

Multicultural Policies and Services Program

Report 2012



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INTRODUCTION

This report provides an overview of the broad range of activities undertaken to achieve the outcomes of the *Multicultural Plan 2012-2015* 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 *Multicultural Policies and Services Program Report 2012* is organised according to 3 priorities which link to the *Multicultural Plan 2012-2015*. There are 3 specific multicultural education and training outcomes.

Priority 1: QUALITY TEACHING AND LEADERSHIP

Outcome:

Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds.

Priority 2: HIGH EXPECTATION, CLOSING THE GAPS

Outcome:

High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society.

Priority 3: NEW AND BETTER WAYS OF DOING BUSINESS

Outcome:

Innovative educational delivery based on evidence and in partnership with families, communities and business meets the changing needs of a culturally and linguistically diverse NSW.

Linked to each of the outcomes is a range of strategies. Where relevant, regions and institutes have provided examples of their initiatives and achievements in relation to these strategies. Where appropriate, examples of state wide strategies and achievements are also provided.

It should be noted that throughout this report, the TAFE NSW data presented is based on official TAFE NSW statistics for 2011. Official statistics for 2012 are expected to be available in April 2013.

PRIORITY 1: QUALITY TEACHING AND LEADERSHIP

OUTCOME: Teachers and leaders have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds.

STRATEGY 1.1

Build the capacity of teachers and leaders to deliver high quality education for a culturally and linguistically diverse community

Initiatives and professional learning programs were delivered to develop the knowledge and skills of teachers and leaders to lead and manage culturally and linguistically diverse learning environments and to assist in promoting intercultural understanding and community harmony.

Public Schools

Leadership development programs

- Specific support in cultural diversity issues was provided to newly appointed principals in Northern Sydney region through primary and secondary networks and a deputy principals' network. In Western Sydney region 36 newly appointed principals and executive staff from 26 schools undertook professional learning that developed their understanding of equitable outcomes for students from diverse backgrounds.
- Forty-three executive supervisors of English as a Second Language (ESL) staff undertook ESL Supervisors courses in Northern Sydney, South Western Sydney and Western Sydney regions.
- Hunter/Central Coast region conducted a series of leadership development programs over 4 days to enhance the skills of school executive to ensure the effectiveness of their schools' ESL programs. Workshops were also delivered to over 100 teachers and principals in 15 schools with students from culturally and linguistically diverse backgrounds.
- New England and Hunter/Central Coast regions conducted multicultural education networks for school leaders.
- In regions participating in action research projects, school teams included school executive members, building the capacity of school leaders to put in place processes that enable teachers to modify practices to better support the needs of students from ESL and Language Background other than English (LBOTE). In South Western Sydney region a total of 16 project teams conducted action research in ESL, multicultural and anti-racism education.
- A program of professional learning was provided for executive staff of Intensive English Centres (IECs) and the Intensive English High School (IEHS) to develop their skills and knowledge in relation to NAPLAN and the implementation of new NSW syllabuses and the implications for IEC students.

Networks for program leaders, facilitators and mentors

- Regions provided training for facilitators to develop their skills in delivering a range of professional learning programs including Focus on Reading, Anti-Racism Contact Officer (ARCO) training, Teaching English Language Learners, Accelerated Literacy and Prioritising Grammar. In South Western Sydney region Accelerated Literacy tutor networks were created to provide ongoing support. Illawarra and South East region also provided facilitator training for ESL Information networks and for Anti-Racism Contact Officer networks.
- Regional Multicultural ESL consultants received professional learning in the new English as an Additional Language or Dialect (EAL/D) teacher resources and the Strengthening Family and Community Engagement resource to enable them to support schools with these programs. Training was also provided through participation in the Rethinking Multiculturalism,

Reassessing Multicultural Education and Linguistics Repertoires projects with the University of Western Sydney, as well as action research in anti-racism education.

- Professional learning for 12 ESL teacher mentors in rural and regional schools was provided to develop their skills and knowledge in supporting teachers of newly arrived ESL students. This professional learning included student assessment, planning and programming and analysing data.
- Ongoing professional development workshops were provided to project officers supporting the Community Languages Schools program in a number of regions.

Support for teachers

- Online professional learning programs registered with the NSW Institute of Teachers were developed to increase teacher understanding of culturally and linguistically diverse communities including: Culturally inclusive teaching and learning (231 teachers); and Knowing your LBOTE and ESL students (116 teachers).
- Content focusing on the needs of culturally and linguistically diverse learners was included in the New Focus on Reading 3-6 professional learning program and the Learner and the New Curriculum professional learning course.
- Resources were developed to provide support to secondary schools for implementation of the new English K-10 syllabus including information and study guides for Asia-related texts and a professional learning resource with a focus on Asian texts.
- Six model units of work targeting ESL students were developed to support the implementation of the new English syllabus for all stages of learning K-10.
- Programs were conducted to prepare overseas trained teachers for teaching in NSW public schools. A total of 166 overseas trained teachers had successfully completed the Pre-Employment Program by September, with another 60 teachers to complete the course by the end of the year. Support and funding was continued for the Professional English Assessment for Teachers (PEAT). In 2012, 124 candidates passed the PEAT on their first attempt and 263 candidates passed after more than one attempt. During 2011-2012, 221 overseas trained teachers accessed exemplars prior to completing PEAT. During 2012, 45 overseas trained teachers were supported to undertake either full-time or part-time TAFE NSW delivered English for Specific Purposes courses at Randwick TAFE.

TAFE NSW

Hunter Institute

- Developed a Cultural Awareness and Cultural Competency program for all staff.
- Delivered professional learning and development sessions to assist teachers delivering the Adult Migrant English program.
- Developed online learning tools for rural and regional English for Speakers of Other Languages teachers.

Northern Sydney Institute

- Delivered a range of professional development workshops and programs for English for Speakers of Other Language and Adult and Basic Education including:
 - o Mental Health First Aid Course;
 - o Service for the Treatment and Rehabilitation of Torture and Trauma Survivors Workshop;
 - o Refugee Advice and Casework Service Workshop.

Sydney Institute

- Incorporated ongoing mentoring of teachers into the Institute's Workforce Development Plan to ensure staff have the skills and knowledge required for delivering programs and services to people from culturally and linguistically diverse backgrounds - eg inclusive learning practices, cultural awareness, and referral to English for Speakers of Other Languages and Foundation Studies sections for supplementary English literacy and language development or to counsellors for counselling support, where appropriate.

Western Sydney Institute

- Delivered Cultural Awareness Training workshops promoting inclusive teaching practices.
- Delivered 5 senior staff presentations on culturally and linguistically diverse communities living in Western Sydney including background, overseas skills and qualifications and projected migration to Australia.
- Delivered Cultural Awareness training as part of each Semester's New Teacher Induction program.

STRATEGY 1.2

Deliver professional learning programs to assist teachers to meet the education and training needs of students and clients from culturally and linguistically diverse backgrounds.

Professional learning programs were provided to develop the skills and knowledge of teachers of English language learners, refugee students and for teachers of languages other than English.

Public Schools

ESL teachers

- During 2012, a number of programs of professional learning for ESL and class teachers were delivered to develop effective ESL teaching and learning practices in schools.
 - o The Teaching English Language Learners (TELL) program continued to be implemented during 2012 developing class teachers' expertise in ESL education. A total of 1,401 teachers completed the course with an additional 57 teachers trained as TELL facilitators. The TELL program was revised following detailed feedback from facilitators.
 - o The Grammar and Teaching professional learning program continued to be implemented across metropolitan Sydney regions with 195 teachers participating from 97 schools. This program has been revised in line with new NSW syllabus grammar content.
 - o The ESL Pedagogy action research projects continued to be implemented this year. Thirty-six teachers from 12 schools completed the action research projects with successful presentations at the ESL Pedagogy conference attended by over 100 participants. The pedagogy projects primarily focused on 'assessment for learning', innovative use of technology and rich tasks, exploring the impact on ESL teaching and learning.
 - o The ESL Orientation course was implemented for new ESL teachers across all regions in NSW. A total of 198 teachers participated in the course.
- A total of 5 professional seminars on Teaching English to Speakers of Other Languages (TESOL) were delivered over the year in partnership with the University of Technology Sydney. Over 240 primary, secondary and Intensive English program, ESL teachers from 8 regions attended the seminars which were delivered on Saturdays.

- The online Classroom Teacher program provided a total of 9 self-access modules in the unit Engaging all Students in Learning: Language backgrounds other than English to support teachers in teaching students from culturally and linguistically diverse backgrounds. Modules focussed on developing ESL students' oral language, reading and writing, supporting newly arrived, refugee and international students and effective assessment and feedback. Between 22 and 75 teachers participated in different modules.
- A range of other ESL professional learning courses were provided in regions to meet the needs of their teachers. These included: ESL student assessment and reporting; Using the ESL Scales; Using the ESL Steps Curriculum Framework; Using the Intensive English Programs Curriculum Framework; and Teaching the HSC ESL course.
- All regions conducted multiple ESL Information Network (ESLIN) meetings for their ESL teachers during 2012. Northern Sydney reported a total attendance of about 400 during the year. South Western Sydney had an average attendance of 118 which was boosted to 315 in Term 3. In non-metropolitan areas, Illawarra and South East reported attendance of 177 teachers across 17 meetings and Hunter/Central Coast had 52 teachers attend 10 meetings.
- Teachers were provided with additional accreditation in ESL teaching through teacher retraining. Four teachers completed the ESL Retraining program in 2011. A further 4 teachers commenced the program in 2012.
- Individual regions provided professional learning specifically tailored to the needs of their regions. Examples include:
 - o Hunter/Central Coast region - the ESL Cooperative Planning Project was conducted with 25 teachers from 8 schools involving one initial professional learning day in school teams of ESL and class teachers. Schools have committed to follow up activities to sustain the initiative into 2013;
 - o Northern Sydney region - 15 participants undertook Collaborative Teaching for Primary ESL Teachers and 16 teachers completed a Grammar for English Language Learners course;
 - o Sydney region - 4 primary and 2 secondary schools participated in the ESL in Every Classroom project.

ESL new arrivals teachers

- During 2012, 9 professional learning courses were delivered by videoconference for the first time to teachers of newly arrived ESL students in rural and regional areas, with between 18 and 66 participants at each course. This enabled many ESL and classroom teachers to gain skills and knowledge in ESL pedagogy and practice.
- An ESL Orientation course for 12 teachers new to ESL teaching in rural and regional areas included videoconference, online learning and face to face delivery strategies.
- Non-metropolitan regions delivered ESL Information Network meetings, Teaching English Language Learners and Teaching Refugees in my Classroom and teaching resources were developed and made available on the eslnewarrivals.ning.com, an online professional network.
- A total of 34 Intensive English program teachers attended professional learning to develop greater consistency in teacher judgement of student achievement of language outcomes.
- In 2012, training in delivering Certificates in Spoken and Written English (CSWE) I, II and III courses was provided to 16 ESL teachers in 10 high schools and 6 Intensive English Centres.

Teachers of refugee students

- Teaching Refugees in my Classroom is a professional learning program to support classroom and ESL teachers of refugee students, K-12 delivered as 5 x 2 hour modules. In 2012, 295 teachers and executive staff from 5 regions completed the program.

- Promoting Positive Behaviour and Learning: Assisting refugees at school, a professional learning program for school learning and support teams to assist them in understanding the emotional and educational needs of refugee students was delivered in 3 regions. A total of 86 teachers and executive staff, school counsellors and behaviour support teachers completed the course.
- ESL teachers in the Riverina region received professional learning from the road safety education consultant and regional ESL teacher mentor to develop effective and relevant road safety educational resources to support refugee and ESL students in Albury.
- As part of the Beginning School Well program, 48 teachers and mentors who speak community languages from 12 schools across 4 regions, undertook a 2 day professional learning program to assist them to support refugee families prior to school and in Kindergarten.

Community languages teachers

- Over 270 teaching staff of the Saturday School of Community Languages received professional learning in addressing the cultural and linguistic needs of over 3,700 students. Professional learning initiatives focussed on whole school cross centre workshops in a range of languages and included the integration of information and communication technologies into teaching and learning programs.
- Eight principals and supervisors participated in an Orientation day for principals and supervisors new to the Community Languages program K-6.
- Professional development was provided to 210 community language teachers under the Community Languages Schools program.
- Professional learning was provided through the Department of Education and Communities' Confucius Institute. Teachers from 7 schools with Confucius Classrooms were provided with professional learning and over 96 teachers of Chinese attended the Chinese Language Teachers conference. Over 60 teachers and principals attended a Chinese Government funded Teacher Training Scholarship program to China in January 2012.

TAFE NSW

Hunter Institute

- Continued delivery of cross-cultural awareness and cultural competency training to support teachers with understanding and developing appropriate resources for meeting the language and literacy needs of students from culturally and linguistically diverse backgrounds.
- Developed a manual titled 'Communicating with and Supporting culturally and linguistically diverse Students and Clients with Diverse Learning Needs' to support teachers delivering programs to students from culturally and linguistically diverse backgrounds.

Illawarra Institute

- Delivered a Cultural Intelligence program for staff to improve program design, delivery and outcomes for students from culturally and linguistically diverse backgrounds.
- Delivered professional development workshops on Working with Disengaged Youth to help teachers develop their teaching strategies to improve outcomes for disengaged young students – many of whom are refugees and migrants with a history of interrupted education.

Northern Sydney Institute

- Delivered a range of professional development workshops and programs including: a workshop for Adult Migrant English Program Settlement course teachers; Assessment Validation Workshops for Access and General Education teachers; a Certificate in Spoken and Written English Assessment Moderation Workshop; Assessment Validation Workshops for Languages Other Than English teachers; Assessment Validation Workshops for Translating and Interpreting teachers; and English for Speakers of Other Languages teachers.

Riverina Institute

- Delivered professional development workshops for all Adult Migrant English program teachers. The main focus was assessment moderation and professional collaboration and all participants discussed, assessed and shared educational resources and ideas.
- Delivered a professional development workshop “Clearly Teaching - English as a Second Language Pedagogy in Action”. This workshop was very well attended and promoted educational discussions about how to deliver quality programs and services to people from culturally and linguistically diverse backgrounds.
- Provided additional orientation and support to all teachers delivering programs to people from culturally and linguistically diverse backgrounds in Wagga Wagga and Albury as both are classified as rural settlement centres by the Department of Immigration and Citizenship.

South Western Sydney Institute

- Developed an online resource, the Inclusive Teaching Practices Moodle, which assists teachers in meeting the education and training needs of students from culturally and linguistically diverse backgrounds. This Moodle has been promoted by the Social Inclusion Unit to every teaching section in 2012 and is available online to all staff through the Workforce Capability and Development Framework. The Moodle includes a series of professional development materials to support teachers working in a multicultural classroom, developed in consultation with the Institute Multicultural Education coordinators. These resources include: engaging youth from culturally diverse backgrounds; learning in a multicultural classroom; cross cultural communication skills; working effectively with cultural diversity; teaching for inclusion; and assessing qualifications of students from overseas.

Adult and Community Education

- Through the ACE Research and Innovation program a range of professional development opportunities have been made available to ACE staff including a program to increase skills in the delivery of foundation skills such as language, literacy and numeracy and vocational education and training.

STRATEGY 1.3

Deliver professional learning to assist staff in countering racism and discrimination.

In 2012, a range of strategies were provided to counter racism and discrimination including anti-racism professional learning programs and the appointment of Anti-Racism Contact officers.

Public Schools

- Thirty, one day Anti-Racism Contact officer training courses were advertised on My PL@DET. Approximately 400 teachers and executive staff participated.
- Ten teachers and 4 regional multicultural officers attended 2 days professional learning in anti-racism education as part of a pilot action research project in partnership with the University of Western Sydney (UWS), with 4 schools participating in the pilot project.
- Thirty six teachers across 3 regions participated in the Cooling Conflicts program which uses drama techniques and student peer teaching to promote effective conflict management.
- Regions used a range of methods to collect data related to racism and discrimination, including specific annual audits. Three regions reported 100% compliance for policy requirements for the nomination of Anti-Racism Contact officers. A further 5 regions reported compliance rates above 89%.

- Regions reported receiving a total of 556 formal complaints of racism with 97% of complaints resolved.
- In 2012, the Every Student, Every School (ES,ES) Initiative was announced. This initiative was in response to the increasing diversity in the learning needs of students, and the increasing challenges faced by teachers. This initiative was underpinned by the *Disability Discrimination Act (1992)* and the *Commonwealth Standards for Education 2005*.

TAFE NSW

Hunter Institute

- Required all new staff to view the Anti-Discrimination and Anti-Racism video as part of the induction process.
- Continued promoting anti-racism messages through programs and initiatives such as the Cultural Connections.
- Further embedded a complaints handling mechanism where all staff are required to document and report any racism or discrimination incidents as per the Department's policies and processes.

Illawarra Institute

- Developed a Bullying and Harassment program using a Moodle accessible to all staff.
- Required all new staff to undergo training in anti-discriminatory practices.

Riverina Institute

- Ensured that students from culturally and linguistically diverse backgrounds are informed of their rights under Australian anti-discrimination laws and this is discussed in classes and embedded within units when that content is appropriate. For example, when learning about employment and work.
- Participated in community consultations on the National Anti-Racism Strategy community consultation conducted by Australian Human Rights Commission. Informed staff not directly involved with consultations about this Strategy.

Western Sydney Institute

- Ensured that all new staff inductions include anti-racism and cross-cultural awareness sessions.
- Conducted staff training in anti-racism which included policy outline, strategies for overcoming racism in a classroom, appropriate inclusive teaching methods, culturally sensitive issues and responsibilities and procedures for documenting incidents through the Complaints Handling procedures.
- Employed Anti-Racism Contact officer and publicised policy and procedures for handling complaints.
- Trained Multicultural Education Unit staff to deliver 2 units of competency to students in cross-cultural and intercultural communication. These include strategies to identify and combat racism and discrimination across a range of possible contexts.
- Institute Multicultural Education coordinators and Aboriginal Education Coordinators delivered 4 workshops through the Workforce Capability Unit addressing strategies to counter racism.

