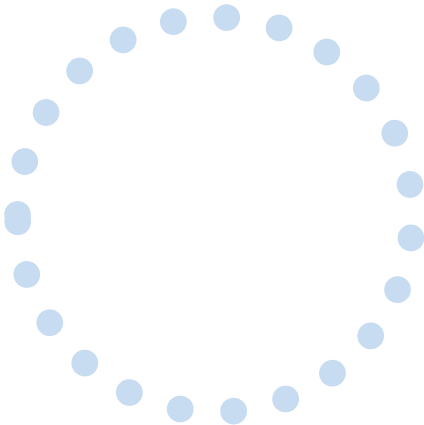
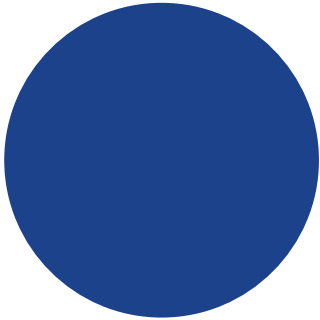


Multicultural Policies and Services Program Report 2019-2020



Contents

Introduction	3
Culturally diverse school communities	4
Reporting on our targets	7
Target 1	8
Target 2	12
Target 3	17
Target 4	22
Target 5	27
Target 6	31
Target 7	33
Target 8	36
Target 9	39
Target 10	41
Additional reporting themes	45
COVID-19	45
Women from culturally and linguistically diverse backgrounds in leadership	48
Future directions	49
Key terms	50

List of tables

Table 1 – LBOTE and EAL/D student enrolments in NSW government schools, 2019-2020	4
Table 2 – Newly arrived and refugee students in NSW government schools, 2019-2020	4
Table 3 – LBOTE student enrolments by language in NSW government schools, 2019-2020	5
Table 4 – EAL/D education professional learning for teachers, 2019-2020	17
Table 5 – Professional learning for EAL/D teachers, 2019-2020	19
Table 6 – Professional learning in refugee education, 2019-2020	20
Table 7 – Multicultural education professional learning for non-teaching staff, 2019-2020	22
Table 8 – Professional learning for Languages teachers, 2019-2020	24
Table 9 – Onsite interpreter assignments in schools	43
Table 10 – Telephone interpreters used by schools	43
Table 11 – Workforce diversity survey data 2020	49

Introduction

The NSW Department of Education's goal is to be Australia's best education system and one of the finest in the world. NSW Government schools prepare young people for rewarding lives as engaged citizens in a complex and dynamic society.

Children and young people are at the centre of all decision-making. The Department ensures young children get the best start in life by supporting and regulating the early childhood education and care sector. It is also the largest provider of public education in Australia, with responsibility for delivering high-quality public education to two-thirds of the NSW student population. The Department respects and values Aboriginal people as Australia's First Nation Peoples, and works closely with the non-government school and higher education sectors.

This report outlines the Department's progress in meeting the needs of its culturally diverse school communities against targets identified in its Multicultural Plan. These targets are mapped to the goals of the Department's Strategic Plan 2018-2022.

Department goals

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. Every student, every teacher, every leader and every school improves every year.
4. Every student is engaged and challenged to continue to learn.
5. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.
6. All young people finish school well prepared for higher education, training and work.
7. Education is a great place to work and our workforce is of the highest calibre.
8. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
9. Community confidence in public education is high.
10. Our education system reduces the impact of disadvantage.

Focus areas and reporting themes

The Department's achievements are also linked to the Multicultural Policies and Services Program focus areas of Service delivery; Planning; Leadership and Engagement.

In addition, activities which address the Multicultural Policies and Services Program reporting themes of COVID-19 and Women from culturally and linguistically diverse backgrounds in leadership positions, as well as the Department's future directions for addressing the needs of a culturally diverse NSW, appear at the end of this report.

Culturally diverse school communities

NSW is one of the most culturally and linguistically diverse societies in the world. This diversity is reflected in its school communities and workplaces. The nature of its cultural diversity is complex and evolving, with students, parents, carers and employees coming from a wide range of birth countries, speaking many different languages, holding a variety of religious beliefs and identifying with a large number of ancestries and cultures.

In 2020, over one third of students (302,099) in NSW public schools come from a language background other than English (LBOTE). This represents an increase of 3.5% from 2019. In department preschools¹, 51.7% of enrolments are LBOTE students, up from 51.4% in 2019.

LBOTE students are those students who speak a language other than English at home and/or have a parent/carer who does. This very large cohort includes Australian and overseas born students. It includes students who are learning English as an additional language or dialect (EAL/D), as well as newly arrived students from migrant or refugee backgrounds and international students.

Table 1 – LBOTE and EAL/D student enrolments in NSW government schools, 2019-2020

Student cohort	No. of students	% All students	No. of students	% All students
	2019	2019	2020	2020
LBOTE students	291,544	35.9%	302,099	36.9%
EAL/D students	190,889	23.7%	202,266	24.9%

Sources:

1. LBOTE Census 2019 and 2020, Centre for Education Statistics and Evaluation
2. EAL/D data collection, 2019 and 2020, Centre for Education Statistics and Evaluation

Table 2 – Newly arrived and refugee students in NSW government schools, 2019-2020

Student cohort	2019	2020
Newly arrived EAL/D students	6,369	7,873
Refugee students	9,595	10,368
Recently arrived refugees	3,961	5,377

Sources:

1. New Arrivals Program data 2019 and 2020
2. Annual EAL/D Surveys 2019 and 2020, Multicultural Education

¹ Preschools include the 100 preschools attached to government primary/ infant schools and the John Brothie Nursery School. Not included are the government funded community preschools and long day care centres that provide a preschool program, which provide the majority of preschool education in NSW.

Table 3 – LBOTE student enrolments by language in NSW government schools, 2019-2020

Language	No. of students 2019	% LBOTE 2019	No. of students 2020	% LBOTE 2020
Indian	56,306	19.3%	61,049	20.2%
<i>Hindi</i>	13,348	4.6%	14,232	4.7%
<i>Urdu</i>	7,250	2.5%	7,841	2.6%
<i>Bengali</i>	6,054	2.1%	6,572	2.2%
<i>Tamil</i>	5,783	2.0%	6,195	2.1%
<i>Punjabi</i>	5,225	1.8%	5,636	1.9%
<i>Gujarati</i>	4,334	1.5%	4,668	1.5%
<i>Nepali</i>	3,513	1.2%	3,961	1.3%
<i>Telugu</i>	3,181	1.1%	3,609	1.2%
<i>Malayalam</i>	2,590	0.9%	2,934	1.0%
<i>Sinhalese</i>	1,909	0.7%	2,005	0.7%
<i>Marathi</i>	1,571	0.5%	1,695	0.6%
<i>Indian (Other)</i>	1,548	0.5%	1,701	0.6%
Chinese	45,123	15.5%	46,564	15.4%
<i>Mandarin</i>	27,396	9.4%	28,728	9.5%
<i>Cantonese</i>	14,487	5.0%	14,380	4.8%
<i>Other Chinese</i>	3,240	1.1%	3,456	1.1%
Arabic	39,793	13.6%	41,342	13.7%
Vietnamese	16,854	5.8%	17,067	5.6%
Filipino/Tagalog	10,074	3.5%	10,275	3.4%
Samoan	8,398	2.9%	8,503	2.8%
Korean	8,318	2.9%	8,417	2.8%
Spanish	7,985	2.7%	8,138	2.7%
Greek	8,004	2.7%	7,619	2.5%
Assyrian/Chaldean	4,515	1.5%	4,924	1.6%
Tongan	4,442	1.5%	4,592	1.5%
Italian	4,747	1.6%	4,530	1.5%
Indonesian	4,500	1.5%	4,519	1.5%
Thai	3,681	1.3%	3,857	1.3%
Turkish	3,795	1.3%	3,790	1.3%
Japanese	3,641	1.2%	3,717	1.2%
Dari	3,254	1.1%	3,547	1.2%
Macedonian	3,618	1.2%	3,497	1.2%
French	3,303	1.1%	3,330	1.1%
Persian (Excluding Dari)	3,114	1.1%	3,300	1.1%
German	3,182	1.1%	3,208	1.1%
Russian	2,953	1.0%	3,008	1.0%
Khmer	2,758	0.9%	2,803	0.9%
Portuguese	2,586	0.9%	2,780	0.9%
Serbian	2,806	1.0%	2,736	0.9%
Maori (New Zealand)	2,160	0.7%	2,102	0.7%
Fijian	1,676	0.6%	1,726	0.6%
Afrikaans	1,565	0.5%	1,642	0.5%
Croatian	1,480	0.5%	1,450	0.5%
Polish	1,337	0.5%	1,385	0.5%

Language	No. of students 2019	% LBOTE 2019	No. of students 2020	% LBOTE 2020
Kurdish	1,031	0.4%	1,375	0.5%
Dutch	1,335	0.5%	1,289	0.4%
Maori (Cook Island)	1,183	0.4%	1,144	0.4%
Aboriginal English	933	0.3%	1,027	0.3%
Hebrew	1,033	0.4%	1,002	0.3%
Other Languages	20,061	6.9%	20,845	6.9%
Total	291,544	100%	302,099	100%

Source: Centre for Education Statistics and Evaluation. NSW Department of Education.

Notes:

- LBOTE data is collected each March as part of the Language Background other than English (LBOTE) census.
- The table shows languages representing the background of 1,000 or more students enrolled in March 2020.
- Data extracted from LBOTE datacube in November 2020.

Reporting on our targets

The Department's activities and achievements are reported against the targets set out in its [Multicultural Plan 2019-2022](#):

1. Our language background other than English (LBOTE), English as an additional language or dialect (EAL/D) and refugee students are well supported in their transition to school, further education and employment, and achieve positive educational outcomes.
2. Students from all cultural backgrounds report a greater sense of belonging, inclusion and wellbeing at school.
3. Our staff are well equipped to support the education of students from culturally diverse backgrounds, including EAL/D and refugee students.
4. Our staff are well equipped to promote student wellbeing, intercultural understanding and to address racism.
5. Our programs and services are informed and improved by a strong evidence base on how to best support the needs of our culturally diverse schools.
6. Our schools are effectively resourced to meet the diverse needs of their language background other than English (LBOTE) students and culturally diverse communities.
7. Our leaders are well equipped to promote student wellbeing, intercultural understanding and to address racism.
8. Our systems identify and equitably provide for our culturally diverse school communities and student populations.
9. Our stakeholders work with us to improve student learning and wellbeing.
10. Our schools are able to communicate effectively with parents and carers who do not speak or understand English well.

Target 1

Our language background other than English (LBOTE), English as an additional language or dialect (EAL/D) and refugee students are well supported in their transition to school, further education and employment, and achieve positive educational outcomes.

