/A	25
Understanding the needs of refugee students	NR03734	18	N/A	18
Refugee student support teacher network	NR10168	N/A	32	32
STARS in Schools -supporting students from refugee backgrounds	RG00478	N/A	40	40
Teaching students from a refugee background	RG00332	N/A	24	24
Teaching students from a refugee background Facilitator training	RG00495	N/A	42	42
<b>Sub-total</b>		<b>291</b>	<b>479</b>	<b>770</b>
<b>Total</b>		<b>2,033</b>	<b>2,177</b>	<b>4,210</b>

### Culturally inclusive teaching

- Mainstream services deliver for everyone

A range of professional learning programs and resources supported the teaching of culturally diverse classes, including:

- *Supporting multicultural education* and three multicultural education resources supplements published by *Scan*, the department's online journal for educators, to enhance teacher resource selection for culturally diverse classes
- resources to support the delivery of multicultural education available to teachers through department websites
- an online *Culturally and Linguistically Diverse Teaching* program developed to assist teachers increase understandings of cultural diversity
- *Culturally inclusive teaching and learning* course attended by 73 teachers in 2015-2016
- the *Gifted and Talented Kindergarten Resource Package* workshop to provide teachers with explicit training in differentiating the curriculum for students from culturally diverse backgrounds.

### Supporting international students

- Mainstream services deliver for everyone

Over 300 teachers and principals attended professional learning activities in 2016 to strengthen orientation and education provisions for international students.

International students from over 68 countries enrolled in NSW public schools for an Australian study experience or to finish their school education.

In 2015, 645 international students attending NSW government schools sat for the *Higher School Certificate* (HSC). Of these, 158 appeared on the *HSC Distinguished Achievers* merit list. In addition, the academic achievements of international students and their contributions to the school and wider community were recognised at the annual *International Student Awards Ceremony*.

### Enhancing languages education

- Mainstream services deliver for everyone

Languages teachers attended a number of conferences to strengthen approaches to teaching specific languages.

- Sixty seven teachers attended the biannual Modern Greek conference conducted in collaboration with the Greek Consul General in 2016.
- Over 120 teachers attended the annual Spanish conference conducted in collaboration with the Education Office of the Embassy of Spain in 2015 and 2016.
- Over 110 teachers attended the *2015 Chinese Language Teachers' Conference* and over 130 attended the *2016 Chinese Language Teachers' Conference* organised by the department's Confucius Institute.
- Over 70 teachers attended the *2016 French Teachers' Conference*.
- Over 70 teachers attended the *2016 Indonesian Language Teachers' Conference*, run in collaboration with the Association of Independent Schools of NSW.
- Over 170 teachers attended the *2016 Italian Language Teachers' Conference*, run in collaboration with the Association of Independent Schools of NSW.
- Over 160 teachers attended the *Japanese Language Teachers' Conference 2015*, and over 200 teachers attended *Aspire to Inspire: Japanese Language Teachers' Conference 2016*.

Additional professional support for languages teachers included:

- workshops to support the *Stage 6 Language Extension* courses and the new *Stage 6 Korean Beginners* course
- face-to-face and online (Adobe Connect) languages network meetings and targeted professional learning including differentiation and the use of collaborative tools
- support through the Languages Advisory Network Group, established in 2016, for teachers of languages
- online resources via the [Languages NSW](#) website.

### Promoting community languages

- Mainstream services deliver for everyone

During 2015 and 2016, 210 executive and administrative staff at the Saturday School of Community Languages participated in professional learning programs delivered each year on the cultural and linguistic needs of their students.

Eighty eight K-6 language teachers and 95 bilingual school teachers participated in *Content and Language Integrated Learning* professional learning workshops in 2015 and 2016.

Forty four community language teachers attended the *Community Languages Induction Program K-6* held in 2015 and 2016. In addition, 33 principals and supervisors undertook orientation programs to support the implementation of the *Community Languages Program K-6*.

Henry Parkes Equity Resource Centre provided teachers with access to 2,373 teaching and learning resources in 63 languages and 4,173 bilingual multimedia resources.

### Staff are able to identify and address racism and discrimination in the learning and working environment

In 2015 and 2016, a range of departmental policies and practices were implemented to support culturally inclusive, harmonious school communities.

#### Whole school anti-racism and anti-bullying strategies

- Strong plans deliver services

A new support document, *Anti-racism Education: Advice for Schools* was developed to support schools in implementing the *Anti-Racism Policy*.

Every school is required to have a trained Anti-Racism Contact Officer (ARCO). The state-wide ARCO register was updated in 2015 and 2016 to inform school professional learning needs in anti-racism education.

A total of 45 ARCO tutors were supported to deliver anti-racism professional learning in 2015 and 2016. Thirty tutors were trained to deliver the ARCO training, which was accessed by 906 teachers.

The *Bullying: Preventing and Responding to Student Bullying in Schools Policy* provided support for schools in implementing anti-bullying plans that address discrimination and racism issues. Schools were further supported to promote harmony and respect through *The National Day of Action (NDA) against Bullying and Violence* activities and access to anti-bullying resources available on the Bullying. No Way! and Student Wellbeing Hub websites.

### Skilling teachers in countering racism

- Mainstream services deliver for everyone

New online professional learning resources to support teachers nationally were published on the *Racism. No Way*, the national anti-racism education website managed by the department on behalf of all Australian schools.

