



Education &
Communities

MULTICULTURAL POLICIES AND SERVICES PROGRAM

IMPLEMENTATION REPORT 2013-2014



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INTRODUCTION

The NSW Department of Education and Communities is committed to providing world class education and training for all students and clients, including those from culturally, linguistically and religiously diverse backgrounds.

The [Multicultural Plan 2012-15](#) is a key enabling plan underpinning the Department's [5 Year Strategic Plan 2012-17](#) and provides the framework for activities to be undertaken by the Department across all education and training portfolio areas aimed at:


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

The Multicultural Plan is implemented through a range of local plans across NSW government education and training settings including school, TAFE and business unit plans. Senior officers have responsibility for managing the implementation of the plan and for reporting on its progress.

The Multicultural Policies and Services Program (MPSP) requires all public sector agencies to incorporate appropriate responses to cultural and linguistic diversity in their core business and to report on their progress.

This report outlines our progress in implementing the Multicultural Plan. It showcases a range of activities undertaken in 2013 and 2014 which demonstrate how we have responded to the cultural diversity and complexity of our state.

The report is divided into three sections which outline our achievements in the portfolio areas of NSW Public Schools; TAFE NSW and NSW AMES; and the Offices of Education and Communities.

A close-up photograph of two young boys, one with blonde hair and one with dark hair, both wearing red school uniforms. They are smiling and looking towards the camera. The background is a blurred green and blue, suggesting an outdoor setting with trees and sky. The text 'SECTION 1: NSW PUBLIC SCHOOLS' is overlaid in white, bold, sans-serif font in the lower-left quadrant of the image.

**SECTION 1:
NSW PUBLIC
SCHOOLS**

In NSW Public Schools, the [Multicultural Education Policy](#) articulates our federal and state legislative responsibilities, including our responsibilities under the [Multicultural NSW Act, 2000](#) to meet the needs of culturally and linguistically diverse NSW in the delivery of our core business. The policy commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. Policy objectives aim to support members of all school communities as well as the specific needs of students from language backgrounds other than English and their families. The objectives are as follows:

- Community harmony is promoted through school policies and practices which counter racism and intolerance and develop intercultural understanding.
- Schools provide teaching and learning programs that enable students to identify as Australians within a democratic multicultural society and to develop the knowledge, skills and values for participation as active citizens.
- Schools have inclusive teaching practices which recognise and value the backgrounds of all students and promote an open and tolerant attitude towards different cultures, languages, religions and world views.
- Students who are learning English as an additional language or dialect are provided with appropriate support to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes.
- Schools, through differentiated curriculum and specific teaching and learning programs, will address the learning needs of students from culturally and linguistically diverse backgrounds requiring specific support.
- Schools promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by encouraging their active engagement in the life of the school.

The *Multicultural Education Policy* mandates the implementation of the *Multicultural Plan 2012-15* in NSW public schools and outlines the responsibilities of senior officers in monitoring and reporting on its progress. It also requires each principal to include multicultural education strategies in their school plans and to report on their achievements in their Annual School Reports.

Major achievements for NSW public schools in 2013-14 are reported in this section against three priority areas:

- 1. QUALITY TEACHING AND LEADERSHIP**
- 2. HIGH EXPECTATIONS, CLOSING THE GAPS**
- 3. NEW AND BETTER WAYS OF DOING BUSINESS.**

A wide range of strategies designed to meet the needs of our culturally diverse communities were also implemented in schools. Selected local strategies which exemplify activity undertaken within individual schools and across communities of schools are included in this section.

CULTURAL DIVERSITY IN NSW PUBLIC SCHOOLS

NSW public schools reflect the social, cultural, linguistic and religious diversity of the communities they serve. Almost one third of students come from language backgrounds other than English (LBOTE), including overseas and Australian born and over six per cent of students are Aboriginal or Torres Strait Islander. Students are from a range of socio-economic backgrounds, come from homes where over 200 different languages are spoken and hold a range of religious and spiritual beliefs.

Approximately 20 per cent of students enrolled in our schools are learning English as an Additional Language or Dialect (EALD) and about 6,500 students are from refugee backgrounds. Approximately 4,000 students who enrol each year are international students.

Student diversity	2013	% of total enrolments	2014	% of total enrolments
Aboriginal and Torres Strait Islanders	49,308	6.5%	51,613	6.8%
Language backgrounds other than English	235,106	30.9%	242,850	31.6%
English as an additional language or dialect	136,373	18.1%	138,487	18.0%
New arrivals	7,877	1.0%	8,946	1.2%
Newly arrived refugees	1,056	0.1%	892	0.1%
International	3,886	0.5%	4,407	0.6%

What are the language backgrounds of our students?

The language backgrounds of students provide an indication of the cultural and linguistic diversity of our school communities. In 2014, there were 242,850 LBOTE students enrolled in our schools. This figure includes students who speak a language other than English at home and/or students who have a parent/carer who speaks a language other than English at home.

Language diversity in NSW Government Schools 2014

Language ¹	Students	% of Total LBOTE ²
Chinese:	40,529	16.7
<i>Mandarin</i>	21,360	8.8
<i>Cantonese</i>	16,977	7.0
<i>Other Chinese</i> ³	2,192	0.9
Arabic	32,628	13.4
Vietnamese	15,543	6.4
Hindi	9,783	4.0
Greek	9,275	3.8
Filipino / Tagalog ⁴	8,641	3.6
Samoan	7,915	3.3
Korean	7,685	3.2
Spanish	6,916	2.8

Language ¹	Students	% of Total LBOTE ²
Italian	5,697	2.3
Tamil	4,163	1.7
Tongan	4,063	1.7
Macedonian	3,993	1.6
Urdu	3,968	1.6
Indonesian	3,903	1.6
Turkish	3,803	1.6
Bengali	3,631	1.5
Punjabi	3,293	1.4
Serbian	3,127	1.3
German	3,069	1.3
Japanese	3,042	1.3
Assyrian & Chaldean ⁵	2,960	1.2
French	2,805	1.2
Thai	2,775	1.1
Persian (excluding Dari)	2,731	1.1
Dari	2,480	1.0
Khmer	2,384	1.0
Russian	2,222	0.9
Gujarati	2,180	0.9
Maori (New Zealand)	2,153	0.9
Portuguese	1,774	0.7
Sinhalese	1,751	0.7
Nepali	1,735	0.7
Croatian	1,629	0.7
Fijian	1,495	0.6
Malayalam	1,389	0.6
Dutch	1,364	0.6
Telugu	1,340	0.6
Afrikaans	1,236	0.5
Maori (Cook Island)	1,167	0.5
Lao	1,027	0.4
Other Language Groups	9,586	8.1
Total LBOTE²	242,850	100.0

Source: Statistics Unit, Centre for Education Statistics and Evaluation, Office of Education, DEC. Extracted on October 2014.

Notes:

1. The table is ordered by the largest language groups for language groups with 1,000 or more students in 2014. Language groups with fewer than 1,000 students in 2014 are included in 'Other language groups'.
2. LBOTE — those students in whose home a language other than English is spoken by the student, parents, or other primary caregivers. For students where multiple languages are spoken at home, priority is given first to the primary language spoken by the student and then to that spoken by those caregivers recorded on enrolment forms and in ERN as parent 1 and parent 2 in that order.
3. The 'Other Chinese' language group includes Chinese nec, Hakka, Min Nan and Wu.
4. Filipino and Tagalog have been combined into one language group.
5. The 'Assyrian & Chaldean' language group includes Assyrian Neo-Aramaic, Chaldean Neo-Aramaic and Assyrian.

What languages do newly arrived students speak?

Each year, there are approximately 8,500 newly arrived students enrolled in our schools. These are students who speak a language other than English as their first language, are enrolling in an Australian school for the first time, are in need of English language support and have been in Australia for less than six months (or less than 18 months for Kindergarten students).

Along with country of birth and date of arrival data, the languages spoken by our newly arrived students provide an indication of the cultural and linguistic support services that they may require as well as the range and type of emerging communities across the state. The languages spoken by new arrivals vary from year to year depending on settlement patterns and immigration intake. In 2014, the main languages spoken by newly arrived students included Arabic, Mandarin, Filipino/Tagalog, Dari/Farsi/Hazaragi, Korean, Hindi, Thai, Urdu, Japanese and Nepali.

ACHIEVEMENTS: QUALITY TEACHING AND LEADERSHIP

Priority 1 of the Multicultural Plan is to ensure that our teachers have the knowledge and skills to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds. Six broad strategies support this objective.

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

Great Teaching, Inspired Learning (GTIL) is the NSW Government's plan to improve the quality of teaching and learning in our public schools. The plan includes support for the continuous development of professional practice for teachers and school leaders. As part of this plan and the *Local Schools, Local Decisions* reform, schools receive funding to support professional learning and development, including strategies which assist teachers and leaders to respond to the needs of their culturally diverse school communities. In 2013-14, a number of state-wide strategies for building leadership and quality teaching in multicultural education were implemented and examples are provided below.

- The Department provided state-wide leadership and policy advice on multicultural matters, including anti-racism, multicultural, EALD and refugee education, to support its implementation in schools.
- A new program was introduced to build leadership capacity in EALD education, including the delivery of whole school approaches and professional learning to better equip teachers in supporting the language learning and settlement needs of EALD students. 54 experienced EALD teachers participated in the program in 2014.
- Executive staff participated in professional learning to lead their staff in the use of the new English language proficiency assessment and reporting tools including the Australian Curriculum and Reporting Authority (ACARA) *EALD Learning Progression* to assess students' English language proficiency.
- Experienced teachers at 14 Intensive English Centres (IECs) and the Intensive English High School (IEHS) completed a program of professional learning to develop their capacity in leading teachers in curriculum change within intensive English settings.
- A new support document, *English as an Additional Language/Dialect: Advice for Schools* was developed to support and guide schools in planning, delivering and monitoring EALD student support programs. It includes a best practice checklist for schools.
- Experienced EALD teachers were trained as mentors to support teachers new to teaching EALD in rural and regional schools.
- Scholarships were awarded to build expertise in the teaching of Asian studies and languages. In 2014, 20 teachers received scholarships from the Australian National University to undertake the *Graduate Certificate in Teaching of Asia* and two teachers received a *Premier's Teacher Scholarship* for teaching Asian languages and art.
- Nominated teachers and principals from 12 NSW public schools completed *Connecting to Country* (CtC) training in 2014 to enhance their understanding of local Aboriginal cultures, histories and communities and provide educational leadership in this area.