Transition to school in the early years

The Early Childhood Education Directorate delivered the Bicultural Support Program in partnership with the Ethnic Community Services Co-operative in 2019 and 2020 to facilitate the inclusion of children from culturally and linguistically diverse, Aboriginal and refugee backgrounds in early childhood education. In total, 69 engagements of the Bicultural Support program were delivered to community preschools and mobile preschools in 2019, providing linguistic and cultural assistance to children, families and educators. This included 53 metropolitan, eight inner regional and eight outer regional or remote preschools. In 2020, 14 engagements of the Bicultural Support program were delivered to community preschools and mobile preschools, including 10 metropolitan, three inner regional and one outer regional/remote preschool.

The Beginning School Well early intervention initiative continued in 2019, supporting children from a refugee background in their transition to school. This program supported 150 refugee families in 15 schools across NSW. Schools reported increased parental participation in school activities, improved learning and engagement of children entering school, and enhanced cross-agency partnerships. Teacher facilitators and bilingual mentors received training to support the implementation of the program.

In 2020, the Beginning School Well program was widened to include children with disabilities, high potential and gifted children, children learning English as an additional language, Aboriginal children and their families. Professional learning was developed and offered to a wide range of schools.

In 2020, the Early Learning team developed the Strong and Successful Start to School Transition guidelines which included targeted strategies for enhancing the transition to school for children from culturally diverse backgrounds, newly arrived and refugee children.

In 2019, five NSW government schools and 13 students from a range of demographic and language backgrounds participated in the Bilingual Best Start Kindergarten Assessment Research project, a joint initiative involving the department's Literacy and Numeracy, Multicultural Education and Community Languages teams and the Centre for Education Statistics and Evaluation. Participating schools assessed targeted students using both the Best Start Kindergarten Assessment in English and in the students' home language as comparative methods of assessment. The research found that bilingual assessment

provides additional information about students' English language skills and strengths and gaps in conceptual knowledge; valuable information on students' first language fluency and literacy; and insights into literacy and numeracy practices at home.

Transition support for new arrivals and refugees

Newly arrived EAL/D and refugee students are provided with intensive English tuition and transition support to prepare them for schooling in NSW. Secondary and Year 6 aged new arrivals in metropolitan Sydney and Wollongong areas receive intensive English tuition in an Intensive English Centre or in the Intensive English High School before enrolling in a mainstream secondary school. Primary aged new arrivals and secondary aged new arrivals in non-metropolitan areas receive intensive English tuition at their local school through the New Arrivals Program.

In 2019, a total of 5,990 newly arrived students, including 2,172 students across 14 Intensive English Centres and the Intensive English High School, received intensive English and transition support. In 2020 to date, 4,436 newly arrived students, including 2,195 students in Intensive English Centres and the Intensive English High School, were supported. Of these, 2,960 students in 2019 and 708 students in 2020 were from refugee backgrounds.

In 2020, the Department approved the establishment of a new Intensive English Centre at Armidale Secondary College to support increasing numbers of newly arrived students in the Armidale area who are mostly refugees. This centre will commence operation in 2021.

In 2019 and 2020, School Learning Support Officers, Bilingual at schools and intensive English sites, provided first language and bicultural support to newly arrived students, including those from refugee backgrounds, and facilitated communication between schools and students' families.

In 2019, 18 school-based Refugee Support Leader positions (15.4 full-time equivalent positions) supported staff in NSW public schools in meeting the needs of their refugee students. Refugee Support Leaders assisted school leaders and staff in more than 220 schools across the state to enhance whole school and teaching practices supporting over 10,000 refugee students.

Ongoing English language support

In addition to support provided to newly arrived students, all EAL/D learners receive ongoing EAL/D education support to develop sufficient proficiency in academic English to successfully engage with the curriculum at all stages of learning, and across learning areas. Each year, schools with EAL/D students receive an EAL/D teacher allocation and/or flexible funding to deliver this support.

The Higher School Certificate (HSC) English EAL/D (2 unit) course is intended for students who have been educated overseas (or in an Australian education institution using English as the language of instruction for less than five years). In 2019, 2180 students enrolled in the course in 2019 and 2,027 students enrolled in the course in 2020.

Schools in action: Callaghan College, Waratah Campus

Whole school collaboration enhancing educational experiences

Teaching is rarely a solo experience and at Callaghan College Waratah Campus staff are always looking for opportunities to engage and collaborate with students and the community in positive and respectful ways. Staff in the intensive English program see collaboration as the key to successful language teaching, particularly when engaging a diverse range of students from refugee backgrounds. Students participating in the program come from across the globe, from Syria, Afghanistan, Democratic Republic of Congo, Iran, Pakistan and Jordan, and speak a range of languages including Arabic, Kurdish, Farsi, Dari, Kirundi, Swahili, Kinyarwanda, Pashtu and French. Many have previously had large gaps in their education or limited access to formal schooling.

Collaboration is embedded in daily practice in the school. Students in the program are supported by EAL/D staff, a Community Liaison Officer and Bilingual School Learning Support Officers. The school has strong partnerships with several external organisations to deliver a range of programs to support refugee students. STARRTS provide specialist in-school counselling support and facilitate a number of wellbeing programs, including the Capoeira Project Bantu, a dance, fitness and music program and the Settling In / Teens in Cultural Transition programs. Northern Settlement Services provide a Weekly Homework & Study Centre at the school and Youth Cultural Exchange Program. The Hunter Multicultural Communities Centre offer students work placement opportunities in aged care support, horticulture and carpentry; MYAN NSW have run youth advocacy consultations and leadership training for students, and Wesley Mission also runs counselling support services for students at school.

School staff strive to engage students in positive collaborations on campus, including Harmony Day and Refugee Week events which were celebrated virtually this year. In 2020, these much-anticipated whole-school events resulted in the development of the Taste of Harmony Recipe book, a 'welcome' video and an interactive forum with author and poet, Hani Abdile, who performed live slam poetry and discussed her experiences with students.

Through ongoing collaboration, Callaghan College Waratah provides a transformative school community which benefits all students, staff and families.

International student programs

International students from over 58 countries enrolled in NSW public schools in 2020 for an Australian study experience or to finish their school education. In 2019, 707 international students attending NSW public schools sat for the NSW HSC. Of these, 179 (25.3% of international students sitting the exam) appeared on the HSC Distinguished Achievers merit list. In addition, the academic achievements of international students and

their contributions to the school and wider community were recognised at the annual International Student Awards Ceremony.

Transition to work and further education

Refugee Action Support Partnerships are a joint initiative of the Australian Literacy and Numeracy Foundation, Western Sydney University, University of Sydney and Charles Sturt University and the Department. In 2019, 180 students studying teaching at university tutored more than 350 refugee students through this program. Tutors provided homework support and assistance with academic language and literacy to students in seven high schools and eight primary schools.

In 2020, the Australian Literacy and Numeracy Foundation adjusted the program to deliver Subtext: Art for Literacy to participating schools. This initiative aimed to provide a safe space for students from refugee and refugee-like backgrounds to practise and build their confidence in using spoken and written English. Approximately 250 students from participated in Subtext during 2020.

Vocational education is provided to increase refugee students' understanding of education and employment options, as well as workplace cultures and expectations in the Australian context. Ready Arrive Work, a partnership initiative with JobQuest Penrith, provides a work readiness program for refugee students in NSW public schools. In 2019, Ready Arrive Work was implemented in 28 schools and assisted 451 students. In 2020, a modified Ready Arrive Work program was implemented in five schools, assisting 96 students.

The LEAP Macquarie Mentoring Program, a joint partnership with Macquarie University, provided university student mentors to help refugee high school students and their parents plan post-school pathways. In 2019, 101 university student mentors supported 227 refugee students in 12 high schools. In 2020, Macquarie University created a series of online videos and resources and distributed them to 19 high schools in lieu of the program which could not run in a face-to-face format.

In 2019, the Department developed an initiative aimed at strengthening access to tertiary pathways by refugee young people. This program supported refugee and asylum seeker students to access university scholarships and TAFE. In 2020, the University Access and Pathways Webinar was delivered to support refugee and asylum seeker students in the senior years of high school. The webinar was a joint initiative of the Department, a number of universities and TAFE NSW. Attendees included refugee young people looking for information on university or TAFE options and pathways. Teachers and other education staff also attended the webinar to obtain information to facilitate their students' understanding of pathways to further education.

These actions align with:
Departmental goals 1, 3, 5 & 6
Focus area: Service delivery

Target 2

Students from all cultural backgrounds report a greater sense of belonging, inclusion and wellbeing at school.

Cultural inclusion in early childhood settings

Early childhood, preschool and out of school hours care providers operate under the National Quality Framework, which includes the National Quality Framework and two learning frameworks, the Early Years Learning Framework and Framework for School Age Care. A guiding principle of the National Quality Framework is that Australia's Aboriginal and Torres Strait Islander cultures are valued. Education and care services have a shared responsibility to contribute to building a better society and sustainable environment and to support children, families, colleagues and the local community to understand, respect and value diversity. The National Quality Framework includes elements which promote children's and their families' cultures.

In both frameworks, respect for diversity is a key principle fundamental to curriculum decision-making and supporting positive educational outcomes for children. This principle underpins educators' practices which value the cultural and social contexts of children and their families. The Department's field staff assess and provide support relating to cultural inclusion when visiting services. For example, officers may observe how educators plan programs that are responsive to children's culture, engage collaboratively and respectfully with families to learn about their culture, and explore opportunities to support families to contribute to the educational program in ways that celebrate and share their culture.

Targeted wellbeing programs

Sixteen Aboriginal Learning and Engagement Centres were established across NSW in 2020, in response to the Premier's Priority for increasing the percentage of Aboriginal students completing their HSC and to support Aboriginal students academically, culturally and promote their wellbeing. A head teacher, classroom teacher and Aboriginal identified School Learning Support Officer position support students in each centre.

In 2019 and 2020, the Refugee Student Counselling Support Team worked directly with 149 schools to provide psychological support for students with refugee backgrounds across NSW. This included 77 regional visits, 1,375 consultations to provide advice including support for complex cases. The Refugee Student Counselling Support Team also developed and delivered targeted professional learning packages for more than 750 staff to increase their ability to support students with refugee experiences and their families. The team worked closely with the STARTTS School Liaison team to provide coordinated psychological care for newly arrived refugee students, and with a variety of other agencies to support refugee families.

Schools in action: Fairfield High School Intensive English Centre

Me, my culture and NSW competition

A record number of students from Fairfield Intensive English Centre participated in the 'Me, My Culture and NSW' competition run by Woke in partnership with Multicultural NSW. Level 3 students submitted entries to the competition which was designed to give young people an opportunity to celebrate diversity, share their culture and challenge cultural stereotypes and racism.

This process was highly relevant for the students who were recently arrived in Australia, having arrived less than a year ago from Iraq, Syria and Vietnam. Being new to Australia, students were still largely connected with their own culture, while at the same time trying to negotiate and adapt to life in Australia. EAL/D teachers guided the students in producing high quality entries. The poetry produced by the students captured their understanding, feelings, thoughts, desires and aspirations as they grappled with concepts of culture and identity in the NSW context.