The *Facing up to racism* professional learning course was developed to build teachers' awareness of and develop confidence in dealing with issues of racism.

An online anti-racism education newsletter was established to provide teachers with information on anti-racism education resources. Anti-racism education kits were provided to schools.

Anti-racism networks provided ARCOs and teachers with further ongoing professional support in anti-racism education at the local level.

### Promoting social inclusion and community harmony

- Mainstream services deliver for everyone

New resources to support teachers' understanding of culture and cultural diversity and the integration of intercultural understanding across the curriculum were published on the *Cultural Exchange NSW* website.

New online training courses to promote culturally inclusive teaching and learning, community engagement and support for students from a refugee background were developed.

Teachers implementing the *Multicultural Perspectives Public Speaking Competition* and the *Multicultural Playwright Program* in schools received professional support in intercultural understanding, anti-racism and refugee issues.

## Specialist staff are available to support the education and wellbeing needs of students from culturally diverse backgrounds

Specialist staff were employed in schools and department workplaces to assist in the delivery of multicultural programs and services.

### Expertise in multicultural education

- Demonstrated leadership in culturally inclusive practices

Eleven advisors provided state-wide leadership and policy advice on multicultural matters including anti-racism, multicultural, EAL/D and refugee education.

Languages advisors supported the implementation of languages education in schools.

Curriculum and Teacher Quality Advisors in each Operational Directorate supported the delivery of multicultural education professional learning.

Seven EAL/D teacher mentors supported approximately 150 teachers annually in non-metropolitan schools with significant numbers of EAL/D, newly arrived and refugee students.

The Henry Parkes Equity Resource Centre provided a collection of over 27,600 resources to support the delivery of EAL/D, multicultural and bilingual education provision in schools.

### Specialist teachers and counsellors

- Mainstream services deliver for everyone
- Targeted programs fill the gaps

EAL/D teacher specialists in schools across the state provided English language tuition to EAL/D students. This included teachers in 14 IECs and the IEHS and teachers funded through the New Arrivals Program who provided intensive English tuition to recently arrived students.

Teachers designated as International Student Coordinators, supported international students in all aspects of school life including enrolment, orientation, attendance and wellbeing.

School counsellors appointed in each IEC and the IEHS provided specialist support to newly arrived and refugee students.

Two Refugee Student Support teams with specialist psychological expertise were established to build the capacity of staff providing psychology services in government schools across NSW.

Languages teachers taught languages to primary school aged students through the Community Languages Program K-6 and NSW Community Languages Schools Program. Teachers at the Saturday School of Community Languages delivered community language courses to government, non-government and HSC enrolled TAFE students in Years 7-12.

Trained ARCOs promoted anti-racism education and assisted with complaints of racism in schools.

## School-based positions supporting EAL/D students

Position	No. of FTE positions	
	2015	2016
EALD teachers	896.2	896
IEC/IEHS teachers	258	299.8
New Arrivals Program teachers	126.1	169
School Learning Support Officer (Ethnic)	91	107
Bilingual Support Officers (Refugees)	20	26.1
IEC/IEHS counsellors	12.8	12.8

## Leaders and specialist staff are able to support the engagement of culturally and linguistically diverse families and communities in school activities and student learning

The *Local Schools, Local Decisions* reform promotes the importance of community engagement and consultative decision making. NSW public schools consult with their local school communities in making decisions about school practices and the use of resources to address student needs.

### Engaging families and communities

- Understanding the needs of people from diverse backgrounds

School-based Community Liaison Officers supported the participation of culturally and linguistically diverse families in school activities and practices.

School Learning Support Officers (SLSOs) Ethnic provided first language and bicultural support to newly arrived students and promoted communication between schools and students' families.

Resources designed to assist parents and carers in helping their children develop their literacy and numeracy skills were published on department websites.

Programs and workshops were delivered in individual schools and across communities of schools to increase community understandings of schooling in NSW and life in Australia.

Workshops and information sessions for overseas educators and other groups on educational practices in NSW and Australia were also conducted.

NSW education programs were promoted through the [DE International](#) website, multilingual print materials and educational exhibitions and events held in NSW and overseas. In 2015 and 2016, over 40 overseas marketing events showcased and promoted NSW public schools.

Schools across the state implemented a variety of strategies to engage parents and carers in student learning. This included specific strategies for increasing the involvement of parents and carers of EAL/D and refugee students.

### Leading community engagement

- Increased recognition of the value of cultural diversity

The *Engaging and Working with your School Community* module provided aspiring principals with the skills and knowledge needed to strengthen communication and engagement strategies for culturally diverse communities. This module is part of the *NSW Government School Leadership and Management Credential*.

*Opening the School Gate*, resource designed to assist schools in facilitating the engagement of migrant and refugee families in their children's education and schooling, was published in 2015. In 2016, an accompanying online teacher professional learning program was developed to support school leaders in increasing engagement by recently arrived families.

Additional resources to develop understandings of the needs of culturally diverse communities and how to address them, were provided to schools through the department's intranet and the Henry Parkes Equity Resource Centre.

### Ready Set Go 4 Kindy!

*Ready Set Go 4 Kindy!* is a transition to school program at Hilltop Road Public School that aims to provide a positive experience for newly arrived families and an understanding of what school is like in Australia. The school has an enrolment of 740 students and 70% of families come from culturally diverse backgrounds. The program provides an overview of Early Stage One Curriculum and helps families to understand the content and methodology of what is taught in NSW. Parents are provided with examples of how best to support their children.

