

Multicultural Plan 2019-22

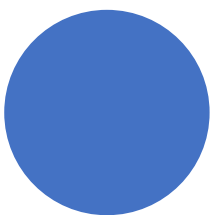
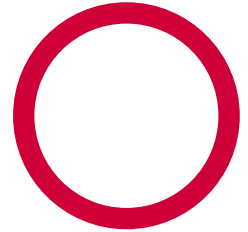


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Key terms used in this plan

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.

Language backgrounds other than English (LBOTE): Describes students who speak a language other than English at home, or have a parent or carer who speaks another language 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.

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

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

Multicultural principles: Are defined in the Multicultural NSW Act 2000 as the policy of the State.

Multicultural education: Describes a range of programs and services implemented in NSW government schools that respond to our cultural diversity, including 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.

Our plan

The Department's [Strategic Plan 2018-2022 \(PDF 111.56KB\)](#) outlines our vision of becoming the best education system in Australia and one of the finest in the world. This plan articulates how that vision will be achieved within the context of our cultural and linguistic diversity, demonstrating how we will enact the multicultural principles of the State, and foster community harmony and resilience through our education provisions.

Our Multicultural Plan outlines our commitment to:

- prepare all our students for lives as engaged, global citizens in our culturally diverse world
- support the specific needs of our students from language backgrounds other than English (LBOTE), in particular new arrivals, refugees, students learning English as an additional language or dialect (EAL/D), international students and temporary residents
- enable students and staff from all cultural and linguistic backgrounds to participate equitably in the learning and working environment
- build the capacity of our staff, leaders and system in meeting the education needs of our culturally diverse state
- communicate, engage and consult with our culturally diverse communities
- support and resource our communities in times of crisis and unforeseen events that affect students and their families directly or indirectly.

About us

NSW is one of the most culturally diverse societies in the world. The people of NSW represent different cultures, languages, beliefs, practices, families, experiences and perspectives.

This diversity is reflected in our learning and working environments and across our school communities. Our students, their families and our staff identify with a wide range of ancestries. About one third of students in our schools speak a language other than English at home, or have a parent or carer who does. More than 20% of students are EAL/D students and roughly 10,000 students are from refugee or refugee-like backgrounds. About 8% of our students are Aboriginal. This includes students who speak an Aboriginal Language and/or Dialect.

Cultural and linguistic diversity in NSW government schools 2019

1 in 3

Language Background Other Than English (LBOTE)



1 in 4

English as an Additional Language or Dialect (EAL/D)



1 in 12

Aboriginal and Torres Strait Islander



1 in 80

Refugee background



1 in 100

Newly arrived English as an Additional Language or Dialect (EAL/D)



Source: 2019 Midyear Census (CESE); EAL/D Annual Survey (June 2019)

Policy and planning context

There are a number of policies and laws that provide the context for this plan and the delivery of multicultural education in NSW government schools:

Commonwealth	State	NSW Education
Australia's Multicultural Statement (2017)	Multicultural NSW Act (2000)	Multicultural Education Policy
Alice Springs (Mparntwe) Education Declaration (2019)	NSW Anti-Discrimination Act (1977)	Anti-Racism Policy
Racial Discrimination Act (1975)	Multicultural Policies and Services Program	Diversity and Inclusion Strategy 2018-22
Racial Hatred Act (1995)	NSW Community Resilience and Response Plan (COMPLAN)	

Related policies

Our Multicultural Education and Anti-Racism policies and actions outlined in this plan, together with a range of other departmental policies and strategies, collectively contribute to wellbeing, social inclusion and community harmony in our schools.

- Our Aboriginal Education Policy commits us to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students and increasing the knowledge and understanding of the histories, cultures and experiences of Aboriginal Australia.
- Our student wellbeing, health and child protection policies aim to ensure that all our students are kept safe and that their needs are recognised and addressed at school.
- Our health and safety guidelines seek to achieve the best educational outcomes for our students by fostering resilience, and safe and cohesive school environments.
- Our workforce strategies aim to ensure our workplaces are positive places to work, strengthen fair and inclusive workplace practice, and aim to attract and retain a workforce that reflects the diversity of our students and communities.
- Our code of conduct policies support the maintenance of an organisational culture that is fair and inclusive, fosters mutual respect and values cultural diversity.
- Our Reconciliation Action Plan (RAP) reaffirms our commitment to reconciliation and the building of an inclusive workplace which celebrates the rich, diverse and resilient cultures of our country and strengthens relationships with Aboriginal stakeholders.