The judges were so impressed by students' efforts that their work has been published and acknowledged on the Woke website: "We would also like to congratulate Fairfield High School Intensive English Centre for being the school with the most submissions. Many of the poems we received were from recently arrived migrant and refugee students from all around the world, and we would like to share their emotions and experiences. They are beautiful to read."

Anti-racism education and harmony programs

Every NSW public school is required to have a trained Anti-Racism Contact Officer who assists the principal in promoting anti-racism education and responding to complaints of racism which may arise. These officers are teachers who complete training to undertake the role. Individual schools implement anti-racism education programs in response to local needs

The Calendar for Cultural Diversity promotes intercultural understanding, cultural and linguistic diversity, community harmony and social inclusion across NSW public schools and their communities. Over 30,000 copies of the calendar were distributed to approximately 2,200 schools and education centres in 2019 and 2020. In 2020, an interactive glossary of dates of cultural and religious significance featured in the calendar was published on the Department's website, along with a range of online resources to support the calendar's use in schools.

NSW public schools and Department workplaces across the state celebrated Harmony Week in 2019 and 2020, celebrating inclusiveness, respect and a sense of belonging for all Australians, including traditional owners of the land. Through Harmony Week activities, students learnt about Australian cultural diversity and the contributions of communities from diverse cultural backgrounds.

Schools were also encouraged to promote harmony and respect amongst their school communities by participating in the National Day of Action against Bullying and Violence. A total of 1,721 schools and 708,992 students participated in activities on 15 March 2019. This represented an increase of 427 schools and 165,044 students from 2018. Many schools accessed online resources from the Bullying. No Way! website to support their participation. In 2020, the event did not proceed due to COVID-19 restrictions.

Schools in action: Engadine High School

Accepting and understanding difference

The final chapter of Engadine High School's 'Accepting and understanding difference' anti-racism project came to an end on Monday 30 November, 2020 with the opening of a 20 year old time capsule.

An official opening ceremony took place in the library with the Student Representative Council, prefect body, senior executive and interested students and staff. The school captains were excited to reveal the contents, which included fascinating relics such as newspapers, photographs, reports, and teaching resources reflecting the theme of anti-racism. A highlight was the discovery of the Department's Multicultural Calendar 2001 which featured artwork designed by a former Engadine High student on the cover. The impressive artwork is displayed in the canteen to remind the school community of the ongoing importance of striving for racial harmony.

"The opening of this time capsule has allowed us as a school community to reflect on how far we have come in terms of acceptance and understanding difference. The SRC are very excited to expand on this project in 2021", a school representative reported.

Community languages programs

Language is intrinsic to the expression of culture and proficiency in a home or heritage language assists in communicating shared values and beliefs and in fostering feelings of belonging and community identity. To support students' successful participation at school, a range of community languages programs are provided.

The Community Languages Schools Program provides funding to not-for-profit, incorporated community organisations who deliver out-of-school programs that support school-aged students to maintain their background or heritage language. In 2019 and 2020, more than 300 organisations received funding to operate community languages schools. They provided more than 3,000 volunteer teachers who taught a total of 62 different languages to about 38,000 students across approximately 600 locations.

The Saturday School of Community Languages offers courses in 26 community languages from Stage 4 to Higher School Certificate level to students in Years 7-12. In 2019 and 2020, over 3,200 government and non-government secondary students and HSC-enrolled

TAFE students studied languages at Saturday School. In 2019, five new board endorsed languages syllabuses were developed by Saturday School teachers.

In 2019, more than 44,800 students studied 30 community languages in 139 primary schools, through the Community Languages Program K-6. In 2020, almost 44,000 students studied 30 community languages in 137 primary schools, through the program.

Exploring culture and identity through the arts

The Multicultural Perspectives Public Speaking Competition provides students in stages 2 and 3 with the opportunity to promote cultural expression and an understanding of Australia's multicultural society. The range of topics covered in the 2019 and 2020 competitions allowed student speakers to explore, discuss and challenge issues of prejudice and racism, belonging in a multicultural society, and notions of identity. The competitions encouraged participating students to explore their own experiences of what it means to be an Australian, research their personal family and cultural backgrounds and interrogate inter-generational relationships and their own cultural identity.

In 2019, 1,884 students entered the competition. In 2020, 1,063 students participated in the competition which was delivered online due to COVID-19 restrictions. Feedback from experienced adjudicators helped guide participating students to a broader understanding of multiculturalism and its many facets.

The Multicultural Playwright Program aims to foster social inclusion, a greater sense of belonging and cultural understanding by providing LBOTE and EAL/D students with the opportunity to collaborate and share knowledge, skills, values and experiences in an engaging performance context. In this program, tutors, teachers and industry professionals work with students to create performances that celebrate and express cultural diversity and personal identity. In 2019, workshops and performances took place in Fairfield and Coffs Harbour, with the final performance taking place on World Refugee Day. The event was live streamed and shared with school communities locally, nationally and internationally.



The Schools Spectacular showcases over 5,000 student performers from over 450 NSW public schools to an arena audience of 30,000 and a televised audience of about 1.2 million annually. In 2019, inclusivity and diversity were priorities of the program and highlighted performances which reflected Chinese, Indian, Chilean and African cultures.

Bespoke performances in rural, remote and metropolitan locations supported and promoted the traditions and heritage of artists with additional learning resources developed and shared to increase intercultural understanding across the state. Feedback received from participating schools emphasised improvements in student wellbeing and belonging.



These actions align with:
Departmental goals 4 & 10
Focus area: Service delivery

Target 3

Our staff are well equipped to support the education of students from culturally diverse backgrounds, including English as an additional language or dialect (EAL/D) and refugee students.

Supporting teachers of EAL/D students

During 2019-2020 teachers of EAL/D students, including primary and secondary classroom teachers and subject teachers, participated in a wide range of state-wide professional learning programs to assist them in meeting the needs of EAL/D students.

Table 4 – EAL/D education professional learning for teachers, 2019-2020

Course title	Enrolments 2019	Enrolments 2020
Teaching English Language Learners (TELL)	680	337
Using the EAL/D Learning Progression	810	932
Understanding the EAL/D Learning Progression	339	647
EAL/D Annual Survey Information	196	312
Action on Vocabulary Project	173	0

The EAL/D Newsletter is published online each term to over 1000 subscribers across the state. This newsletter provides information and updates for teachers of EAL/D students and school leaders.

To support teachers of EAL/D students in rural and regional schools, experienced EAL/D teachers were engaged as mentors. Seven EAL/D teacher mentors in 2019 and six in 2020 supported schools with significant numbers of EAL/D, newly arrived and refugee students. Staff in approximately 190 rural and regional schools were supported each year.

In 2019-2020, DE International provided professional learning activities both face to face and online for over 1,300 participants, including teachers, administrative staff and principals to ensure international students were adequately supported.

Advice on the diversity of high potential and gifted students, including students from diverse cultural and linguistic backgrounds, was included in advice to schools on the High Potential and Gifted Education Policy in 2019. Comprehensive policy implementation advice and resources to support mandatory policy implementation from Term 1, 2021 are available on the department's website.

Schools in action: Victoria Avenue Public School

Leading EAL/D Education

In 2019, Victoria Avenue Public School participated in the Leading EAL/D Education program, implementing an action research project aimed at building teacher capacity to effectively plan and teach to better meet the English language learning needs of their EAL/D students. The project team included two specialist EAL/D teachers, one of whom was also a member of the school executive staff, and a classroom teacher.

As part of the project, teaching staff across the school participated in a range of EAL/D professional learning. All staff participated in the Using the EAL/D learning progression course. K-2 teachers and specialist staff participated in professional learning on explicit vocabulary teaching led by academic Dr Paul Dufficy and professional learning on explicit grammar teaching with academic Joanne Rossbridge. Three professional learning sessions, run by the leadership project team, used the research of Dr Paul Dufficy and Pauline Gibbons to assist all staff explore second language acquisition and translate theory into quality EAL/D practice.

The project targeted deepening and strengthening understanding of the elements of quality EAL/D pedagogy and practice, and contributed to the creation of learning opportunities that have high intellectual quality. As a result of the project, teachers developed a greater understanding of the EAL/D Learning Progressions and how they can be effectively used to identify students' English language learning needs. Participating teachers reported an increase in student engagement, deeper student learning and that EAL/D students made gains in oral language due to increased scaffolded opportunities for sustained oral interactions.

Building leadership and expertise in EAL/D education

In 2020, the Department increased the number of EAL/D teacher positions allocated to schools across the state in response to increasing enrolments of EAL/D students. An additional 104 fulltime equivalent (FTE) positions were allocated, bringing the total pool of EAL/D teachers to 1,000. This staffing allocation is distributed to schools each year to support EAL/D students' English language development.

In 2020, Teach & Learn Scholarships in EAL/D education were also provided to increase the availability of EAL/D teacher specialists in schools. The scholarships provide eligible participants with up to \$20,000 for study in eight subjects, study leave and pay during course practicum.

During 2019-2020, specialist EAL/D teachers, including teachers newly appointed to EAL/D teacher roles, participated in training to build their expertise and support them in leading EAL/D education programs and pedagogy.

In 2019, experienced teachers, trained as curriculum leaders at 14 Intensive English Centres and the Intensive English High School, participated in professional learning to lead and support the trial of the revised secondary Intensive English Programs Curriculum

Framework. Twenty specialist EAL/D staff completed professional learning in preparation for delivery of the newly designed Certificate in Spoken and Written English course.

Table 5 – Professional learning for EAL/D teachers, 2019-2020

Course title	Enrolments 2019	Enrolments 2020
Leading EAL/D Education	65	49
EAL/D orientation: For newly appointed EAL/D teachers	172	204
Teaching English Language Learners (TELL) Facilitator Training	38	0
EAL/D Annual Survey Information	196	312
Understanding the ESL Scales	0	44
TESOL Seminars	145	229

In 2020, the EAL/D NSW Statewide Staffroom was developed to support EAL/D teachers and school leaders across the state. Members are provided with regular information and advice through staffroom announcements and regular staff meetings, as well as professional learning sessions and the distribution of resources. The staffroom has over 1,700 members. Feedback from members on the support provided has been very positive.

Members of the Statewide Staffroom participated in, and continue to access, many meetings and courses designed to assist them in meeting the needs of EAL/D students. In 2020, over 1,000 members participated in 10 separate staffroom sessions focused on different aspects of EAL/D education designed to improve outcomes for EAL/D students.

EAL/D teacher specialists participated in local networks held across the state to strengthen their teaching practice. In 2019-20, teachers participated in 50 of these networks in metropolitan, regional and rural areas. Network leaders participated in four professional learning days each year that were tailored to support their leadership skills and to enhance their ability to maintain their networks.