Adult and Community Education

- ACE and the State Emergency Service continue to offer the blended learning program Cultural Points of View. Delivered by ACE across all of NSW, the program is aimed at SES volunteers

and staff to raise awareness of different cultures, Indigenous communities and people with a disability. ACE staff are also encouraged to participate in the program as part of their professional development.

STRATEGY 1.4

Employ specialist staff to deliver teaching programs and services which assist in meeting the needs of a culturally and linguistically diverse NSW.

Specialist staff delivered a range of teaching programs and services to meet the needs of students and clients from diverse backgrounds, including ESL and refugee students, as well as languages programs and programs supporting multicultural and anti-racism education.

Public Schools

- A total of 896 ESL teacher positions (full-time equivalent) were allocated to 732 schools with 636.4 positions in primary schools and 259.6 in high schools.
- Approximately 250 teacher positions supported newly arrived secondary aged students in Intensive English Centres and the Intensive English High School.
- Additional teachers were provided to schools to support refugee students. 10.4 specialist ESL teaching positions were allocated to 29 high schools to provide transition support for 638 targeted refugee students and 8 specialist ESL teaching positions were allocated to 18 primary schools to provide Intensive English support for 290 newly arrived refugee students.
- The ESL New Arrivals program (NAP) provides an ESL teaching allocation to schools enrolling newly arrived migrant and refugee students in need of intensive ESL support. ESL NAP support is provided to schools which do not have an existing ESL program and may also provide a teaching supplement to ESL programs in schools enrolling additional newly arrived students:
 - o a total of 380 schools received an ESL NAP teacher allocation. An average of 59 ESL positions per term were provided to support newly arrived migrant and refugee students in need of intensive English support;
 - o in addition, 30 high schools and 230 primary schools received supplementary ESL teacher positions to their existing ESL programs. An average of 44 positions per term was provided to supplement existing ESL programs;
 - o Intensive English classes were established in 3 rural and regional high schools enrolling newly arrived refugee students and were provided with additional ESL staffing and bilingual support.
- A total of 13 regional Multicultural/ESL consultants worked in the 5 regions with highest enrolments of LBOTE, ESL and refugee students - Sydney, Western Sydney, Northern Sydney, South Western Sydney and Illawarra and South East regions. These consultants supported teachers and schools implementing programs to support these targeted groups of students, as well as supporting schools in countering racism and promoting intercultural understanding and community harmony.
- Regional refugee support officers worked in Western and South Western Sydney regions to support schools implementing targeted programs for refugee students, to provide professional learning and to advise schools in relation to the educational and welfare needs of refugee students.
- A total of 12 ESL New Arrivals program teacher mentors worked with schools in rural and regional areas to support teachers of newly arrived ESL students. As many of these teachers do not have training or experience in teaching ESL learners, the ESL NAP mentors provided advice and support in relation to ESL teaching practices and resources, student assessment, as well as welfare and settlement issues.

- School plans indicated that 7 additional Assistant Principal ESL positions were employed using Low Socio-Economic Status Communities National Partnership funds in 2012, to provide professional learning for staff in ESL pedagogy and to support the delivery of high quality education programs for ESL and refugee students.
- School plans indicated 6 additional ESL staff members were employed using Low Socio-Economic Status Communities National Partnership funds to meet the language and literacy needs of ESL and refugee students and implement effective teaching programs.
- Community language teachers supported 30,440 students in 250 community organisations in learning of community languages through the Community Languages Schools program.
- 270 teachers of the Saturday School of Community Languages delivered courses in 24 community languages to over 3,700 public, non-government and TAFE students in Years 7-12 in order to support students in the development of knowledge and skills in their background community language.
- Community language teachers taught 15,900 students in their first languages as part of the Community Languages program K-6.
- Bilingual teachers were supported to undertake Community Language Fluency Testing for the purpose of gaining approval to teach that language. To October 2012, 18 teachers were supported to undertake the Community Languages Fluency Test and 15 teachers were successful.
- Specialist tutors were engaged to deliver programs that target students from culturally and linguistically diverse backgrounds: Multicultural Writers program; Boys Secondary Choral program; Boys Hip-Hop Workshops; Diverse Drumming Initiative.
- The Every Student, Every School initiative facilitated the establishment of a Learning and Support teacher position in every school. This role includes the capacity to work collaboratively with other staff to support the delivery of teaching programs. The role of the Learning and Support teachers is to provide direct and timely specialist assistance to students in regular classes with additional learning and support needs and their teachers. Many of these students come from diverse cultural, linguistic and low socio-economic backgrounds.

TAFE NSW

Hunter Institute

- Employed specialist English for Speakers of Other Languages teachers with relevant qualifications in addition to Adult Literacy and Numeracy qualifications. As part of this process, people from culturally and linguistically diverse backgrounds were invited to sit on recruitment panels as independent members.
- Continued to employ specialist staff in the Multicultural Education Unit with responsibilities to develop and deliver high quality multicultural and anti-racism programs, to promote an inclusive learning environment and better support both staff and students from culturally and linguistically diverse backgrounds.
- Employed specialist staff with bilingual skills to assist with delivery of Adult Migrant English program, Language Literacy and Numeracy program and other vocational programs delivered to recently arrived migrants and refugees.

Illawarra Institute

- Employed 59 specialist English for Speakers of Other Languages staff who delivered high quality teaching programs for students from culturally and linguistically diverse backgrounds. All staff have post-graduate English language qualifications and a minimum of 200 hours of work experience.

New England Institute

- Employed specialist staff to deliver Adult Migrant English program at Tamworth, Armidale, Inverell and Narrabri campuses.

Northern Sydney Institute

- Employed specialist English for Speakers of Other Languages, Languages Other than English, Adult Basic Education and Outreach teachers who are highly qualified and very experienced in delivering programs for students from culturally and linguistically diverse backgrounds.

Riverina Institute

- Employed teachers of English for Speakers of Other Languages at all campuses.
- Engaged specialist staff in customising delivery to the needs of people from culturally and linguistically diverse backgrounds. For example:
 - o students were assessed upon entry and placed in classes according to their language and literacy level with individual needs such as childcare placement and employment commitments also taken into consideration;
 - o Wagga Wagga created a class with a literacy focus for African refugee students with no literacy in their first language;
 - o students in the higher level classes had a careers focus and go on work experience in Term 4;
 - o elective classes were offered in the afternoons to cater for specialised skill development;
 - o a horticulture class was conducted on Friday mornings in conjunction with a primary industries teacher to develop skills for refugee students who come from agricultural backgrounds in Burma and Africa;
 - o evening classes for Chinese students employed by Teys Australia (meat production) are held 4 nights per week;
 - o a Mothers and Babies class to allow new mothers to reconnect with English language classes and access information about mother and baby health;
 - o a conversation class for older Bhutanese refugees, held in conjunction with the Mirambeena Community Centre, as students live near the centre and find it difficult to get to class at TAFE so a teacher travels to the centre;
 - o a Pathways to Volunteering course was held in conjunction with the Volunteer Advice Bureau.

Sydney Institute

- Employed English for Speakers of Other Languages teachers to deliver programs in colleges, workplaces and communities which assist in meeting the needs of culturally and linguistically diverse communities.
- Employed Institute Multicultural Education coordinators.
- Employed foundation skills staff across all colleges to support the design and delivery of programs that address the needs of students from culturally and linguistically diverse backgrounds.

South Western Sydney Institute

- Employed a range of specialist staff to meet the needs of students and clients from culturally and linguistically diverse backgrounds including:
 - o bilingual Institute Multicultural Education coordinators;
 - o English language teachers;
 - o Adult Basic Education teachers.

- Provided a range of counselling and learner support services, including bilingual support from TAFE Counsellors, to cater for the psychological, educational and social wellbeing of students, including refugees and humanitarian entrants.

STRATEGY 1.5

Employ specialist staff for engaging with culturally and linguistically diverse communities.

In 2012, bilingual and specialist staff were employed to support effective engagement with students and clients from diverse backgrounds.

Public Schools

- Approximately 2,200 newly arrived secondary aged students in Intensive English Centres and the Intensive English High School were supported by 85 School Learning Support Officers - Ethnic (SLSOs) positions, providing first language support.
- The ESL New Arrivals program provided bilingual support staff to schools enrolling newly arrived refugee students. Support was provided on a sliding scale according to the number of students enrolled.
- Bilingual School Learning Support officers were also provided to regions to support refugee students. Positions were allocated according to regional priorities in order to provide support to communities in schools where there may not be sufficient newly arrived refugee students to attract a school based allocation.
- An average of 11 bilingual positions were provided to support newly arrived refugee students in 30 schools and a further 2.5 positions were provided to regions to support refugee students.
- Forty-seven Community Engagement officers, 8 additional Community Liaison officers and 2 bilingual School Learning Support officers using Low Socio-Economic Status Communities National Partnership funds were employed to enhance communication with students and families and build links and strategic partnerships with local communities.
- Twelve schools employed mentors who speak relevant community languages to support the implementation of the Beginning School Well program.
- 17.2 Community Information officer positions, distributed across all regions, provided support to schools in linking with and supporting parents and communities from culturally and linguistically diverse backgrounds. Activities supporting parents included: Families in Cultural Transition and Living in Australia courses; English conversation classes; Schooling in NSW and Schools A-Z workshops; Beginning School Well program for refugee families with preschool children; Kindergarten Orientation events; Transition to School and Transition Year 6 to 7 workshops; Stage 6 subject selection information sessions; Positive Parenting Program; Helping your children learn; and Literacy and Numeracy workshops.

TAFE NSW

Hunter Institute

- Employed specialist staff in the Multicultural Education Unit, employed specialist teachers, engaged specialist volunteers and utilised bilingual staff to engage effectively with local CALD communities.
- Supported the Hunter Institute Multicultural Reference Group which meets quarterly to discuss emerging issues for culturally and linguistically diverse students and communities. Participants included representatives from schools, community organisations, local government agencies and Job Services Australia representatives.

Illawarra Institute

- Continued to support a designated Multicultural Education coordinator position.
- Registered 31 staff as having fluency in strategically significant languages other than English and used the Intranet to promote the availability of these staff to assist with interpreting.
- Liaised with communities in a range of ways, using a range of different media and/or programs to build links and strategic partnerships.

Northern Sydney Institute

- Employed bilingual staff to support the Adult Migrant English program and Language Literacy and Numeracy programs.
- Provided bilingual classes for Mandarin speakers in the Course in Preliminary Spoken and Written English.
- Provided Interpreting services through bilingual staff for information sessions during the Adult Migrant English Program Settlement course.

Riverina Institute

- Established and maintained links with community groups and organisations such as the Wagga Wagga African Group, the Multicultural Council, Riverina Community College, Centrelink, local councils and Multicultural Interagency Network Meetings.

Sydney Institute

- Employed Institute Multicultural Education coordinators and a range of Outreach staff to engage with culturally and linguistically diverse communities across Sydney Institute.
- Employed bilingual staff to assist with interpreting and course delivery requirements.

South Western Sydney Institute

- Engaged with local communities through Institute Multicultural Education coordinators (IMEC) regularly participating in local non-government and government organisation meetings and committees. The organisations they engaged with included local city councils, youth network committees and ethnic community organisations.
- Conducted 13 workshops for local organisations on IMEC services, TAFE courses, Overseas Qualifications, Recognition of Prior Learning and career pathways for migrants and refugees.
- Engaged with regional Migrant Resource Centres including Fairfield, Liverpool, Hills-Holroyd, Metro and the Macarthur Diversity Services Initiative in Campbelltown. These interagencies met bi-monthly to review and monitor settlement needs of migrants and refugees in the region.
- Delivered 14 'Tours of TAFE' across colleges to a range of culturally and linguistically diverse students, as well as delivering information sessions and presentations at local Intensive English Centres, high schools and community centres. Community languages, interpreters and translated documents were used when needed.
- Participated with other agencies to run Career Expos, targeted at migrants and refugees at the Cabravale Leisure Centre and Wetherill Park TAFE. More than 1,000 people attended including young people from local high schools and Intensive English Centres.

Western Institute

- Worked closely with local government Migrant Support and Multicultural officers.
- Jointly established formal Multicultural Interagency networks as well as attended informal meetings to discuss issues in relation to the design and delivery of programs that address the needs of culturally and linguistically diverse students and communities.

Western Sydney Institute

- Institute Multicultural Education coordinators, Counsellors and other specialist staff developed and/or maintained strategic partnerships with the following government and non-government agencies to increase participation and outcomes in education, training and employment for people from culturally and linguistically diverse communities. These included:
 - o Local community groups such as the African Settlers Committee Task Force, Cana Communities Inc, Mt Druitt Ethnic Communities Agency, Nepean Harmony Day Action Committee, NESB Women Friendship Group, NSW Refugee Farmers Association, Pacific Islander Mt Druitt Action Network;
 - o Local Job Services Agencies and local colleges;
 - o Local government and community agencies such as Blacktown and Penrith City Councils' Multicultural Services, Human Services, Settlement Services, Blacktown Council Emerging Communities Group, Blacktown Youth Services Association, Nepean Migrant Access Steering Committee, Mountains Multicultural Interagency Group, Nepean Refugee Steering Group, Penrith Migrant Interagency, Sydwest Multicultural Services and Western Sydney Area Health Service.

NSW AMES

- Employed specialist staff to build a network of services for Skillmax clients.

STRATEGY 1.6

Collect and analyse data on professional learning needs of staff to support education for cultural and linguistic diversity.

A range of data on professional learning needs was collected to inform future training needs.

Public Schools

- All professional learning programs registered and delivered through MyPL@DET are evaluated through participant feedback on their relevance and quality and this information provided to course developers to inform future planning.
- ESL teachers provided feedback on their training needs through the ESL Annual Survey.
- Regions used a range of sources for data including evaluations of training courses, ESL Annual Surveys, teacher networks and specific regional audits of training needs, particularly in relation to school Anti-Racism Contact officers.
- Findings from the 2011 survey of over 5,000 teachers conducted as part of the Rethinking Multiculturalism, Reassessing Multicultural Education research project has been used to inform delivery of professional learning. Findings from this survey indicated that less than a third of respondents had received ESL training as a part of their pre-service training and only 10.3% indicated that they had any professional learning related to teaching refugee students since beginning teaching.
- 25 teachers were involved in 2 consultations with the University of NSW, Centre for Refugee Research about the need for teacher professional learning about refugees in partnership.
- Community Information officers were surveyed on their training needs for Families in Cultural Transition courses.
- The 613 government Low Socio-Economic Status schools participated in rigorous data analysis, including data on professional learning needs of teachers before prioritising strategies and allocating funding to strategies that directly impact on student achievement.

TAFE NSW

Illawarra Institute

- Collected, collated and analysed data on staff professional learning needs related to multicultural, anti-racism and English language background to better understand student needs and professional development requirements of staff.

Northern Sydney Institute

- Delivered professional development support through the Access and General Education Faculty/Sections in response to requests from Head teachers and other staff in various sections.
- Incorporated these requirements into a Professional Development Plan which is developed each year.

Sydney Institute

- Introduced Performance Management and Development Work Plans across the Institute for all staff. This addresses the professional development needs of individual members of staff and enables them to perform better in a strongly multicultural environment, both at the organisational level and at a student/customer level.

South Western Sydney Institute

- Data collected by the Workforce Capability and Development Unit through consultation with Faculties, College Managers and Business Units. The data was analysed to inform future training needs and ensured that multicultural, anti-racism and English language education issues were addressed as part of the Institute planning process.
- Reviewed Institute profile as part of the internal performance review process and identified disadvantaged/at risk ethnic minority communities and groups, including new and emerging communities, refugees and humanitarian entrants. The Social Inclusion Unit presented this data in meetings with every faculty to develop strategies for addressing any new and emerging needs.

Western Sydney Institute

- Developed Individual Learning Plans for all educational staff which address Teaching and Assessment Currency, Vocational Currency, Capability Development needs and other professional requirements in line with their position descriptions. In consultation with line managers, action strategies and support options are identified. Resources are allocated and progress is monitored in line with individual needs.
- Provided ongoing professional development programs to all administrative and non-teaching staff which involved regular mentoring and professional development activities such as inclusive customer service strategies, dealing with students from non-English speaking backgrounds, communication skills, temporary visa holder policy, using interpreter services.

Adult and Community Education

- All ACE colleges are required to keep data to assist in identifying the professional development needs of staff.

PRIORITY 2: HIGH EXPECTATIONS, CLOSING THE GAPS

Outcome: High expectations for all and targeted education programs serve to close the educational gaps so that students from all backgrounds and communities can achieve their potential and participate fully in society.

STRATEGY 2.1

Increase access to education for people from culturally and linguistically diverse families.

Programs and initiatives encourage students and clients from culturally and linguistically diverse backgrounds to access education services.