- Over 300 teachers, educational leaders, academics and policy makers attended the *Rethinking Multicultural Education: Research, Policy Practice Conference* in November 2014. This two day conference, a partnership initiative of the Department, University of Western Sydney, and the Board of Studies, Teaching and Educational Standards, presented current research and professional learning in transformative multicultural education practice.
- Over 70 teachers attended the *Chinese Language Teachers' Conference* conducted by the Confucius Institute in 2013.

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

Over 4,200 teachers and staff attended professional learning programs to assist them in meeting the needs of EALD, newly arrived and refugee students in 2013-2014:

Course	Participants
EALD Progression Training	1,392
Teaching English to Speakers of Other Languages (TESOL) Seminars	199
English as a Second Language (ESL) New Arrivals Program	140
ESL Information Network Meetings – Rural and regional	468
ESL Orientation for Teachers Newly appointed to ESL positions	270
ESL Steps/ESL Scales/ESL Reporting programs	99
ESL Teacher Mentoring Network Meetings	31
Grammar and Teaching	172
Teaching Newly Arrived ESL students in rural and regional schools	131
Teaching English Language Learners (TELL) across the curriculum	716
TELL Facilitator Refresher course	66
Refugee Student Support Leadership Program	42
Promoting Positive Behaviour and Learning: Assisting Refugee Students at School	232
Supporting Refugee Students in Schools	116
Teaching Refugees in my Classroom	134
Total	4,208

In addition to participation in these programs:

- 537 teachers enrolled in the online *Classroom Teacher Program*, undertaking seven different self-access modules to support the needs of EALD, newly arrived and refugee students and the teaching of culturally diverse classes.
- An online EALD newsletter was established to consolidate and strengthen support for EALD teachers across the state.

- Professional learning was provided to assist teachers and school leaders in addressing the needs of Aboriginal students developing English as an additional language or dialect.
- Professional learning was provided for teacher/executive facilitators and bilingual mentors in implementing the *Beginning School Well* program to support refugee families.
- The [Roads to Refuge](#) website was developed to assist teachers in raising awareness about refugees in Australia. The website includes information, film-clips, resources and lesson ideas.
- Specialised speakers and workshops were provided to assist staff in delivering advice, support and service options for refugee and humanitarian entrant students and their families.
- Local EALD and refugee professional network meetings provided professional support and advice to teachers across the state.
- School administration, teaching and executive staff participated in professional learning programs on best practice initiatives to support international students.

Training and support were also provided to language teachers, including those teaching community languages and Languages Other Than English (LOTE). Examples of activities undertaken are outlined below.

- Professional learning programs involving over 3,700 LOTE teachers K-12 were delivered in 2013-14.
- 240 teaching and executive staff at the Saturday School of Community Languages participated in professional learning programs delivered each year on the cultural and linguistic needs of their students.
- Primary and secondary teachers completed professional learning on differentiated learning and effective teaching strategies for diverse learners studying languages.
- Languages teachers were professionally supported through network meetings, the [Languages NSW](#) website and a range of workshops including literacy, distance education and technology in languages workshops.
- New teachers of languages participated in a range of induction programs and workshops including the *New Languages Teachers* workshop. Teaching assistants in French, German and Indonesian completed orientation training prior to commencing teaching in NSW public schools.
- The [Our Asian Stories website](#) and [Studies of Asia blog](#) supported the teaching of Asian languages and studies of Asia across the curriculum.
- Staff involved in the *NSW Bilingual Schools Program K-6* participated in a range of professional learning workshops, including *Content and Language Integrated Learning (CLIL)*.
- 35 community language teachers attended the *Community Languages Induction Program K-6* held in 2013 and 2014. In addition, 42 principals and supervisors undertook orientation programs to support the implementation of the *Community Languages Program K-6*.

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

The [Anti-Racism Policy](#) outlines the Department's commitment to eliminating all forms of racial discrimination in NSW public schools. The policy, which was revised and strengthened in 2014, requires every school to have a trained Anti-Racism Contact Officer (ARCO) and to include anti-racism strategies within their school plans. Activity undertaken to support the implementation of the policy in 2013-14 is outlined below.

- New anti-racism professional learning support materials were published on the Department's intranet site to support schools in implementing anti-racism education initiatives.
- New online professional learning resources to support teachers nationally were published on [Racism. No Way](#), the national anti-racism education website managed by the Department on behalf of all Australian schools.
- A state-wide ARCO register was developed and used to inform school professional learning needs in anti-racism education.
- 15 experienced ARCOs were trained as tutors to deliver a new blended online training program for new ARCOs in schools.
- 734 teachers completed face-to-face or blended online ARCO training in 2013-14.
- Over 500 teachers across the state attended anti-racism professional learning programs facilitated by advisors in Educational Services teams, and in the former regions.
- Anti-racism networks provided ARCOs and teachers with ongoing professional support at the local level.
- New online resources were developed by the Australian Human Rights Commission, in close consultation with the Department, for teachers seeking to address issues of racism through the curriculum areas of Personal Development, Health and Physical Education (PDHPE) and Human Society and Its Environment (HSIE).
- Over 1,400 new Assisted School Travel Support Officers were provided with *Code of Conduct* training, in particular aspects of anti-racism, anti-discrimination and complaints procedures.

In addition to this, a range of resources designed to strengthen community harmony, foster culturally inclusive practices and promote social cohesion and intercultural understanding were provided to assist schools and their staff. Examples are outlined below.

- *Strengthening Community Harmony: Advice and resources for schools* was updated to support schools in building school community harmony and responding in the event of community disharmony.
- New resources to support teachers' understanding of culture and cultural diversity and the integration of intercultural understanding across the curriculum were published on the [Cultural Exchange NSW](#) website.
- The online [Intercultural Communication Kit](#) provided online resources to assist teachers in fostering intercultural communication skills.
- A new resource and professional learning program; *English K-10 Intercultural Understanding through Texts*, was developed to assist all English K-10 teachers integrate intercultural understanding in the new English K-10 syllabus.
- Counsellors in IECs and the IEHS were provided with professional learning support in relation to identifying and responding to forced marriage practices in Australia.

- Over 12,000 teachers and leaders participated in a range of disability learning and support professional learning activities, including webinars and e-learning modules, on student diversity in NSW public schools.
- Teachers implementing the *Multicultural Perspectives Public Speaking Competition* and the *Multicultural Playwright Program* in schools received professional support in intercultural understanding, anti-racism and refugee issues.
- 130 attendance officers, including Home School Liaison Officers and Aboriginal Student Liaison Officers completed training in working with families from culturally diverse backgrounds over the course of 2013 to 2014.

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

Specialist staff were employed across the Department to support schools in the delivery of multicultural education programs and services. The following outlines some of the specialist support provided.

- 10 advisors provided state-wide leadership and policy advice on multicultural matters including anti-racism, multicultural, EALD and refugee education.
- Languages advisors supported the implementation of LOTE and community languages education in schools.
- Curriculum advisors supported the maintenance of EALD teacher professional networks, and the sharing of resources and expertise, across communities of schools.
- 13 Multicultural/ESL Consultants provided professional support and advice to schools in relation to the design and delivery of EALD and multicultural education programs in 2013.
- EALD teacher positions were allocated to primary and secondary schools to assist students develop proficiency in English.
- Teachers in 14 IECs and the IEHS provided intensive English and transition support to newly arrived secondary aged students.
- Additional EALD teacher positions were allocated through the *New Arrivals Program* to provide on-arrival intensive English support to newly arrived students in primary and non-metropolitan secondary schools.
- 10 EALD teacher mentors supported teachers in non-metropolitan schools with significant numbers of EALD, newly arrived and refugee students.
- Specialist teaching support was provided to assist refugee students in primary and secondary schools across the state.
- Teachers at the *Saturday School of Community Languages* delivered community language courses to public, non-government and HSC enrolled TAFE students in Years 7-12.
- Through the *Community Languages Program K-6*, specialist teachers taught 31 community languages in primary schools across the state.
- Teachers in the *NSW Community Languages Schools Program* taught 55 languages out of school hours in schools across the state.

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

Local Schools, Local Decisions promotes the importance of community engagement and consultative decision making. All NSW public schools need to engage with the local school community in making decisions in relation to school practices and the use of resources to address student needs. In 2013-14, individual schools implemented a range of targeted strategies for engaging parents and families from culturally and linguistically diverse backgrounds in school planning and decision making processes. In addition to specialist teaching staff, a range of identified positions were provided to support the wellbeing and participation of LBOTE students and their families. Examples of the specialist support provided are outlined below.

- School-based Community Liaison Officers supported the participation of culturally and linguistically diverse families in school activities and practices.
- 18 regionally based Community Information Officers facilitated communication and interaction between schools and communities from culturally diverse backgrounds in 2013.
- School Learning Support Officers (SLSOs) Ethnic provided first language support to newly arrived secondary aged students in IECs and the IEHS.
- School counsellors appointed in each IEC and the IEHS provided specialist support to newly arrived and refugee students.
- Refugee student support officers and bilingual support positions provided assistance to newly arrived refugee students in schools across the state.
- Trained ARCOs promoted anti-racism education and assisted with complaints of racism in schools.

School-based positions supporting LBOTE students, 2014

Position	No. of positions
EALD teachers	896*
IEC/IEHS teachers	266*
New Arrivals Program teachers	120*
Saturday School of Community Languages staff	350
Community Languages Program K-6 teachers	243.8*
NSW Community Languages Schools Program	2,564
School Learning Support Officer (Ethnic)	98*
Bilingual Support Officers (Refugees)	20.8*
IEC/IEHS counsellors	12.8*

*Full Time Equivalent (FTE) positions

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

MyPL @Edu is a management system which is used to support the delivery of professional learning courses and programs for staff working in NSW public schools and other areas of the Department. It provides data on the courses and training programs undertaken by staff mapped to professional teaching standards. All professional learning programs registered and delivered through *MyPL @Edu* are evaluated through participant feedback to inform future planning. Data on the effectiveness of multicultural education professional learning programs is collected and analysed using this system.

The *EALD Survey* conducted annually in schools provides another mechanism for collecting data on the professional learning needs of teachers and their school communities. This data is used to specifically plan the development and delivery of professional learning programs that assist schools in supporting the needs of their EALD students and families.