Literacy and numeracy strategies for EAL/D and refugee students

The Department has a wide range of strategies in place to optimise literacy and numeracy outcomes for students from all backgrounds, including EAL/D students and students from refugee and refugee-like backgrounds.

A wide range of registered professional learning modules and resources for teachers are available to schools to support literacy and numeracy. In 2020, two dedicated positions, an EAL/D Advisor and a Refugee Student Pathways Advisor, enhanced many of these modules and resources to directly target the learning needs of EAL/D and refugee background students. A range of resources and professional learning modules to support teachers in developing the literacy and numeracy skills of EAL/D and refugee background students were created. Literacy and Numeracy Strategy Advisors supported networks of schools to improve literacy and numeracy outcomes for students and participated in a

variety of professional learning events to deliver tailored support to schools with refugee and EAL/D students.

Numerous resources to assist students in achieving the HSC minimum standard were enhanced to better support English language learners in reading, writing and numeracy. Two new resources, Literacy in numeracy and Unpacking the writing prompt were created to support EAL/D learners in the meeting the HSC minimum standard.

Significant professional learning suites such as Focus on Vocabulary and Effective reading: Fluency were enhanced to support teachers working with EAL/D learners. A variety of teacher resources, including Numeracy Teaching Strategies, were also enhanced to better meet the needs of EAL/D students and other students from culturally diverse backgrounds. Additional literacy and numeracy resources for EAL/D students were published on the department's website.

Supporting teachers of refugee students

In 2019-2020, teachers in metropolitan, regional and rural areas participated in a range of registered and non-registered professional learning programs to assist them in meeting the learning and wellbeing needs of students from refugee and refugee-like backgrounds, and their families.

Table 6 – Professional learning in refugee education, 2019-2020

Course title	Enrolments 2019	Enrolments 2020
Leading Refugee Education Showcase	85	0
Refugee Leadership Strategy 2019 Planning Workshop	78	0
Differentiation of Assessment Task Notifications for EAL/D students from Refugee Backgrounds	25	15
Best Practice in Primary Refugee Education and Classrooms of Possibility research	36	0
Best practice in Secondary Refugee Education and Classrooms of Possibility Research	21	0
Sustaining Refugee Education	33	0
Community Organisations - Refugee families	24	0
Classrooms of Possibility Research: Exploring the resources	46	0
Teaching students from a refugee background	418	84
S.T.A.R.S. in schools: Supporting students from refugee backgrounds	792	89
Teaching Students from a Refugee Background Facilitator Training	26	3
Facilitator training: S.T.A.R.S. in Schools	19	0

In addition to participation in professional learning, about 870 teachers of refugee students attended local collegial networks to share and build their expertise.

Building the capacity of non-teaching staff

School based non-teaching staff play an important role in engaging and communicating with parents and carers and are often the main point of contact in the school. In 2019-2020, professional learning programs were provided to non-teaching staff in schools, including School Administrative Support Staff, School Learning Support Officers, Community Liaison Officers and Community Engagement Officers to ensure that they were well equipped to meet the needs of culturally diverse school communities.

Table 7 – Multicultural education professional learning for non-teaching staff, 2019-2020

Course title	Enrolments 2019	Enrolments 2020
School Administrative Support Staff Workshop – Supporting Students from Refugee Backgrounds	156	1
Professional Learning Non-Teaching Staff – Cultural Diversity	0	1,471
Professional Learning Non-Teaching Staff – Introduction to Multicultural Education	0	1,082

A new orientation professional learning course was created for School Learning Support Officers, Bilingual, who provide additional, on-arrival support for newly arrived and refugee students. The course unpacks the responsibilities of the role and provides advice on working with newly arrived families and students. The course, designed to be delivered by in-school facilitators, was implemented for the first time in two schools in 2020.

These actions align with:

Departmental goals 1, 3, 4, 5 & 7

Focus areas: Service delivery & Engagement

Target 4

Our staff are well equipped to promote student wellbeing, intercultural understanding and to address racism.

Anti-racism education

A range of professional learning programs and resources are available to schools across the state to assist in building harmony and countering racism in schools.

Facing up to Racism (Part 1) is an online course that develops the skills and confidence of school staff in identifying, understanding, discussing and challenging racism in a positive and constructive way. It provides participants with an understanding of the historical origins of racism, impacts of racism and dimensions of racism in Australia. In 2019-2020, 156 participants completed this course.

Part 2 of the Facing up to Racism course is a workshop that builds on the cognitive framework that was explored in the first part of the course. It assists participants to further explore ways to challenge racism and to investigate strategies that counter the impact of racism on student wellbeing and learning outcomes. Thirty-five participants completed part two of the course in 2019. The course did not run in 2020 due to restrictions on the delivery of face-to-face training.

Racism. No Way, the national anti-racism education website, was updated to deliver a new user interface. The website, managed by the Department on behalf of all Australian schools, provides a wide range of online resources for teaching about the impact of racism and countering it in schools. Additional anti-racism education resources for schools are available on the Department's website.

The anti-racism education yammer group provides important information, resources and articles to support school staff who have an interest in anti-racism education. Discussions are facilitated by anti-racism, multicultural and Aboriginal education specialists. The group assisted over 400 members in 2019 and 2020.

In 2019-2020, 929 teachers participated in Anti-Racism Contact Officer training and the state-wide register was updated to monitor school training needs. A total of 54 tutors were supported to deliver anti-racism professional learning in 2019 and 2020. This included training eight additional tutors to deliver training to school-based Anti-Racism Contact Officers. Anti-Racism Contact Officers in schools, working with principals and executive staff, further promoted anti-racism education within their school communities and professional learning opportunities and resources for staff.

Building capacity in Aboriginal education

Through the Department's formal partnership with the NSW AECG Inc., local Aboriginal Education Consultative Groups provided schools with the opportunity to participate in

Connecting to Country. This program provided a conduit between teachers and local Aboriginal peoples and communities and increased staff awareness of Aboriginal culture and issues.

More than 1,400 staff have completed the pilot for trauma informed practice, which includes content on Aboriginal intergenerational trauma.

As part of their ongoing professional development, Early Education Field Officers accessed a range of learning modules to assist them in conducting assessments and rating education and care services. Modules included introduction to cultural competence, unpacking cultural competence, and Aboriginal and Torres Strait Islanders and the National Quality Framework to support provisions for Aboriginal children and families.

Early Childhood Education also piloted an online cultural awareness training program, An introduction to Aboriginal and Torres Strait Islander cultures, to be rolled out to all Quality Assurance and Regulatory Services staff.

From mid-2019 to October 2020, there were 1,240 enrolments in Deadly Dialects. This program provides a self-paced, online professional learning platform, highly suited to P-2 teachers, to support the flexible delivery of culturally relevant learning for Aboriginal students. The program aims to build staff knowledge about the language needs of Aboriginal students including EAL/D awareness, code switching, early literacy learning, and dialects of Aboriginal English, assist teachers to recognise and value the cultural knowledge of Aboriginal students; and improve educational outcomes for Aboriginal students. The program promotes a culture of leadership where staff are motivated to ask questions, discuss issues and contribute to each other's ongoing learning.

Fostering expertise in languages education

The teaching of languages in NSW government schools assists students to understand schools' cultural and linguistic diversity and engage effectively in an increasingly globalised world. In 2019-2020, Languages teachers participated in a range of professional learning programs to enhance the delivery of languages education across the state.

Table 8 – Professional learning for Languages teachers, 2019-2020

Professional learning program	Participants
	2019 2020
Chinese Language Teachers' Cross-sectoral Conference	80
Spanish Teachers' Cross-sectoral Conference	38
Inspired Teaching, Vibrant classrooms, Engaged Learners Conference	110
New K-10 Language Syllabuses Workshops	186
K-10 Languages Syllabus Familiarisation Workshops (5 community languages)	24
Programming in 7-10 Workshops	174
Stage 6 Extension Workshop (9 languages)	76

Professional learning program	Participants
	2019 2020
Stage 6 School-based Assessment in Languages Workshop	98
Assessment and Reporting in Languages 7-10 Workshop	118
Stage 6 Japanese Extension Workshop	35
Stage 6 School-based Assessment in Language and Literature Workshop	21
Languages K-10 Syllabus Familiarisation and Planning e-Course	141
Stage 6 School-based Assessment in Languages e-Course.	139

Languages teachers also participated in a range of teacher networks to strengthen their teaching practice. In 2019-2020, 663 language teachers attended 53 network meetings across NSW. These networks are run by teachers at the local level. Greek and Arabic Languages Network Meetings were developed in response to the implementation of new syllabuses and were designed to offer support to language teachers in understanding and implementing the new syllabuses. In 2019-2020, 26 Arabic teachers and 13 Greek teachers attended the respective meetings supported by the Department.

Statewide staff meetings provided online professional support to Languages teachers. In 2019-2020, 284 participants attended statewide staff meetings. Topics addressed included quality assessment tasks, adapting learning and assessment to the online context, language learning games and effective feedback. This support will continue in 2021. The Languages NSW 7-12 yammer group provided additional online professional and collegial support to 588 members.

A comprehensive suite of resources for Languages teachers 7-12 is available on the Department's website. In 2020, a range of new resources were published including Stage 4 language-specific sample scope and sequence documents, unit starters and sample assessment tasks in ten languages, videos to support literacy and numeracy development, a website for unpacking intercultural communication in a languages context, and unit starters for Stages 4 and 5, which support students with disability and an inquiry-based approach to language learning.

The Department provides additional support for preservice and beginning Languages teachers. In 2019-20, ten experienced language teacher mentors assisted 15 beginning Languages teachers in remote and metropolitan locations through the Virtual Languages Mentoring Network. Preservice languages teachers from Macquarie University, University of Western Sydney and the University of Sydney attended online workshops to their understanding of department provisions and participated in online statewide staff meetings as well as face-to-face and online regional network meetings.

Community languages teachers also participated in a range of professional learning programs in 2019 and 2020 and collaborated in developing new units of work to align with the new K-10 language syllabuses. In 2020, approximately 320 teachers and executive staff members participated in registered professional learning on remodelling assessment

in languages classrooms. From March to July 2020, 3,728 volunteer community languages teachers participated in webinars to facilitate online teaching during COVID-19 restrictions.

The Community Languages Induction Program continued to support beginning K-6 language teachers in teaching languages in primary schools. Content and Language Integrated Learning training assisted teachers delivering the Bilingual Schools Program and Community Languages Program K-6 in teaching languages across the curriculum.

Building culturally inclusive schools

Resources to assist schools in developing culturally inclusive practice are available on the Department's website. This includes information designed to strengthen teachers' understandings of the increasingly complex nature of culture in school communities, as well as teaching materials for building intercultural understanding amongst students.

Engaging Culturally Diverse Communities is a one-day course designed for principals, aspiring school leaders, teachers and school support staff. The course aims to provide knowledge and examples of best practice of effective ways to engage their diverse school communities. 114 participants completed the course across the state in four metropolitan and two regional locations in 2019 and 2020.