Public Schools

- The Beginning School Well program supporting the transition of refugee students aged 3-5 years transitioning into Kindergarten continues to operate in a number of schools and regions, with 12 schools implementing the first phase of the program in Term 4 this year. The program provides bilingual support to provide an orientation and familiarisation for refugee families into schooling in NSW. Examples include:
 - o Hunter/Central Coast region - program is operating in 3 primary schools, supporting students and families with 6 trained facilitators and 3 bilingual mentors;
 - o Illawarra and South East region - program is operating in 4 schools with 22 parents from Chin, Arabic, Karen, Swahili, Ewe, Farsi and Burmese backgrounds;
 - o Riverina region - program is operating in 2 Riverina schools for the first time this year.
- In South Western Sydney region - 34 projects across 31 schools have been implemented as part of the Vulnerable Students support program for 15-19 year olds. Initiatives include Social Inclusion Program Refugee Youth Project (SIPRY), Samoan Success, Men's Shed, Triple M Program and Ready to Leave. The positive impact of the Sir Joseph Banks High School Triple M program was presented at State Parliament by the school coordinator and 7 student representatives from culturally diverse backgrounds.
- In Western Sydney region - the SIPRY program has also been set up in one high school with the support of local partners including the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS), Friends of STARTTS, Western Sydney Institute of TAFE, Newly Arrived Youth Support Service, SydWest and Centrelink. As a result of involvement in the project, refugee students have developed language, multiple literacy and employability skills and strategies to achieve them; developed practical knowledge of different pathways; and have built resilience. The program has also provided families with relevant support through a case management approach.
- In Hunter/Central Coast region - the Refugee Transition program was broadened to link more closely with the wider community to provide vocational education opportunities. Links with TAFE allowed for Green cards to be achieved by 12 refugee students in the program.
- Strategies reported by regions to support the career and transition needs of students from culturally and linguistically diverse backgrounds include: using specialist teachers and community members; targeted support in career and transition planning; case management; forums and information sessions for culturally and linguistically diverse parents; programs to support students and families from North Africa; refugee transition programs; targeted mentoring programs such as ASPIRE; and forming links with DEEWR funded Youth Connections outside school.
- The Independent Employment Adviser (IEA) program supported at-risk students from government high schools in regions of high youth unemployment to re-engage with their

schooling, explore and plan training and career pathways and where appropriate transition to post school education, training and employment. In all, 22% of students supported by the program were from culturally and linguistically diverse backgrounds. In 2011, 92% of at-risk students supported by the IEA program re-engaged in school or transitioned to further education or employment.

- The Ready Arrive Work program has been implemented in a number of schools and regions to assist newly arrived refugee students identified by their school as having difficulties in participating at school due to language, personal trauma or other risk factors. The students have engaged with structured learning in the school or vocational education environment.
- The Vocational Education in Schools Directorate has ensured copies of the mandatory Workplace Learning Guide for Parents are available on the internet in 35 languages.
- A total of 40 teachers were trained to work as Transition Advisers to support targeted students, particularly those at risk of disengaging early from education or training to plan their transition from school. The training included consideration of the needs of culturally and linguistically diverse students.
- A 2 day forum on 'Person Centred Approaches in Education and Transition' focused on building the skills and understanding of Support Teachers Transition to assist students with disability, including those from culturally and linguistically diverse backgrounds, and their families to make informed decisions about targeted vocational programs for students. Speakers included parents and students from culturally and linguistically diverse backgrounds.
- In all regions, Community Information officers (CIOs) provided information and support to culturally and linguistically diverse parents and community members to facilitate transition to school and explain educational and vocational pathways. Examples include:
 - o Northern Sydney region - CIO coordinated 4 Transition to School seminars for Chinese and Korean parents (83 participants) with the support of community agencies;
 - o New England region - CIO provided customised support to newly arrived migrants enrolling their children in school;
 - o South Western Sydney region - CIOs supported transition to school through the presentation of courses such as Schooling in NSW, support for Best Start parent information sessions, Kindergarten orientation programs, high school electives information nights;
 - o Sydney region - CIOs provided Kindergarten orientation to newly arrived parents from a range of backgrounds to assist them to prepare for starting school;
 - o Western NSW region - CIO worked with communities from culturally and linguistically diverse backgrounds and supported the enrolment process, giving individual assistance to students and their families.

TAFE NSW

Hunter Institute

- Assessed local job markets and developed and implemented various education and training initiatives to equip the target groups with employment skills and/or articulation to higher education.
- Embedded vocational units into language programs such as English for Speakers of Other Languages, Adult Migrant English program, Workplace English Language and the Language Literacy and Numeracy program.
- Achieved positive outcomes through higher retention rates, better unit load pass rates, more articulation into higher level programs and better employment outcomes.

- Continued to build on success as an educational provider of choice for culturally and linguistically diverse communities. Since 2007, the total Institute enrolments of culturally and linguistically diverse students have grown by almost 50%.

Northern Sydney Institute

- Delivered the Settlement Language Pathways to Employment/Training (SLPET) courses. This 200 hour program included 120 hours of English plus 80 hours of vocational training including simulated work experience. In 2012, the Institute delivered 2 programs with an Aged Care focus, 2 programs with a Hospitality focus and one with a Business Administration focus. Students completed a selection of units of competency from a Certificate II or Certificate III level qualification in the vocational area plus a Certificate III in Spoken and Written English. At the conclusion of the SLPET course they have the opportunity to continue to complete their vocational qualification with advanced standing for the units completed.

Riverina Institute

- Increased enrolment of people from non-English speaking backgrounds by 40% from 2007 to 2011, with enrolments rising from 1,737 to 2,436.

Sydney Institute

- Counsellors met frequently with people recently arrived in Australia to learn about their situations and identify appropriate study and career options. This type of approach was augmented by:
 - o the formal assessment of overseas qualifications for recognition against Australian qualifications;
 - o sessions at the beginning of every English language course to introduce the counselling service in a non-threatening way and to discuss with students and teachers appropriate strategies for accessing counselling support;
 - o sessions on a range of issues including transitioning to the local workforce, understanding the Australian workplace and effective job seeking strategies;
 - o specialist support in preparing for the Occupational Education Test for overseas qualified doctors/health practitioners. Occupational Education Test is a language test for health practitioners who have qualified in another country and wish to gain provisional registration to practise their profession in Australia. The counsellors designed and delivered specialist role play interviews/medical consultations which simulated the testing context. These role plays were recorded to provide feedback to the students on their skills in relevant areas;
 - o sessions on the English for Academic Purposes program and the issues that need to be considered when seeking to articulate into higher education programs.
- Multicultural Education Coordinators managed a range of initiatives including:
 - o mentoring for teachers across a variety of disciplines (Languages, Foundation Studies, Accounting, Rigging and Scaffolding, Construction, Business Administration and Children Services) about approaches to providing a learning environment that is inclusive for the most disadvantaged culturally and linguistically diverse communities;
 - o customising delivery for culturally and linguistically diverse groups by, for example, reducing systemic barriers in relation to teaching and learning activities, promoting open cultural understanding and respectful communication and conducting appropriate assessment;
 - o coordinating delivery of a range of programs specifically addressing the needs of students from culturally and linguistically diverse backgrounds such as the Certificate II in Community Services, Language for the Construction Industry, Early Childhood Education and Care, Access to Employment in Australia, vocational taster programs and off campus

delivery of information sessions for community groups eg Young Chinese background mothers, parents at local public schools and Lebanese youth.

Western Institute

- Increased enrolments of culturally and linguistically diverse students from 1,501 in 2007 to 2,513 in 2011 - an increase of 67%.
- Utilised new technologies to deliver more flexible and innovative training to people who have previously had limited access to TAFE, especially those that live outside the larger centres in the region. The Institute provided an 'umbrella service' to link, coordinate and promote the organisation's online, mobile and flexible delivery services to provide an increased range of course and delivery options for learners located outside the major cities and towns.

Western Sydney Institute

- Delivered the following courses in partnership with community agencies to meet local needs:
 - o preparation for the Australian workforce in partnership with Katoomba Neighbourhood Centre to prepare migrants in Australian workplace practices;
 - o New Country, New Friends Mentoring program in partnership with Katoomba Neighbourhood Centre targeting culturally and linguistically diverse students who require mentoring training to assist new and emerging Blue Mountains migrants;
 - o Computing for Beginners for Egyptian and Arabic speaking communities in partnership with Claremont Meadows Neighbourhood Centre and Angels of Mercy Welfare Services;
 - o English in the Garden in partnership with SydWest Multicultural Services to train culturally and linguistically diverse students in permaculture practices embedding English language through a team teaching approach and utilising pictorial stories;
 - o Certificates I and II in Asset Maintenance for the Bhutanese community in partnership with Cana Communities Inc, Angels of Mercy, Nepean Migrant Access, Penrith City Council Multicultural Services and Human Services Settlement Services delivered at the Orchard Hills Farm and at Mt Schoenstatt Retreat Centre, Mulgoa;
 - o Certificates I and II in Production Horticulture for Karen, Bhutanese, Sudanese, Afghani, Iranian and Chinese refugees in partnership with Cana Communities Inc, Angels of Mercy, Nepean Migrant Access, Penrith City Council Multicultural Services, NSW Refugee Farmers Association; and Human Services Settlement Services delivered at the Orchard Hills Farm;
 - o Food Safety and Hygiene for women from culturally and linguistically diverse backgrounds in partnership with SydWest Multicultural Services;
 - o Social Inclusion Pathways for Refugee Youth for Years 9 to 11, Blacktown Girls High School students from refugee backgrounds in partnership with Centrelink, SydWest MRC, Job Service Agencies, the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) and Blacktown Youth Services Association;
 - o Language and Literacy for parents from culturally and linguistically diverse backgrounds with children at Marayong Public School in partnership with Marayong Families Connect.
- Delivered a range of programs through the Open Training and Education Network including a commercial Professional Year program under the Skilled Migration Internship Program for Accountants (SMIPA). OTEN has been the sole TAFE NSW provider of SMIPA since 2009. This program is delivered commercially to accounting graduates seeking to gain permanent residency as temporary visa holders and prepares them for employment. Over 825 students have enrolled in this program since March 2009, with 700 completions to date and the remainder still in training. The completion rate of SMIPA students is on average 95% per year. Over 15 countries of birth were represented in this SMIPA program, with the highest proportions born in India (50%), Nepal (20%) and Bangladesh (10%).

NSW AMES

- Provided online English courses for people from culturally and linguistically diverse backgrounds who were ineligible for the Adult Migrant English Program or could not attend face-to-face classes.

Adult and Community Education

- Through the ACE Social Inclusion program a range of services were delivered to migrant and refugee learners. ACE colleges worked with local industry and community groups to ensure training met local needs. Almost 50% of students enrolled in language, literacy and numeracy courses were born in a non-English speaking country. In 2012, over 40,000 learners enrolled in ACE courses spoke a language other than English at home. Of these, approximately 45% speak a language other than English at home.

STRATEGY 2.2

Provide high quality English language programs for students learning English as a second language, including refugees

A wide range of English language programs and teaching resources were provided to assist students of all ages and backgrounds in learning English.

Public Schools

- The English as a Second Language program provides support to ESL learners through 2 linked programs:
 - o the English as a Second Language New Arrivals program which provides newly arrived migrant students with on-arrival intensive English instruction in schools and Intensive English Centres (IECs);
 - o the English as a Second Language Targeted Support program which supports students' English language development and facilitates their participation in mainstream education activities following the initial support provided under the New Arrivals program.
- In 2012, a total of 89,400 students, including 71,848 primary students and 17,552 secondary students, received English language tuition through ESL programs provided in a total of 732 schools.
- In addition, approximately 1,500 newly arrived secondary aged students enrolled in 14 IECs and the Intensive English High School received an intensive English and high school preparation program before transitioning to high school.
- In 2012, NSW Government schools enrolled approximately 7,000 newly arrived students needing ESL support, including approximately 890 newly arrived refugee students. In addition, since 2011, over 400 students living in the community detention program have enrolled in schools.
- A total of 1,967 international students received ESL support, including 1,841 enrolled in high schools and 126 enrolled in primary schools.
- These ESL students were supported by approximately 1,250 specialist ESL teacher positions (full-time equivalent) comprising: 896 ESL teacher positions in schools under the Targeted Support program; approximately 104 ESL teacher positions supporting newly arrived students in schools; and 250 teacher positions in 14 IECs; and the Intensive English High School. The numbers of ESL new arrivals teacher positions fluctuate throughout the year, in response to changing enrolments.

- The ESL Annual Survey was conducted in June to identify the relative ESL need of all schools and to determine resourcing needs for the following year. Schools reported their ESL student phases, including the ESL needs of refugee, international and Aboriginal students.
- A range of programs and initiatives were implemented in schools to support ESL learners. These included: ESL Orientation courses; Teaching English Language Learners professional learning for mainstream teachers; evaluating teaching practice using the Quality Teaching Framework; reporting to parents on the outcomes of ESL students using the ESL reporting scale; effective ESL program organisation including supervision and ESL data management; ESL language and literacy teaching across the curriculum; implementing the ESL Steps K-6 Curriculum Framework; assessment of ESL students using the ESL Scales; and analysing ESL student NAPLAN results.
- The Certificate in Spoken and Written English course is a course for recently arrived, senior ESL High School and Intensive English Centre students at risk of disengaging from education. In 2012, a total of 350 certificates at levels 1 and 2 and 408 statements of attainment were awarded in the VETAB accredited English language course.
- The national English as an Additional Language or Dialect (EAL/D) Learning Progression was trialled during Term 2, 2012 to determine its reliability and validity as a measure of English language proficiency. Approximately 100 teachers and 960 students from a total of 56 schools were included in the trial. Both specialist ESL and class teachers were involved in the trial. The trial report shows the tool is both a valid and viable tool for use in NSW Government schools.
- Programs and initiatives supporting ESL students were provided in all regions in response to local needs. Examples include:
 - o Hunter/Central Coast region - support materials for ESL teachers have been developed and placed on the Equity Connected Online Workspace to be available for all teachers;
 - o New England region - teaching materials addressing cultural inclusivity in the classroom and ESL teaching strategies have been provided to all teachers;
 - o Northern Sydney region - a regional new arrivals' program has been developed to support teachers to deliver a quality program to new arrivals with ICT resources developed to complement the program. Homework centres have been established at three schools to provide targeted support for refugee students and many other secondary schools provide homework support for international students. Teaching resources have been made available on the region's website for ESL and mainstream teachers to access;
 - o Riverina region - ESL network meeting provided information, resources, contacts and discussions around the latest emerging issues for teaching English to ESL students. ESL teachers from the Riverina have participated in online learning opportunities on Understanding the needs of refugee students, ESL Reporting to Parents, Planning and Programming, Using ESL Scales;
 - o North Coast region - 58 schools provided ESL programs to targeted students, including 47 schools under the ESL New Arrivals Program; 22 schools developed new resources to support ESL teaching and learning; 12 schools received regional equity grants to support multicultural education and ESL teaching and learning;
 - o South Western Sydney region - 8 Intensive English Centres provided initial intensive English language instruction to support newly arrived students; 223 schools had ESL allocations totalling 296.0 FTE in K-6 schools, 100.2 FTE in 7-12 schools and 1.4 in SSPs. In addition, 65 K-6 schools applied for supplementary ESL teaching support for newly arrived students; Stage 6 English (ESL) workshops were provided for teachers new to teaching the course;
 - o Sydney region - 121 primary and 33 secondary schools in Sydney region provided ESL programs; 1 secondary and 44 primary schools provided ESL New Arrival Programs; ESL teaching resources provided to ESL and classroom teachers online and through teacher networks and professional learning;

- o Western NSW region - Community Information officer and teacher mentor supported enrolment of newly arrived ESL students and provided support to teachers delivering programs to ESL students;
- o Western Sydney region - Teaching English Language Learners (TELL) was delivered to targeted primary and high schools as whole school professional learning to develop mainstream teachers' skills and understandings to effectively support ESL learners.

TAFE NSW

Hunter Institute

- Delivered a range of English language programs such as English for Speakers of Other Languages, Adult Migrant English program, Workplace English Language program and Language Literacy and Numeracy program.
- Developed new initiatives such as the Special Preparatory program (SPP) classes for Pashto and Dari speakers from Afghanistan, the Settlement Language Pathways with its emphasis on developing language skills in a vocational context and Cooking with Culture for multicultural students in the Certificate II in Hospitality which was delivered in a team teaching environment with an English for Speakers of Other Languages teacher and a Hospitality teacher.
- Continued to embed vocational units of competency into the English for Speakers of Other Languages courses and deliver quality language programs to students in rural and regional areas and through a variety of study modes including classroom tuition, distance learning, self paced e-learning and home tutoring.

New England Institute

- Delivered Adult Migrant English Program and English for Speakers of Other Languages classes at Tamworth, Armidale and Narrabri.

Northern Sydney Institute

- Delivered the following programs: English for Speakers of Other Languages; Adult Migrant English program; Language, Literacy and Numeracy program; and the Community Detention English program.
- Installed 4 new digital language labs at the beginning of Semester 2, 2012 for use in these English language programs.
- Ensured that every English for Speakers of Other Languages Teaching Section is well resourced with books, audiovisual resources, online resources and other English language teaching materials.

Western Sydney Institute

- Provided the following across all colleges in the Institute and through OTEN: Learner Support; Basic English Language; Foundation English Language Skills; Routine English Language Skills; English for Further Study; Advanced English for Further Study; Elementary English Language; and English for Academic Purposes.

NSW AMES

- Developed teaching materials which are culturally sensitive and inclusive, and maintained the national curriculum for the AMEP the Certificates I, II, III and IV in Spoken and Written English.
- Delivered the Skillmax program under contract with the State Government. Delivery of this program is also through TAFE and Adult Community Education Partners.
- Provided workplace English language teaching for students learning English as a second language through the Workplace English Language and Literacy program.

- Developed and delivered online English language courses that are based on the Certificate of Spoken and Written English curriculum and are easy to access through a range of multimedia including mobile Apps.

Adult and Community Education

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

STRATEGY 2.3

Provide support programs for students from refugee and humanitarian backgrounds

Programs and initiatives support the education, settlement and welfare needs of refugee students and clients.