In addition to this, the Department conducts research, often in conjunction with academic and community partners, into the effectiveness of teaching and learning provisions and the professional learning needs of staff. In 2013 to 2014, the Department worked with the University of Western Sydney and the Board of Studies, Teaching and Educational Standards to explore the challenges posed by the increasing cultural complexity in NSW public schools and the University of Technology, Sydney to examine the transition experiences of refugee students moving from intensive English support settings into secondary schools.



LOCAL STRATEGIES

QUALITY TEACHING AND LEADERSHIP

Building capacity of teachers to support EALD students

In 2013, Rockdale Public School commenced a program which combined the collaborative design and delivery of EALD education with teacher professional development.

As part of the program, the school's EALD teacher delivered 4 x 45 minute lessons, developed in consultation with class teachers, to a class each week. The lessons focused specifically on writing and reading comprehension and vocabulary. EALD and class teachers as well as School Learning Support Officers supported students with additional English language learning needs.

Two hundred and fifty students in Stage 2 and 3 from a range of language backgrounds, including Nepalese, Lebanese, Macedonian, Chinese, Thai, Indian, Bangladeshi, Pacific Islander, Japanese, and Filipino, participated in the program.

The lessons also provided the basis for professional learning, with teachers observing each other's lessons, providing

feedback and adapting learning activities to suit different contexts and student needs. The school also involved student teachers in the program who observed and assisted in the delivery of lessons.

Program outcomes have been assessed in highly positive terms with teachers reporting greater collaboration with colleagues and significant improvements in student engagement and motivation. Anecdotal feedback from students has also been positive with students reporting greater enjoyment of multi-modal lessons and small group approaches to literacy. NAPLAN results indicate strong growth in students' writing and reading comprehension.

Academic English: The language of maths

In Semester 2, 2014 Chertsey Public School and Gosford East Public School participated in a project designed to assist teachers in supporting EALD students' understanding of the language of Mathematics.

Teachers were assisted through professional network meetings and workshops to recognise the needs of EALD students and tailor curriculum activities in response to these needs.

As Central Coast schools tend to have fewer EALD student enrolments than their Sydney counterparts, this project was of particular relevance to the schools involved who were experiencing increasing enrolments of EALD students, including newly arrived students. Participating teachers were assisted to differentiate the new Mathematics syllabus for EALD students, understand the difference between the acquisition of interpersonal and academic English language skills and the need for scaffolding and message abundance to be built into their teaching.

As part of the project, Early Stage 1 and Stage 1 students participated in tasks designed to:

- increase their access to the academic language of the Mathematics curriculum
- develop their language for use in contexts other than Mathematics
- recognise the importance of discussion to clarify understandings
- assist them in gaining the confidence to discuss ideas and process in Mathematics.

The project will be expanded from 2015 to involve all students and teachers at the participating schools.

Inclusive curriculum and intercultural understanding project

The *Inclusive Curriculum and Intercultural Understanding Project* was initiated in 2014 to assist schools supported by the Tamworth and Coffs Harbour Educational Services team in embedding intercultural understanding in the curriculum. The project provides funds to enable schools to trial teaching strategies and initiatives designed to foster intercultural understanding across a range of new syllabuses.

The project targets primary and secondary schools in the Tamworth and Coffs Harbour areas with low levels of cultural diversity in their student populations.

The intended project outcomes are:

- to support teachers in developing the knowledge and skills needed to deliver high quality teaching programs and services that meet the needs of students and clients from culturally and linguistically diverse backgrounds while also raising awareness and promoting intercultural understanding and community harmony through curriculum based activities
- to ensure teaching resources and materials are provided to support teachers in countering racism and promoting intercultural understanding in school communities with low levels of cultural diversity.

Teaching English Language Learners across the curriculum

In Semester 2, 2014, six teachers from Lambton High School, including three Science, two English and one Learning and Support Teacher, participated in the Teaching English Language Learners (TELL) across the curriculum professional learning program to develop their capacity in meeting the needs of English language learners in their classrooms.

Lambton High School has a relatively small number of English language learners including some international students. Teachers of classes comprising English language learners in Years 9-11 were targeted for involvement given the complex academic language demands of courses for these year groups.

A small team of advisors with expertise in EALD education delivered the professional learning which was designed to develop:

- greater understanding of EALD students' English language and individual needs
- increased awareness of appropriate resources and teaching approaches to support EALD students
- greater understanding of the skills and experiences of EALD students
- quality teaching practice across the curriculum for EALD students.

The program was tailored to meet the identified local priorities of the school which included a strong focus on literacy, numeracy, curriculum and assessment.

The Teaching English Language Learners (TELL) program has been developed to assist all teachers in schools across the state. Along with Lambton High School, staff from a number of other schools in the Tamworth area including Callaghan College (Wallsend), Waratah and Jesmond High Schools and Islington, New Lambton and Jesmond Public Schools, participated in the program in 2014.

ACHIEVEMENTS: HIGH EXPECTATIONS, CLOSING THE GAPS

Priority 2 of the Multicultural Plan is to ensure that our schools have high expectations for all and deliver targeted education programs which serve to close educational gaps, so that students from all backgrounds and communities can achieve their potential and participate fully in society. Nine broad strategies support this objective.

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

A variety of programs are implemented each year to increase access and participation by students and families from culturally and linguistically diverse backgrounds. In 2013-14, this included the provision of community language maintenance programs, cultural heritage programs and the international students program. Examples are outlined below.

- Approximately 41,000 students in Years K to 6 studied 31 community languages through the NSW Community Languages Program in 2013 and 2014.
- 32,161 students studied 55 community languages delivered by 253 community organisations through the Community Languages Schools Program in 2014. 31,517 students studied 56 community languages in 2013, delivered by 256 community organisations.
- 22 new community languages schools were established during 2013 and 2014.
- 148 students at the Open High School studied Heritage and Background Speakers language courses by distance education mode in 2014.
- Approximately 3,500 students in Years 7-12 studied 24 different community languages at the Saturday School of Community Languages in 2013 and 2014.
- Seven Confucius Classrooms were established in NSW public schools in 2013.
- 10 students received the Minister's Awards for Excellence in Student Achievement – Community Languages Schools for high levels of achievement in a community language in 2013 and 2014.
- 44 Schools as Community Centre (SaCC) projects operating in schools in 2014 supported communities experiencing challenges of disadvantage. Over a third were culturally and linguistically diverse communities.
- International students from over 60 countries enrolled in NSW government schools for a Study Abroad experience or to finish their school education. Enrolments of international students increased by 13.2% in 2014.
- A total of 1,915 international students received EALD support, including 1,810 enrolled in high schools and 105 enrolled in primary schools in 2014.
- 595 international students enrolled in IECs and the IEHS received intensive English preparation for high school.

- 21 international students continued to develop their English proficiency skills during the summer holiday period through the *Accelerated English Language Program*.
- The annual *International Student Awards Ceremony* recognised the academic achievements of international students and their contributions to the school and wider community through leadership programs and charitable works.
- The Department continued to support and promote the recovery, revitalisation, maintenance and development of Aboriginal languages in partnership with the NSW Aboriginal Education Consultative Group (AECG) and the Centre for Aboriginal Language and Development, and through the establishment of Aboriginal Language and Culture Nests.

2. Provide high quality English language programs for students learning English as an additional language, including refugees

Each year, our schools provide EALD education to assist students develop their English language proficiency. Students who are newly arrived receive intensive English assistance. Newly arrived secondary aged students in metropolitan areas may attend IECs or the IEHS prior to enrolment in high school. Newly arrived primary school students or secondary students in non-metropolitan areas receive intensive English tuition delivered at their local school. Newly arrived refugee students attending primary school receive additional English language and settlement assistance.

In 2014, 91,401 students received EALD support. Over 5,000 newly arrived students received intensive English support through the New Arrivals Program, IECs and the IEHS. About 700 newly arrived refugee students in primary schools received additional assistance through the Primary Intensive English Support program.

Certificates (I, II and III) and Statements of Attainment in *Spoken and Written English* courses were provided for recently arrived, high school aged students at risk of disengaging from education. In 2014 a total of 340 certificates and 525 statements of attainment were awarded to students from nine high schools and eight IECs.

70 Stage 6 students from 32 schools accessed English language courses by distance education mode in 2014. 27 participating schools were located in regional and rural areas.

3. Provide support programs for students from refugee and humanitarian backgrounds

Many refugee students require assistance to develop their English language proficiency as well as additional support to assist them in their transition to school and Australian society. In addition to English language education, a range of strategies in 2013-14 supported the wellbeing and settlement of refugee students and their families. Examples of the activity undertaken are provided below.

- The *Refugee Support Strategy* in schools was expanded to support the settlement, welfare, education and transition needs of refugee students. 1,406 refugee primary and secondary students in 82 schools were assisted through the provision of targeted support programs and specialist teaching support in 2014.

- The *Ready Arrive Work* (RAW) program assists newly arrived refugee students at risk of experiencing limited participation in vocational learning and work experience due to language, personal trauma or other risk factors. The program provides structured learning in the school or vocational education environment delivered in partnership with JobQuest, local industry, community and training organisations. In 2014, RAW was implemented in 16 schools and assisted 174 students.
- Through the *School University Partnerships: Refugee Action Support* (RAS) program, a partnership between the Australian Literacy and Numeracy Foundation, the Department of Education and Communities and the University of Western Sydney, University of Sydney and Charles Sturt University, 389 refugee students in 30 primary and secondary schools received homework and tutorial assistance in 2014. 532 students in 24 schools participated in RAS in 2013.
- The *Beginning School Well* program provides supported playgroups for refugee families. Children and parents who participate in the program attend play based sessions facilitated by a trained coordinator and receive support from a local mentor who speaks the family's home language and understands the complex needs of refugee families. In 2014, 76 families and 18 teachers from seven school communities in Albury, Newcastle and Western Sydney participated in the program. In 2013, families from nine school communities in Albury, North Coast and Western Sydney participated in the program.