What we will do

The actions in this plan describe what we will do to meet the needs of our culturally diverse school communities. They are mapped to our strategic goals and focus areas of the Multicultural Policies and Services Program Framework.

Our goals

1. All students make a strong start in life and learning and make a successful transition to school
2. Every student is known, valued and cared for
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

Our targets

Our LBOTE, EAL/D and refugee students are well supported in their transition to school, further education and employment, and achieve positive educational outcomes

We will:	Our success will be measured by:	Focus Area
Deliver programs and resources that support LBOTE students, in particular EAL/D and refugee students, to effectively transition to school at all entry points and stages of learning.	Number of students in pre-school and transition programs. Number of students accessing on-arrival support.	Service delivery
Deliver programs and resources that support the learning of EAL/D, refugee and newly arrived students, and at risk students from culturally diverse backgrounds.	Number of students and schools attracting targeted resources. Number of specialist staff engaged.	Service delivery
Deliver effective EAL/D education and refugee student support programs to improve the English language, literacy and learning outcomes of EAL/D and refugee students across the state.	Number and proportion of students moving through EAL/D phases. NAPLAN participation rates, outcomes and growth.	Service delivery
Deliver provisions that support pathways to further education and employment for refugee and asylum seeker students and vulnerable LBOTE students.	Number of students in VET and tertiary pathway programs. Number and range of school qualifications attained.	Service delivery

These actions support departmental goals 1, 3, 5 and 6.

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

We will:	Our success will be measured by	Focus Area
Deliver programs that support the wellbeing of students from all cultural, linguistic and religious backgrounds and promote mutual respect and a sense of belonging amongst all students.	Number of students reporting positive experiences in surveys and research.	Service Delivery
Deliver anti-racism education programs to facilitate compliance with the Anti-Racism Policy and promote community harmony in school communities.	Number of ARCOs in schools. Number of ARCOs completing training.	Service Delivery

These actions support departmental goals 4 and 10.

Our staff are well equipped to support the education of students from culturally diverse backgrounds, including EAL/D and refugee students

We will:	Our success will be measured by	Focus Area
Deliver professional learning that enables school staff to recognise and build on students' cultural and linguistic capital, to enhance transition and learning outcomes.	Number of staff accessing professional learning and resources.	Service delivery
Deliver resources and professional learning that promote excellence in multicultural education, and effective teaching in culturally diverse contexts.	Number of staff accessing professional learning and resources.	Service delivery
Deliver professional learning and resources that support teachers in providing high challenge, high support learning opportunities for students from all cultural backgrounds.	Number of staff accessing professional learning and resources.	Service delivery
Deliver resources and professional learning that assist teachers to build students' understanding of cultural diversity and promote intercultural understanding through and across the curriculum.	Number of staff accessing professional learning and resources.	Service delivery
Provide programs that assist staff to recognise and address bias and racial discrimination, and foster harmony and mutual respect, in the learning and working environment.	Number of staff accessing professional learning and resources. Number of students, staff and community members reporting positive experience in surveys and research.	Engagement

These actions support departmental goals 1, 3, 4, 5 and 7.

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

We will:	Our success will be measured by	Focus Area
Provide resources that assist leaders and teachers to foster cultural and social inclusion, supported by appropriate programs and pedagogies.	Number and range of programs and resources accessed.	Service Delivery
Deliver resources and professional learning that assist staff to effectively respond to the cultural diversity and complexity of their school communities, and foster mutual respect, global citizenship and positive community relations.	Number of staff accessing professional learning and resources.	Engagement
Deliver resources that support staff to prepare all our students for effective participation in work, study and life in our culturally diverse society.	Number and range of programs and resources accessed.	Service Delivery
Deliver resources and professional learning to ensure all staff are skilled in recognising and addressing racism in the learning and working environment; and in promoting cultural inclusion and intercultural understanding.	Number of staff accessing professional learning and resources.	Engagement

These actions support departmental goals 2, 5, 6 and 10.