The program assists families from diverse cultural backgrounds by providing a strong foundation to school life for their children, promoting a smooth transition to school, and building important relationships and connections with and between school, parents and grandparents. The program has increased the engagement of culturally diverse families in school activities and supported children and their parents/carers to develop a sense of belonging and a deeper connection to school life. Parents provided feedback that they felt supported, respected and were willing to participate in further workshops to support their child's education.

# High expectations, closing the gap

## High quality English language programs improve learning outcomes for EAL/D students, including refugees

Each year, NSW government schools provide EAL/D education to assist students develop their English language proficiency. This includes additional support for newly arrived and refugee students.

### Intensive English support

- Targeted programs fill the gaps

Newly arrived secondary and Year 6 aged students in metropolitan Sydney and Wollongong areas may attend IECs or the IEHS prior to enrolment in mainstream high school. Newly arrived primary school students or secondary students in non-metropolitan areas receive intensive English tuition delivered at their local school through the New Arrivals Program.

In 2015, a total of 6,739 newly arrived students, including 1,218 refugee students and 2,815 students in IECs and the IEHS received intensive English and transition support. At 1 June 2016, 4,840 newly arrived students, including 585 refugee students and 2,582 students in IECs and the IEHS had been supported.

In 2015 and 2016, Certificates (I, II and III) and Statements of Attainment in *Spoken and Written English* courses were provided for recently arrived, high school aged students at risk of disengaging from education. A total of 484 certificates and 572 statements of attainment were awarded to students from nine high schools and eight IECs during this period.

In 2015 and 2016, 3,116 international students received intensive English tuition in IECs and the IEHS.

### Ongoing English language support

- Targeted programs fill the gaps

In 2015 and 2016, schools received an equity loading for English language proficiency to meet the ongoing English language needs of EAL/D students and to enable their successful participation at school.

In 2016, the equity loading for English language proficiency provided support for approximately 156,000 EAL/D students across 1,368 government schools.

In 2017, this loading will deliver resources to support 166,000 EAL/D students across 1,417 government schools.

### HSC English – English as a Second Language

- Targeted programs fill the gaps

The *HSC English – English as a Second Language (ESL)* course assists students who have been educated overseas or in an Australian education institution using English as the language of instruction for less than five years to become effective communicators and achieve Stage 6 outcomes.

In 2016, 2,349 students enrolled in the HSC ESL English course. In 2015, 2,368 students enrolled in this course.

## Levelling the playing field

In 2016, Wagga Wagga High School implemented *Levelling the Playing Field*, a professional learning program designed to build the skills of teachers in engaging EAL/D students in mainstream classrooms.

Teachers were assisted to design and implement teaching strategies in response to the learning strengths and needs of students from diverse linguistic, cultural, religious and socio-economic backgrounds and to differentiate teaching activities to meet the needs of students across the full range of abilities.

Teachers reported an improved understanding of EAL/D pedagogy in the context of their school community and an increase in participation in professional learning to improve teaching practices for EAL/D students.

The *Engaging EALD Students in the Mainstream Classroom at Wagga Wagga HS* can be viewed on Filmpond: <http://bit.ly/1o1pHzO>

# Supporting refugee students

## Targeted programs support the settlement of refugee and asylum seeker students and improve their social and educational outcomes

A key priority for 2015-2016 was to enhance provisions for refugee students. This was in response to increasing numbers of refugee students and families settling in NSW including additional refugees from Syria and Iraq.

In 2015, there were 8,261 refugee students enrolled in NSW government schools. As at 9 September 2016, there were 7,956 refugee student enrolments.

- Mainstream services deliver for everyone
- Targeted programs fill the gaps
- People from culturally diverse backgrounds are aware of NSW Government services, programs and functions
- Collaboration with diverse communities
- Understanding the needs of people from diverse backgrounds.

### English language support

Newly arrived refugee students receive a higher level of intensive English support than other EAL/D students and may also receive bilingual learning support.

In 2015, 1,218 refugee students received intensive English support through schools and IECs. At 1 June 2016, 535 refugee students had received intensive English support.

Resources allocated to schools as an equity loading for English language proficiency, enables the provision of ongoing EAL/D teaching support. The loading is weighted to provide a higher level of support for students from a refugee background.

### Refugee Support Strategy

This strategy supports the settlement, welfare, education and transition needs of recently arrived refugee students in primary and secondary schools. Targeted support assisted 3,586 refugee students in 2016 and 2,881 students in 2015.

In 2016, 15 new school based Refugee Support Leader positions were established to support schools across NSW in meeting the needs of refugee students.

### Vocational education

Vocational education is provided to increase refugee students' understanding of education and employment options as well as workplace cultures and expectations in the Australian context.

Ready Arrive Work (RAW), a partnership initiative with JobQuest Penrith, provides a work readiness program for refugee students in schools across NSW. In 2016, RAW was implemented in 14 schools and assisted 200 students.

### Counselling support

Collaboration between the department and the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) aims to increase the capacity of school counsellors and teachers to support refugee students, including children in immigration detention.

Two Refugee Student Support Teams provide additional counselling services for schools and assist school counsellors in dealing with refugee students and families. Since Term 3, 2016, the teams have delivered 56 capacity building sessions to improve psychological services for refugee students; responded to requests for advice and support through a dedicated channel; provided counselling services for complex cases and facilitated connected support for refugee students.