4. Promote tertiary pathways for disadvantaged students from culturally and linguistically diverse backgrounds

A variety of strategies are implemented across the state and within individual schools to assist students in making the transition from school to further education and employment. A number of these programs provide targeted support to students from culturally diverse backgrounds who may need additional assistance to access post-school education and employment options, including tertiary training. The following provides examples of programs implemented in 2013 to 2014:

- The *Macquarie Mentoring* program assisted refugee students plan post-school pathways. In 2014, 114 university student mentors supported 239 refugee students in 9 high schools.
- The *Show Me the Way* online pilot program provided mentoring support by 18 trained volunteers to 16 refugee students in two high schools to improve their engagement in learning and plan their transition from school to further education. *Show Me the Way* is an initiative of the not-for-profit organisation, *Show Me the Way* in collaboration with the Australian Literacy and Numeracy Foundation (ALNF), the Department and Verizon.
- The *Galuwa* sponsorship program assists Aboriginal students to complete secondary schooling and to plan and develop pathways for future career aspirations. In 2014, the *Galuwa* program provided 50 scholarships to Aboriginal students in Years 6, 7 and 8 from the greater Hunter region of NSW. Career hubs were also provided through the program to assist all students involved.

5. Promote intercultural understanding and positive community relations

In addition to strategies implemented to address racism and other forms of discrimination in schools, a range of programs promote harmony and positive community relations within school communities and broader society. In 2013-14 this included the provision of programs and resources aimed at developing understandings of Indigenous cultures and history and contemporary issues relating to identity, migration and cultural diversity:

- A range of Department websites provided resources to assist schools develop intercultural understanding, address racism and increase students' knowledge about Australia's diversity and multicultural issues, including the [Roads to Refuge](#), [Racism. No way!](#), [Cultural Exchange NSW](#) and [Prejudice. No way!](#) websites.
- Resources to increase knowledge and understanding of Australia's cultural, linguistic and religious diversity and support the implementation of multicultural education in schools were published on the Department's intranet and the [NSW Public Schools](#) website.
- The Calendar for Cultural Diversity was distributed to all NSW public schools in 2013 and 2014 and published on the Department's intranet site with an accompanying teachers' handbook. The calendar identifies days of cultural significance to assist teachers in planning and developing inclusive teaching and learning activities. The handbook provides practical information for teachers on ways in which the calendar may be used to foster intercultural understanding amongst students.
- Students in Years 3 to 6 from schools across the state participated in the annual *Multicultural Perspectives Public Speaking Competition*. The competition aims to heighten awareness of cultural diversity issues while developing students' skills in public speaking.
- The *Multicultural Playwright Program*, established 4 years ago, brings together LBOTE and refugee students from schools across NSW and allows them to share their stories whilst building self-esteem and developing skills in social interaction, literacy and drama. Secondary students in Years 8-12 developed and performed in a range of plays that they presented to an audience of students, teachers and community members in 2013 and 2014.
- The [Cooling Conflicts](#) website provided information for schools on the use of drama techniques to assist students in managing conflict.
- Schools across the state recognised and celebrated national and international events to foster and enhance intercultural understanding and community harmony, including Reconciliation Week, NAIDOC celebrations, Sorry Day observances, Harmony Day and Refugee Week.
- The Nanga Mai Awards celebrated the educational achievements of Aboriginal students and strategies promoting respect, intercultural understanding and harmony between Indigenous and non-Indigenous communities.
- Anti-racism networks implemented across schools provided student leadership opportunities in anti-racism education.

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

A range of resources exist to promote public education and training including resources which aim to assist individual schools in marketing their educational provisions to their local communities. Examples of the targeted strategies implemented in 2013-14 to promote understandings about public education amongst culturally diverse communities and increase parent and community engagement in NSW public schools are outlined below.

- Key documents related to public education and training provided in a range of community languages, including enrolment forms, information on policies, attendance, assessment and issues relating to student health and wellbeing.
- Templates that may be tailored by schools to meet their local circumstances were provided in translation to ensure effective communication with all parents and carers on a wide range of school related matters.
- Resources designed to assist parents and carers in helping their children develop their literacy and numeracy skills were provided on the [NSW Public Schools](#) internet site in community languages.
- Programs and workshops were delivered in individual schools and across communities of schools to assist family members from culturally diverse backgrounds develop understandings of school practices, processes and procedures. This included workshops for newly arrived parents and carers about schooling in NSW and life in Australia.
- Audio translations of opportunity class and selective high school placement information in Cantonese, Mandarin and Vietnamese were published on the [NSW Public Schools](#) website.
- Workshops and information sessions for overseas educators and other groups on educational practices in NSW and Australia were conducted. These sessions included visits to local schools.
- Information sessions on NSW education and training provisions and pathways were provided for newly arrived migrants in partnership with community organisations and other education providers such as AMES and TAFE.
- In 2014, the Department, in partnership with the Victorian Centre for Multicultural Youth, commenced the development of a NSW Public School edition of *Opening the School Gate*, a resource designed to assist schools in facilitating the engagement of migrant and refugee families in their children's education and schooling.

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

NSW public schools are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well or who are deaf or have a hearing or speech impairment. The costs of providing interpreting services to facilitate communication with families are in most cases met by the Department. In 2014, a professional learning video to assist staff using interpreters for parent meetings and interviews was published on the Department's intranet site.

10,456 onsite and telephone interpreters supported primary and secondary schools in the period October 2012 to September 2014.

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

The Department works collaboratively with a range of community organisations, government agencies and other education providers to deliver culturally inclusive and relevant programs and services. This collaboration occurs at all levels to ensure that the needs of students and clients from culturally diverse backgrounds are met in state-wide provisions and through locally developed initiatives. In 2013-14, interagency strategies included:

- partnerships with agencies such as NSW Health, Police and Family and Community Services and community organisations to support students with identified needs including students with a disability from culturally diverse backgrounds, refugees and at risk newly arrived students
- collaboration with a range of universities and education authorities on multicultural education initiatives including the conduct of joint research
- collaboration with a range of organisations, including the Australian Human Rights Commission, to implement anti-racism initiatives in NSW public schools
- participation in a range of interagency networks, including migrant and refugee interagency networks, to facilitate the delivery of programs and services to culturally diverse communities
- working with local employers, training providers and a range of government and non-government agencies to implement strategies to facilitate access to further education and employment by migrant and refugee youth
- implementation of the *Links to Learning Community Grants Program* which provides funding for not-for-profit community organisations and local government authorities to implement projects supporting youth at risk of disengaging from education and training.

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

In addition to the provision of interpreting services, the Department implements a range of strategies to facilitate communication with parents and families who do not speak or understand English well. The following provides examples of state-wide strategies implemented in 2013-14.

- The translation of an additional 20 departmental documents in 2013-14, making a total of over 140 documents available in up to 40 languages on the Department's website. These documents are publicly available by:
 - document name at www.schools.nsw.edu.au/languagesupport/documents/index.php or,
 - language at www.schools.nsw.edu.au/languagesupport/language/index.php
- The addition of *Google Translate* to a range of Department websites to provide e-translations of site content in 80 languages. This feature is included on more than 1,700 public school websites.
- The promotion of Department programs and services at key community and ethno-specific events.
- The development of a new website in 2013 that provides information on the services and programs available to support students with additional learning and support needs.

Individual schools, supported by Educational Services teams, implemented a wide range of targeted strategies to enhance communication with parents and families from diverse language backgrounds.



LOCAL STRATEGIES

HIGH EXPECTATIONS, CLOSING THE GAPS

Options out there

To supplement a range of existing programs aimed at supporting refugee students, Arthur Phillip High School devised and implemented a new program to assist newly arrived refugees in their transition to high school.

The *Options Out There* (OOT) course was designed to assist students exiting intensive English settings and enrolling at the school. The course provides intensive English language, literacy and numeracy support as well as assistance with homework and assessment tasks to small classes of refugee students in Years 7-11. The course develops students' cultural awareness, understandings of schooling practices and expectations and study skills. It also focuses on assisting students to examine vocational and educational pathways. Small class sizes ensure that student needs can be addressed through the provision of targeted, individualised support.

OOT lessons focus on the development of English language and literacy using EALD

pedagogy to support students. Writing development is linked to English syllabuses for each year group. Students are assisted to develop fundamental writing skills and expand their ideas into extended responses through the program. Additional reading and specific numeracy support is also provided. In addition, students participate in project-based learning relating to ongoing programs for each year group.

Year 7 and 8 students attend two 80 minute periods of OOT a fortnight while students in Years 9 and 10 attend four 80 minute classes a fortnight. Year 11 students attend six 80 minute lessons a fortnight.

The school's Refugee Support Co-ordinator manages targeted provisions to support refugee students. These include the *Welcome, Settling In, Refugee Action Support, Macquarie Mentoring, Show Me the Way, GOALS* and *Suitcase* programs.

Outcomes for students who have participated in refugee student support programs at the school include increased engagement, greater inclusion and

participation in school activities, increased school retention rates and improved literacy, numeracy and English language skills.

Classrooms without borders

The Classroom without borders initiative was implemented at Blacktown North Public School in 2014 to provide additional support to students who are refugees or have had refugee-like experiences. The program, delivered in partnership with the University of Western Sydney and the Australian Literacy and Numeracy Foundation, provides trained tutors who assist students with their academic and English language development on an individual or small group basis.

Students in Years K-6 received tutoring assistance through the program. Class teachers working alongside tutors from the University of Western Sydney provided intensive support to students over the course of the year. Teachers and support staff worked with tutors to implement guided reading sessions.

Teachers and tutors reported higher levels of student engagement and improved student literacy skills. Improved learning outcomes have been demonstrated through student assessments such as the PM benchmark levels and students' progression against the literacy continuum.

Scientific concepts, English language development and effective transition

In an effort to provide social support and positive learning experiences to newly arrived refugee students, an EALD teacher at Fairfield Public School established a community garden in what was a previously neglected area of the school grounds. The aim was to use the garden project to support Stage 3 students with disrupted education in their transition to school while simultaneously developing their English language, literacy skills and understanding of science concepts.

Students built the garden, planted seedlings and harvested vegetables and herbs. They then cooked the harvested produce with help from their families who were invited to join the project.

As a result of the project, students developed critical language and literacy skills and their confidence and willingness to participate in school activities and mainstream classes increased.

A cookbook, *Fairfield Cooks*, has been developed by the school. The book, available in print and electronic form, is a collection of stories and recipes that reflects the lives and experiences of families, staff and the community.



School readiness and community engagement

To facilitate the transition to school, Banksia Road Public School established a school readiness program for preschool aged children and a homework club for its existing students.

The School Transition and Readiness (STAR) program is a play based program that teaches vital skills such as socialisation and school readiness. Children and parents involved in the program attend one day a week.