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

We will:	Our success will be measured by	Focus Area
Conduct research, in partnership with other organisations, to identify best practice strategies for addressing disadvantage and to inform the development and delivery of high quality, culturally responsive programs and services.	Number and range of research projects in multicultural education and related areas.	Planning

These actions support departmental goal 10.

Our schools are effectively resourced to meet the diverse needs of their LBOTE students and culturally diverse communities.

We will:	Our success will be measured by	Focus Area
Distribute resources equitably to schools to support culturally diverse student populations, including targeted provisions for EAL/D, newly arrived and refugee students.	Number of students and schools attracting targeted resources.	Planning

These actions support departmental goal 2.

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

We will:	Our success will be measured by	Focus Area
Deliver professional support that assists school leaders to appropriately respond to the needs of their culturally diverse communities, and enhance student learning and wellbeing.	Number of staff accessing professional learning and resources.	Leadership
Deliver resources that assist leaders to foster culturally inclusive learning environments, and support the wellbeing of the whole school community.	Number of staff accessing professional learning and resources. Number and range of multicultural education strategies in school plans.	Leadership
Provide advice to leaders on staff qualifications, experience and expertise needed to facilitate the delivery of high quality multicultural education and build strong school-community partnerships.	Number of staff accessing professional learning and resources.	Planning
Provide resources that assist leaders in managing culturally complex school communities, including unique educational settings such as intensive English centres and classes.	Number of staff accessing professional learning and resources.	Leadership

These actions support departmental goals 2, 3, 7 and 8.

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

We will:	Our success will be measured by	Focus Area
Provide opportunities that support career pathways and leadership opportunities for staff with expertise in EAL/D and multicultural education.	Number of staff in specialist and leadership positions	Leadership
Provide systems that facilitate the collection and analysis of data on the needs of EAL/D, refugee and newly arrived students and ensure that schools are adequately resourced to meet their needs.	Number of students and schools attracting targeted resources.	Leadership
Facilitate the provision of appropriate learning settings and spaces that cater for the needs of our changing demography and culturally complex school communities.	Review of provisions for targeted student cohorts.	Planning

These actions support departmental goals 7 and 8.

Our stakeholders work with us to improve student learning and wellbeing

We will:	Our success will be measured by	Focus Area
Provide programs and resources that support schools to work in partnership with parents and carers from culturally diverse backgrounds to support their children's transition and learning.	Number and range of programs and resources accessed.	Engagement
Deliver resources that assist leaders to recognise and harness the cultural and linguistic capital of the school community to support student learning and wellbeing.	Number and range of programs and resources accessed.	Engagement
Collaborate with key stakeholders to support refugee and vulnerable LBOTE young people to access and successfully participate in further study and employment.	Number and range of partnerships. Number and range of scholarships and traineeships accessed.	Engagement
Provide resources which support schools to engage families from culturally diverse backgrounds in school activities and decision making processes.	Number and range of programs and resources accessed.	Engagement
Maintain strong partnerships and support collaboration and consultation with community stakeholders to ensure programs and services meet the needs of families from culturally diverse backgrounds.	Number and range of partnerships in multicultural education and related areas.	Engagement

These actions support departmental goals 1, 4, 6 and 9.

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

We will:	Our success will be measured by	Focus Area
Deliver services which facilitate communication with families from culturally diverse backgrounds to ensure all parents and carers can access and share information about their children's learning and wellbeing.	Number of interpreting assignments in schools and languages supported. Number and range of translated documents accessed by schools and families.	Service Delivery

These actions support departmental goal 9.

Reporting on our progress

Progress against this plan will be documented in our annual report and in our biennial Multicultural Policies and Services Program (MPSP) Report to Multicultural NSW.

The Leader, Multicultural Education will coordinate the development of the Multicultural Policies and Services Program Report and Appendix of the Department's Annual Report.

Contact information

Leader - Multicultural Education

02 7814 2826