Public Schools

- In 2012, the Refugee Support Strategy in schools was maintained and expanded. The Strategy encompasses a number of initiatives to support the settlement, welfare, education and transition needs of refugee students including:
 - o the Intensive English Program for Refugee Students in Primary Schools provides additional English language support to a number of targeted schools with high refugee student enrolments. In 2012, the program provided 8 teacher positions to support newly arrived refugee students in 13 metropolitan and 5 regional primary schools. The program provided intensive ESL and settlement support for 290 newly arrived refugee students;
 - o the Refugee Transition program provides additional teacher time to assist refugee students in transition from intensive English programs into mainstream high school and to further education, training or employment. It helps them to develop English language and literacy skills, study and learning skills, curriculum concepts, understanding of educational and vocational pathways and school and workplace cultures. In 2012, the program provided 10.4 teacher positions to support refugee students in 26 metropolitan and 10 regional high schools in 7 regions. The program assisted 638 refugee students to make the transition from Intensive English programs to mainstream high schools and to identify pathways to further education, training and employment;
 - o Homework centres and after school tutorial sessions, with bilingual support, were provided to refugee students who have been in Australia for less than 3 years. In 2012, the program operated in 12 high schools and one primary school.
- Through the School University Partnerships: Refugee Action Support program, a partnership between the Australian Literacy and Numeracy Foundation, the Department of Education and Communities and the University of Western Sydney, University of Sydney and Charles Sturt University, 525 refugee students in 26 primary and secondary schools received homework and tutorial assistance from pre-service teachers (university students), to provide them with additional literacy and learning support.
- The Macquarie Mentoring program, which provides university student mentors to support refugee students in high schools and encourages them to plan their post-school pathways, provided support to 90 students in 6 schools in 2012.
- The Refugee Student Assistance Scheme, a joint initiative of the Department of Education and Communities and the NSW Teachers Federation, continued to provide limited financial support to refugee students. A total of \$15,200 was provided to 659 students in 14 rural and regional schools and 18 metropolitan schools.

- A Living in Australia pilot course to assist refugee students in settling in Australia was developed in partnership with the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) involving 4 participating school communities in one region.
- The Roads to Refuge teaching resource which provides information about refugees for school aged children has been further revised and developed to assist teachers to teach about refugee issues.
- Families in Cultural Transition (FICT) courses were provided in schools to support the settlement of newly arrived children and families, including those from refugee backgrounds.
- The Settling In program is an early intervention program for newly arrived migrant and refugee students and is conducted by trained school counsellors and teachers with interpreter assistance. In 2012, the program assisted students in the process of adjustment to life in a new country and covered issues such as talking about feelings, dealing with anger, anxiety and sadness, people and places that can help, goal setting, problem solving, personal strengths and socialisation.
- Programs and initiatives supporting refugee students were provided in all regions in response to local needs. Examples include:
 - o Hunter/Central Coast region - Refugee Support officer trained community volunteers to work with refugee students in classrooms to support their learning through a partnership with Northern Settlement Services; Refugee Transition program assisted more than 24 refugee students to make the transition to mainstream high schools, with students getting TAFE taster programs and university experience courses;
 - o Illawarra and South East region - conducted workshops for 50 participants on topics such as bullying and nutrition in 5 high schools in conjunction with Wollongong City Council Youth Centre, Healthy Cities, Multicultural Health Service, Multicultural Communities Council and Illawarra Multicultural Services;
 - o New England region - coordinated community volunteers to train as support personnel for the 2 homework centres supporting 20 targeted ESL and refugee students; interagency meetings coordinate support for refugee students;
 - o Northern Sydney region - Refugee Transition program assisted the region's refugee students to make the transition from the region's 2 IECs to mainstream high schools; IECs worked with community organisations such as the Red Cross to deliver welfare and support programs for students; professional learning in needs of refugee students provided to District Guidance Officers;
 - o Riverina region - Refugee Transition program assisted refugee students to make the transition to mainstream high schools through English language and vocational preparation; Ready Arrive Work program assisted in vocational learning; Refugee Action Support program operated in 4 regional schools in partnership with the Australian Literacy and Numeracy Foundation (ALNF) and Charles Sturt University; Beginning School Well for Refugee Students undertaken by 2 schools in Term 4, 2012;
 - o North Coast region - more than 200 refugee students are enrolled in 18 schools; 12 of these schools have received regional equity grants to support resource provision and other initiatives; Refugee Transition program assisted 44 refugee students at 2 high schools to make the transition to mainstream high schools and to identify pathways to further education, training and employment; regional officers worked closely with Anglicare North Coast and North Coast Settlement Services in partnership with a range of community agencies to focus welfare and support programs on students and communities with the highest needs;
 - o South Western Sydney region - implemented a large number of initiatives:
 - Primary Intensive English program provided intensive support in 9 schools for recently arrived refugee students;
 - Refugee Transition program supported refugee students in 11 schools;

- Beginning School Well program provided transition to school support for refugee families in 5 schools;
 - Refugee Action Support program in partnership with the ALNF, Sydney University and the University of Western Sydney (UWS) supported refugee students in 9 high schools and 2 primary schools;
 - St Vincent de Paul Assisting Refugee Kids (SPARK), an after school homework and activities club for refugee children from Kindergarten to Year 6, operated in 7 schools in 2012;
 - Regional Refugee Support officers worked with agencies including Anglicare, Mercy Connect, and Humanitarian Settlement Services to support the needs of refugee students and their families;
 - Teaching units for primary and secondary schools were developed on the text The Little Refugee and distributed to every school to enable students to develop an understanding of the refugee experience;
 - Families in Cultural Transition courses conducted in 10 schools supporting families in their resettlement in Australia from a range of culturally and linguistically diverse backgrounds (including Hazara Afghani, Iraqi, Farsi, Pacific Islander, Burmese, Thai, Indonesian, Assyrian, Vietnamese, Spanish, Dari, Karen, Arabic speaking from a number of countries).
- o Sydney region - implemented a number of initiatives:
- Refugee Transition program assisted 84 refugee students to improve their learning outcomes in mainstream high schools and to consider and/or identify pathways to further education, training and employment;
 - Sydney Region Refugee Support Network provided professional learning for teachers from 7 schools to support approximately 100 refugee students;
 - Teaching Refugees in my Classroom course delivered to 12 teachers;
 - Families in Cultural Transition program delivered in one primary school, supporting 2 refugee families;
 - Mercy Connect provided 6 tutors to 3 secondary schools to support refugee students in the classroom.
- o Western NSW region - Community Information officer supports principals in sourcing information and local community resources for newly enrolled ESL students who may include students from refugee and humanitarian backgrounds.
- o Western Sydney region - implemented a large number of initiatives:
- Primary Intensive English program in 4 schools supporting 69 refugee students;
 - Refugee Transition program in 6 high schools supporting 147 refugee students;
 - Social Inclusion Program for Refugee Youth (SIPRY), in partnership with STARTTS, Friends of STARTTS, Western Sydney Institute of TAFE, Newly Arrived Youth Support Service, SydWest and Centrelink;
 - FICT course in one high school, targeting the Nepalese community;
 - Macquarie Mentoring program in 3 high schools to support refugee students in years 11 and 12;
 - Refugee Action Support program in partnership with UWS and ALNF in 5 high schools with 142 refugee students and 26 tutors from UWS;
 - Classrooms without Borders in partnership with UWS and ALNF in 5 primary schools with 137 refugee students and 43 tutors from UWS;
 - Teaching refugees in my classroom was implemented as a whole school professional learning program in 3 high schools and 5 primary schools;
 - Western Sydney region Refugee Connect - a refugee newsletter published once a term, providing information for teachers of refugee students.

TAFE NSW

Hunter Institute

- Assessed the needs of Afghani refugees in Newcastle, many of whom have low literacy skills but are very keen to work. Consultations with Humanitarian Settlement Services, Job Service Agencies, Centrelink, Department of Immigration and Citizenship and TAFE have been held to develop strategies to meet the needs of this client group.
- Identified health issues for newly arrived refugees and migrants as an area of concern. In response health talks were arranged with Hunter New England Health with interpreters, and both women's and men's health talks were delivered.
- Identified language and literacy skills as the greatest need for this client group. Teachers have undertaken training in Accelerated Literacy to ensure that these client needs are met. Bilingual support has also been provided.
- Liaised with Settlement Services, Centrelink, Health, Disabilities on the Central Coast to develop and deliver sessions attended by interpreters that address a range of community and individual needs.

Illawarra Institute

- Provided self-paced and group learning to people from culturally and linguistically diverse backgrounds through the Institute's English Language and Cultural Centre which features a flexible delivery centre with cutting edge software to enable students to learn English language skills. The lab caters for 25 students at a time and it is currently being utilised 5 hours a day 5 days a week.

Northern Sydney Institute

- Ensured that teachers of refugee students, including those on the Community Detention English program, were resourced with a range of teaching materials and had the chance to attend workshops delivered by the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors and the Refugee Advice and Casework Service Inc.

Riverina Institute

- Liaised closely with settlement services providers to ensure that initial and ongoing settlement issues are addressed in a culturally appropriate manner. This included providing information for new humanitarian arrivals and holding quarterly workshops on issues relevant to those settling in the region.
- Encouraged newly arrived students from culturally and linguistically diverse backgrounds to participate in and understand the community. This included organising excursions to other towns and cities, encouraging people to attend exhibitions and showcases and participate in information sessions and workshops so that they better understand local history, culture, programs and services.

Sydney Institute

- Provided students from refugee and humanitarian backgrounds with access to education and career counselling.
- Referred some students to external services such as the Transcultural Mental Health Centre, and the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors for culturally-appropriate specialist assistance.
- Delivered an Understanding VET Sector for Refugees Workshop in partnership with Metro Migrant Resource Centre.
- Partnered with the Intensive English Centre Marrickville to integrate the development of English language and vocational skills for future employment for young people from refugee backgrounds.

South Western Sydney Institute

- Enrolled students from culturally and linguistically diverse backgrounds in targeted refugee taster engagement programs under Participation Phase Initiative program across 8 colleges. Programs covered a range of industry areas and included Hair and Beauty, Nails and Beauty, Metal Fabrication, Go Carts, Auto Painting, Bricklaying, Tiling, Word Processing, Carpentry, Fashion Design, Barista, Brick Laying and Paving.
- Delivered a Certificate II course for students from refugee backgrounds in consultation/partnership with a grassroots religious organisation. Women from Afghan backgrounds who worked as volunteers at a mosque enrolled and completed their qualification.
- Delivered targeted refugee youth pathway programs that were developed by Institute Multicultural Education Coordinators working with the Adult and Basic Education and the Vocational Access Sections at Granville College.

Western Institute

- Continued to develop inclusive materials to suit individual learner needs. Vocational access staff also used resources developed for the Adult Migrant English program to support delivery of the Certificate of Spoken and Written English programs. These resources were specially designed for culturally and linguistically diverse students and are inclusive in nature.

Western Sydney Institute

- Institute Multicultural Education Coordinators provided training on inclusive training strategies for teachers working on targeted refugee programs. Training covered background information on refugee communities, support services for refugee and humanitarian entrants, inclusive teaching and assessment strategies. The training was delivered prior to commencement and was continued throughout the course in order to provide ongoing support and allow for reflection and discussion amongst participants. Monthly meetings involved all staff and volunteers involved with the refugee projects.
- OTEN Multicultural Education Unit staff attended Youth Refugee Health Forum to connect with potential refugee students and liaise with key educational and health service providers and raise awareness of OTEN's targeted programs.

STRATEGY 2.4

Promote tertiary pathways among disadvantaged students from culturally and linguistically diverse backgrounds

The Department implements a range of strategies aimed at ensuring that students from culturally and linguistically diverse backgrounds are able to access a range of pathways to tertiary education.

In 2012, the NSW Government released the Review of Tertiary Pathways Report. The findings of the report will influence the future work of the Department in ensuring access and support for all students, including students from culturally and linguistically diverse backgrounds, to tertiary pathway programs leading to bachelor degree qualifications. Recommendations of particular relevance include those related to increasing aspirations and expectations improving educational attainment and preparation for tertiary study, improving communication and provision of information for students and parents and innovation in providing pathways to tertiary education.

Public Schools

- The Department, through the Higher Education Directorate and the Equity Programs and Distance Education Directorate, is a partner with 5 Sydney Basin universities (University of Technology Sydney, Macquarie University, University of Western Sydney, University of Sydney, University of New South Wales) in the Bridges to Higher Education Collaboration, a Commonwealth funded initiative to increase the proportion of low socio-economic background young people entering university from school and vocational pathways. In 2011, approximately

500 students from 27 South Western Sydney region schools visited universities through the initiative. In 2012, campus visits have been scheduled in Term 4 and increased interest is evident.

- Three Board of Vocational Education and Training funded pathways to degree programs at partner universities are being implemented or developed in early childhood education, applied engineering and accounting. These aim to support students through vocational pathways into tailored Bachelor degrees at partner universities. In Semester 2, 2012 an Associate Degree of Accounting linked to the third year of a Bachelor degree had its first intake.
- Through the Macquarie Mentoring program, a partnership between Macquarie University and the Department of Education and Communities, 90 refugee students in 6 secondary schools received mentoring support from university students in planning educational pathways.
- Disability Programs facilitated a 2 day Approaches in Education and Transition forum in collaboration with Department of Ageing Disability and Aged Care. This forum focused on building the skills and understanding of Support Teachers Transition to assist students with disability, including those from culturally and linguistically diverse backgrounds, and their families to make informed decisions about possible tertiary pathways. Speakers included parents and students from culturally and linguistically diverse backgrounds.
- All regions implemented a range of strategies to facilitate access to tertiary pathways by students from culturally and linguistically diverse backgrounds. Examples include the following:
 - o Illawarra and South East region:
 - fifty five students from 5 high schools participated in the Multicultural Youth Ready Arrive Work program. The agencies involved were Job Quest, Centrelink, Novotel, Woolworths, McDonalds, Wollongong Police Command, Multicultural Communities Council of Illawarra, the Wollie Youth Centre and officers from several Department portfolio areas and TAFE NSW. The workshops were held over 3 days and covered topics including resume writing and vocational and further education pathways;
 - a school-based Apprenticeship and Traineeship program was presented at 2 schools in conjunction with Business Enterprise Centre Australia, TAFE NSW and the Vocational Education Council for 70 participants;
 - career information sessions for students from culturally and linguistically diverse backgrounds were held at 4 high schools.
 - o New England region:
 - targeted support to achieve career aspirations was provided for students from culturally and linguistically diverse backgrounds through the Plan it Youth and Junior Plan it Youth programs, involving community partnerships;
 - community and parent participation in visits by students from culturally and linguistically diverse backgrounds to businesses and tertiary institutions was encouraged to assist in realising students' career aspirations.
 - o North Coast region:
 - all 15 high and central schools with ESL and refugee enrolments have partnerships with universities to support further education pathways for students from culturally and linguistically diverse backgrounds.
 - o Northern Sydney region:
 - the University Admissions Centre representatives addressed the region's career advisers twice in 2012 about university access schemes available to students from disadvantaged backgrounds, including students from culturally and linguistically diverse backgrounds.

- o South Western Sydney region:
 - as part of the Widening Participation Strategy aimed at increasing the proportion of young people from underrepresented groups entering university, the University of Technology introduced an online survey which was sent to all SWSR high schools to gather feedback from schools implementing a range of university links programs and to collect expressions of interest from schools for future collaborative initiatives. Survey data will be analysed in Term 4, 2012.
- o Sydney region:
 - the Mosaic program continued as a partnership with University of NSW. In 2012, 7 high schools and 106 students from language backgrounds other than English were mentored by university students;
 - the Compass program, a partnership between the region and the University of Sydney targeting students from disadvantaged and LBOTE backgrounds to encourage them to stay engaged in school and to go on to tertiary education, involved 4 primary schools, 3 high schools and 2 Intensive English Centres in 2012.
- o Western NSW region:
 - tertiary pathways were strengthened through visits to TAFE, universities, local businesses and institutions and addresses from guest speakers who promoted career aspirations through further study.
- o Western Sydney region:
 - five Jim Anderson scholarships, of \$5,000 each were awarded in 2012 to support students from Western Sydney schools to undertake study at the University of Western Sydney or at a TAFE NSW college.

TAFE NSW

Hunter Institute

- Developed and delivered a Youth Pathways program targeting youth from 10 schools with culturally and linguistically diverse backgrounds. This program, as part of ongoing school-to-TAFE and TAFE-to-University transition plan, was very successful and provided the participants with the opportunity to try various vocational options. Youth workers from community organisations/agencies including Multicultural Neighbourhood Centre, Northern Settlement Services and the Service for the Treatment and Rehabilitation of Torture and Trauma Survivors were involved.

Illawarra Institute

- Developed a partnership with the Intensive English Centre to strengthen pathways for graduating students to additional English language programs and appropriate entry to TAFE.
- Liaised with teachers from the Intensive English Centre and Community Information officer in the Department of Education and Communities to provide a smooth transition from school to TAFE for disadvantaged youth from culturally and linguistically diverse backgrounds.
- Developed a pathway to University via the Certificate III in English for Academic Purposes. This course is recognised by the University of Wollongong for university entry.

Riverina Institute

- Ensured that all students are aware of the opportunity to access career counselling through the TAFE counselling service and that Adult Migrant English program students are aware of their entitlement to access a teacher/counsellor for any non-teaching issues.

- Supported students graduating from higher level programs such as the Certificate III in Spoken and Written English to identify and enrol in other vocational education programs, including those that articulate to university.

Sydney Institute

- Allocated funding to support refugee students facing particular hardship.
- Provided additional funding for provision in the following areas: Community Services; Hospitality; Construction; and Business.
- Maintained a range of opportunities for culturally and linguistically diverse students from disadvantaged backgrounds to improve their educational pathways. These included:
 - o information sessions on TAFE educational pathways for specific groups such as Arabic Speaking Muslim youth, young Chinese women; and matured aged women seeking to retrain;
 - o English for Speakers of Other Languages programs delivered in a range of contexts and using a variety of delivery modes;
 - o Certificate I in Vocational and Community Engagement - Computer Basics and Internet;
 - o programs specifically developed for students referred to Sydney Institute by the Red Cross;
 - o English language classes delivered off campus to people who are unable to access campus facilities;
 - o Moving On sessions for students at the end of their programs to help them make appropriate choices about their future educational and vocational pathways.