The homework club allows students and parents work with teachers to complete homework tasks. The program is run by the school's community hub coordinator and teachers who work on a volunteer basis. The key focus of the program is to build the capacity and confidence of parents to support their children's education at home.

Both programs have received positive feedback from parents and community members since their inception. The STAR program has seen ongoing growth in participation, with new enrolments coming via word of mouth while the homework club has maintained a consistent level of participation since it was introduced.

ACHIEVEMENTS: NEW AND BETTER WAYS OF DOING BUSINESS

Priority 3 of the Multicultural Plan is to provide innovative educational delivery, based on evidence and in partnership with families, communities and business, that meets the changing needs of culturally and linguistically diverse NSW. Seven broad strategies support this objective.

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

The Department promotes the role of public education in responding to the cultural diversity of our community in a number of ways. Programs which target the specific needs of students and clients from culturally diverse backgrounds and promote intercultural understanding and community harmony are promoted locally through individual school promotional strategies, including school websites. The following examples illustrate state-wide multicultural education promotional activity undertaken in 2013-14.

- Publication of information on the availability and range of multicultural education programs on the [NSW Public Schools](#) website.
- Publication of the Department's multicultural achievements in the Department's Annual Report and *Multicultural Policies and Services Program* reports.
- Publication of new materials for schools and the community on the new needs based Resource Allocation Model, in particular how the English language proficiency loading and targeted (individual student) funding provides resources to support EALD, newly arrived and refugee students.
- Promotion of NSW education programs through the [DEC International](#) website, multilingual print materials and through educational exhibitions and events held in NSW and overseas.

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

The [Multicultural Education Policy](#) responds to the cultural diversity of NSW and commits schools to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society. The policy was revised in 2014, strengthening responsibilities in relation to its implementation, monitoring, evaluation and reporting across the NSW Public Schools portfolio.

In 2014, new *Annual School Report Guidelines* were developed to support principals in meeting their reporting requirements. These guidelines include strengthened accountability requirements for reporting on school-based multicultural and anti-racism strategies and the use of resources to support the development of students' English language proficiency.

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

Local Schools, Local Decisions gives NSW public schools more authority to make local decisions about how to best meet the needs of their students. Under this reform agenda, the Resource Allocation Model (RAM) was developed to enable the distribution of resources to schools in a fairer and more transparent manner. The RAM includes resources to support students learning English as an additional language and targeted (individual student) funding support for students who are new arrivals or refugees. Actions undertaken to support the allocation of RAM resources for these students are outlined below.

- The English language proficiency (ELP) loading was developed to distribute resources for EALD provision in schools. Using new methodology, resources to support the additional learning needs of EALD students in 2015 were allocated to schools through the RAM. Schools will receive their ELP equity loading as staffing and/or a flexible funding component.
- EALD teaching allocations supported the educational needs of EALD students in schools in 2013 and 2014.
- The RAM targeted (individual student) funding component provided support for refugee and new arrivals students.
- A communication strategy was developed to provide advice on how the RAM would support the needs of EALD and refugee students.

In addition to funds allocated to schools through the RAM, the Department provided over \$5.5 million in 2013 and 2014 to implement a range of strategies supporting students and families from culturally diverse backgrounds. This included the provision of interpreters, the provision of multicultural education strategies and materials, resource development, the delivery of vocational programs to support at risk LBOTE students and grants to support students from culturally diverse backgrounds who were at risk of disengaging from education and training.

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

Each year, the Department collects state wide data on LBOTE students using two major instruments, the Census of Students from Language Backgrounds Other Than English (LBOTE) and the EALD Annual Survey. The New Arrivals Surveys are conducted biannually to collect data on newly arrived LBOTE students who may arrive in Australia and enrol in schools at any time. These instruments are used to inform the allocation of resources and to plan provisions for LBOTE students.

Student assessment data, including National Assessment Program – Literacy and Numeracy (NAPLAN) and Best Start data, is collected and analysed for all students and disaggregated to determine the participation rates and outcomes of particular groups of students, such as EALD, newly arrived and refugee students as well as the performance of students by language background or country of birth. This data informs the development and delivery of targeted local and state-wide programs and priority areas for professional learning.

In addition to these mechanisms, state-wide units, Educational Services teams and local schools collect and analyse data on the needs and participation rates of students from culturally diverse backgrounds to inform the provision of programs and services. Examples are outlined below.

- Publication of the 2013 *Language Diversity in NSW Government Schools* bulletin on the Department's [Centre for Education Statistics and Evaluation](#) (CESE) website. LBOTE census data will form the basis of the 2014 bulletin that will also be published on this site.
- The *EALD Annual Survey* provided accurate information about students from language backgrounds other than English, including languages spoken, country of birth, residency status and English language proficiency.
- Data collected through the 2014 *EALD Annual Survey* was used to determine RAM ELP allocations for 2015. Schools also reported on the English language needs of their refugee, international and Aboriginal students through this survey.
- For the first time in 2014, schools reported the needs of their EALD students using the ACARA *EALD Learning Progression* which identifies four phases of English language proficiency. Changes were made to departmental data collection, validation processes and reporting systems to accommodate the implementation of the *EALD Learning Progression* in NSW public schools during 2014.
- Refugee student enrolment data collected in the Annual EALD Survey informed the allocation of targeted refugee student support resources to schools. This data was used in planning for the implementation of targeted refugee student support programs in schools.
- The *New Arrivals Program Surveys* highlighted settlement patterns and identified schools enrolling newly arrived students, providing the basis for resource allocation to support these students.
- The *EALD School Evaluation Framework* was revised to provide additional support for schools in evaluating current EALD programs.
- An analysis of the learning needs, outcomes and pathways of Aboriginal students in NSW public schools who speak Standard Australian English as an additional language or dialect commenced in 2014.

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

The Department strongly values educational research that informs the development and delivery of its policies and teaching and learning provisions. Multicultural education research initiatives supported in 2013-14 are summarised below.

- A new research project, *Building on Children's Linguistic Repertoires to Enrich English Learning*, commenced in 2014. The project, conducted in partnership with the University of Western Sydney, focuses on identifying the bilingual skills students bring to the classroom and how these skills may be used to support English language learning.
- The Department in conjunction with the University of Technology, Sydney published *The transition of refugee students from Intensive English Centres to mainstream high schools: Current practices and future possibilities* report in 2014. The report documents findings of research on the pedagogical practices that support refugee students during their transition from Intensive English to high school curriculum learning programs.
- The University of Western Sydney in partnership with the Department, Board of Studies, Teaching and Educational Standards conducted the last stage of the *Rethinking Multiculturalism, Reassessing Multicultural Education*, an Australian Research Council (ARC) Linkage project. Findings of the project which aimed to shed light on the challenges posed by the increasing cultural complexity were published in three reports — *Surveying NSW Public School Teachers*, *Perspectives on Multicultural Education* and *Knowledge Translation and Action Research*.
- A three year ARC Linkage Grant was awarded for the conduct of the *Standing up to racism and racial bullying among Australian school students* project in 2014. The project which will be implemented by the University of Western Sydney, in partnership with the Department, University of Melbourne and Deakin University, will investigate bystander racism in secondary schools in 2015.
- The *Tools to enhance assessment literacy (TEAL)* research project, a joint initiative involving the Department, University of NSW and government and non-government education authorities in Victoria was conducted in 2013. Tools and advice for assessing and reporting on the English language proficiency of students learning English as an additional language were developed as part of this project.
- The *NSW trial of the reliability and validity of the EALD Learning Progression* report was published in 2013. The report documents findings of the trial of use of the *EALD Learning Progression* in NSW public schools. The instrument, developed by ACARA, is used to assess the English language proficiency of EALD students.
- Action research projects in EALD pedagogy, anti-racism education and multicultural education were conducted in selected NSW public schools during 2013.
- A range of research projects focusing on multicultural education were approved through the State Education Research Application Process (SERAP) and conducted in schools over 2013-14.

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

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

In 2013-14, the Department both sought and provided advice on the education and training needs of our culturally diverse communities. The following activity highlights strategies for consultation with internal and external stakeholders.

- The Secretary's Multicultural Education Advisory Group, with representation from across the education community, is the Department's forum for consulting on the education and training needs of culturally diverse NSW.
- The Department continued to work closely with the NSW AECG at the state, regional and local level, as its main community partner in all matters concerning Aboriginal education.
- The Secretary's Aboriginal Education and Training Reference Group provided advice on key issues relating to all matters relating to Aboriginal education and training in NSW.
- The Community Languages Schools Board continued to provide strategic advice to the NSW Minister for Education on policy concerning community languages schools.
- Languages advisors and officers worked with a range of community organisations, universities and foreign consulates to facilitate the implementation of languages programs in schools.
- The Department was represented on the Female Genital Mutilation (FGM) Advisory Group, NSW Forced Marriage Network, Community Relations Commission Advisory Committees, Refugee Support Network, Multicultural Disability Advocacy Group and in regular Local Area Coordination meetings held by Settlement Services International.
- The Department was also represented on the NSW Government Immigration and Settlement Planning Committee (NSWGISPC) to assist in monitoring and responding strategically and in a coordinated manner to migrant settlement issues in NSW.

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

The Department employs staff with specialist cultural and linguistic skills to support the needs of our culturally diverse school communities. Additional strategies were also implemented in 2013-14 to develop and utilise the skills of people from culturally diverse backgrounds. Examples of strategies implemented are provided below.

- Curriculum and support materials were provided to assist overseas trained teachers prepare for employment in NSW public schools.
- 28 bilingual and community language teachers undertook the Community Languages Fluency Test (in 10 languages) for approval to teach a community language in 2014. 26 teachers undertook the test in 2013.
- 254 candidates passed the Professional English Assessment Test (PEAT) for teachers in 2013-14.
- An implementation guide and reference group were established to support the implementation of the *Workforce Diversity Plan 2012-2017* and assist in the creation of a workforce that better reflects the diversity of NSW.
- 123 bilingual employees, covering 29 languages, received an allowance under the *Community Language and Allowance Scheme (CLAS)* to provide bilingual assistance to clients over the course of 2013 to 2014.