The School Communities Working Together Program provided a proactive risk management approach to schools to address high risk-taking behaviour and support staff wellbeing. Specialist support teams included Community Development Officers who assisted schools to mitigate and manage issues related to high risk-taking behaviour. They supported approaches in schools to create sustainable connections across school communities and promote multiculturalism and inclusion by:

- facilitating communication with internal and external stakeholders to benefit students, staff, and families from culturally diverse backgrounds.
- developing collaborative relationships to implement school community projects to foster strong relationships and safe, resilient communities
- assisting school communities to celebrate diversity and respectfully address culturally sensitive issues.

The Henry Parkes Equity Resource Centre offered a collection of over 35,000 resources to support the delivery of EAL/D, multicultural and bilingual education provision in schools across the state. The centre provides resources on bulk loans to schools to assist them in meeting the needs of students from culturally diverse backgrounds and in building intercultural understanding and culturally inclusive learning environments.

Schools in action: Multiple schools

City Country Alliance

The City Country Alliance is a network of school communities who are striving to increase intercultural understanding through exchange programs. A three-day Student Leadership Summit is one initiative implemented by the alliance to celebrate and build understanding about the cultural diversity in schools.

In 2019, 24 rural and urban schools, 155 students and their teachers participated in the third annual conference. Presentations included Multicultural Education, Facing up to Racism and Anti-Racism Education, and cultural diversity in NSW government schools. Participants explored diverse school communities and contexts; the complexity of cultural diversity resulting from increasing numbers of students and families identifying with multiple ancestries, cultures and cultural backgrounds and racism and how it can be addressed. Teachers were provided with useful strategies for building inclusive classroom environments, the skills and knowledge to recognise and appropriately respond to racist bullying.

Summit outcomes included building the capacity of the teachers to improve students' appreciation of diversity; increasing students' cultural confidence and sense of self within a diverse Australia; extending students' awareness, understanding and empathy towards different cultures; and building students' critical perspectives on the representations of other cultures.

These actions align with:

Departmental goals 2, 5, 6 & 10

MPSP focus areas: Service delivery & Engagement

Target 5

Our programs and services are informed and improved by a strong evidence base on how to best support the needs of our culturally diverse schools.

Enhancing the delivery of multicultural education

Research on the professional support needs of NSW government schools in multicultural education was conducted in 2019. The data collected, which included feedback from teachers and school leaders, identified the need for an enhanced model of support that:

- assists teachers and leaders in meeting the learning and wellbeing needs of EAL/D and refugee backgrounds students
- supports leaders and staff in implementing effective whole-school anti-racism education strategies
- builds the capacity of teachers in building intercultural understanding through the curriculum.

The data revealed strong recognition of the value of existing specialist staff, as well as strong support for specialist positions within local contexts, and the provision of expertise which delivers immediate and targeted support in response to local issues and concerns. The Department will use this evidence-base to inform future provisions.

An evaluation of the Refugee Leadership Strategy 2017-2019 provided evidence of the success of the strategy in building the capacity of schools to support refugee students and their families. A new professional support model, which builds on the strengths of the strategy and extends support for schools in EAL/D and refugee education, will be implemented from 2021.

Commitment to continuous improvement

Information and data on the effectiveness of multicultural education professional learning programs are collected each year to ensure staff are well supported to meet the needs of their culturally diverse communities. This includes data collected through MyPL, the Department's professional learning platform for teachers and leaders, and through the Annual EAL/D Survey which collects information on the qualifications and professional learning needs of school staff delivering EAL/D education. These data sets are analysed on an ongoing basis to improve professional support mechanisms for schools in EAL/D, anti-racism, refugee and multicultural education.

In 2019-2020, the Anti-Racism Contact Officer training course, a key anti-racism professional learning program for all schools, was evaluated to examine its reach and effectiveness.

The evaluation found that the training was successful in its reach, with about two-thirds of all schools having had one or more teachers complete the training within five years or less at December 2019. Uptake of the program varied across school type and location with more teachers from secondary schools and in urban areas – particularly in Sydney's north – accessing the training, and coverage across the 110 principal networks, ranging from a high of 95% (19 out of 20 schools in the network) to a low of 33% (7 out of 21). As anticipated, participation in the training was more comprehensive among teachers who were newer in the role.

The training was reported to be largely effective with over 90% of respondents who had participated in the training reporting that it had been helpful in their role. 65% of respondents reported that the training was very helpful and 29% said the training was of some help in their role. The two most helpful aspects of the course identified by respondents were the module on procedures and opportunities to learn from the experienced Anti-Racism Contact Officers who ran the training.

Most Anti-Racism Contact Officers (81-90%) reported that they felt at least reasonably comfortable executing the aspects of the role that they had engaged with and trained officers reported feeling better equipped than those who had not accessed the training.

Identifying effective school practices in EAL/D education

The EAL/D Effective School Practices Research project, a joint initiative of the Department's Centre for Education Statistics and Evaluation and the Multicultural Education team was conducted in 2019 to 2020. The aim of the research was to identify and document effective practices in schools with demonstrated high growth amongst EAL/D students.

The project employed rigorous methodology to select six high growth schools (four primary and two secondary) and analysed data collected from lesson observations and teacher and student interviews. The research found that:

- Distributed leadership that understands and engages diverse school communities builds the foundation for successful EAL/D education.
- Effective EAL/D teaching is characterised by features of 'high challenge' and 'high support'.
- Respectful relationships create a school and classroom culture of cooperation, high care and high achievement.
- Sustained teacher knowledge-building supports responsiveness to changing student needs.
- Recognising EAL/D expertise builds the capacity of schools to respond to the needs of EAL/D students.

The research builds on foundational EAL/D education research conducted in NSW government schools in the last 20 years, and adds currency to this body of research. Plans are underway to collaboratively develop resources to support schools with EAL/D students based on this research.

Schools in action: Lurnea High School and Intensive English Centre

Help increase the peace

In September 2019, a pilot workshop, Help Increase the Peace, was conducted at Lurnea High School, which incorporates Lurnea Intensive English Centre. The pilot was introduced in response to social and academic challenges commonly encountered by students transitioning from the Intensive English Centre to the mainstream high school. These challenges included experiences of discrimination and a lack of a sense of belonging and acceptance reported by students entering the mainstream setting.

Recognising the need for transitioning students to be able to build new relationships with peers and high school teachers, feel empowered to communicate their needs and ideas in English, and identify and implement strategies to deal with conflict, the school developed and implemented the Help increase the peace intervention.

While participants found interacting with peers they didn't know and who were from different cultural backgrounds initially intimidating, they grew more comfortable with each other as the workshop progressed. After the workshop, participants reported feeling more confident and willing to interact with people from different backgrounds and form new social connections. The workshop also provided opportunities for participants to strengthen existing social connections through the sharing of stories and learning more about their peers, and assisted in building social cohesion within the school.

Identifying the needs and participation rates of students from language backgrounds other than English

The Department's Centre for Education Statistics and Evaluation collects and analyses data on student diversity and performance to identify student needs and inform educational provisions.

Examples of this work include analysis of phonics check development for EAL/D students and supporting researchers to select sites based on school community demographics and student populations.

The Department produces a Language Diversity bulletin which documents enrolments of students from language backgrounds other than English enrolled in NSW government schools each year and the languages spoken in their homes.

The Annual EAL/D Survey collects data on the English language needs of EAL/D students and uses this data to allocate resources to support their needs.

Many research projects conducted by the Department provide valuable information on meeting the diverse needs of students, including the needs of specific student cohorts. In

2019-20, the Revisiting Gifted Education literature review synthesised the best available research on the learning characteristics of gifted students, including students from diverse cultural and linguistic backgrounds, and documented summaries of research on effective practices in gifted education.

These actions align with:
Departmental goal 10
Focus area: Planning

Target 6

Our schools are effectively resourced to meet the diverse needs of their language background other than English (LBOTE) students and culturally diverse communities.

Equity loading for English language proficiency

Data collected through the Annual EAL/D Survey in 2019 and 2020 was used to determine the equity loading for English language proficiency allocated to schools to support the English language development of EAL/D students. Through the survey, schools also reported on the English language needs of their refugee, international and Aboriginal students. Schools received this equity loading as an EAL/D teacher allocation and/or flexible funding.

The methodology and weightings used to allocate the equity loading for English language proficiency were reviewed in 2019 to 2020 to ensure the equitable allocation of the resource. A number of parameters were considered as part of the review including students' EAL/D phase, refugee status, length of time enrolled in an Australian school and scholastic year. Findings of the review will inform the development of an improved methodology for resources to support EAL/D students across the state.

Targeted resources for newly arrived and refugee students

In the 2019-2020 financial year, nearly \$26 million was allocated to support newly arrived students through the New Arrivals Program. Intensive English Centres and the Intensive English High School were also allocated resources to meet the needs of newly arrived secondary aged EAL/D students in Sydney and Wollongong.

Newly arrived refugee students received a higher level of intensive English support than other EAL/D students in addition to bilingual support to assist their transition to school. Schools with recently arrived refugee students also received targeted funding to support their additional learning needs.

The Henry Parkes Equity Resource Centre provided a range of resources and support materials to 150 principals and over 10,000 resources to support newly arrived students.

Automating the New Arrivals Program

In 2019-2020, the Centre for Education Statistics and Evaluation, in collaboration with the Multicultural Education team, developed and trialled an online system for identifying newly arrived students eligible for intensive English language support under the New Arrivals Program. The new system automates the application process and greatly reduces the administrative burden for schools created by the current manual application system. The

new system will notify schools about students who are eligible for support and the resource allocation available to support their needs.

Schools in action: Multiple schools

Intensive English classes in rural and regional schools

Many newly arrived students enrolling in NSW government schools in rural and regional NSW, enter schools with limited proficiency in English. Where significant numbers of newly arrived students enrol in a rural or regional high school, the school may receive a teacher allocation to establish a short term intensive English class. This additional support recognises that newly arrived secondary aged students need greater assistance to develop the English language and literacy skills and initial curriculum concepts needed participate successfully at high school.

Students will generally receive support for up to four school terms, or six school terms for some refugee students. Each intensive English class also attracts an allocation for a School Learning Support Officer, Bilingual who provides bilingual and bicultural support to assist student learning and to facilitate communication between the school, the students and their families.

In 2020, eleven schools in rural and regional NSW were allocated funding to offer intensive English classes - Armidale Secondary College, Callaghan College Wallsend, Callaghan College Waratah, Coffs Harbour High School, Orara High School, James Fallon High School, Murray High School, Murrumbidgee Regional High School, Wagga Wagga High School, Koorinal High School, Mount Austin High School. Each school received funding to engage between 1.0 and 8.5 EAL/D teachers and School Learning Support Officers, Bilingual.