### Beginning School Well

This program provides supported playgroups for refugee children and their families. Children and parents who participate in the program attend play based sessions facilitated by trained coordinators and receive support from a local mentors who speak the family's first language and understand the complex needs of refugee families. In 2015, families from six school communities in Liverpool, western Sydney and Warringah participated in the program. In 2016, families from nine school communities in Wollongong, Coffs Harbour, inner-western and western Sydney participated in the program.

### Community partnerships

The department works closely with a number of universities and government and non-government agencies to support refugee students and their families. These include:

- Macquarie University
- Western Sydney University
- University of Sydney
- Charles Sturt University
- NSW STARTTS
- Settlement Services International
- Navitas
- Anglicare
- NSW Refugee Health Service
- Australian Literacy and Numeracy Foundation
- Show me the Way
- The Australian Red Cross
- St Vincent de Paul
- Department of Immigration and Border Protection
- Job Quest
- migrant resource centres.

### Mentoring and homework support

Refugee Action Support Partnerships (RAS) are joint initiatives of the Australian Literacy and Numeracy Foundation (ALNF), Western Sydney University, University of Sydney and Charles Sturt University and schools. Through this program university student tutors, many of whom are pre-service teachers, provide tuition for refugee students. This includes homework and assessment task advice and assistance for students to develop their academic language and literacy skills.

The LEAP Macquarie Mentoring Program is a joint partnership between the Macquarie University and the department. The

program provides university student mentors to help refugee high school students and their parents plan post school pathways.

In 2015-2016, 236 university student mentors supported 463 refugee students in eight high schools and hosted four campus visits to the university campus.

Show me the Way Parramatta is an initiative of the not-for-profit organisation, Show Me the Way in collaboration with the ALNF, schools and corporate partner, Verizon.

In 2015, the program provided refugee students in three high schools with secure online mentoring support from 24 trained partners to improve their engagement in learning and plan their transition from school to further education. In 2016, 18 trained learning partners supported refugee students in Parramatta and Arthur Phillip High School.

### Professional support and resources for schools

A range of professional learning programs support schools in meeting the needs of refugee students.

STARS in Schools: Supporting students from refugee backgrounds assists schools to support the successful resettlement of refugee students and their families. It promotes effective teaching and learning to assist school staff in responding with sensitivity and awareness to issues that may arise for refugee students.

Teaching students from a refugee background supports classroom teachers to develop their understanding of the experiences, skills and knowledge that refugee students bring to school as well as the language and other educational needs of refugee students. It assists teachers to develop effective teaching for refugee students in the mainstream classroom.

A range of resources are available on the *Roads to Refuge*, department websites and from the Henry Parkes Equity Centre to support the teaching of refugee students and teaching about refugee issues.

### Research

Classrooms of possibility: Working with students from refugee backgrounds in mainstream classes is a research project currently being conducted in partnership with the University of Technology, Sydney. It builds on previous research into the educational experiences and challenges that refugee students face in their transition between IECs and high schools. The current project aims to develop better understandings about what 'high challenge, high support' pedagogies look like for refugee students with developing English language proficiency and disrupted schooling. This research will also provide insights into the knowledge, skills and professional learning required by teachers.

### Refugee Education Expo

In July 2016, over 180 principals and leaders from schools in Fairfield and Liverpool area participated in a conference to share expertise and models of best practice in refugee student support.

The conference featured speakers with expertise in refugee education, specialist counselling, settlement support, immigration and human rights. A panel of experts from schools, government agencies and community organisations addressed current issues in refugee resettlement and quality teaching provision. Concurrent workshops which covered topics such as leading refugee education, school-community partnerships and intensive English and transition support were also delivered.

The conference showcased excellence in refugee education delivery and leadership in NSW government schools.

### Primary students' welcome

Saddened by a news story on Syrian children, a class at Toongabbie Public School wondered what they could do to welcome Syrian children to Australia. The class decided to create "welcome packs" and started a drive to collect balls, skipping ropes, pencils, toys, colouring books, Lego, soft toys and other items for the packs.

The class made *Welcome to Australia* cards and included them in the packs. With their principal, teacher and two school captains, the 39 packs were delivered to Fairfield Public School to welcome the school's new arrival students.

## Targeted strategies improve the participation rates of disadvantaged students from culturally diverse backgrounds in education and training

The department supports a range of cross-agency initiatives to support the increased participation of children and young people across educational settings.

### Community liaison specialist support

- Collaboration with diverse communities
- Understanding the needs of people from diverse backgrounds

Community Liaison Officers within specialist support teams provided assistance to government and non-government school communities operating within the *School Communities Working Together* framework.

The officers supported local and statewide strategic projects designed to create sustainable connections across school communities and promote multiculturalism and inclusion. In 2016, they worked within school settings to support:

- communication with internal and external stakeholders for the benefit of young children, adolescents, tertiary students, culturally diverse and disadvantaged families, volunteers, school staff and community partners
- the development of collaborative relationships designed to produce positive educational and social impact on children and young people
- the development of school community projects to foster strong relationships and safe, resilient communities
- school communities in celebrating diversity as a resource and an asset
- staff awareness of diversity in the school community and local issues
- community engagement and interagency development and advocacy.

### Community partnerships

- Collaboration with diverse communities

In 2015 and 2016, a number of external support programs provided support and mentoring to students. These programs were implemented in collaboration with Police Citizens Youth Clubs, Sydney Thunder Cricket, National Rugby League, Greater Western Sydney Giants AFL, local youth centres and community organisations. This included programs funded by Multicultural NSW's Compact Program.