LOCAL STRATEGIES

NEW AND BETTER WAYS OF DOING BUSINESS

Assets Based Community Development: Engaging culturally diverse communities

In 2014, 15 culturally diverse primary schools commenced a two year strategy designed to develop and utilise the assets of their local communities in supporting student learning. The schools included Auburn, Crawford, Carlingford West, Girraween, Granville East, Greystanes, Merrylands, Minchinbury, North Sydney, Parramatta North, Quakers Hill, Shelley, Waitara, Walters Road and Wentworthville Public Schools.

The aims of the strategy are to:

- shift the model for engaging culturally diverse communities in schools from a deficit to an assets based model
- map, connect and celebrate the diverse range of community assets
- harness connected assets to create caring and inclusive school communities.

Multicultural Community Liaison Officers (MCLOs) will co-ordinate the strategy over a two year period to 2016. The first stage of the strategy aimed to develop parent and community networks and foster a sense of belonging and ownership amongst the school communities involved. MCLOs worked with schools to implement a range of actions to encourage parent and community engagement and identify community strengths.

Wentworthville Public School, for example, established a *Coffee n Chat* morning to introduce parents and carers to the role of the MCLO and identify the skills and expertise of the group. Carlingford West also scheduled regular meetings with parents and community members to identify the strengths of their school community and opportunities for the community to provide advice on local decision making processes.

Triple P: Positive Parenting Program

The *Triple P – Positive Parenting Program* aims to assist parents in building good relationships with their children and provides them with tools for positive behavior management. Behaviour management strategies taught in the program are reinforced by participating schools who concurrently provide strategies for improving students' self-concepts and their motivation to learn.

In Semester 2, 2013, Rosehill, Parramatta North, Quakers Hill, Girraween, Parramatta and Noumea Public Schools implemented the program to support their students and families. Parents, carers and community members from these school communities attended face-to-face interactive sessions and implemented strategies learnt as part of the program.

Participating schools promoted the program to families, provided catering and where possible child minding, through partnerships with other services such as Community Health, SydWest and Mission Australia, to encourage program participation.

Outcomes for participants included:

- increased awareness of support mechanisms available
- greater understanding of the importance of positive parent/child relationships and positive relationships between parents/carers and school
- better understanding of issues relating to discipline and punishment
- increased awareness of the role of modelling in encouraging behavioral change in children
- increased familiarity with school rules and school strategies for promoting positive behaviour in learning.

Values, cohesion and inclusive school culture

Lurnea High School worked to engage the broader school community, including the Intensive English Centre (IEC) and Support Unit, in developing a common set of values needed to create a greater culture of inclusion within the school.

The process resulted in identifying the values of Respect, Responsibility, Fairness, Tolerance and Understanding as the core values for the school and feedback from the participant data collected informed the development of school policies and professional learning.

Since implementing the program, suspension rates at the school have declined, student attendance rates have improved and absences have declined and, for the first time in more than five years, student enrolments have increased at the school.



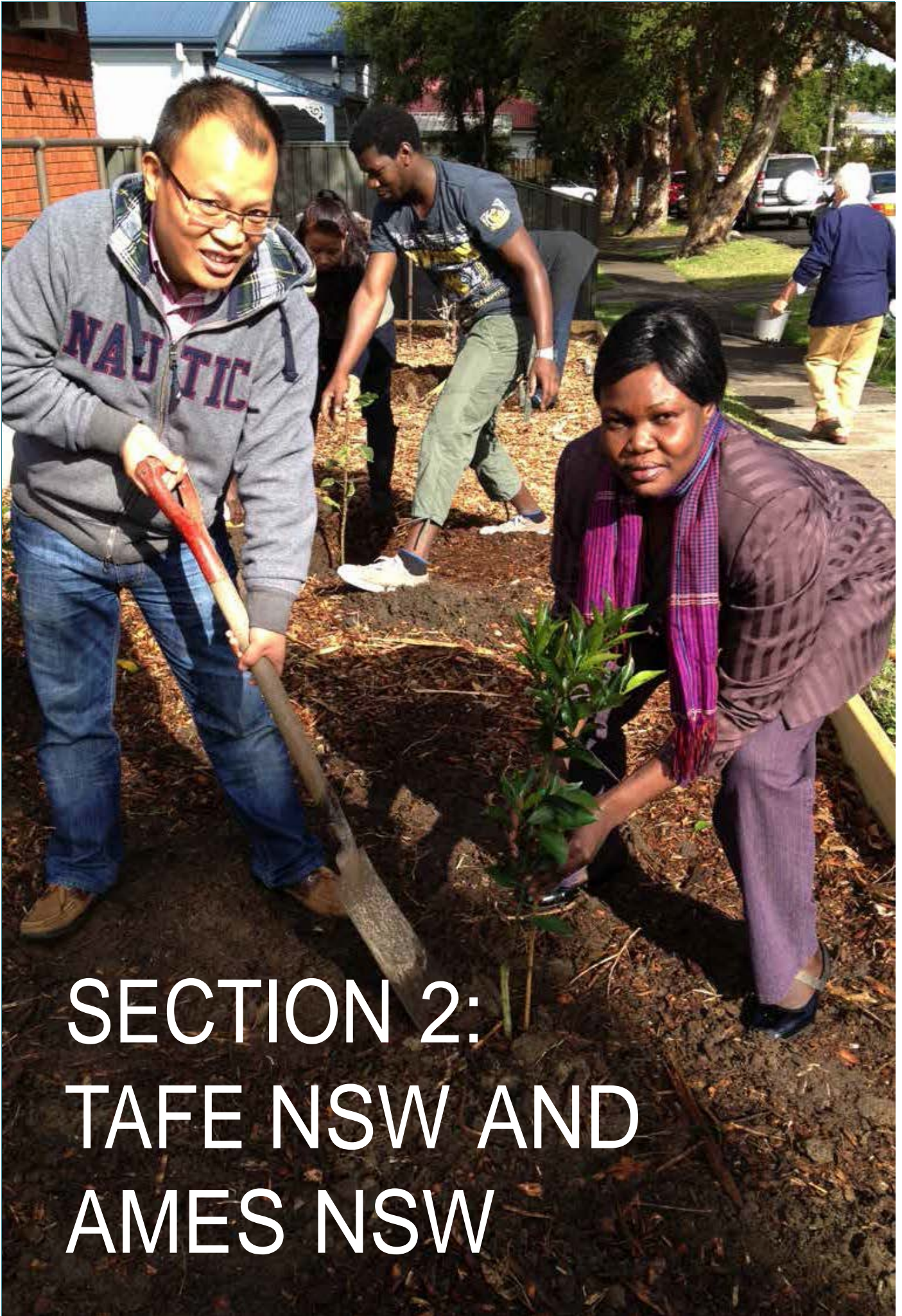
Anti-racism policy implementation across communities of schools

To assist in meeting anti-racism education priorities, 16 schools took the lead in ensuring the ongoing delivery of training for school-based Anti-Racism Contact Officers (ARCOs) in the Wagga Wagga area.

In consultation with Directors, Public Schools NSW, a sustainable local solution strategy was implemented to ensure that all schools in their principal networks had recently trained ARCOs.

Pilot schools involved in the new strategy were Denison College Kelso High School Campus, Wallerawang Public School, Oberon Public School, Cobar High School, Cobar Public School, Euston Public School, Dubbo College Senior Campus, Dubbo South Public School, Cudgegong Valley Public School, Mudgee High School, Parkes High School, Forbes Public School, Forbes High School, Glenroi Heights Public School, Molong Central School and The Canobolas Rural Technology High School.

The strategy has resulted in the availability of 17 ARCO tutors accredited to deliver ARCO training to all 195 schools supported by the Wagga Wagga Educational Services team.



**SECTION 2:
TAFE NSW AND
AMES NSW**

The NSW Technical and Further Education Commission (TAFE NSW) is Australia's leading vocational education and training provider. TAFE NSW operates through its 10 individual Institutes. There are four metropolitan and six regional Institutes with a total of over 130 campuses across NSW. Each Institute offers a broad range of courses and specialist services to meet the needs of its customers, industry partners and local community.

A wide range of TAFE NSW courses and services cater for the specific needs of clients from culturally diverse backgrounds. This includes English language and targeted vocational education programs as well as programs supporting international students and the delivery of educational services internationally.

TAFE NSW enrolls approximately 570,000 students a year. Approximately 22% of these students come from language backgrounds other than English (LBOTE) and almost 7% of students are Aboriginal. In 2013, completion rates by course unit/module were 76.5% and 67% for LBOTE and Aboriginal students respectively.

The Adult Migrant Education Service NSW (AMES NSW) provides a range of English language, literacy and numeracy services for migrants. Through the Adult Migrant English Program (AMEP) eligible newly arrived migrants, refugees and humanitarian entrants are provided with up to 510 hours of free English lessons and childcare. AMES NSW also provides a range of English programs designed to assist migrants develop language skills for employment as well as English language programs online.

Major achievements for TAFE NSW and NSW AMES in 2013-14 are reported in this section against three priority areas:

- 1. QUALITY TEACHING AND LEADERSHIP**
- 2. HIGH EXPECTATIONS, CLOSING THE GAPS**
- 3. NEW AND BETTER WAYS OF DOING BUSINESS.**

Targeted strategies designed to meet the needs of our culturally diverse communities were also implemented across Institutes and within individual colleges and campuses. Selected local strategies are provided as examples in this section.

In July 2014, TAFE NSW was separated from the Department. Achievements from this date will appear in separate reports.

ACHIEVEMENTS: QUALITY TEACHING AND LEADERSHIP

TAFE NSW provided a range of specialist staff to assist their clients and staff members:

- 260 positions providing specialist expertise for equity groups including people from culturally and linguistically diverse backgrounds
- bilingual staff were employed across TAFE NSW Institutes and in DEC International
- bilingual counsellors provided guidance to teaching and non-teaching staff and students.

A range of professional learning programs were conducted across TAFE NSW Institutes:

- North Coast Institute delivered two Post-Settlement Preparatory Classes for staff teaching students from culturally diverse backgrounds with low literacy levels.
- Riverina Institute provided opportunities for staff to participate in the *Inclusive Learning Technologies Conference* and workshops on treating post-traumatic stress disorder.
- Western Institute held monthly video conferences to inform staff about new directions in teaching and learning in vocational education and training with particular emphasis on the implications for students from culturally diverse backgrounds.
- Anti-racism and cross-cultural awareness were included in a staff induction programs in every Institute.
- Illawarra Institute conducted two anti-discrimination workshops for 31 trades and technology teachers.
- Western Sydney Institute trained staff to provide students with strategies to identify and combat racism and discrimination.