South Western Sydney Institute

- Worked in partnership with university and other higher education providers to expand opportunities for disadvantaged students from culturally and linguistically diverse backgrounds. The Institute offered several tertiary pathway programs that supported students seeking to transition from VET qualifications to degree programs but remain in a supportive TAFE environment. Partners included the UWS, University of Ballarat and Charles Sturt University.
- Formed part of the Bridges to Higher Education initiative. This initiative brings together 5 universities, the Department of Education and Communities, 3 TAFE institutes as well as 10 other key partners. The aim is to support students from disadvantaged backgrounds, including refugees and people from culturally and linguistically diverse backgrounds with limited educational experience, to realise their potential by identifying and progressing along pathways to higher education.
- Partnered with Intensive English Centres, high schools, community groups and ethnic organisations, job services agencies as well as local youth connection providers to develop a network and referral system to assist culturally and linguistically diverse students with their career pathways.

Western Institute

- Initiated discussions with Charles Sturt University and other higher education providers about pathways to university programs for disadvantaged learners including those from culturally and linguistically diverse backgrounds.

Western Sydney Institute

- Delivered cultural information sessions and TAFE Pathways workshops in partnership with groups such as Centrelink, SydWest Multicultural Service, Auburn Migrant Resource Centre, Mamre House, Department of Juvenile Justice, Corrective Services NSW and Penrith Women's Health to promote TAFE programs and services on a regular basis.

- Visited local high schools to attend Parent/Teacher evenings, Subject Selection evenings, Careers Markets and Expos and promoted TAFE pathways to prospective students.
- Offered recognition services free of charge to current and prospective students through Institute Multicultural Education Coordinators and Counsellors. Recognition of competency was assessed formally by Recognition Officers after validation of qualifications by IMECs and Counsellors.
- Coordinated the Community Service Expo at Nepean College in September 2012, involving 34 stallholders/exhibitors including Nepean Volunteer Services, Western Sydney Community Forum, Centrelink, Penrith City Council, careCares, Richmond Community Services, Anglicare, Nepean Migrant Access (NMA), Anglicare, Angels of Mercy and local Job Service Agencies. Stallholders from WSI included Child Studies, Nursing, Health and Fitness, Community Services, Disabilities, Hairdressing, Counselling, Library Services and Course Information. There was a schedule of speakers on the day, giving detailed information and presentations on their services.

NSW AMES

- Skillmax students are given comprehensive information on tertiary providers that provide bridging courses for their relevant fields, and educational counselling on career pathways and goal setting.

Adult and Community Education

- Through the ACE Social Inclusion program a range of programs and services were delivered to migrant and refugee learners and funding provided to assist students plan pathways to further education and training or employment.

STRATEGY 2.5

Promote intercultural understanding and positive community relations

Intercultural understanding and positive community relations were promoted in a variety of ways.

Public Schools

- The Multicultural Education Policy provided the framework for the development and delivery of strategies promoting intercultural understanding and community cohesion. Under the policy all schools are required to include relevant strategies 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 2012, schools conducted a range of activities including:
 - o cultural exchange programs;
 - o student leadership activities promoting civic responsibility, social inclusion and cultural understanding;
 - o assessment of school programs and practices in delivering culturally inclusive programs and services;
 - o analysis of learning outcomes of targeted groups of students from culturally and linguistically diverse backgrounds and examination of effective pedagogy;
 - o development and trialling of texts and units of work which explore aspects of culture, identity and diversity;

- o school based action research projects which examine teaching and learning programs and resources for cultural bias and stereotyping;
- o 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 were provided on the Department of Education and Communities' intranet and other websites including [Cultural Exchange NSW](#), [Making Multicultural Australia](#), [Prejudice. No way!](#) and [Racism. No way!](#)
 - o The Cultural Exchange NSW website 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. In 2012, over 100 schools from all regions were registered on the website. There were more than 328,000 hits on the website in 2012.
 - o 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 Cooling Conflicts Ning is maintained to assist teachers share strategies and resources to counter racism and promote intercultural understanding.
 - o The Racism. No way! website provided support to schools in anti-racism education, including information on cyber racism and a wide range of anti-racism education resources and strategies. The website continued to attract high levels of traffic from users in NSW, Australia and overseas. In 2012, there were more than 5 million hits.
 - o The Prejudice. No way! website, which complements the Racism. No way! initiative, provided online anti-prejudice materials for students in Years K-3. In 2012, the website continued to support teachers and students and received almost 135,000 hits.
- The Multicultural Perspectives Public Speaking Competition, conducted annually in primary schools, aims to heighten awareness of Australia's cultural diversity. 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. In 2012, 2,136 students representing 735 schools competed in 81 local finals throughout NSW. Many more students participated in the program in school-based selection trials. Topics included: Belonging; Every Day is Harmony Day; Racism Hurts Everyone; Multiculturalism at School; Welcoming Refugees; Getting a multicultural Education; Racism - It's Just Not Funny; Multiculturalism on the Net; Un-Australian.
- The Arts Unit implemented a number of other arts-based programs which promoted intercultural understanding and community harmony. These included the Multicultural Writers Program, Boys Secondary Choral Program, Boys Hip-Hop Workshops and Diverse Drumming Initiative. In 2012: 16 student writers and their classmates from 11 schools participated in the Multicultural Writers Program; 280 students from 55 schools participated in the Boys Secondary Choral Program; 174 students from 56 schools participated in the Boys Hip-Hop Workshops; and 880 students from 44 schools participated in the Diverse Drumming Initiative.
- The 2012 Calendar for Cultural Diversity: *Many Voices One Land* was developed and distributed to schools and community groups throughout NSW. The calendar, which features artwork from students enrolled in schools across the state, identifies significant national and international days and events. An accompanying online handbook provides classroom and whole school strategies for promoting cultural diversity.
- The Henry Parkes Equity Resource Centre provided a range of print resources, including resources in languages other than English. The Centre extended its collection of resources to assist teachers implement culturally inclusive practices and promote intercultural understanding.

- The Curriculum Learning and Innovation Centre provides a range of curriculum materials and programs aimed at enhancing intercultural understanding and ensuring inclusive teaching practices, including intercultural understanding resources developed as part of the National Asian Languages and Studies in Schools program which aims to increase opportunities for school students to become familiar with the languages and cultures of Australia's key regional neighbours.
- The Department promoted the United World College (UWC) Scholarships on its webpage and assisted in the rigorous selection of scholarship recipients. UWC promotes peace and a sustainable future among the world's students. Students are selected to receive scholarships based on their academic strengths, their willingness to learn from people whose ideas, beliefs and cultural backgrounds may be different to their own, and their involvement in extra-curricular activities.
- The 2012, approximately 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 was entitled Represent. The 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 2 Aboriginal students.
- All regions conducted a range of activities to promote intercultural understanding, community harmony and anti-racism, including:
 - o Hunter/Central Coast region:
 - delivered a range of presentations to classes, year groups and whole school assemblies to enhance students' awareness and understanding of the cultural diversity of their local and wider community;
 - used the Doing Diversity Differently program in 12 schools to promote a range of syllabus related links to foster intercultural understanding.
 - o Illawarra and South East region:
 - supported and facilitated school multicultural celebrations in collaboration with community and government agencies eg Harmony Week, Refugee Week and Human Rights Day;
 - conducted an Exploring Diversity Day in November 2012 involving 40 SRC students and 6 teachers from four high schools.
 - o New England region:
 - distributed 'Hello' posters of our culturally diverse student population to all schools;
 - promoted Harmony Day activities and supported schools in celebrating cultural diversity.
 - o North Coast region:
 - conducted activities to promote intercultural understanding and community harmony in 186 schools. Activities included: Harmony Day; Multicultural festival days; Refugee Week; multicultural community visits;
 - conducted professional learning to promote cultural understanding and community harmony for 223 teachers from 81 schools.
 - o Northern Sydney region:
 - promoted intercultural understanding and developed knowledge about racism for students and anti-racism contact officers through a year-long action research initiative conducted by members of the Student Anti-Racism Network;
 - promoted intercultural understanding in schools across the region through Student Leadership Harmony Days;
 - provided professional learning to the region's ESL teachers via Together for Humanity and Doing Difference Differently organisations.

- o Riverina region:
 - delivered Harmony Day activities in 124 schools;
 - delivered Refugee Week activities in 20 schools;
 - promoted community harmony or cultural understanding in activities in 95 schools.
- o South Western Sydney region:
 - supported the Sydney Peace Prize Event at Cabramatta High School;
 - supported Harmony Day, Intercultural Understanding and Multicultural Day celebrations in schools across the region;
 - conducted 2 workshops, Student Voice for Stage 3 and Stage 4 students, in Term 4 for 80 students from LBOTE across 20 schools. The workshops explored issues related to equity and valuing diversity;
 - promoted intercultural understanding at school staff meetings.
- o Sydney region:
 - supported a Sydney region Student Anti-Racism network in 6 schools, involving 30 students who met 8 times in 2012 to discuss strategies to address racism;
 - shared a teaching resource, Different People Different Voices board game, developed by Burwood Council to counter racism and promote intercultural understandings, with 30 students from 6 schools.
- o Western NSW region:
 - promoted Harmony Day to all schools in the region, encouraging them to participate in local town activities and strengthen school ties with the local community and local organisations;
 - encouraged schools to share in and promote the MERGE holiday activity program with children from culturally diverse backgrounds together with other young people and their families. Students meet new people, learn new skills and develop positive feelings about their community thereby supporting positive relationships within the wider community.
- o Western Sydney region:
 - celebrated Multicultural Day in more than 62 schools;
 - conducted Harmony Day celebrations in more than 110 schools and at St Marys Nepean Migrant Access Centre coordinated by Penrith Migrant Interagency and assisted by regional staff;
 - conducted Refugee Day activities in more than 11 schools;
 - conducted cultural exchange programs in 19 schools;
 - held student led anti-racism events in 34 schools;
 - conducted regional Equity Student Leadership initiatives in primary and secondary schools. Over 150 students from 39 schools students participated in forums designed to develop skills in identifying issues of racism and strategies to address them and to develop a better understanding of accepting and valuing cultural difference;
 - celebrated Refugee Week via a Refugee Celebration Day with over 200 students and teachers, community, regional and state personnel and representatives from outside agencies in attendance.

TAFE NSW

Hunter Institute

- Promoted participation in Harmony Day and World Refugee Week celebrations across the Institute, World Women Week celebrations, ongoing Cross-Cultural Awareness workshops for Institute staff and Youth Week celebrations.

- Supported the Cultural Connections initiative as another effective program for promoting social harmony, tolerance, respect and understanding about students from culturally and linguistically diverse backgrounds.
- Sought to improve the sustainability and relevance of these strategies by partnering with the Hunter Institute Student Association as well as faculties and sections.

Illawarra Institute

- Celebrated Harmony Day at campuses across the Institute.
- Participated in Refugee Week celebrations at Wollongong Mall on 22 June 2012. Equity and counselling staff set up a stall to promote TAFE products and services.

New England Institute

- Appointed Early Intervention Contact officer who promotes intercultural understanding and positive community relations at meetings throughout the Institute.

Northern Sydney Institute

- Organised a number of activities on Harmony Day, including multicultural performances and showcases, barbeques and multicultural food stalls, a lifestyle expo and sporting activities to fit with the 2012 Sport theme and displays in libraries at Meadowbank, Northern Beaches, Hornsby and Bradfield Colleges.

Riverina Institute

- Participated in Harmony Day and Refugee Week activities and, in so doing, engaged students from a wide variety of cultural backgrounds and partnered with local volunteers and other organisations to engage with local communities. For example:
 - o in response to the sporting theme of Harmony Day in 2012, a sports/games day was held at the Botanical Gardens in Wagga Wagga which involved students, English for Speakers of Other Languages teachers, vocational teachers, volunteer tutors, Gardens staff members of the local Multicultural Council;
 - o students from the Bhutanese Association in Albury, sponsored by Albury Council and the Albury Volunteer Resource Bureau organised their annual cultural program for November celebrating 4 years of settlement in Albury;
 - o participated in the Multistory Project, a community-based digital storytelling project managed by the Eastern Riverina Art Initiative and funded through the Diversity and Social Cohesion program. An artistic director worked with TAFE English for Speakers of Other Languages teachers and students over a period of weeks to engage in activities using art, craft, photography, videos and physical activities.
- Displayed photos in classrooms, hallways and libraries of students from many varied cultures involved in activities celebrating the diversity of campus and community life.

South Western Sydney Institute

- Worked in partnership with Student Association to organise Harmony Day Events at the 9 colleges across the Institute as a means of focussing the attention of students, staff and the wider community on the culturally and linguistically diverse population and promoting understanding and acceptance. Events included stalls, food, entertainment, exhibitions and presentations by refugees. Also, teaching staff shared their experience as migrants and the success in their lives on Harmony Day.
- Organised educational and cultural events through Refugee Week which provided the TAFE community with a deeper insight and understanding in to the life of a refugee, their stories and triumphs. These events also raised awareness about the issues that refugees face in settlement, accessing services, education and employment.

Western Institute

- Acknowledged the region's increasingly rich and culturally diverse communities by celebrating Harmony Day at locations across the Institute. These activities once again provided a focal point for sharing, understanding and respecting different cultures, language and outlooks.

Western Sydney Institute

- Harmony Day celebrations were held at colleges across the Institute. For example, celebrations at:
 - o Nepean College were organised by Sport and Fitness, International Students, English for Speakers of Other Languages, Hospitality Sections and the Aboriginal Education and Training Unit;
 - o Mt Druitt College were organised by the Outreach and Aboriginal Education and Training Units;
 - o Richmond College was organised by Tertiary Preparation Certificate students and staff with cakes donated by college.
- Refugee Week was celebrated in the Nepean area in partnership with Nepean Migrant Access and Centrelink.
- Discrimination and Racism Awareness programs were taught to students attending English for Speakers of Other Languages, English for Further Study and other classes. Content included understanding racism, strategies to counter racism and the process for lodging a complaint.
- OTEN Multicultural Education Unit delivered cultural units of competency to all culturally and linguistically diverse students enrolled in targeted courses.

STRATEGY 2.6

Promote understandings about education and training in NSW among people from culturally and linguistically diverse backgrounds

The Department conducts a range of activities to enhance understandings about education and training in NSW by people from language backgrounds other than English.

Public Schools

- Schools as Community Centres (SaCC) is a universal prevention and early intervention initiative supporting families with young children aged 0-8 years in communities facing marked challenges. The initiative provides accessible information about schooling and assists the successful transition of children from home to school. In 2012, a total of 45 SaCC projects were based in primary schools across NSW. In 2011, SaCC projects delivered a range of initiatives including supported playgroups, transition to school, early literacy, parenting programs, adult learning and health and nutrition initiatives to 1,412 families (1,739 children aged 0-8 years) from culturally and linguistically diverse backgrounds. Data for 2012 is not yet available.
- In public schools, activities to promote understandings about schooling includes parent information sessions such as Kindergarten orientation, transition from home to school, transition to high school and the schooling system in NSW using interpreters and providing translated information. All regions reported the conduct of such activities. Activities included:
 - o Hunter/Central Coast region:
 - a range of regional activities conducted to enhance parents' capacity to support their children's learning, including Newcastle African women's group meetings, Central Coast culturally and linguistically diverse women's group, pre and post enrolment sessions with parents of newly arrived students, Kindergarten orientation sessions,

- presentation at Regional Priority Schools parent conference, and information sessions to AMEP students (parents of school-age students);
- participation in the Central Coast Multicultural Expo, a major regional event which showcases programs and services to over 500 parents and community members from culturally and linguistically diverse backgrounds.
- o Illawarra and South East region:
 - ten Families in Cultural Transition workshops conducted in Term 4, 2011 for 14 parents from culturally and linguistically diverse backgrounds;
 - Orientation to Kindergarten sessions held in 4 locations for 320 parents;
 - information sessions on transition from Year 6 to Year 7 held in 2 schools for 55 parents;
 - subject selection sessions held in 5 schools for 560 parents and including support for parents from culturally and linguistically diverse backgrounds.
- o New England region:
 - training of community support personnel to support culturally and linguistically diverse students at the region's homework centres, and through one on one mentoring to support career aspirations;
 - preparation of schools' enrolment information packs to promote public education to the community.
- o North Coast region:
 - an "African parents/guardians and schools - working together for our children" project conducted in Lismore and attended by 33 African parents and community members.
- o Northern Sydney region:
 - 'Living in Australia' courses delivered over 6 weeks at 18 schools attended by 206 parents. Sessions included Drug Education, Bilingualism, Australian Teaching Styles, Opportunity Classes, Selective Schools, Education in NSW and How to support the education of your child at home;
 - four Transition to School seminars for 70 Chinese and 13 Korean speaking parents delivered in conjunction with Epping and West Ryde Community Hubs, Relationships Australia, Mission Australia, Ryde and Hornsby Councils on these seminars.
- o Riverina region:
 - two ESL Parental Engagement workshops held for parents and community members from a language background other than English to assist them to learn more about how they could get involved in their children's learning.
- o South Western Sydney region:
 - a highly successful model of supporting parents developed to resettle in Australia developed by Fairfield High School through providing information sessions about school in Australia. School representatives addressed the United Nations in Geneva about this initiative, and the Parent Café strategy has been replicated in a number of South Western Sydney schools;
 - a range of information sessions and workshops conducted by Community Information Officers for parents and community including Schooling in NSW, Supporting Your HSC Student, Transition to High School, NAPLAN and Best Start;
 - a parent conference, Empowering a Learning Community, conducted by a consortium of schools in Campbelltown and Macarthur School Education Groups attended by 144 parents from 60 schools;
 - a range of parent-teacher interactions including parent interviews with teachers (15 across 2 schools), parent interviews with school counsellors, and a parent excursion.