Forty four Schools as Community Centre (SaCC) projects operating in schools in 2015 and 2016 to support communities experiencing challenges and disadvantages. In 2015, 5,320 families with young children regularly participated in SaCC programs, with 1,940 or 36% of these families identifying as having culturally and linguistically diverse backgrounds.

## Early childhood education

- Targeted programs fill the gaps
- People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions

The Ethnic Community Services Co-operative, engaged by the department's Early Childhood Education Directorate, delivered the *Bicultural Support* program to 76 community preschools (52 metropolitan, 19 inner regional and 5 outer regional or remote preschools). This program facilitates inclusion of children from LBOTE, refugee and Indigenous backgrounds in early childhood education by facilitating communication between services and families, improving cultural awareness and supporting curricula to increase access to quality education programs.

From June 2016, monthly information sessions aimed at familiarising the community with the requirements and processes of establishing family day care services were held. These events were conducted in partnership with the Commonwealth Department of Education and Training and the NSW Family Day Care Association in response to a rise in applications for new family day care services over the previous three years. The information sessions were well attended with a very high degree of participation by applicants from culturally diverse backgrounds. In September 2016, the information sessions were extended to include information on the requirements and processes involved in opening and operating a long day care centre.

The Inner West Virtual Community of Practice pilot, an online forum aimed at strengthening the connection and collaboration between early childhood services, primary schools, community services, local councils and families in Sydney's inner west, commenced in July 2016. The project has a particular focus on meeting the needs of families from culturally diverse, low socio-economic, refugee and asylum seeker backgrounds. The program aims to skill practitioners in connecting families with culturally appropriate services to ensure they are able to navigate the school system with ease and appropriate support.

## Culturally inclusive school and teaching practices enhance student wellbeing and learning outcomes and promote intercultural understanding and positive community relations

A range of strategies were implemented in 2015-2016 to promote social inclusion, intercultural understanding and community harmony.

### Culturally inclusive learning

- Demonstrated leadership in culturally inclusive practices
- Increased recognition of the value of cultural diversity

The *Wellbeing Framework for Schools* was released in 2015 to support a planned approach to wellbeing in schools. The framework is underpinned by the *Behaviour Code for Students* that outlines the expectations of behaviour for all NSW public schools. The *Wellbeing in Schools* website brings together key wellbeing policies, legislation and resources for NSW government schools.

A range of department websites provided resources to assist schools in developing intercultural understanding, address racism and increase students' knowledge about Australia's diversity and multicultural issues. Websites included *Roads to Refuge*, *Racism. No way!* and *Cultural Exchange NSW* as well as the department's intranet sites.

The *Calendar for Cultural Diversity* was distributed to all NSW public schools in 2015 and 2016 and published on the department's intranet site with an accompanying teachers' handbook. The calendar assists teachers in planning and developing inclusive teaching and learning activities. The handbook provides practical information for teachers on ways in which the calendar may be used to foster intercultural understanding amongst students.

Henry Parkes Equity Resource Centre provided bulk loans to schools statewide to enhance intercultural understanding during significant multicultural events such as *Harmony Day* and *Refugee Week*.

The *Cooling Conflicts* website resources provided information for schools on the use of drama techniques to assist students in managing conflict. A new *Cooling Conflicts* teacher resource pack was developed to target students managing racial bullying.

EAL/D student needs and support were identified in the development of the draft directions for *Science and Technology K-6*, *Technology Mandatory 7-8* and the *Personal Development, Health and Physical Education K-10* syllabuses.

Curriculum workshops delivered by Operational Directorates provided strategies for teachers to promote intercultural understanding and incorporate multicultural and Indigenous perspectives through various subjects.

## Demonstrating intercultural understanding

- Understanding the needs of people from diverse backgrounds

Students in Years 3 to 6 from schools across the state participated in the annual Multicultural Perspectives Public Speaking (MPPS) Competition. This included participation in 74 local, eight regional and two state finals. The competition, which has been implemented across NSW public schools for over 20 years, continues to attract increasing number of participants. MPPS aims to heighten awareness of cultural diversity issues while developing students' skills in public speaking.

### Participation in MPPS

Geographic area	2015		2016	
	Years 3&4	Years 5&6	Years 3&4	Years 5&6
Sydney	137	140	141	140
Northern Sydney	137	140	140	141
South Western Sydney	182	182	181	184
Western Sydney	123	124	120	120
Hunter Central Coast	83	80	90	92
North Coast	93	95	94	96
New England	33	34	35	33
Riverina	68	69	77	81
Illawarra South East	126	126	121	123
Western NSW	10	12	16	18
<i>Sub-total students</i>	<i>992</i>	<i>1,002</i>	<i>1,015</i>	<i>1,028</i>
<b>Total students</b>	<b>1,994</b>		<b>2,043</b>	
<b>Total schools</b>	<b>524</b>		<b>530</b>	

The Multicultural Playwright Program, established 4 years ago, brings together LBOTE and refugee students from schools across NSW and allows them to share their stories, build self-esteem and develop skills in social interaction, literacy and drama. Secondary students in Years 8-12 developed and performed in a range of plays that were presented to students, teachers and community members.

Schools across the state recognised and celebrated national and international events to foster and enhance intercultural understanding and community harmony, including Reconciliation Week, NAIDOC celebrations, Sorry Day observances, Harmony Day and Refugee Week.