ACHIEVEMENTS: HIGH EXPECTATIONS, CLOSING THE GAPS

NSW AMES and TAFE NSW delivered a range of targeted programs to support adults from culturally diverse backgrounds, including those learning English and from refugee backgrounds.

NSW AMES:

- developed and maintained the national curriculum for AMEP, Certificates I, II, III and IV in Spoken and Written English
- developed and delivered English language courses that could be accessed through a range of media including mobile apps.

In TAFE NSW:

- Settlement Language Pathways to Employment and Training programs were delivered in community settings and campuses across NSW.
- South Western Sydney Institute delivered 105 courses to assist learners from more than 12 different language groups and enrolled 116 students in targeted refugee taster programs.
- Northern Sydney Institute delivered English for Speakers of Other Languages programs at four campuses, including delivery for Bridging Visa and Community Detention clients.
- North Coast Institute delivered student preparation programs for students from culturally diverse backgrounds covering TAFE services, classroom requirements, technology-assisted learning and communication, settling in the local area, health, culture and society.

Specific initiatives promoted tertiary pathways for disadvantaged students from culturally and linguistically diverse backgrounds.

AMES provided Skillmax students with access to bridging courses for their relevant fields that make it easier to gain qualifications and/or receive recognition.

Western Sydney Institute conducted 32 overseas qualifications recognition interviews for students from 12 language groups and delivered a range of Workplace English Language and Literacy programs to more than 420 students in Community Services, Automotive, Construction, Food and Beverage, Hospitality and Elite Sport.

Sydney Institute provided scholarships to students from culturally diverse backgrounds studying Certificate II to Advanced Diploma and Higher School Certificate and the Tertiary Preparation Certificate.

To promote intercultural understanding and positive community relations, all TAFE NSW Institutes staged events to promote and celebrate Harmony Day, World Refugee Week and the Fusion Festival. Hunter Institute delivered professional development to assist staff in fostering intercultural understanding amongst students.

The Hunter Institute developed the Empowering Youth program in 2013 to give 80 disengaged LBOTE students from Years 10 to 12 from 12 regional government and non-government high schools the opportunity to engage in vocational education and training activities, career counselling, mentoring, youth leadership, industry excursions and try-a-trade taster courses. The program equipped students with the knowledge and skills to pursue further education and employment.

The Riverina Institute implemented the Riverina Youth at Risk project which enrolled 60 at risk Aboriginal and LBOTE students from Years 10 to 12 in the Certificate II in Skills for Work and Training, exposing them to employment and career opportunities in a variety of industries. As part of the project, students participated in work readiness preparation sessions and a targeted program to provide employment opportunities in the growing Aged Care, Community Services and Children's Services sectors. Students also undertook two work placements in these sectors. At the end of the program, students were assisted in accessing Health and Community Services qualifications offered by the institute.

Western Institute implemented the Drive 4 Work project in 2013 to assist 12 at risk Year 10 government sector students from low socio-economic backgrounds, including Aboriginal and Sudanese students, to obtain a driver's licence and gain access to employment and training opportunities. This project provided a combination of vocational education and 100 hours of language, literacy and numeracy skills development to facilitate pathways to employment in the local region, further training including apprenticeships and traineeships or HSC study.

ACHIEVEMENTS: NEW AND BETTER WAYS OF DOING BUSINESS

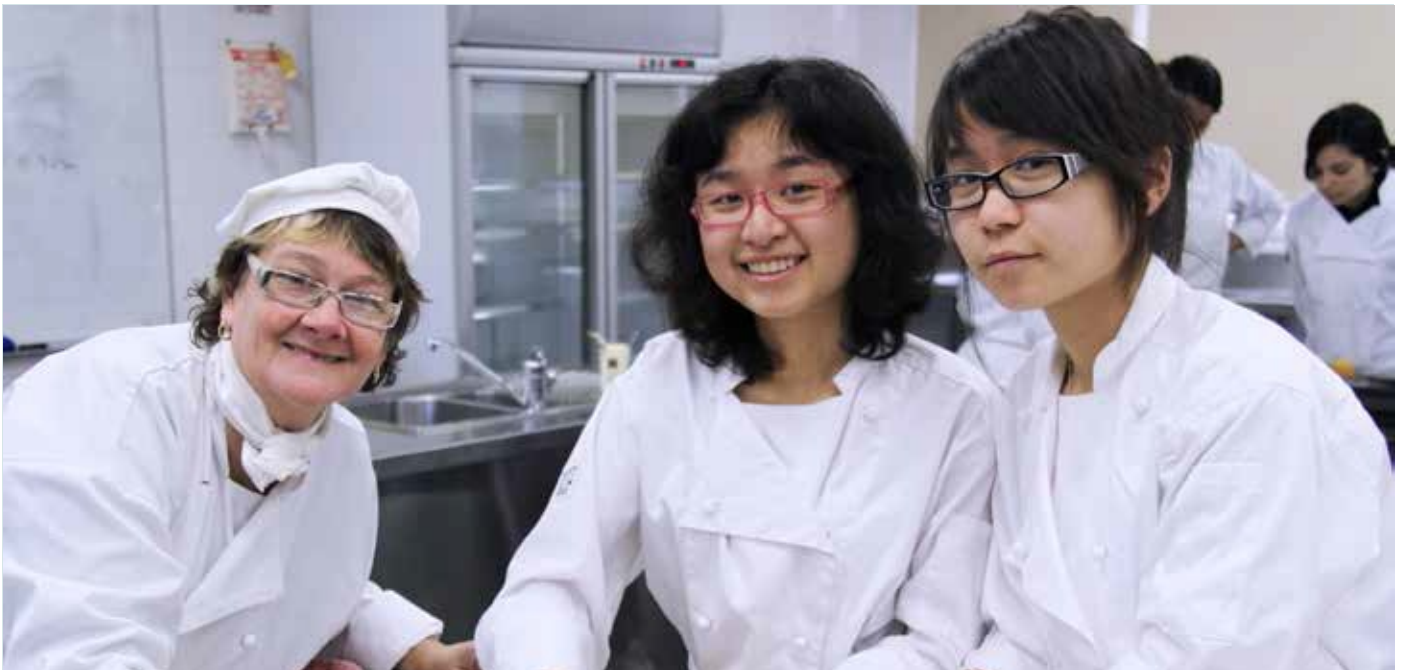
TAFE NSW maintained and developed partnerships with government agencies and non-government agencies across NSW to increase participation and improve outcomes for students from culturally diverse backgrounds. Interagency partnerships were formed and maintained with local councils, Migrant Resource Centres, local health districts, community colleges, metropolitan and regional non-government organisations, universities and local businesses.

New England Institute partnered with Northern Settlement Services in Tamworth and Armidale to facilitate the delivery of programs and services supporting newly arrived communities.

TAFE NSW and AMES NSW participated as members of the Secretary's Multicultural Education Advisory Group, the Department's key consultative mechanism for consulting on education and training provisions for culturally diverse communities.

Data collected on the learning outcomes of LBOTE students in TAFE NSW indicated an increase in access and participation rates including:

- 18.5% increase in students graduating since 2008
- 33.4% increase in enrolment in Certificate III courses and above since 2008
- 55.2% increase in students graduating at Certificate III and above since 2008.



LOCAL STRATEGIES

Hunter Institute — Pathways to Employment — Maria's Farm Veggie

This program aimed to develop the skills and knowledge of a group of recently arrived refugees in order for them to gain employment with Maria's Farm Veggie, a \$65 million dollar hydroponic tomato farm planned for Fullerton Cove, north of Newcastle.

Maria's Farm Veggie management contacted Penola House (Newcastle refugee support) about sourcing suitable employees for their proposed development. A number of refugees who had been in Australia for up to three years and who were seeking employment were identified. However they needed to develop their foundation skills before gaining employment.

Penola House liaised with Newcastle TAFE, English for Speakers of Other Languages section to develop a training program in consultation with Maria's Farm Veggie management. Students were referred to Newcastle TAFE through the Skills for Education and Employment (SEE) program administered by the Department of Industry.

Referring agencies included the Department of Human Services (Centrelink) and Job Services Australia (JSA) providers.

The program was developed by Newcastle TAFE in partnership with Maria's Farm Veggie and Penola House and aimed to provide students with the skills and knowledge to secure employment with Maria's Farm Veggie.

The program was developed for students:

- facing challenges in relation to employment
- needing support to develop skills and knowledge of Australian workplaces and work practices.

The students were predominantly from African countries including the Democratic Congo Republic, Burundi, Rwanda, Ethiopia, Liberia and Tibet. All students had experienced torture and trauma and had arrived as refugees in Newcastle within the previous three years.

Students enrolled in the Certificate I in Access to Work and Training which provided them with a range of learning opportunities including:

- basic numeracy skills
- communication in the workplace
- resumes and job interview preparation
- work health and safety training leading to the attainment of a White Card
- fitness training
- money management
- First Aid training
- forklift training
- practical experience building a vegetable garden at Penola House.

The 20 hour a week program was delivered at Newcastle TAFE in May 2013.

Educational strategies that underpinned the program included providing English language development in a meaningful context, with a focus on specific employability skills needed to work at Maria's Farm Veggie. Students were engaged in a monitored fitness program throughout the course to prepare them for the construction work that would be required in the initial stages of the Maria's Farm Veggie development.

16 students completed the program. Of these:

- 13 students applied for further training with TAFE NSW or other regional RTOs
- three students went on to employment.



Students indicated that the program had provided them with particular benefits such as the ability to work on construction sites with a White Card; extra skills leading to greater employability; improved numeracy skills; improved job seeking skills.

Western Sydney Institute — Migrant Youth Access

The Migrant Youth Access program was designed to develop the foundation skills of young refugees aged between 17 and 24 years with minimal English. By offering the students an adult learning environment in which to develop their skills, the program aimed to keep the students engaged in education and provide them with the skills to undertake further study such as the Tertiary Preparation Certificate (HSC equivalent) or a vocational training course at TAFE.

The program was developed by Western Sydney Institute, Blacktown College in partnership with the Evans Intensive English Centre, Sydwest Multicultural Services, local high schools, Job Seeking Agencies and the Blacktown Regional Economic and Employment Development Taskforce.