These actions align with:
Departmental goal 2
MPSP focus area: Planning

Target 7

Our leaders are well equipped to promote student wellbeing, intercultural understanding and to address racism.

Leading EAL/D education

In 2019, a professional learning day for leaders of Intensive English Centres was delivered to promote excellence and consistency in the operation of secondary intensive English program. Advice was provided on a range of topics including effective operational practice, needs based funding for newly arrived EAL/D, staffing entitlements and leadership. A key focus of the presentations was to highlight the role of intensive English sites as a regional resource servicing a number of schools within an area.

To further support leaders, the Intensive English Guide was updated and released to schools. This guide provides advice for school leaders on:

- the specialist nature of Intensive English Centres and the unique nature of each setting
- how resources are allocated to meet the needs of students in Intensive English Centres
- how to use school resources innovatively and effectively to support the learning outcomes and wellbeing of Intensive English Centre students
- the effective operation of Intensive English Centres within the broader school context
- the role of Intensive English Centres as a system-wide resource.

In 2019 and 2020, a range of resources were provided to schools to support the planning and delivery of EAL/D education programs, including the EAL/D Advice for Schools, updated in 2020, which guides leaders in planning and delivering EAL/D education.

Leading anti-racism education

The Anti-Racism Policy was revised in 2020 to strengthen schools' capacity to counter racism and strengthen harmony within the learning and working environment. Resources are being developed to support principals in implementing the revised policy in 2021. The updated Anti-Racism Education Advice for Schools provides information for principals on countering racism and procedures to ensure incidents of racism are addressed in a timely and considered manner.

Other resources provided in 2019 and 2020 to assist school leaders in implementing anti-racism education included recorded webinars, podcasts and planning tools for building culturally safe and inclusive learning environments. Development of a program to support school leaders and staff in implementing the Anti-Racism Policy commenced in 2020.

Schools in action: Kogarah High School

Strong leadership

Kogarah High School values its community and works to support students to become well informed and active citizens. Anti-racism education and supporting student wellbeing are important focus areas for the school. During 2019 and 2020, the school implemented a range of strategies which reflected these priorities.

Kogarah High surveyed a large cross section of the school to determine instances of, and attitudes towards, racism. A student leadership group was trained in anti-racism education by a local organisation, 2 Connect Youth & Community. A whole school lesson on anti-racism education was developed in consultation with the student leaders and addressed the issues identified in the survey. Two Muslim student leaders, after contacting the ABC regarding the omission of Muslim Australians in its advertisements, were invited to appear in the next ABC television advertisement.

Student Representative Council representatives, guided by a teacher coordinator, completed the Refugee in My School training with Gymea Community and Aid Centre. These student leaders were also involved in the Schools Refugee Forum and volunteered at a welcome dinner for refugees organised by the local council in 2019.

EAL/D teacher specialists supported the transition of students from the Intensive English Centre to the high school through a specially designed Welcome program. Targeted Year 6 EAL/D students participated in the Early Start Transition Program, aimed at supporting the academic development and wellbeing of students.

International students are supported through a team approach. Support is facilitated by a classroom teacher, school administrative support office and overseen by a deputy principal. The team meets once a fortnight to discuss student attendance, application and welfare needs. To support the learning and wellbeing needs of international students, the team also meets with students in Years 7-10 and 11-12 on a fortnightly basis and students are provided with a phone number for contacting deputy principal outside of school hours in the event that emergency support is required.

The Head Teacher of Learning Support led professional support activities which developed the knowledge of classroom teachers in relation to the specific needs of EAL/D students. Teachers from the Intensive English Centre provided professional learning on successful EAL/D strategies that could be used in the mainstream classroom. The school's Anti-Racism Contact Officer delivered anti-racism professional learning to all staff.

Leading community engagement

The NSW Public School Leadership and Management Credential forms an important element of the School Leadership Strategy. It recognises the importance of newly-

appointed, first-time principals having a fundamental understanding of their accountabilities in order to effectively lead and manage their school. The program, which includes the module Engaging and working with the community, continued to be offered to new and aspiring principals in 2019 and 2020. The module provides participants with a deeper understanding of strategies that improve parental and community engagement, enhance staff morale and foster positive and consultative decision making. It includes a section on engaging and communicating with parents and carers from culturally and linguistically diverse backgrounds which was updated in 2020.

Engaging Culturally Diverse Communities is a one-day course designed to build school leaders' skills in engaging their culturally diverse school communities. The course aims to:

- build understanding of the barriers to school engagement faced by parents, carers and community members from culturally and linguistically diverse communities
- provide practical strategies for addressing these barriers
- provide leaders with tools and resources to plan, develop and implement local strategies that improve family and community engagement in student learning as well as school activities and decision making processes.

In 2019, 90 participants from metropolitan and regional schools completed the course. An additional 24 participants completed the course in March 2020. Additional courses scheduled for 2020 were postponed due to COVID-19 restrictions.

Fostering staff wellbeing

In 2019, the Department launched a new framework to improve staff wellbeing. The framework brings together a range of staff wellbeing resources including strategies for promoting multiculturalism and supporting culturally diverse communities.

A new Employee Assistance Program was launched in 2019. The new program provides a tailored, employee focused approach that includes targeted support for staff working the following settings:

- Schools for Specific Purposes and schools with support units
- Rural and remote schools, including schools in the Connected Communities Strategy
- Schools with a high proportion of refugee students.

A range of other department policies, including the Anti-Racism, Code of Conduct, Aboriginal and Multicultural Education policies, also foster respect and wellbeing for staff and communities from all cultural backgrounds. Training and materials supporting the implementation of these policies continued to be accessed by all staff and promoted by school leaders and senior officers.

These actions align with:

Departmental goals 2, 3, 7 & 8

Focus areas: Leadership and Planning

Target 8

Our systems identify and equitably provide for our culturally diverse school communities and student populations.

Needs based funding

The Department's needs-based funding model allocates resources to schools each year on the basis of identified school and student needs. To ensure schools are well equipped to support their diverse student populations and communities, four equity loadings are provided to address the additional learning needs of targeted groups of students - Aboriginal background, socio-economic background, low level adjustment for disability, and English language proficiency. In addition, schools receive targeted funding for individual students who require high or moderate level adjustments for disability, or who are new arrivals or refugees.

In 2019, the equity loading for English language proficiency provided 896 FTE teaching positions and \$37 million in flexible funding to support 179,000 EAL/D students in 1,516 schools. In 2020, the loading provided 1,000 FTE teaching positions and nearly \$42 million in flexible funding to support 189,000 EAL/D students in 1,548 schools. This represented an increase of over \$18 million from 2019.

Targeted funding is provided for refugee students who have been enrolled in an Australian school for less than three years and for newly arrived students who require intensive English tuition. In 2019, approximately \$2.6 million was allocated to 419 schools to support 3,961 recently arrived refugee students. In 2020, \$3.5 million was allocated to support 5,377 recently arrived refugee students in 454 schools.

Primary schools and high schools outside of metropolitan Sydney and Wollongong received funding through the New Arrivals Program to engage specialist teachers to provide intensive English tuition to their newly arrived EAL/D students. Schools with newly arrived refugee students were also provided with funding to engage School Learning Support Officers to provide bilingual support for students and their families. In 2019, the New Arrivals Program provided funding to 606 schools supporting 5,990 students. In 2020, 503 schools with 4,436 students were supported.

Specialist staff in 14 Intensive English Centres and the Intensive English High School provided intensive English tuition and transition support to recently arrived secondary aged EAL/D students in Sydney and Wollongong.

Measuring effectiveness

The EAL/D School Evaluation Framework was provided to assist schools in evaluating the effectiveness of their whole school EAL/D student support programs and in planning improvements linked to the School Excellence Framework.

The new School Excellence in Action resource included information for school leaders on achieving excellence for EAL/D students. This resource provided schools with information about ways to use data informed practice to support EAL/D students.

The Refugee Readiness Survey was designed as part of the Refugee Leadership Strategy to support school leaders in planning and evaluating refugee student support. In 2019, 692 respondents across 215 schools completed the survey, providing insights on the impact of the strategy and the effectiveness of local initiatives supporting refugee students. In 2020, the survey continued to be available to schools for self-evaluation.

Schools in action: Cabramatta High School

Whole school support for students from culturally diverse backgrounds

Almost all the students at Cabramatta High School (96%) come from a language background other than English. A range of specialist staff members are employed to ensure that students at all stages are well supported in their learning and that families are able to effectively engage with the school.

The school has a large EAL/D faculty who deliver the EAL/D curriculum in Stage 6, and in Stages 4 and 5 with a specialised focus on EAL/D pedagogy. It also has an Intensive English Centre with specialist teachers who provide intensive English tuition and transition support to recently arrived students, and collaborate closely with other teachers at the school. The Helping Hand program, designed and delivered by an EAL/D and Intensive English Centre teacher, supports the transition of students from the Intensive English setting to the high school.

The school has a strong focus on literacy across the curriculum and has been recognised as a high-performing over many years. In the 2019 NAPLAN literacy tests, student growth in reading was 18.2% above the state average, 17.5% above state average in spelling and 9.4% above state average in grammar and punctuation.

Literacy is a priority for students and teachers. All students in Years 7-10 attend literacy lessons twice a fortnight. A full-time literacy coordinator is employed to manage and plan literacy lessons, assist EAL/D learners in Stage 6 to reach the HSC minimum standard and support literacy initiatives across all learning areas. In 2020, the expertise of Intensive English Centre staff was harnessed to support EAL/D learners in the high school setting who needed additional support with writing.

The school employs a refugee support teacher to provide additional support to students from refugee backgrounds. The school also employs Community Liaison Officers from eight different language groups represented at the school. These officers make regular calls to parents in community languages, provide language support at parent meetings and parent-teacher nights, and generally facilitate communication between families and the school to ensure that all students are well supported both at home and at school.

Career pathways for specialist teachers

Experienced EAL/D teachers are encouraged and supported to share their expertise within professional networks and become facilitators of registered professional learning in EAL/D education. Many experienced EAL/D teachers lead local EAL/D Connect Networks designed to support teachers improve learning outcomes for EAL/D students and refugee students.

In 2019 and 2020, EAL/D teacher mentors provided support to teachers of EAL/D and refugee student in rural and regional areas. From 2017 to 2019, Refugee Support Leaders worked closely with leaders and staff across schools to build sustainable programs and practices supporting the learning and wellbeing of refugee students.

Building on the success of these two roles, a new strategy was approved in 2020 to provide ongoing professional support to schools in EAL/D and refugee education. Through the EAL/D Education Strategy, 25 FTE EAL/D Education Leader positions will be established in 2021 to support schools in areas of high need. The strategy provides an opportunity for highly skilled EAL/D teachers appointed to the roles to share their knowledge, skills and successful experiences across targeted schools.

Experienced Anti-Racism Contact Officers are encouraged to train as tutors, delivering training and support to newly appointed Anti-Racism Contact Officers in schools. Tutors receive additional professional learning in anti-racism education and adult learning principles to support them in facilitating Anti-Racism Contact Officer training.