Anti-racism networks across schools provided student leadership opportunities in anti-racism education.

## Interpreting and translation services enhance communication with parents and community members

NSW public schools are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well, are deaf or have a hearing or speech impairment.

### Interpreting services

- Targeted programs fill the gaps
- People from culturally diverse backgrounds are aware of NSW Government (funded) services, programs and functions

Onsite and telephone interpreters are used to facilitate communication with parents and carers.

From 1 October 2014 to 30 September 2016, 4,739 onsite interpreters supported primary and secondary schools. The top 10 requested onsite interpreting languages in order were: Arabic, Vietnamese, Mandarin, Cantonese, Auslan, Korean, Khmer, Persian, Dari and Chinese bilingual.

In the same period, 6,730 telephone interpreters supported parents and carers across schools. The top 10 languages used for telephone interpreting were: Arabic, Mandarin, Vietnamese, Cantonese, Persian, Korean, Dari, Turkish, Spanish and Thai.

Individual schools, supported by Operational Directorates, implemented a wide range of targeted strategies to enhance communication with parents and families from diverse language backgrounds, including the engagement of bilingual and community liaison staff.

### Translated documents

- Evidence driven planning
- Understanding the needs of people from diverse backgrounds

The department provides a wide range of documents and school information in translation. These translations are available in up to 45 languages on the department's website at [www.schools.nsw.edu.au/languagesupport/](http://www.schools.nsw.edu.au/languagesupport/).

Data on community languages spoken across school communities and interpreter usage inform the range of languages selected for translations.

In 2015-2016, the total number of translated documents increased to over 150. New translations included:

- twelve interactive letters regarding attendance for use by school staff when communicating with parents in 35 languages
- translations of four head lice documents in 35 languages advising parents of strategies to combat the problem at home and of programs in schools
- translation in 35 languages of parent/carer information on NAPLAN test dates in 2015 and 2016
- translation in 35 languages of the revised *Application to enrol in a NSW Government school* document.

## Gunganbu - Gardens for Belonging

*Gunganbu – Gardens for Belonging* is a fusion of theatre performances designed to include refugee students as a part of Orara High School Arts Project.

*Gunganbu* is derived from *Gumbaynggirr*, the local Indigenous name for belonging to a special place. The performances are designed to fuse the special places of belonging for refugee, Indigenous and other student groups within the school. The setting of *Gunganbu* is designed to demonstrate and foster respect for the traditional understanding of custodianship by staging a performance on Gumbaynggirr country. Students from refugee backgrounds are able to explore and interpret their own gardens of cultural origin within this respectful framework. Indigenous and other cultural performances come together to create a meaningful educational experience for the students and the community.

# New and better ways of doing business

## Implementing and reporting responsibilities for multicultural policies and provisions are clearly articulated

### Culturally responsive planning

- Strong plans to deliver services
- Evidence driven planning

The *Multicultural Plan* ensures that the needs of culturally diverse NSW are addressed in the department's programs and services. It demonstrates our commitment to providing world class education and training for all students and school communities, including those from culturally, linguistically and religiously diverse backgrounds. A new *Multicultural Plan* for 2016-18 was developed.

Strategies identified in the plan link to the educational and professional needs of students and staff as evidenced by participation data, educational research and program evaluation.

The department continued to provide state-wide leadership and policy advice on multicultural matters, including anti-racism, EAL/D and refugee education, to support the delivery of culturally appropriate and responsive educational provisions.

### Monitoring and reporting

- Demonstrated leadership in culturally inclusive practices

The *Multicultural Education Policy* outlines our responsibilities in implementing and monitoring the *Multicultural Plan* and multicultural education provisions. The policy details specific responsibilities for reporting on our progress and achievements in this area.

- The Deputy Secretary, School Operations and Performance reports on progress in our Annual Report and in our Multicultural Policies and Services Program (MPSP) Report.
- The Leader Equity monitors the implementation of the policy and plan and coordinates reporting achievements through the MPSP Report and MPSP Appendix of the department's Annual Report.
- Executive Directors and Directors, Public Schools NSW report annually, through their contributions to the MPSP Report, on progress in implementing the policy and plan.
- The Centre for Education Statistics and Evaluation (CESE) through the Statistics Unit reports annually on numbers of LBOTE students in our schools.
- Department schools include multicultural education strategies in their plans and report on their achievements in their Annual Reports.

The *Multicultural Education Policy* is regularly revised to ensure that it continues to meet the changing educational and social needs of our culturally diverse school communities. It was last updated in June 2016.

In addition, the department's *Anti-Racism Policy* requires schools to include anti-racism education strategies in their school plans and report on their progress in the Annual School Reports. Schools are also required to maintain data on

complaints of racism and the resolution.

In 2015 and 2016, the *Annual Report Guidelines* supported principals in meeting their reporting requirements to parents and the school community. These guidelines included accountability requirements for reporting on school-based multicultural and anti-racism strategies and the use of resources to support the development of students' English language proficiency.

## Resources are allocated to schools in response to identified student and community needs

*Local Schools, Local Decisions* is an education reform that gives NSW public schools more authority to make local decisions about how best to meet the needs of their students.

Under this reform, schools receive their School Budget Allocation Report through the Resource Allocation Model (RAM). The report shows the full school funding allocation, including staffing and operational costs for the seven components of the RAM. These components include resources to support students learning English as an additional language or dialect, newly arrived and refugee students.