- o Sydney region:
 - twelve Parent Engagement Workshops at 6 schools, with approximately 180 parents attending. The workshops focused on building school community relationships with LBOTE parents;
 - the Sydney Region Multicultural Reference Group comprising 10 community leaders who met with members of the Equity Team and the Regional Director each term to discuss current educational issues and learn more about public education in NSW.
- o Western NSW region:
 - the Western NSW Regional Equity Committee continued as the regional advisory group on equity programs and distance education;
 - attendance at Youth and Multicultural community meetings in Parkes/Forbes, Orange and Cowra; Multicultural Interagency Meetings for Central West, Orana and Far West regions; and quarterly ESL Information Network Meetings by the Community Information Officer;
 - participation by culturally and linguistically diverse students in the Plan-it Youth program to enhance understandings about education and training in NSW.
- o Western Sydney region:
 - developing Children's Social Skills courses attended by 32 parents and community members from Arabic, Farsi, Korean, Punjabi, Sinhala, Tamil and Urdu backgrounds;
 - Families in Cultural Transition (FICT) courses attended by 18 parents from Arabic, Farsi and Nepalese language backgrounds;
 - Helping your child with NAPLAN at home attended by 202 parents from 28 language backgrounds and 12 schools and supported by the Nepean Migrant Access Agency;
 - How Our Children Can Be More Successful at School attended by 102 parents from 21 language backgrounds;
 - Literacy and Numeracy workshops attended by 67 parents from 17 language backgrounds;
 - Making Healthy Choices attended by 16 parents from Arabic, English, Tagalog, Tamil and Urdu language backgrounds from 2 schools;
 - NAPLAN attended by 89 parents from 20 language backgrounds;
 - OC placement attended by 29 parents from language backgrounds including Arabic, Burmese, Cantonese, English, Farsi, Gujarati, Hindi, Punjabi, Mandarin, Vietnamese;
 - School A-Z workshops attended by 30 parents from 12 language backgrounds;
 - Financial Literacy workshop attended by 9 parents from Arabic, Hindi, Samoan and Tamil language backgrounds;
 - Grammar and Punctuation Workshop attended by 9 parents from Japanese, Korean, Niuean, Tamil and Tongan language backgrounds;
 - Schooling in NSW attended by 7 parents from Filipino, Hindi, Punjabi and Samoan language backgrounds;
 - Positive parenting program attended by 289 parents from 26 language backgrounds.

TAFE NSW

Northern Sydney Institute

- Promoted courses such as English for Further Study, Skills for Work and Training, Skills for Work and Study, English for Academic Purposes and Settlement Language Pathways to Employment/Training to culturally and linguistically diverse communities as a way of increasing awareness about pathways into further education and training.
- Ensured that Counselling and Careers Development Service provides free career counselling for prospective and current TAFE students and are aware of possible pathways for students from culturally and linguistically diverse backgrounds.

Sydney Institute

- Supported Counsellors in working with prospective students on a one to one basis on matters such as recognition of prior learning, language and qualification assessment, and information provision around relevant matters such as work culture, networking, work experience placements and how to generally overcome barriers to employment.
- Partnered with a wide range of community organisations and other government agencies to increase awareness about the opportunities available through Sydney Institute as well as identify training needs that exist amongst culturally and linguistically diverse communities.
- Held information sessions across the Institute covering a variety of educational and vocational pathways and focussing on specific cohorts from amongst culturally and linguistically diverse communities.
- Worked with media agencies to deliver tailored media placement and content to target particular multicultural communities and cohorts.

Western Sydney Institute

- Provided information sessions on TAFE programs and services for culturally and linguistically diverse communities in partnership with Nepean Migrant Access, SydWest Multicultural Services, Centrelink, Penrith Womens' Health, Mount Druitt Ethnic Communities Association, Juvenile Justice NSW, Wentworth Area Health Service, Mamre House and Corrective Services NSW.
- Emailed Migrant Resource Centres with course flyers for their clients twice a year followed by phone contacts and mailout.
- Worked with other agencies to raise awareness about TAFE programs and services through their newsletters and webpages.

STRATEGY 2.7

Provide interpreter services to support communication with clients, parents and community members.

Interpreter services were provided in public schools and TAFE NSW Institutes.

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 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.

- In 2011-2012 a total of \$610,810 was provided to support 5,821 on site and telephone interpreter assignments. Details are provided below:

Table 1 – On site and telephone interpreting assignments in schools¹

Type of assignment	Primary	Secondary	TOTALS
Onsite assignments			
Number of onsite assignments	1,043	1,374	2,417
Cost of onsite interpreting (\$)	237,456.90	257,411.02	494,867.92
Telephone assignments			
Number of telephone assignments	1,337	2,067	3,404
Cost of telephone interpreting (\$)	45,649.10	70,293.70	115,942.80
Total number of assignments	2,380	3,441	5,821
Total cost of interpreting (\$)	283,106.00	327,704.72	610,810.72

¹The figures shown are net and reflect data for the calendar year Oct 2011 – Sept 2012

- Data collected throughout the year showed the 10 most commonly requested languages for the conduct of interpreting assignments were Arabic, Vietnamese, Mandarin, Korean, Cantonese, Persian, Turkish, Dari, Spanish and Khmer.
- Professional development sessions on the process for accessing interpreters and translations were conducted in various forums including in Families in Cultural Transition courses, community meetings and school information sessions.
- Communication with LBOTE communities was enhanced through the promotion of the on site and the telephone interpreter services by regions. Activities included:
 - o Hunter/Central Coast region - all schools were provided with links to relevant information about interpreters on the Department's website and with copies of a contact sheet to support ease of contact with interpreter services and the process needed;
 - o Illawarra and South East region - Community Information officer works with schools enrolling newly arrival students from LBOTE to ensure schools and parents can access interpreter services with ease;
 - o New England region - equity officers hosted regional information using interpreter services and promoted the use of interpreters to facilitate effective communication at parent teacher events;
 - o Northern Sydney region - promoted the use of interpreter services widely and consistently in the region. School staff have been urged to print enrolment application forms and other relevant documents and provide them to culturally and linguistically diverse parents as required. Data on the number of interpreter assignments has been analysed to ensure that the region's use of interpreters is consistent or increasing. In 2012, the data was consistent with 2011;
 - o Riverina region - the use of the Telephone Interpreter Services was promoted to schools via the Riverina Equity Newsletter. Regional Equity coordinator liaised with staff from Student Services regarding interpreter information to assist parent-school communication and conflict resolution;

- o South Western Sydney region - interpreter services have been promoted by consultants and CIOs to newly appointed ESL teachers, ESL supervisors, Anti-Racism Contact Officer, school administrative staff, school staff in workshops, staff meetings and in response to telephone queries. The process for applying for support has been facilitated;
- o Sydney region - consultants and CIOs promoted the use of interpreters at Anti-Racism Contact officer training, Beginning Teachers courses, ESL Orientation courses and school and community information sessions;
- o Western Sydney region - more than 103 schools have promoted the use of interpreters.

TAFE NSW

Hunter Institute

- Utilised the Translating and Interpreting Service to ensure that culturally and linguistically diverse background clients and communities are able to communicate their needs at initial interviews. The use of this Service is encouraged and is particularly useful to Adult Migrant English Program teachers and Career Pathways Counsellors at initial interview and registration sessions. Due to the increase in the number of students from culturally and linguistically diverse backgrounds, the requests for translating and interpreting services have also increased.
- Maintained a register of bilingual staff who can offer informal assistance in person, via email and over the phone.

Illawarra Institute

- Provided relevant teaching resources and advice to support students and staff through a Settlement Blog developed by teachers involved with the Adult Migrant English Program <http://inmylanguage.tumblr.com>, and <http://Adult Migrant English Programstaff.tumblr.com>. These sites provide access to a wide range of material in many different languages in written and audio format.
- Delivered a Working with Telephone Interpreters Workshop for staff.
- Allocated resources to support the provision of interpreter services at TAFE Illawarra and maintained a bilingual register which has 31 staff who can provide community language assistance.

Northern Sydney Institute

- Provided telephone interpreting as well as face to face interpreting services to students as required.
- Maintained a register of bilingual staff to assist with informal enquiries and issues.

Riverina Institute

- Accessed the Telephone Interpreter Service across the Institute. This is a particularly important service given the distances between communities and the challenges facing many new arrivals to the region in bridging these distances.

Sydney Institute

- Provided telephone interpreting as well as face to face interpreting services to students as required.
- Maintained a register of bilingual staff to assist with informal enquiries and issues. There are currently 39 members of staff on the register covering 15 languages.

South Western Sydney Institute

- Funded the cost of clients requiring interpreting assistance whether they be students, parents, community members or employers.

- Maintained a Community Language Assistance Scheme bilingual register which is available for frontline customer service.
- Recruited an Arabic speaking member of staff to fill a part-time Career Counsellor position at Bankstown College.

Western Sydney Institute

- Maintained a Community Language Register of all bilingual/multilingual staff willing to support clients/students from culturally and linguistically diverse backgrounds, which is updated every 2 years.
- Ensured that staff are aware of the national Translating and Interpreting Service and the Community Relations Commission Interpreter and Translation Services. These services are offered to all culturally and linguistically diverse clients needing to access information about TAFE programs and services but facing language barriers.
- Publicised and promoted interpreting services on Multicultural Equity flyers, the Course Handbook and Institute website.
- Employed bilingual Institute Multicultural Education coordinators and bilingual counsellors who use their second language skills and cultural awareness to communicate appropriately with students from culturally and linguistically diverse backgrounds.

STRATEGY 2.8

Develop partnerships and contracts with other agencies and organisations to deliver appropriate programs and services to support students and clients from culturally and linguistically diverse backgrounds

The Department works in partnership with a large number of agencies and organisations in the delivery of education programs and services for culturally and linguistically diverse clients and students.

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.

Public Schools

- The Ready Arrive Work program is a partnership between the Department and Job Quest that delivers support to refugee and humanitarian students across NSW. In 2012, they assisted approximately 230 students from 27 schools located in 5 regions with work readiness preparation and support. Migrant Resource Centres also supported the RAW Program by holding events where parents and communities were given information on school, vocational and university pathways available to students.
- The Refugee Action Support Partnerships are joint initiatives of the Department of Education and Communities, the Australian Literacy and Numeracy Foundation and a number of universities, including the University of Sydney, UWS and Charles Sturt University. University student tutors, usually as a component of their teaching practicum, provide after school tuition and in-school assistance to refugee students to develop their literacy skills and improve their participation and engagement in schooling.
- While the Department provides funding to some community organisations to provide services to targeted groups of students from culturally and linguistically diverse communities, funded services do not form a major part of the Department's activities. 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.

- 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. In 2012, the Links to Learning Community Grants program:
 - o distributed approximately \$8 million to non-government organisations supporting youth at risk of disengaging from schooling and training;
 - o allocated \$765,551 (approximately 9.7% of the funding) to 7 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;
 - o supported a further 73 projects, many of which have high rates of students from culturally and linguistically diverse backgrounds participating in education or accredited training activities;
 - o supported more than 882 young people from culturally and linguistically diverse backgrounds at risk of not completing education and training to participate in Links to Learning projects.
- In 2012, the Department contracted 9 regional non-government organisations with strong industry linkages to deliver the \$1.9 million Independent Employment Adviser program providing industry based career, transition and employment brokerage services to targeted students at risk of disengagement from school. Across the 2011 program, 22% of students supported were from culturally and linguistically diverse backgrounds. In several regions served by the IEA program culturally and linguistically diverse background students made up a major share of students supported, e.g. Canterbury-Bankstown and Inner West, Central Western Sydney and Upper Outer South Western Sydney and Fairfield-Liverpool regions.
- In 2012, 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.
- 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. The 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. In 2012, NSW Community Languages Schools program reported:
 - o 250 community organisations were funded to conduct community language schools catering for 30,440 students learning their first/heritage language;
 - o instruction was provided in 58 languages;
 - o all funded community languages schools used NSW Board of Studies or Saturday School of Community Languages approved syllabuses;
 - o \$47,500 was allocated for the establishment of 19 new community languages schools;
 - o 205 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 Minister's Awards for Excellence - Community Languages Schools were held in September 2012 and attended by approximately 800 parents and family members from culturally and linguistically diverse communities. Consular officials also attended.
- The Department also provided funding of \$322,874 to the NSW Board of Jewish Education and the Italian Association of Assistance (Co.As.It) to deliver Hebrew and Italian programs to 3,082 students in 11 government primary schools.

TAFE NSW

Hunter Institute

- Collaboration with a wide range of individual Service Providers has led to the development of settlement focused English language training for Adult Migrant English Program clients. Collaboration was also important in referring clients for support and case management or to assist individual clients with difficulties. Hunter Institute has formed partnerships with a number of key agencies that potentially assist clients in settlement including: public schools; Centrelink; Area Health; Fair Trading, Roads and Maritime Services; Local Councils; Neighbourhood Centres; and Police NSW.
- Collaborated with many stakeholders including Northern Settlement Services, Newcastle, the Department of Immigration and Citizenship, Centrelink, Newcastle City Council, the Community Relations Commission, the Ethnic Communities Council, the Migrant Health Service, Services for the Treatment And Rehabilitation for Torture and Trauma Survivors, the Department of Education and Communities, NSW Police, the Department of Family and Community Services and the Catholic Education Office.

Illawarra Institute

- Recruited volunteer tutors at Moss Vale and Goulburn Campuses to assist culturally and linguistically diverse students with their reading and writing skills for English language.
- Moss Vale Campus partnered with Centrelink, Smith Family and Campbell Page to provide training sessions and as a result tutors were trained. At Goulburn Campus additional volunteers were trained. TAFE partnered with the Smith Family, Church groups and local multicultural services to implement the Home Tutor Scheme (HTS). The Scheme involved training with community organisations matching volunteer tutors with newly arrived migrants from non-English speaking backgrounds to provide one to one English tuition in the students' homes.

New England Institute

- Maintained partnerships with other agencies through involvement with Northern Settlement Services and Multicultural Interagency Meetings.

Northern Sydney Institute

- Developed close working relationships with a range of agencies and organisations, including: Local Settlement Grant Providers; multicultural networks and interagencies; local councils; and service providers including Centrelink, Multicultural Health Service, Police NSW, Tenancy Services and Legal Aid.
- Invited Settlement Grant Providers and other service providers to speak regularly to students in the Settlement Course.
- Participated in local events such as Multicultural and Employment Expos and interagency meetings and forums.

Riverina Institute

- Member of the TAFE NSW, Smith Family and Lady Gowrie Consortium responsible for delivery of the Adult Migrant English Program contract within the Institute and beyond. The Adult Migrant English program Coordinator participates in regular telephone linkups with other stakeholders to ensure compliance and works as part of that team to report monthly, quarterly and annually and ensure Key Performance Indicators are met in relation to educational programs and services.

Sydney Institute

- Partnered with a wide range of organisations including: Kogarah Community Services; Rockdale Public School; Arncliffe Community Centre; the Motor Trades Association; St George

Community Housing; a range of local councils; the Aged Services Working Group; the METRO Migrant Resources Centre; the Connected Arncliffe Project; Sydney Multicultural Community Services; the Men's Shed Association; Centrelink; the Department of Immigration and Citizenship; Marrickville Intensive English Centre; and a wide range of local councils and secondary schools across the Institute.

Western Sydney Institute

- Maintained/developed partnerships with the following government and non-government agencies to increase participation and improve outcomes in education, training and employment for people from culturally and linguistically diverse backgrounds: Cana Communities Inc; NSW Refugee Farmers Association; Blacktown and Penrith City Councils'; Multicultural Services; Human Services; Settlement Services; Nepean Migrant Access Steering Committee; Penrith Migrant Interagency; Mountains Multicultural Interagency; Pacific Islander Mt Druitt Action Network; African Settlers Committee Task Force; Nepean Refugee Steering Group; Nepean Harmony Day Action Committee; Blacktown Emerging Communities Action Plan Committee; Blacktown Council Emerging Communities Group; Harmony Day Festivals for the Blacktown; Blue Mountains and Nepean Councils; Working Party on New and Emerging Communities; NESB Women Friendship Group; Translation Project with Blacktown City Council; Interagency Committee with SydWest Multicultural Services; Centrelink; Job Services Agencies; Western Sydney Area Health Service; TAFE Tasters Management Committee for the Blacktown Intensive English Centre; Management Committee of Blacktown Youth Services Associate; Macquarie Community College; Mt Druitt Ethnic Communities Agency; and Committee for Blacktown City Council Social Plan.
- Maintained/developed partnerships with a range of multicultural organisations through the Open Training and Education Network including: the Multicultural Advisory Forum; Centrelink; and meetings of representatives from government and peak organisations 4 times per year.

NSW AMES

- Developed partnerships with TAFE and Community Colleges to deliver the Skillmax program.
- Developed partnerships with external providers to provide regular job seeking workshops for Skillmax students.

Adult and Community Education

- ACE colleges worked with local industry and community groups to ensure training met local needs, including the needs of learners from culturally and linguistically diverse backgrounds.

STRATEGY 2.9

Implement a range of communication strategies to inform people from culturally and linguistically diverse backgrounds about programs, services and activities

A range of communication strategies were used to provide information about educational programs and services.

Public Schools

- In 2012, communication strategies included translation and uploading to the website of the following documents for use by schools, parents and the community:
 - o Non-completion of a Preliminary Course - Official Warning - Non-completion of a Stage 5 (Years 9-10) Course (35 Languages);
 - o Guidelines for supporting school attendance letters (35 languages);

- o Alcohol: Celebrations and supply (22 languages);
 - o Selective high schools and opportunity classes: some facts (35 languages);
 - o Selective high school placement test (35 languages);
 - o Opportunity Class Placement Test (35 languages);
 - o A guide to starting school for parents of a child with disability (35 languages);
 - o The Workplace Learning Guide for Parents and Carers (35 languages);
 - o Expression of interest for placement in Year 7 at a NSW Government secondary school (35 languages);
 - o Procedures for secondary school enrolment (5 languages);
 - o Parent Brochure - What to do if your child is suspended from school (35 languages);
 - o School Swimming Scheme – brochure and consent form (13 languages);
 - o NAPLAN- Information letter and parent consent for withdrawal or exemption (35 languages).
- More than 130 documents in up to 40 languages are now available on the Department's website at www.det.nsw.edu.au/languagesupport/index.htm. The availability of new translations and how to access them is promoted through emails to stakeholders, ESL network meetings, orientation meetings for new ESL teachers, professional development workshops and in memos to schools in the digital magazine SchoolBiz.
 - In all regions, local initiatives were implemented to ensure effective communication with parents and community members from language backgrounds other than English, including provision and promotion of translated material and interpreters and use of local ethnic media.