Meeting the needs of changing communities

In 2020, School Infrastructure NSW investigated the need for secondary intensive English programs across NSW. The project explored whether the right infrastructure is in place to support newly arrived secondary aged students and whether Intensive English Centres are appropriately accessible to meet changing demand across the state. Findings will be used to identify emerging areas of need and provide consistent information and guidance on infrastructure requirements.

These actions align with:
Departmental goals 7 & 8
Focus areas: Leadership and Planning

Target 9

Our stakeholders work with us to improve student learning and wellbeing.

Stakeholder consultation

The Secretary's Multicultural Education Advisory Group is the Department's formal mechanism for consulting with representatives of key stakeholder groups on significant matters relating to education in a culturally diverse society. Members meet four times each year and include representatives from Multicultural NSW, Ethnic Communities' Council, Federation of Parents and Citizens' Associations of NSW, NSW Teachers' Federation, Association for Teaching English to Speakers of Other Languages, Primary Principals' Association and Secondary Principals' Council.

The Department also consults key stakeholder groups when developing or evaluating provisions and programs. In 2019-2020, stakeholder input was sought in the review of the Anti-Racism Policy and recommended parameter changes to the equity loading for English language proficiency. Individual schools also consulted their communities, parents and carers in relation to local educational matters.

Community partnerships

In 2019 and 2020, a number of external agencies partnered with the Department to deliver joint programs supporting students and communities. A range of partnerships with universities, TAFE, industry bodies, community organisations and government agencies supported to transition of youth from culturally diverse backgrounds into further education and employment. The Department also worked collaboratively with settlement services providers and support agencies to support newly arrived, refugee and asylum seeker students and their families.

Community Hubs Australia is a not-for-profit organisation that delivers grassroots programs that connect families with their school and with existing services. The program has been recognised as a leading model to engage and support migrant women with young children, helping them to be better prepared for school and to better understand the Australian education system. In 2019-20, hubs were located in 15 public schools in Bankstown, Cumberland, Blacktown, Fairfield and Parramatta local government areas. Settlement Services International is the designated Support Agency for Community Hubs in Sydney.

Three public schools in the Liverpool area have community hubs supported by Liverpool City Council and an additional three public schools in the Wollongong area have hubs supported by Illawarra Multicultural Services.

Schools as Community Centres projects are hosted by NSW public schools and led by a local facilitator who coordinates and manages a range of community engagement

initiatives and programs supporting families with young children. Each year approximately 500 families participate in Schools as Community Centre activities. In 2019 and 2020 programs were run across 48 locations. Activities included:

- supported play groups
- early literacy activities
- transition to school strategies
- parenting programs
- adult learning
- health and nutrition initiatives.

Schools in action: Hampden Park Public School

Community programs and partnerships

Almost all students at Hampden Park Public School (99%) come from a language background other than English. Approximately 10% of students are refugees or come from refugee-like backgrounds. This includes significant numbers of Rohingya and Syrian refugees as well as refugees from Iraq, Bangladesh, Sudan, Sierra Leone, Malaysia, Indonesia, Lebanon, Pakistan and Yemen.

In 2019 and 2020, the school partnered with various external stakeholders and community organisations to deliver programs to support students and their families.

Specialist, trauma-focused registered staff from KidsXpress worked with individual students and families, small groups of students and with staff to support students. The Weekly Homework Club was delivered in collaboration with the Metro Migrant Resource Centre, Metro Assist and the Australian Catholic University. Settling In and Rainbow programs were delivered in collaboration with STARTTS and school counsellors as well as specialist teachers. Professional learning led by specialist refugee counsellors and psychologists was provided for all school staff.

Addison Road Food Pantry worked with the school to deliver Mamma Penny low-cost groceries for refugee families every Friday. In the school holidays, the school hosted a dental truck to provide dental care to asylum seeker families in need.

A number of department refugee student support programs were also implemented by the school such as the Beginning School Well program for students entering Kindergarten. It also received a community grant from Service NSW to build a community centre on the school grounds. The Learning Together Community Centre is due for completion in 2021.

These actions align with:
Departmental goals 1, 4, 6 & 9
Focus area: Engagement

Target 10

Our schools are able to communicate effectively with parents and carers who do not speak or understand English well.

Multilingual resources in early childhood education

The redesigned NSW Education and Care Quality Ratings display is an easy-to-read graphic that shows the quality ratings of early childhood education and care services in a family-friendly way. The overall quality rating of a service is represented with a coloured star graphic. Achievements against each of the quality areas are displayed as progress bars, giving families 'at a glance' information to inform their choices about children's education and care. The new format helps families to understand how each service measures against the National Quality Standard, including those who do not speak or understand English well and those with low literacy levels.

Supporting resources are available in community languages, including a family flyer translated in six languages: Chinese (simplified), Korean, Vietnamese, Persian, Arabic and Hindi. The initiative is being rolled out to education and care services across NSW.

The Early Childhood Education Directorate regulates and supports 5,700 education and care services in NSW. TIS National interpreters are used, as required, when conducting service visits and to communicate with families. Translated resources for parents and carers, such as the Welcome to Preschool Guide in 35 languages, are published on the department's website.

Multilingual resources are also shared with education and care services and families. In 2019 and 2020, Birdie and the Fire, available in eight community languages, was promoted to help educators support children's understanding of bushfires and bushfire recovery. In 2020, the Birdie and the Virus storybook, available online in English and nine other languages, was shared with education and care services to support the mental health and emotional wellbeing of babies and young children, and their families, during the COVID-19 pandemic. The Australian Children's Education and Care Quality Authority's Starting Blocks fact sheets and information sheets, translated in six languages - Arabic, Chinese, Hindi, Korean, Punjabi and Vietnamese – were also shared with service providers.

Interpreters supporting schools

Schools are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well, are deaf or have a hearing or speech impairment. Onsite, online and telephone interpreters are used to facilitate communication with parents and carers.

In 2019-2020, the most requested language for interpreting in was Arabic. Total expenditure for interpreters in schools in the 2019-20 financial year was approximately \$700,000.

From 1 October 2018 to 30 September 2020, 3,855 onsite interpreters supported 482 government schools. In the same period, 9,596 telephone interpreters supported parents and carers across 706 government schools.

Table 9 – Onsite interpreter assignments in schools

Language	No. of requests
Arabic	1083
Mandarin	664
Vietnamese	402
Korean	205
Auslan	196
Cantonese	192
Dari	191
Persian	178
Turkish	101
Swahili	91

Assignments for the period 1 October 2018 to 30 September 2020

Table 10 – Telephone interpreters used by schools

Language	No. of requests
Arabic	3074
Mandarin	1481
Vietnamese	841
Korean	492
Cantonese	445
Persian	439
Dari	436
Kurdish Kurmanji	279
Swahili	241
Assyrian	173

Assignments for the period 1 October 2018 to 30 September 2020

Bilingual support in schools

Individual schools implemented a wide range of targeted strategies to enhance communication with parents and families from diverse language backgrounds, including engaging bilingual and community liaison staff. School Learning Support Officers, Bilingual are employed in many schools with newly arrived refugee students. These officers provide bilingual support for students in the classroom and facilitate communication with parents and carers.

Schools in action: Coniston Public School

Strengthening engagement with refugee families

Coniston Public School works collaboratively with local stakeholders and refugee community leaders to strengthen community engagement with refugee families. In 2019, as part of a Leading EAL/D Education project, families with limited literacy in their first language, were supported through an initiative designed to build their skills in participating in their children's learning. Families from Karenni and Burmese language backgrounds were amongst the targeted groups.

The school executive and the EAL/D specialist teacher established fortnightly workshops with interpreters aimed at upskilling parents in questions that could be asked in first language to support reading comprehension at home. The development of a resource was commissioned to explain comprehension strategies using visuals, to support families from linguistically diverse backgrounds. Assisting parents to connect through a digital platform also facilitated home-school communication and increased opportunities for families to connect with school life.

Parents who participated in the project, including many who previously had limited engagement with the school, reported a remarkable increase in confidence and self-worth in supporting their children's education. In addition to this, home reading engagement and achievements in reading for refugee students soared. A more authentic community voice and home-school connection was developed, which has resulted in ongoing, meaningful parent engagement with the school.

Translated documents

The Department provides a wide range of documents and school information in translation to support parents and carers. These translations are available in up to 45 languages on the department's website.

Data on community languages spoken across school communities and interpreter usage are used to determine the community languages selected for translations each year.

In 2019-2020, a range documents for parents and carers were translated into Arabic, Bengali, Burmese, Chinese-Simplified, Chinese-Traditional, Dinka, Filipino, French, Greek,

Hindi, Indonesian, Italian, Japanese, Karen, Khmer, Kirundi, Korean, Lao, Mongolian, Nepali, Persian, Portuguese, Punjabi, Russian, Samoan, Serbian, Somali, Spanish, Swahili, Tamil, Thai, Tongan, Turkish, Urdu and Vietnamese.

New translations, provided in 35 languages, included:

- HSC Minimum Standard Fact Sheet about the new literacy and numeracy requirements for achieving the HSC credential
- Literacy and Numeracy Parent Resource providing advice for families on how to support children's early learning at home
- National Disability Insurance Scheme (NDIS) Consent Form allowing the department to contact the NDIS on behalf of parents
- Moving into Year 7 in a NSW Government School was revised to support students transition to high school
- Child protection education curriculum content information from Early Stage 1 to Stage 5
- Updated advice on selective schools including the Opportunity Class placement test, Selective Schools placement test and a Selective Schools fact sheet.

The Department spent about \$216,000 on translations in the 2019-20 financial year.

These actions align with:
Departmental goal 9
Focus area: Service delivery

Additional reporting themes

COVID-19

During the COVID-19, the Department implemented a number of strategies to ensure that its culturally diverse school communities were well supported to ensure ongoing access to high quality education provisions. Additional support mechanisms were put in place to support schools, students and families.

Supporting learning and wellbeing

During the learning from home period, the Department provided targeted support for EAL/D students, including newly arrived and refugee students. EAL/D teachers and bilingual School Learning Support Officers contacted students and their families, sometimes on a daily basis, to maintain connections to learning. Teachers provided differentiated support and learning programs to support EAL/D students, in particular to support students in the early stages of English language development, so they were not disadvantaged in their learning.

Intensive English support for students in the New Arrivals Program, Intensive English Centres and the Intensive English High School was extended for students who needed additional time to develop sufficient proficiency in English to access mainstream schooling. A contingency plan was implemented to retain and utilise the specialist expertise in Intensive English Centres and the Intensive English High School, to provide additional support for recently arrived EAL/D students. This involved intensive English staff working with local schools to support targeted students and their teachers during the period of low enrolments in intensive English sites resulting from border closures. In Term 4, 2020, over 30 specialist intensive English staff provided additional EAL/D support to more than 250 newly arrived students in high schools and primary schools across NSW.