The program was developed for students:

- needing support to develop foundation skills
- who had missed out on educational opportunities as a result of war, trauma or other reasons
- facing challenges acquiring English language skills
- needing support to access further English language courses, mainstream TAFE courses, apprenticeships or employment.

The students who enrolled in the program came from diverse backgrounds and many had experienced significant trauma. Some had never been to school, others had experienced low achievement at school and many had primary school literacy levels.

The students enrolled in the Certificate I in Preparation for Work and Study which provided them with a range of learning opportunities including:

- developing foundation skills in English, maths and computing
- assistance with goal setting and career planning
- individual career support and further study advice from TAFE counsellors
- participation in a variety of educational and recreational excursions including NSW Parliament House, the beach and the cinema

- access to a closed Facebook page which provided a forum for students to share photos, chat and practise their reading and writing skills in a safe environment.

Of the 24 students who enrolled in the program, 15 students went on to access further training with TAFE NSW or private providers. All students reported that the program provided them with particular benefits, such as substantial improvements in numeracy and literacy skills, the development of how-to-learn strategies, career planning and job seeking skills and increased levels of confidence.

Western Sydney Institute — Social Inclusion Pathways for Refugee Youth

This program was identified as a priority by teachers at Blacktown Girls High School who had identified a number of students from refugee backgrounds enrolled in Years 9 to 11 who were at risk of disengaging from formal education. The teachers contacted Nirimba College for assistance in exposing the students to a range of vocational education and training programs and access to information on post school options and careers.

The program, customised by the Outreach Section of Nirimba College in consultation with Blacktown Girls High School, aimed to address issues of disadvantage, address students' English language needs and provide career planning pathways. Partnerships were established with SydWest Multicultural Services, Centrelink Multicultural Services, the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors, Job Quest, Blacktown Women and Girls Health Centre and Mamre House.

The program aimed to improve awareness about educational and vocational pathways and increase participation in vocational education and training for young women from refugee backgrounds.

TAFE Western Sydney Institute provided additional support services through bilingual counsellors, Teacher Consultants for Students with Disabilities, English language teachers and Multicultural Education Coordinators.

The program was designed for students:

- facing challenges resulting from low levels of English language and literacy, disengagement from school, disrupted schooling, family and health issues, torture and trauma and unrealistic parental expectations of future career choices
- needing support to develop skills and knowledge in identifying realistic future education and training options and career choices.

The students who participated in the program were from a range of countries including Tanzania, Iraq, Sudan, Sierra Leone, Kenya, India and Afghanistan. The majority of students commenced their formal Australian education in Intensive English Centres.

Students enrolled in the Vocational and Community Engagement course were provided with a range of learning opportunities including:

- participation in interactive course work on goal setting and communication skills
- participation in TAFE 'taster' sessions in a range of vocational areas across seven colleges in Western Sydney including floristry, nursing, fine arts, animal care, community services and administration
- participation in learning activities designed to develop foundation skills
- case management and individualised career pathway planning
- access to contextualised teaching and learning materials.

The 12 students who completed the course confirmed that the program had provided them with particular benefits as a result of their participation. Seventy five per cent rated the course as 'excellent'. The majority of students indicated that their future education/training goals had changed as a result of completing the course and that they were aware of alternative career pathways in their interest areas.



SECTION 3:
OFFICES OF
EDUCATION AND
COMMUNITIES

In addition to NSW Public Schools, TAFE NSW and NSW AMES, the Department has responsibility for supporting a number of other programs and services in the education and training, community and voluntary sectors.

In 2013-14, the Office of Education and the Office of Communities provided functional support for a range of government and non-government education, training and community programs including early childhood education, non-government training providers, youth initiatives and NSW Volunteering.

The achievements of these offices in supporting the needs of culturally diverse communities through the public provision of education and training have been reported in Sections 1 and 2. Additional achievements are reported in this section.

In July 2014, the sport and veteran's affairs portfolios within the Office of Communities were transferred to the Department of Premier and Cabinet. Activity undertaken within these portfolios from this date will be reported on separately.

ACHIEVEMENTS: OFFICE OF EDUCATION

The Office of Education promotes high-quality advice and evidence-based policy making across the full spectrum of education and training from the early years to post-school training and higher education. In 2013-14, a number of initiatives implemented responded to the specific needs of children, youth and communities from culturally diverse backgrounds:

- The *Improvements and alternatives to the disadvantaged LBOTE measure* report, released in 2013 by Centre for Educational Statistics and Evaluation (CESE), highlighted the low level of accuracy of this measure as a proxy for limited English proficiency for national funding models.
- Children from a language background other than English (LBOTE) are one of a number of groups given priority of access under the NSW Early Childhood Education and Care Preschool Grants Program. The program provided additional funding to services enrolling LBOTE children. In 2013-14, 592 community preschools received additional funding, which they used to increase preschool participation amongst LBOTE children and to provide support to children with limited English language proficiency, including refugee children.
- The Early Childhood Education and Care Services Directorate participated in a series of information events in 2014 aimed at familiarising communities with high migrant populations with the requirements and processes involved in establishing family day care services. The events, which were organised by the Commonwealth Department of Education, took place in western Sydney, in response to a steep rise in applications for new family day care services over the previous two years. The Directorate also conducted information sessions for new applicants throughout 2014. The sessions, which were conducted in collaboration with the Commonwealth Department of Education and the NSW Family Day Care Association, saw a very high degree of participation by applicants from culturally diverse backgrounds.
- State Training Services Offices, located across NSW provided government funded training opportunities for jobseekers from culturally diverse backgrounds to help them successfully obtain employment.
- State Training Services provided advice and training programs to address the training needs for newly arrived refugees.
- At 1 October 2013, 14.5% of the state's 143,400 apprentices and trainees participating identified as LBOTE.
- At 1 October 2013, 7,070 or 14.4% of apprentices and trainees who completed training identified as LBOTE.
- Government funded training was provided in aged care; early childhood education and care; horticulture; waste management; transport and logistics; and in basic English literacy and numeracy to support the needs of clients from culturally diverse backgrounds.
- Officers from State Training Services participated in a number of local multicultural management committees. As members of these committees, they provided advice on skills training and assisted in the development of employment and career opportunities through vocational education and training. Officers also consulted with local industry and businesses on workforce development needs for local projects as a source of employment and training for jobseekers.
- Through funding received from the *National Partnership for Youth Attainment and Transitions* in 2013, a range of organisations delivered programs which targeted and supported students from culturally diverse backgrounds including newly arrived refugee students.

ACHIEVEMENTS: OFFICE OF COMMUNITIES

The Office of Communities is committed to developing programs and services that contribute to building a socially cohesive society that respects and appreciates cultural, linguistic and religious diversity. In 2013-14, programs and services which catered for the specific needs of culturally diverse communities were implemented within the areas of Sport and Recreation; Volunteering; and Youth Strategy and Participation:

- Sport and Recreation facilitated a number of programs around NSW aimed at teaching people from culturally and linguistically diverse backgrounds how to swim and educating them about water safety in Australia. Examples included:
 - The Multicultural Water Safety Initiative developed in response to two tragic drowning incidents in Wollongong involving culturally diverse communities. Sport and Recreation brought together a number of Illawarra services, facilitating communication links and collaborative approaches in the community to enable a number of new programs to be developed and implemented successfully. Initiatives included water safety education messages, Surf Safety days and a beach orientation presentation to teach beach goers about local dangers. Interpreters were used to ensure messages were communicated effectively. The program was nominated for the 2013 National Multicultural Marketing Awards.
 - Learn to Swim and Water Safety programs for people from culturally diverse backgrounds were held in Albury, Griffith and Cooma for around 75 participants in 2013. The programs developed safety skills and knowledge building the confidence for parents and family members to take children swimming. Some programs included CPR instruction.
- The [NSW Volunteering](#) website continued to promote the participation of people from culturally diverse backgrounds in volunteering and provided information to assist organisations in recognising and meeting the needs of culturally diverse communities. The website features stories from volunteers from a range of cultural backgrounds. Google translate provides e-translations of site content.
- The Youth Opportunities program continued to fund programs that prioritised the needs of young people from culturally diverse backgrounds. In 2013, eight grants were provided to community organisations supporting culturally diverse communities and a number of other projects targeted young people from diverse cultural backgrounds. The projects which commenced in 2013 will continue until 2015. Examples include:
 - The Cringila Youth Project, which aims to increase opportunities for LBOTE young people to contribute and connect with other groups in their communities. Forty young people will engage with older Cringila residents in four projects over two years, including a young men's health and wellbeing program; a creative cultural hub; an intergenerational and cross-cultural celebration of Cringila; and development of a website and newsletter.
 - The Weaving Webs of Support program in Auburn, a mentoring program aimed at Afghan refugee youth who have been recently released from detention centres. Thirty young people of both Afghan and non-Afghan backgrounds will be trained as mentors with four Afghan youth to receive further training as youth workers. Program activities include education and information sessions on citizenship, stereotypes and racial tension and family conflict, as well as social outings.
 - The DIY Druitt project that aims to link young people from Mt Druitt with career pathways in the growth sectors of the digital and media industries. The young people will gain technical video production skills resulting in the production of 16 music videos which celebrate their lives and communities.



FUTURE DIRECTIONS

The Department is committed to providing high quality programs and services which respond to the needs of all of our students, staff and clients. To support the particular needs of students, staff and clients from culturally diverse backgrounds, the following future actions are proposed:

- Commence work on the development of a new Multicultural Plan to be implemented from 2016 based on current multicultural education research.
- Develop resources to support the implementation of the Multicultural Education Policy in schools, including resources for implementing transformative approaches to multicultural education.
- Strengthen data collection and resource allocation processes supporting newly arrived and refugee students.
- Provide professional learning opportunities for principals in leading transformative multicultural education practices and utilising the cultural and linguistic assets of NSW communities to create inclusive learning environments.
- Expand the EALD Leadership Program to build the capacity of schools in meeting the needs of EALD students.
- Provide professional learning programs that encourage teachers to engage with issues of cultural complexity and their implications for education and training.
- Implement practices which support the development of the socio-cultural knowledge of teachers and students.
- Commence a trial to determine the reliability and validity of using the EALD Learning Progression in assessing the English language proficiency of Aboriginal students learning Standard Australian English as an additional dialect.
- Support the conduct of research into racism and social inclusion in schools as well as the experiences of students from culturally diverse backgrounds in education and training.