TAFE NSW

Hunter Institute

- Ensured that documents are available in various languages other than English. These include Student Rights and Responsibilities, Recognition of Overseas Qualifications and Experience and TAFE NSW information on courses. Other translated documents include Attendance and Childcare, the Institute's complaints process, student satisfaction surveys, and personal information collection. The documents are available in hard copy and online.
- Purchased bilingual dictionaries in languages including Arabic Kiswahili, Kirundi, French, Spanish, Mandarin, Cantonese, German, Thai and Tagalog. All available in Institute libraries for students and staff.
- Informed students, potential students and members of culturally and linguistically diverse communities about the Translating and Interpreting Services available for students from culturally and linguistically diverse backgrounds.

Illawarra Institute

- Promoted English for Employment Program in the Illawarra Mercury, Advertiser, ABC Radio, VOXFM and through word of mouth to Navitas Settlement Services, other network meetings and the Employment Forum at Wollongong Council.
- Provided relevant teaching resources and advice to support students and staff through a Settlement Blog developed by teachers involved with the Adult Migrant English program <http://inmylanguage.tumblr.com>, and <http://Adult Migrant English Programstaff.tumblr.com>. These sites provide access to a wide range of material in many different languages in written and audio format.
- Participated in the Welcome to Wollongong celebration at the University of Wollongong and promoted its services to international students and the community.

Riverina Institute

- Provided translated documents to students including the Privacy Principle Statement, client rights and responsibilities, client satisfaction surveys, attendance and childcare responsibilities and complaints procedures for childcare and tuition. These were available in languages of the main client groups identified by TAFE Institutes.

Sydney Institute

- Utilised an email promotion targeting people interested in Multicultural services to promote English for Speakers of Other Languages, English for Employment and Skillmax programs. Reach led to increased awareness in metropolitan and regional NSW of TAFE programs. More than 800 recipients were on the mailing list.
- Conducted multi-platform promotional campaigns (social media, print, cinema, and online) to promote Institute programs and services to people of diverse cultural backgrounds.
- Promoted courses in partnership with community agencies such as: St George Migrant Resource Centre, Epoch Times (Chinese newspaper), and community workers.
- Promoted community based support services to students eg supported playgroups for young mums, carers support programs, community mental health, Migrant Resource Centre etc.
- Participated in employment and educational expos to promote TAFE programs and services.
- Informed culturally and linguistically diverse students and communities about job future trends, future work skills, how apprenticeships work, interview skills, preparing resume and cover letter, Australian workplace cultures and five things you should know about your legal rights at work.

South Western Sydney Institute

- Attended, presented and participated at many local community events held throughout South Western Sydney which provided opportunities to promote not only TAFE services but the customised and mainstream programs on offer at SWSI. Meetings attended included Migrant Interagency meetings, community forums and Multicultural Advisory Forums.
- Utilised ethnic newspapers in addition to local newspapers as a way of reaching individuals and communities when advertising for enrolment and vacancies in Arabic, Chinese, Vietnamese and Spanish.
- Offered a translating function on the Institute website so people can read the website in another language.
- Employed Institute Multicultural Education Coordinators who worked with different communities to provide assistance and support to those from culturally and linguistically diverse backgrounds.

Western Sydney Institute

- Prepared the brochure 'Do you have overseas qualifications and skills? - Apply for recognition in TAFE NSW' for distribution in the following languages: Arabic, Bengali, Chinese, English, Hindi, Indonesian, Korean, Russian, Spanish, Thai and Vietnamese.
- Prepared the pamphlet "TAFE 'The Right Choice'" for distribution in 18 community languages.
- Promoted courses in local Philippine, African and Chinese newspapers.
- Promoted OTEN programs and services through: online ethno-specific newspapers including The Indian Herald, The Indian Link, The Indian, Nepali Patra, The Nepali Times, Chinese Sydney Weekly, Ofoq Afghan Weekly, Pak Link Pakistan Magazine, Danviet Vietnamese newspaper and Al-Muslim; electronically in the Indian Community Festival; the International Students' Guide; Google and Facebook advertisements; the OTEN website and online Learner Support.

NSW AMES

- As contract manager for the Department's AMEP Consortium NSW AMES provided promotional materials and information about the AMEP for distribution through the consortium to the wider community. AMEP promotional materials are available in different languages.
- Promoted all services offered by the organisation including the AMEP, Skillmax program and online courses through the NSW AMES website and other promotional materials.

PRIORITY 3: NEW AND BETTER WAYS OF DOING BUSINESS

OUTCOME: Innovative educational delivery based on evidence and in partnership with families, communities and business meets the changing needs of a culturally and linguistically diverse NSW

STRATEGY 3.1

Promote the role of public education and training in delivering programs that meet the needs of a culturally and linguistically diverse community

A range of strategies promotes the ways in which public education and training responds to the needs of our culturally and linguistically diverse community.

Public Schools

- Information on the range of programs and services available in NSW public schools is provided through the Department's websites, printed publications and workshops; participation in a range of state wide and local interagency and community networks; and the recognition and promotion of cultural diversity and community harmony through awards and competitions.
- In 2012, information about public school programs and services for students and families from culturally and linguistically diverse backgrounds, including multilingual information, was published on the NSW Public Schools, School A-Z and Department of Education and Communities websites. The Public Schools site included articles promoting the good work of schools in promoting cultural diversity and community cohesion.
- The [Racism. No way!](#), [NSW Cultural Exchange](#) and [Successful Language Learners](#) websites provided information and resources relating to the role of education in promoting cultural diversity and community harmony and targeted strategies that meet the particular needs of students from language backgrounds other than English.
- A new enhanced [Saturday School of Community Languages](#) website promoted the availability of community languages programs for secondary students in 2012.
- 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 by parents and schools.
- The Department delivered information sessions to visiting academics, educators and officials from Korea and Japan on NSW multicultural education policies and programs in schools.
- The Department continued to deliver guest lectures on multicultural education to undergraduate education students. In 2012, 6 lectures were delivered at the University of NSW and Sydney University and Macquarie University.
- The Department, through the Arts Unit, promoted the role of public education in meeting the needs of a culturally diverse NSW through the delivery of a number of high profile multicultural performance and exhibition opportunities in 2012 including the Multicultural Writers Program,

Boys Hip-Hop, Boys Secondary Choral, Diverse Drumming, Schools Spectacular, Primary Proms and the State Dance Festival. The finals, conducted at venues including the Sydney Entertainment Centre, the Eugene Goossens Hall and the St George Auditorium, attracted wide media coverage.

- Regional Community Information officers played a key role in promoting the programs and services available in NSW public schools to parents, families and community members from culturally and linguistically diverse communities across the state.
- Regional and state office staff participated in a range of community events, multicultural expositions and educational exhibitions which promoted programs and services in NSW Government schools. This included:
 - o North Coast region - the participation of 87 schools in community events that promoted community harmony and intercultural understanding;
 - o New England region - regular attendance by regional officers at 16 interagency meetings to promote the work of public schools in meeting the changing needs of a culturally and linguistically diverse region;
 - o Northern Sydney region - the conduct of a range of information sessions for parents from culturally and linguistically diverse backgrounds as well as regional participation in multicultural expos, fairs and local council parent information sessions and through partnerships with external agencies and community organisations;
 - o South Western Sydney region - the inclusion of information stalls in local community events;
 - o Sydney and Western Sydney regions - provision of information sessions and workshops for parents and communities from culturally and linguistically diverse backgrounds at a range of local community events;
 - o Illawarra and South East region - the promotion of the full range of programs and services for students and families from culturally and linguistically diverse backgrounds at regional, community and interagency forums.
- The role of public education in ensuring a cohesive culturally diverse community was communicated through Department participation in a range of interagency and community networks during 2012.
 - o Illawarra and South East region - participation on the Community Relations Commission Illawarra Regional Advisory Committee and Wollongong City Council committee, Illawarra Refugee Issues Forum, Illawarra Multicultural Council, Regional Educational Council, CALD Agency's Reference Group, Goulburn Refugee Issues Forum, and the Ulladulla Community Interagency Network.
 - o New England region - staff attended regular meetings of 16 interagency networks and presented to the Community Relations Commission New England Regional Advisory Committee on innovative educational delivery for students from culturally and linguistically diverse backgrounds.
 - o Sydney region - through the Multicultural Reference Group, an update of current issues in education was provided each term.
- In all regions, Regional Equity Committee meetings provided a forum for providing reports to stakeholders and discussing strategies for strengthening program delivery to culturally and linguistically diverse communities.
- The role of public education in promoting a cohesive culturally diverse community was promoted through the conduct of a number of awards programs, including:
 - o the Cohesive Community School Award program which recognises outstanding achievements and contributions by schools. Programs 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. In 2012, the award attracted nominations from 11 public and non-government schools;

- o the Community Languages Schools program Awards for Excellence for students who have achieved high levels of excellence in their chosen language including language achievement, language proficiency and contribution to the community. In 2012, 10 awards were granted to students studying Arabic, Chinese, Filipino, Greek, Polish, Sinhala and Ukrainian.

TAFE NSW

- Continued to allocate resources to address the needs of people from culturally and linguistically diverse backgrounds which is a requirement of the *TAFE Commission Act (1990)*.
- Funded positions across TAFE Institutes providing specialist expertise and support for equity groups including for people from culturally and linguistically diverse backgrounds.

Institutes

- Consulted with a wide range of ethnic minority communities and groups and participated in multicultural interagency networks and advisory forums.
- Drew on feedback from communities 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.
- Maintained inter-agency and local networks and provided up-to-date information on Institute initiatives and capacity for addressing the needs of people from culturally and linguistically diverse communities.
- Participated in Multicultural Expos and exhibitions and sought new opportunities to promote TAFE programs and services to culturally and linguistically diverse communities.
- Worked collaboratively with local community welfare organisations, employment agencies and potential employers to develop and provide specific skills and training needed in their field of work. Course materials and brochures were disseminated through these organisations and other relevant forums and expos.
- Utilised multicultural media and websites to raise awareness about TAFE programs and services.

STRATEGY 3.2

Embed responsibilities for implementing and reporting on multicultural policies and strategies within all areas of education and training

In 2012, *NSW Department of Education and Communities Multicultural Plan 2012-2015* was developed in consultation with the Community Relations Commission. The Plan is the Department's strategy for ensuring that the education and training needs of a culturally and linguistically diverse NSW are addressed in the delivery of its core business. It provides a framework for ensuring these needs are met in the delivery of the Department's core business.

The Director-General of Education and Communities and the Managing Director of TAFE NSW have overall responsibility for the implementation of the Multicultural Plan.

Public Schools

- The Multicultural Education Policy provides the framework for the development and delivery of multicultural education in NSW Government schools. The policy requires all schools to include strategies for multicultural, ESL and anti-racism education in their school plans and to report on them annually in their school reports.

- The Anti-Racism Policy states the Department's commitment to eliminating all forms of racial discrimination in its schools and worksites. It applies to all employees of the Department, all students in government schools and has implications for each school's community. This policy requires all schools to appoint anti-racism contact officers, include anti-racism education strategies in their school plans and report on progress in implementing anti-racism strategies in their annual school reports.
- The Director-General is responsible for ensuring that the Department's policies and procedures are consistent with the Principles of Multiculturalism through the implementation of the Multicultural Education Policy in schools, regions and state offices. In addition, regional directors are responsible for ensuring the implementation of the policy in schools and regions through including strategies for multicultural education in regional plans. School principals are responsible for ensuring that school policies, practices and teaching and learning programs are consistent with the policy and for including relevant strategies for multicultural education in school plans.
- The Multicultural Programs Unit provides state wide policy advice in the areas of multicultural, anti-racism and ESL education, settlement issues for migrant and refugee students and their families, social cohesion and inclusion in school communities as well as translation and interpreting services.
- In 2012, each region developed and implemented a regional equity plan that included strategies to support schools in the planning, implementation, evaluation and reporting of multicultural education programs and services. Schools were surveyed to ascertain their anti-racism education training requirements and identify needs in relation to the delivery of multicultural education programs.
- Regional multicultural/ESL consultants provide professional support and guidance to schools planning, implementing and reporting on ESL, anti-racism and multicultural education programs.
- Regional Community Information officers (CIOs) assist in facilitating communication and interaction between schools and communities from culturally and linguistically diverse backgrounds. In 2012, CIOs assisted regions and schools to gather information about their local communities and to plan, monitor and report on strategies which met their particular needs.
- Regional School Development officers analysed targets set for literacy and numeracy performance in Higher School Certificate, School Certificate and NAPLAN. Strategic Priority Areas for 2013-2014 indicated the use of ESL Scales to deliver professional learning to improve literacy and numeracy outcomes for students from language backgrounds other than English.
- South Western Sydney region implemented the Equity and National Partnerships Portfolio Plan which reflects regional strategic priority areas for 2012-2014. Each term regional officers report on 5 focus areas including the strategies implemented and outcomes achieved for these areas.
- The Workforce Diversity Plan 2012-2017 is a commitment by the Department to create a fair and inclusive working environment and to promote a workforce which better reflects the diversity of its students, parents/carers and the NSW community. The plan outlines the Department's 5 year approach to promoting and sustaining a high quality, diverse workforce to support effective teaching and learning in our schools, TAFE NSW Institutes and delivery of services to the NSW community. In 2012, the Department continued to develop resources to support the implementation of the plan, and partnered with work areas to strengthen communication and engagement of leaders, managers and staff in developing, implementing and/or participating in initiatives to improve workplace diversity. Outcomes against strategies of the Workforce Diversity Plan are monitored and reported in the Department's Annual Report.

TAFE NSW

- Continued to coordinate advice and input from senior managers in all areas about achievements against the government's objectives for people from culturally and linguistically diverse backgrounds.
- Ensured that senior managers across TAFE NSW are aware of the changing reporting requirements by keeping members of the Social Inclusion and Vocational Access Project Advisory Group informed of developments in this area.

Institutes

- Reported achievements against the Multicultural Policies and Services Program. Illawarra Institute developed the Towards 2015 Strategic Plan which covers multicultural education and training. The Plan requires that the Institute Equity Manager regularly report to the Institute Board of Management any advice or achievements relating to the Multicultural Policies and Services program.
- Strengthened community engagement through reviews of products and services and establishment of clearer responsibilities for liaising with culturally and linguistically diverse communities.
- Provided regular reports to senior managers and boards of management on refugee and migration patterns to inform planning and provision for people from culturally and linguistically diverse backgrounds and made presentation to Board of Management on interpreter service provision, how to access interpreters and the appropriate use of interpreters.

NSW AMES

- Planned and coordinated the delivery of Skillmax across metropolitan and regional NSW with TAFE and ACE. Reports on activity are provided through the DEC Annual Report, NCVER reporting mechanisms and the MPSP report.

STRATEGY 3.3

Allocate resources to support the implementation of multicultural education and training programs and services to meet the needs of a culturally, linguistically and religiously diverse NSW

Each year, the Department allocates a range of resources to support the implementation of multicultural education and training programs and services which meet the needs of culturally and linguistically diverse communities.

Public Schools

- In 2011/2012, the Department's budget for students and clients from language backgrounds other than English included:
 - o \$136 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;
 - o Approximately \$3.8 million for the NSW Community Languages Schools program;
 - o \$765,551 to support 7 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;

- o \$4.88 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;
 - o \$610,810 to support the use of interpreters in schools (October 2011 to September 2012).
- All regions received funding to implement a range of programs and initiatives to support multicultural and anti-racism education, to support the learning needs of ESL and refugee students and to promote intercultural understanding and community harmony. In 2012, a total of \$1,319,000 was distributed to regions to support these initiatives.
- During 2012, \$80,000 was allocated to the Ready Arrive Work program, and \$1.9 million was allocated to the Independent Employment Advisers program, which support the needs of at-risk groups in a culturally, linguistically and religiously diverse NSW.

TAFE NSW

- TAFE NSW allocated 28% of total TAFE training hours in 2011 to students from non-English speaking backgrounds.
- Additional resources were allocated to meet the needs of individuals and communities from culturally and linguistically diverse backgrounds. For example, specialist staff were employed across the organisation who:
 - o worked with key community, employment and government agencies in their region;
 - o partnered with local agencies, schools, community organisations and employers throughout their area;
 - o liaised with mental health organisations and mental health consultants;
 - o partnered with key sporting organisations to promote educational pathways for students from culturally and linguistically diverse backgrounds;
 - o packaged services and products for skilled migrants based on consultations and partnerships;
 - o worked with teaching sections to link the assessment of qualifications obtained overseas with pathways of further study in TAFE;
 - o delivered taster programs for young refugee students in schools who were at risk of dropping out or disengaging;
 - o delivered information session across colleges and campuses and throughout communities on the educational options available that address individual, community and employer needs;
 - o hosted Career Compass Job Expos in partnership with Job Service Agencies, Disability Employment Services and other agencies;
 - o represented Institutes on regional committees and networks to promote awareness about how TAFE NSW can meet the needs of people from culturally and linguistically diverse backgrounds across the state.
- TAFE NSW ensured that resource allocation was tied to the objectives of the Multicultural Policies and Services program and that each Institute reports their achievements in this area on an annual basis.

NSW AMES

- Allocated funding and resources to deliver the Skillmax program, currently a grant of \$1.9m.
- Contributed \$1000 towards sponsoring refugee week.