The Department worked with school principals to ensure that all students were able to access learning online, providing laptops and dongles to students without devices or internet access at home. A wide range of student resources, across subject areas, were made available on the Department's website including resources for students learning English and other languages from home and resources for senior students. Resources included student workbooks, activity grids, live and recorded support sessions, subject and stage specific support materials, new Google sites and an HSC hub as well as links to useful external resources.

DE International implemented strategies to support international students who were unable to return to school in 2020. Targeted support was provided to Year 12 students to enable them to complete their Higher School Certificate. DE International worked with NESA and NSW Trade and Investment China to offer the 2020 HSC exams in Shanghai.

To support student wellbeing and engagement, the department partnered with Clontarf Foundation and Role Models and Leaders Australia to develop and implement non-face-

to-face program delivery models that addressed differences in access to technology experienced by students. Through this strategy, 3,933 Aboriginal students were supported during learning from home and on returning to school.

Assisting families to support their children's learning and wellbeing

The Department's Learning from Home Hub included a section for parents and carers with links to translated documents and information about the Telephone Interpreter Service. A range of video activities, produced by the Sports and Arts units, and weekly learning packages for primary students across all key learning areas were also available on hub,

COVID-19 translations were produced in up to 35 languages on a range of topics including COVID-safe HSC written exams, external visitors to school sites, close contact procedures, school resumption following closures and racial discrimination in the context of COVID-19. Translations were also provided to assist parents and carers to support their children's learning from home, access to technology and their return to school.

The Department also worked closely with a range of agencies to ensure vulnerable students were well supported during the pandemic. This included collaboration with settlement services and support agencies such as the Red Cross, Settlement Services International, MYAN and STARTTS to support refugee students and their families. The Early Childhood Education Directorate shared a range of resources in translation to education and care service providers to support the wellbeing of young children, parents and families during the COVID-19 pandemic.

Support for teachers and schools

The Department also provided additional professional support to teachers and schools to assist them in supporting students during the learning from home period. This included tailored advice and professional learning for teachers of EAL/D students including newly arrived and refugee students.

The Learning from Home hub provided a wide range of curriculum support materials to support teaching and learning. It included dedicated sections on supporting EAL/D students, students from refugee backgrounds and Aboriginal students, as well as links to translated documents to support schools in communicating with families.

Statewide staffrooms were established and social media platforms were strengthened during the learning from home period to better support teachers. This included the establishment of the EAL/D Statewide Staffroom and extension of the existing EAL/D yammer group. Over 1,500 members of the EAL/D Statewide Staffroom were provided with information and support through weekly staff meetings, professional learning and weekly Q&A sessions during Term 2. The Aboriginal Outcomes and Partnerships Unit had active representation on both primary and secondary curriculum teams to ensure Aboriginal students were well supported during the pandemic.

Teachers and other school staff attended a range of professional learning programs to assist them in meeting the needs of EAL/D and refugee students learning from home, with

over 1,000 teachers taking part in professional learning on technology enhanced EAL/D teaching and learning. Additional professional learning was developed and delivered to assist EAL/D teachers to support student learning through online platforms. During COVID-19 restrictions, a number of new and existing courses were recorded using different platforms for teachers to access online as self-paced professional learning.

The Department offered a range of subject-specific online programs to support classroom teachers as part of its COVID-19 response. This included Adobe Connect and Zoom sessions to support students learning remotely. Approximately 355 Languages teachers accessed training through these platforms during the learning from home period.

The EAL/D Annual survey 2020 was streamlined to focus on recording students' English language proficiency in order to reduce the burden on teachers and schools in Term 2.

Advice on addressing cyber racism and encouraging safe and respectful online behaviour was provided to school leaders and published on the Department's website. Professional learning delivered through the EAL/D Statewide Staffroom and online provided additional support for schools in keeping students safe while learning remotely.

COVID Intensive Learning Support Program 2021

In November 2020, the NSW government announced a \$337 million program to deliver small-group tuition to around 290,000 students across NSW primary, secondary and specialist schools. Through the program, schools will be provided with funding to employ additional educators who will deliver small group tuition for students who experienced disruptions to learning while learning from home.

Many EAL/D students were disadvantaged during the learning from home period as they did not have the English language skills needed to fully engage in learning delivered through online platforms. Some students also had difficulties accessing technology or had limited digital literacy. In addition, many students who had previously experienced trauma faced additional challenges as a result of changes to the routines and structures which supported them at school. Information and advice for schools on supporting EAL/D students will be provided to schools when the program commences in 2021.

Women from culturally and linguistically diverse backgrounds in leadership

The Department's workforce is highly diverse, representing the cultural and linguistic diversity of the state. This diversity is reflected in its schools and corporate offices.

At June 2020, 1,370 staff members were in leadership roles, including 774 women (56%) and 596 men (44%). Data on staff diversity is collected through a voluntary survey accessed via the Employee Self Service Portal. Two items in the survey provide an indication of the cultural and linguistic backgrounds of respondents – membership of a racial, ethnic or ethno-religious minority group, and whether a language other than English was first spoken as a child.

Table 11 – Workforce diversity survey data 2020 (voluntary reporting)

Survey respondents in leadership positions	No. of women	% of all women	% of all leaders	No. of men	% of all men	% of all leaders
Person from a racial, ethnic or ethno-religious minority group	63	8.1%	4.6%	49	8.2%	3.6%
Language other than English first spoken as a child	64	8.3%	4.7%	34	5.7%	2.5%

Source: NSW Department of Education Workforce Profile Report, June 2020

Notes:

The above figures represent non-casual staff employed as at June 2020. Data is based on staff completing the voluntary diversity survey accessed via the Employee Self Service Portal. A senior leadership position is defined by the Public Service Commission as a position with base annual remuneration that meets the threshold of the Senior Officer Grade 1, Year 1 remuneration (at or above \$165,570), as published in the Crown Employees (Senior Officers Salaries) Award 2019.

Workforce diversity

The Workforce Diversity Policy is a commitment by the Department to create a workplace that is fair and inclusive and to build a workforce which better reflects the diversity of students, parents and the NSW community.

The policy articulates the Department's commitment to attracting and retaining people with diverse skills, experience and backgrounds to deliver high-quality education and training services. It is based on the premise that a workforce that reflects the diversity of students, parents/carers and communities will be better able to understand the needs of its customers and offer responsive services to communities.

The policy also aims to achieve improved employment and career development opportunities for people who are under-represented in the workforce. The Diversity and Inclusion Strategy 2018-2022 identifies focus areas for action, including increasing the number of Aboriginal people across all position classifications; increasing the representation and inclusion of people with disability; understanding and tackling systemic barriers to entry and progression for people from culturally and linguistically diverse backgrounds; and maintaining a gender balance at senior leadership levels and amongst our teaching population.

Future directions

The Department is committed to providing ongoing, high quality education which responds to the needs of its culturally diverse community. In addition to the ongoing provision of multicultural education programs and services, the following future actions are proposed for 2021-22. These actions are linked to the targets in the Multicultural Plan 2019-2022.

Actions	Target
The Intensive English Program Contingency Strategy will be extended to retain specialist expertise and provide additional support to newly arrived students and their teachers in schools.	1
The Leading Multicultural and Anti-racism Education program will commence to assist selected high schools in developing student led anti-racism initiatives. A poetry slam competition will be piloted in Sydney South to enable Stage 4 and 5 secondary students express aspects of culture, identity and belonging through performance poetry.	2
EAL/D Education Leaders, commencing in 2021, will provide local, specialist professional support to schools in meeting the needs of EAL/D and refugee students. New numeracy resources for classroom teachers and EAL/D specialists will be delivered to support the numeracy development of EAL/D students and assist teachers to embed explicit numeracy teaching and learning activities across the curriculum.	3
A suite of anti-racism education professional learning resources, developed by the Multicultural Education team and Aboriginal Outcomes and Partnerships Unit will be released in 2021. New professional learning for teachers will be introduced to develop teachers' understanding of culture and identity and assist them in fostering intercultural understanding through the curriculum.	4
A new EAL/D bulletin on the diversity of EAL/D students in NSW government schools from 2015 to 2019 will be published to document enrolment trends and inform future provisions. New research reports, developed by the Centre for Education Statistics and Evaluation in collaboration with the Multicultural Education team, will provide advice on effective practices in EAL/D education and meeting the needs of EAL/D students.	5
A new automated system for applying for New Arrivals Program funding will be introduced to assist schools in accessing and allocating funding to provide intensive English and transition support to newly arrived EAL/D students. Recommendations regarding methodology changes in the allocation of equity loading for English language proficiency will inform the allocation of resources to schools to more equitably support EAL/D students across the state.	6
The revised Anti-Racism Policy will take effect in Term 2, 2021. Updated advice and resources to support the implementation of the policy will be provided to school leaders. Safeguarding Kids Together will be launched in targeted secondary schools to assist school leaders and staff in building cohesive and respectful school communities, supporting vulnerable students and managing high risk-taking behaviours.	7
To better cater for increasing numbers of newly arrived EAL/D and refugee students in the Armidale area, an Intensive English Centre has been established at Armidale Secondary College and will commence operation from the start of 2021	8
The Department's key stakeholders will be consulted in the development of new provisions, and in the review and evaluation of existing provisions, which respond to the needs of a culturally diverse state.	9
New translations of department documents and interpreters in schools will continue to be	10

Actions	Target
provided to meet the needs of our communities, including new and emerging communities.	

Key terms

Culturally and linguistically diverse: Describes the wide range of cultures, ethnicities and ancestries represented in our communities as well as the range of different languages spoken, and religious beliefs held by community members.

English as an additional language or dialect (EAL/D): Describes students whose first language is a language or dialect other than standard Australian English, and who need additional support to develop proficiency in English. These students come from diverse multilingual backgrounds and may include Aboriginal students whose first language is an Aboriginal language, including traditional languages, creoles or Aboriginal English.

Full-time equivalent (FTE): Refers to staffing allocations and positions. 1 FTE describes a full-time position and fractional allocation refers to part-time allocations.

Language backgrounds other than English (LBOTE): Describes students who speak, or have a parent or carer who speaks, a language other than English at home. LBOTE students are a large and diverse cohort. Sub-groups include students who are born in Australia or overseas; EAL/D students; native speakers of English; refugees; international students; and recently arrived permanent or temporary migrants.

Multicultural education: Describes a range of programs and services implemented in NSW government schools that respond to schools' cultural diversity. This includes programs that promote intercultural understanding and address issues of racism as well as programs that meet the specific needs of LBOTE students and culturally diverse communities.

Newly arrived students: Describes EAL/D students who are recently arrived in Australia and need intensive English tuition because they are at the early stages of learning English.

Refugee students: Describes students who are refugees, asylum seekers, who have refugee backgrounds, or have had refugee-like experiences.