### Needs based funding

- Evidence driven planning
- Demonstrated leadership in culturally inclusive practices

An equity loading for English language proficiency is used by schools to support the English language learning of EAL/D students. Schools receive this loading as a teacher allocation and/or flexible funding.

In 2016, the equity loading for English language proficiency provided 896 FTE teaching positions and \$24 million in flexible funding to support 156,000 EAL/D students in 1,368 schools. This represented an increase of \$10 million in flexible funding from 2015.

Targeted funding is provided for refugee students who have been enrolled in an Australian school for less than three years and newly arrived students who speak a language other than English as their first language.

In 2016, \$2,320,846 was allocated to schools to support 3,586 refugee students. In 2015, schools received \$2,147,167 to support 2,881 recently arrived refugee students.

In the 2015-2016 financial year, a total of \$23,694,245 was allocated to support newly arrived students through the New Arrivals Program. This included funds allocated to support recently arrived refugee students.

An additional \$5,157,025 was allocated in the 2015-2016 financial year to deliver multicultural education provisions in NSW government schools. This included the provision of interpreters and translations, development and delivery of professional learning programs and the development of teaching and learning resources.

LBOTE children are one of a number of groups given priority

of access under NSW Early Childhood Education funding. In 2015-2016, 575 community preschools received additional funding for enrolling children with English language needs. These funds increased preschool participation amongst LBOTE children and provided support to children with limited English language proficiency, including refugee children.

## Research and data inform and improve planning and provisions at local and state levels

Each year, the department collects state wide data from a number of sources to meet students' needs. Two major instruments, the Census of Students from Language Backgrounds Other Than English and the EAL/D Annual Survey provide data on the number and needs of LBOTE students.

Student assessment data, including National Assessment Program – Literacy and Numeracy (NAPLAN) and Best Start data, is collected and analysed for all students and disaggregated to determine the participation rates and outcomes of particular groups of students, such as EAL/D, newly arrived and refugee students as well as the performance of students by language background or country of birth.

This data, in addition to educational research undertaken in collaboration with universities and other providers, informs the development and delivery of targeted local and state-wide programs and priorities.

### Student enrolment and participation data

- Evidence driven planning
- Strong plans to deliver services
- Targeted programs fill the gaps

LBOTE census data for 2015 was published in the *Language Diversity in NSW Government Schools* bulletin. This bulletin is available on the department's Centre for Education Statistics and Evaluation (CESE) website and the Education Datahub open data portal. The 2016 bulletin will also be published on these sites.

Data collected through the EAL/D Annual Survey in 2015 and 2016 was used to determine the RAM equity loading for English Language Proficiency allocated to schools. Schools also reported on the English language needs of their refugee, international and Aboriginal students through this survey.

In 2015, schools continued to report on the needs of their EAL/D students using the ACARA EAL/D Learning Progression which identifies four phases of English language proficiency.

Refugee student enrolment data collected in the Annual EAL/D Survey informed the allocation of targeted refugee student support resources to schools. This data was also used in planning for the implementation of targeted refugee student support programs in schools, and determining the base schools for newly created Refugee Support Leader positions to begin in 2017.

New Arrivals Program data highlighted settlement patterns and identified schools enrolling newly arrived students, providing the basis for resource allocation to schools.

## Educational research

- Evidence driven planning

In 2016 the department commenced work with Western Sydney University, Australian National University and the Department of Education and Training in Victoria in a joint research project which explores the ways children and young people can stand up to racism and racial bullying.

Research about bilingual learners continued with *Enhancing English Learning: building on cultural and linguistic repertoires* in 2016. The project, conducted in partnership with the Western Sydney University, focuses on identifying the bilingual skills students bring to the classroom and how these skills may be used to support English language learning.

The Assessing English Language Learners project began an investigation into consistent teacher judgement using the EAL/D Learning Progression to assess English language proficiency.

Action research projects in EAL/D leadership in schools, EAL/D pedagogy, anti-racism education and multicultural education were conducted in selected NSW government schools.

The University of Technology, Sydney and the University of Canberra conducted ongoing research for the department on the NSW Bilingual Schools Program. The findings will inform future planning for bilingual and mainstream languages education in NSW government schools.

## Consultative structures and advisory mechanisms ensure that the needs of students and community members from culturally diverse backgrounds are met at the local and state levels

A range of department advisory mechanisms exist to ensure effective consultation in relation to education provisions for culturally diverse communities. Individual schools employ a range of general and targeted strategies to engage their communities in local planning and decision making processes.

### Strategic advisory mechanisms

- Collaboration with diverse communities
- Understanding the needs of people from diverse backgrounds

Throughout 2015 and 2016, the Secretary's Multicultural Education Advisory Group, continued to provide advice on the education and training needs of culturally diverse NSW.

The Community Languages Schools Board continued to provide strategic advice to the NSW Minister for Education on policy concerning community languages schools.

The department continued to participate on the NSW Government Immigration and Settlement Planning Committee (NSWGISPC) to provide advice about migrant settlement issues in NSW.

## Collaboration with community and other agencies

- Collaboration with diverse communities

Throughout 2015 and 2016, the department consulted and collaborated with a range of stakeholders to support the delivery of educational provisions including:

- universities and education authorities on multicultural education initiatives including joint research
- the *Australian Human Rights Commission* and non-government organisations to support the implementation of anti-racism initiatives
- the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) School Liaison Program to enhance the capacity of schools to support refugee students and their families
- Australian Government Schools International (AGSI) to develop and promote best practice in supporting and developing international students
- homestay providers and agents to develop agreements and contracts that deliver appropriate support and services for international students
- other government agencies such as NSW Health, Police and Family and Community Services to support students with identified needs including students with a disability from culturally diverse backgrounds, refugees and at risk newly arrived students.