STRATEGY 3.4

Collect and analyse data on participation and outcomes of students and clients from culturally and linguistically diverse backgrounds to inform planning and reporting at local, state and national levels

Public Schools

- Each year, the Department collects state wide data on students from language backgrounds other than English (LBOTE) through the use of 2 major instruments, the LBOTE census and the ESL Annual Survey. In 2012, the LBOTE census was conducted and the Centre for Educational Statistics and Evaluation Language: Diversity in NSW Government schools in 2012 bulletin was prepared and published on the DEC and CESE website.
- Table 2 below 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.
- Table 3 provides enrolment data on the number of students from language backgrounds other than English in NSW Government schools by region. The data shows that South Western Sydney region has the highest enrolments of students from language backgrounds other than English (86,638). New England region has the lowest enrolments of students from language backgrounds other than English (728).

Table 2: 2006 – 2012 Enrolments 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
2012	229,106	30.2

Table 3: 2012 Enrolments of students from language backgrounds other than English in NSW government schools by region and level of schooling

Region	LBOTE student numbers	LBOTE % of region
Hunter / Central Coast	7,185	6.6%
Illawarra & South East	7,743	11.1%
New England	728	3.2%
North Coast	3,078	4.7%
Northern Sydney	34,814	38.4%
Riverina	2,225	6.8%
South Western Sydney	86,638	66.0%
Sydney	44,331	48.2%
Western NSW	1,307	3.3%
Western Sydney	41,057	38.8%
TOTALS	229,106	30.2%

Source: NSW Department of Education and Communities, Centre for Education Statistics and Evaluation, September 2012.

- The Department's 2011 Annual Report included analysis by equity groups including students from language background other than English for:
 - o Enrolments in NSW Government schools by region;
 - o Apparent Retention rates (Full-time and FTE) for Years 7-10, 10-12 and 7-12;
 - o School Certificate results (% per band for selected subjects);
 - o Mean scores in NAPLAN tests reported by the Educational Measurement and School Accountability Directorate.
- During 2012, the Department's ESL Annual Survey and 3 ESL New Arrivals surveys were conducted. The data was used to:
 - o allocate ESL and ESL New Arrivals program (NAP) teaching positions and resources to schools;
 - o determine the allocation of targeted refugee resources to schools and identify schools to participate in professional learning to support refugee students;
 - o identify regional trends in LBOTE, ESL, refugee and international student enrolments to inform planning at the regional level;
 - o identify trends in ESL teacher qualifications and rates of casual/permanent teaching status;
 - o provide accurate information about students from language backgrounds other than English, including languages spoken, country of birth, residency status and English language proficiency.

- NAPLAN and Best Start data is collected each year and used to analyse the outcomes and participation rates of students from language backgrounds other than English. Schools are able to use this data to determine numeracy and literacy needs and strategies at the state, regional and individual school level.
- Data is collected on an annual basis from Schools as Community Centres (SaCCs) projects. This data includes information on participation and outcomes for families with young children from culturally and linguistically diverse backgrounds. In 2011, 732 parents/carers from culturally and linguistically diverse backgrounds participated in the annual SaCC Parents and Carers Survey, providing data on outcomes that informed planning and reporting at local and state levels. Data for 2012 is not available at this time.
- Schools and regions analyse this data to inform planning in relation to the provision of educational programs and services to students from culturally and linguistically diverse backgrounds.

TAFE NSW

- 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. Reports were provided on a regular basis to Institutes that assisted with monitoring progress against these indicators.
- Enrolment statistics were collated. They showed that in 2011 there had been:
 - o 127,196 enrolments of students with language backgrounds other than English, an increase of 21,459 (or 20.3%) since 2007;
 - o 58,455 enrolments were at Certificate III level and above, an increase of 16,190 (or 38.3%) since 2007;
 - o 50,472 students with language backgrounds other than English graduated, an increase of 11,431 (or 29.2%) since 2007;
 - o 19,986 graduates were at Certificate III level and above, an increase of 12,205 (or 63.7%) since 2007;
 - o the overall module/unit completion rate for students with language backgrounds other than English was 76.3%, the same figure that was recorded in 2007.
- The National Centre for Vocational Education Research was commissioned to explore more fully the outcomes for students, including culturally and linguistically diverse students, who access employment preparation and foundation skills programs with TAFE NSW.

Institutes

- Analysed enrolment and completion data by home language, country of birth and award level and identified the vocational education and training needs of clients with language backgrounds other than English to better understand student need and better target Institute services.
- Monitored trends and emerging demand at the local level by analysing enrolment patterns, labour market trends and data on migration patterns to better link educational pathways with employment outcomes.
- Identified needs associated with specific groups such as family sponsored migrants from Burma, Ethiopia, Congo, Afghanistan and Iraq in the (Illawarra Institute and Bhutanese refugees in the Riverina and Western Sydney Institutes).

NSW AMES

- Surveyed Skillmax students at the end of each course and used the results to inform course planning and delivery.
- Skillmax data reported to the Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS).

STRATEGY 3.5

Conduct research into effective educational strategies to support the needs of students and clients from culturally and linguistically diverse backgrounds across the State

The Department partners with universities to conduct research in the area of multicultural education, multiculturalism and into strategies for effectively responding to the cultural and linguistic diversity of the State.

Public Schools

- In 2012, as part of a joint 3 year research project involving the UWS, NSW Institute of Teachers and the Department, research continued in relation to multicultural education in NSW Government schools. The project, Rethinking Multiculturalism, Reassessing Multicultural Education (RMRME), received funding from the Australian Research Council to explore the challenges posed by the increasing cultural complexity of NSW Government schools and the role of education in fostering social inclusion.
- In 2012, as part of the project, multicultural education action research was undertaken in fourteen NSW Government schools located in 4 metropolitan and 2 non-metropolitan areas across NSW. The action research projects trialled strategies for ensuring culturally inclusive practices and promoting intercultural understanding, social inclusion and national belonging. Research findings will be published in 2013. They will be used to inform the development of teacher professional learning and innovative educational approaches to meeting the needs of culturally diverse communities.
- The Department, in partnership with the UWS, implemented a pilot Anti-Racism Education Action Research project in 2012. Four secondary schools from 3 regions participated in the project. The action research projects conducted by the schools included a focus on collaborative learning and intercultural understanding; the incorporation of units of work on racism into existing curriculum and cross-curriculum areas; and the use of social media to promote anti-racism. Participating schools presented findings at the Joint Australian Association for Research in Education and Asia Pacific Education Research Association (AARE-APERA) in December 2012.
- In 2012, 12 schools participated in an ESL Pedagogy Action Research Project to enhance the teaching and learning of ESL students across the curriculum. School teams of ESL, class and executive teachers investigated how to use ESL pedagogical practices in the classroom to improve the language and literacy outcomes of ESL learners. With professional learning support from leading tertiary educators in the ESL field, they explored the use of technology and Assessment for Learning strategies and the impact on ESL student learning and engagement. Project findings were presented at a conference in November 2012. All project schools reported improvements in ESL student learning and engagement.
- A joint Linguistics Repertoires project between the Department and the University of Western Sydney was designed in 2012 to identify and build on home literacy practices which are recognised as a key factor in the development of English literacy at school. The two high schools and two primary schools involved, which have significant enrolments of students learning English as a second or additional language, were supported through an action research process.

- The Department in conjunction with the University of Technology, Sydney undertook a research project on pedagogical practices that support refugee students during their transition from Intensive English to high school curriculum learning programs.

TAFE NSW

- Best practice examples of programs for people from culturally and linguistically diverse backgrounds were collected and promoted across all Institutes through the publication of Celebrating Diversity and Participation.
- Policy impacting on programs and services for people from culturally and linguistically diverse backgrounds was summarised and examples of educational strategy for people from culturally and linguistically diverse backgrounds provided through a dedicated website.

Institutes

- Ensured specialist staff met regularly with teachers to monitor and evaluate inclusive teaching strategies. For example, English for Speakers of Other Languages teachers in Illawarra Institute conducted mid and end of year evaluations to inform teaching practices. Also, research undertaken at Wollongong Campus identified a range of appropriate modes for teaching refugees from Burma. This in turn will inform discussion of appropriate learning strategies for other people from culturally and linguistically diverse backgrounds.
- Developed case studies that highlighted innovation and effective strategies for addressing the needs of culturally and linguistically diverse students
- Sought student feedback about course delivery. For example:
 - o South Western Sydney Institute surveyed young refugees who participated in the Taster program to seek their views about their course and learn about their post-program outcomes;
 - o Western Sydney Institute conducted a project on Community Capacity Building to investigate how the Institute is engaging with students from culturally and linguistically diverse backgrounds. The Institute has also initiated research on the needs and wants of prospective students, including culturally and linguistically diverse students in relation to how they choose VET providers and what are the key points of difference that allows them to distinguish between providers.

STRATEGY 3.6

Support a range of consultative structures and advisory bodies to ensure effective consultation with parents, communities, employers and organisations in meeting the education and training needs of a culturally diverse NSW

Consultative structures and advisory bodies are maintained to assist the Department in meeting the education and training needs of culturally diverse NSW. Consultative structures and advisory bodies exist at the state, Institute, regional and individual college and school level.

- The Director-General's Advisory Group on Multicultural Education and Training (AGMET) is the Department's formal 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, Department of Immigration and Citizenship, Association of Teachers of English to Speakers of Other Languages (ATESOL), NSW Teachers Federation and principals' organisations. TAFE NSW, AMES and public schools are represented. AGMET meets on a quarterly basis.

- In 2012, AGMET focused on issues related to children and young people in community detention, proposed changes to the Department at state office, regional and school level and implications for multicultural education including outcomes for students from language backgrounds other than English, new AMEP funding arrangements, research being undertaken in relation to aspects of multicultural education, the NSW Board of Studies review of languages education and the introduction of the Record of School Achievement which replaces the School Certificate.
- The Department is represented in regular Local Area Coordination meetings held by Settlement Services International, and participates in the Refugee Support Network to exchange information related to provision of educational programs and services for students and families from a refugee background.

Public Schools

- Regions consult with a range of organisations and participate in a range of interagency meetings in relation to multicultural education and training. In 2012:
 - o North Coast region - consulted and liaised with the Regional Multicultural coordinators Forum; Coffs Harbour Local Area Coordination Committee; Community Relations Commission Northern Advisory Council; Far North Coast Settlement Services Committee. Anglicare North Coast; Department of Immigration and Citizenship; TAFE North Coast Institute (AMEP); Department of Human Services; NSW Police; Housing NSW; Department of Fair Trading; North Coast Settlement Services; NSW Health - Mid North Coast; and Coffs Harbour City Council;
 - o Hunter/Central Coast region - actively participated in a range of interagency committees, including Hunter Regional Advisory Council and Central Coast Regional Advisory Councils to the Community Relations Commission; 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 (Benevolent Society); and the Hunter Refugee Network;
 - o New England region - attended regional Community Relations Commission meetings a range of other agencies to identify effective practice in the provision of services to the region's culturally and linguistically diverse communities;
 - o Northern Sydney region - consulted a range of stakeholders including Families NSW, Relationships Australia, NSW Health, local councils and various cultural community groups;
 - o Riverina region - students provided advice to the Parliamentary Secretary for Tertiary Education and Skills in relation to equity based obstacles to further study, including barriers for students from language backgrounds other than English, Staff participated in community based meetings as part of the development of the National Anti-Racism Strategy;
 - o South Western Sydney region - Regional Equity Committee included representatives from the Secondary Principals' Council, the Primary Principals' Association, the NSW Teachers Federation, the Regional Parents and Citizens Council, the Aboriginal Education Consultative Group, TAFE SWSI, Equity Programs and Distance Education Directorate, a local non-government community organisation, staff from the SWSR Equity and National Partnerships Portfolio, and SSP executive representing the interests of SSPs;
 - o Sydney region - major consultative mechanisms to ensure effective consultation with parents, communities, employers and organisations in meeting the education and training needs of a culturally diverse NSW were the Sydney Region Multicultural Reference Group; Schools ESL Program Review, and community meetings co-ordinated by the Community Information Officer;

- o Western NSW region - attended regular meetings of the Community Relations Commission Regional Advisory Committee to ensure effective consultation with parents, communities, employers and organisations around regional programs and services;
- o Western Sydney region - the Regional Equity Advisory Group met each term to seek advice from stakeholders on professional learning, events and celebrations. The region also consulted with relevant community, non-government and government organisations to identify education and training needs and issues for specific communities. Groups consulted included the Blacktown Emerging Communities Action group, Community Relation Commission/Nepean-Blacktown Regional Advisory Council, Settlement Services International and the Education Partnerships program group.

TAFE NSW

- TAFE NSW participated as a member of the Multicultural Coordinators Forum which meets 3 to 4 times a year. This Forum is coordinated by the Community Relations Commission and provides an opportunity to keep informed of issues across the whole of government and ensure Institutes are informed of any key developments.
- Participation as a member of the Director-General's Advisory Group for Multicultural Education and Training provided an opportunity to liaise with other key stakeholders within the Department and increase awareness of TAFE NSW achievements in this area.

Institutes

- Participated in employment and training workshops for culturally and linguistically diverse background students and communities which included feedback sessions from community leaders and groups.
- Liaised and developed programs in consultation with local schools which have high proportions of students from culturally and linguistically diverse backgrounds.
- Participated in multicultural networks and interagency meetings in local government areas and with non-government organisations.
- Consulted with local Settlement Grant Providers and other community organisations and service providers in relation to education and training needs and issues for culturally and linguistically diverse communities, including the needs of specific groups of migrants.
- Developed and delivered customised vocational programs with employment and/or further education outcomes. Students with overseas qualifications and skills were encouraged to apply for recognition of prior learning and all students from culturally and linguistically diverse backgrounds were encouraged to access the Institute's online jobs database which provides information on employment opportunities in local areas.

Adult and Community Education

- NSW ACE 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.

STRATEGY 3.7

Develop, use and celebrate the skills of people from culturally and linguistically diverse backgrounds for the social and economic benefit of the State

The Department implements a range of strategies at the statewide, Institute and regional level that aim to develop and benefit from the cultural and linguistic capital of its workforce.

- The Community Language Allowance Scheme (CLAS) is used to facilitate delivery of services to people from language backgrounds other than English across the Department. In 2012, the Human Resources Directorate continued to promote the CLAS policy across the Department to ensure equal access to services by non-English speaking communities. One hundred and twenty three bilingual employees received an allowance under the CLAS in 2012. Allowances were paid for 29 different languages.

Public Schools

- In 2012, Schools as Community Centres projects engaged members of culturally and linguistically diverse communities to support the implementation of initiatives and to contribute to planning and decision making in regards to project initiatives.
- All regions implemented a range of strategies to use and celebrate the skills of people from diverse backgrounds. Examples include:
 - o Hunter/Central Coast region - in collaboration with Plan-it-Youth and Rotary, community members volunteered to become mentors to refugee students at 5 Hunter schools;
 - o Illawarra region - identified community members with potential to become effective School Learning Support Officers and mentored them into the role. The use of community leaders as speakers/presenters was promoted across regional schools;
 - o New England region - identified skilled community members and university students from diverse cultural backgrounds to serve as role models for students;
 - o Riverina region - community members from diverse cultural backgrounds ran a workshop on gender roles in different contexts as well as changes within local and Australia wide communities at the regional forum on boys and girls education;
 - o South Western Sydney region - a number of schools used the skills and knowledge of local communities to support their student population. These included 2 Pacific Focus Forums to highlight the talents and skills of people from Pasifika backgrounds, fortnightly Women's Leadership Forum meetings and weekly meetings of the Arabic Women's Support Group;
 - o Western region - community members from culturally diverse backgrounds were targeted for the Plan-it-Youth program;
 - o Western Sydney region - 27 schools indicated that they employed bilingual staff in 2012. The languages spoken by these staff members included Arabic, Auslan, Cantonese, Chinese, Farsi, French, Greek, German, Hindi, Italian, Korean, Maltese, Maori, Mandarin, Punjabi, Tagalog, Tamil, Tongan, Turkish, Samoan, Spanish, Urdu and Vietnamese. The skills of these officers were used to support communication between schools and culturally and linguistically diverse families in the region.

TAFE NSW

- The trend to embed vocational learning within English language tuition with the aim of increasing the relevance of all learning to further education and employment pathways was maintained.
- The Foundation Skills Training Package was developed for IBSA Industry Skills Council which recognises that many people from culturally and linguistically diverse backgrounds require assistance in developing language, literacy and numeracy and employability skills. This Training Package is expected to be introduced from 2013 and will help people from culturally and linguistically diverse backgrounds develop these skills, prosper as individuals and contribute to the overall wellbeing of local communities and economies.

Institutes

- Employed teachers from culturally and linguistically diverse backgrounds and with strong links to culturally and linguistically diverse communities to promote TAFE programs and services. For instance, Sydney Institute engaged teachers from Arabic, Chinese, Greek, Italian, Macedonian language backgrounds to support their services in the St George area.
- Employed bilingual Institute Multicultural Education coordinators and counsellors and ensured that interpreter services were available to all culturally and linguistically diverse students facing barriers when seeking information about TAFE programs and services.
- Celebrated Harmony Day and Refugee Week at colleges and campuses across NSW.
- Illawarra Institute developed 'A Story about 73 Suburbs and more...' which was rolled out by staff and students in the Community Services section at Wollongong Campus. The project gave students the opportunity to engage with communities, capture images of people and their lives and be creative in using modern media to present people and their communities. The project explored the perceptions of community and life in Australia held by refugees. Through interviews with students and other qualitative research. The project aimed to provide refugee communities with a platform for telling previously untold stories of hope and resilience and also to raise awareness about how they can build on the experiences and find new directions through studying and learning with TAFE NSW.
- Customised resources to address the specific needs of culturally and linguistically diverse students.
- Integrated additional language support for culturally and linguistically diverse students into vocational programs and worked with local employers to link educational outcomes to job opportunities.

NSW AMES

- NSW AMES and partners delivered the NSW Government funded Skillmax and English for Employment programs to 1,152 clients in 2012. These programs, including the Skillmax Public Sector Online courses, assisted migrants with overseas qualifications and work experience to secure employment in Australia at levels commensurate with their previous skills and experience, thereby contributing to the economic and social development of NSW.