School and department representatives participated in a range of interagency networks, including migrant and refugee interagency networks, to facilitate the delivery of programs and services to culturally diverse communities.

Representatives worked with local employers, training providers and a range of government and non-government agencies to support access to further education and employment by migrant and refugee youth.

## The linguistic and cultural assets of NSW public school communities are harnessed to enhance the delivery of educational provisions and the development of the state

The department recognises the cultural and linguistic skills of our student population and workforce as a strength. A number of strategies are implemented to enhance these assets.

### Multicultural workforce

- Mainstream services deliver for everyone
- Collaboration with diverse communities

Thirty three bilingual and community language teachers undertook the *Community Languages Fluency Test* (in 16 languages) for approval to teach a community language in 2016. Sixty seven teachers undertook the test in 2015.

One hundred and eleven candidates passed the Professional English Assessment Test (PEAT) for teachers in 2015-16. This test is designed to determine the level of English competence of overseas trained teachers who wish to gain approval to teach in NSW government schools.

An implementation guide and reference group supported the implementation of the *Workforce Diversity Plan 2012-2017* and assisted in the creation of a workforce that better reflects the diversity of NSW.

### Investing in students' linguistic skills

- Targeted programs fill the gaps
- Collaboration with diverse communities

Approximately 43,500 students in Years K to 6 studied 32 community languages through the NSW Community Languages Program K-6 in 2015 and 2016.

In 2016, 33,055 students studied 54 community languages delivered by 263 community organisations through the Community Languages Schools Program. In 2015, 31,817 students studied 53 community languages, delivered by 256 community organisations.

Thirty new community languages schools were established during 2015 and 2016.

Thirteen Confucius Classrooms were established in NSW government schools, as part of the department's Confucius Institute.

Approximately 3,500 students in Years 7-12 studied 24 different community languages at the Saturday School of Community Languages in 2015 and 2016. In addition, students at the Open High School studied *Heritage and Background Speakers* language courses by distance education mode during this period.

The Henry Parkes Equity Resource Centre provided bilingual resources in 95 languages to support students and families, including resources to support the study of NSW Aboriginal languages.

# Future directions

The department is committed to providing high quality education which responds to the needs of school communities. In addition to the ongoing provision of multicultural education programs and services, the following future actions are proposed for 2017-18:

- Develop registered professional learning to support teacher/executive facilitators and bilingual mentors in implementing the Beginning School Well program to support children from a refugee background in the transition to Kindergarten.
- Enhance data collection and resource allocation processes for newly arrived and refugee students attending government schools, and deliver professional learning to support these processes.
- Provide professional learning opportunities for principals in leading transformative multicultural education practices and in creating inclusive learning environments.
- Expand the EAL/D Leadership Program to increase the capacity of schools in meeting the needs of EAL/D students.
- Strengthen the EAL/D teacher mentor program to expand support for rural and regional government schools with newly arrived EAL/D students.
- Develop additional online training courses to support teachers of newly arrived EAL/D students in rural and regional NSW.
- Strengthen services and programs provided to increase the capacity school staff in addressing the needs of refugee students and their families.
- Develop an *Anti-Racism Education Planning and Evaluation Framework* to support school principals in implementing and evaluating whole school anti-racism education initiatives.
- Provide professional learning opportunities for principals and aspiring leaders in leading anti-racism education.
- Provide professional learning programs that encourage teachers to engage with issues of cultural complexity and their implications for education and training.
- Support research into racism and social inclusion in schools as well as the experiences of students from culturally diverse backgrounds in education and training.
- Provide information sessions for Early Childhood educators on the requirements and processes involved in becoming a nominated supervisor within an early childhood setting. Nominated supervisors are educators that have additional experience and qualifications enabling them to have greater responsibility and recognition in an early childhood setting.

## Operational Directorates

Operational Directorates will continue to support the delivery of professional learning focused on multicultural education and teacher networks across NSW government schools. The following additional actions are also proposed:

Macquarie Park will:

- deliver additional *Gifted and Talented Kindergarten Resource Package* workshops to increase teachers' understandings of the needs of Kindergarten students from culturally diverse backgrounds
- implement workshops to skill teachers in embedding multicultural texts into student learning activities and promote intercultural understanding through the curriculum-based activities.

Tamworth will:

- support student inclusion by providing programs that skill teachers in designing and delivering culturally responsive teaching and learning activities, aligned to student needs
- implement a community relations and parent support program to increase the involvement of parents/carers of EAL/D students in student learning and transition activities.

Ultimo will:

- deliver *Engaging Cultural Communities* professional learning programs to support schools in building home-school partnerships and increase engagement by communities from culturally diverse backgrounds in school activities
- implement professional learning programs to strengthen EAL/D pedagogy across the curriculum and build the knowledge of teacher supervisors in EAL/D education.

Wagga Wagga will:

- implement a Multicultural Education Leadership Strategy aimed at supporting teachers to lead initiatives in multicultural education
- assist teachers to gain higher levels of accreditation based on their capacity to support the needs of EAL/D and refugee students and engage culturally diverse communities.