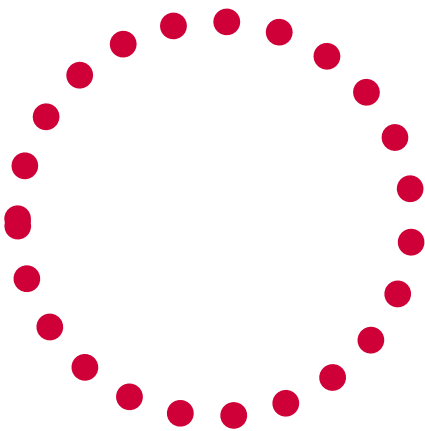
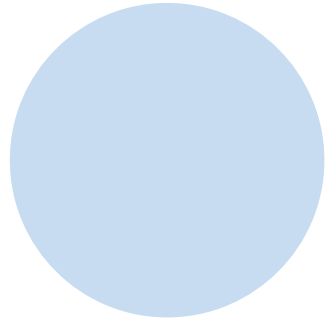


# Multicultural Policies and Services Program Report 2021-2022



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Cover image: Calendar for Cultural Diversity 2022, *Many words, many sounds, one meaning*, Year 1 student, La Perouse Public School (Bidjigal Country)

# About us

The NSW Department of Education's vision is to be Australia's best education system and one of the finest in the world, preparing young people for rewarding lives as engaged citizens in a complex and dynamic society. The department's goal, as outlined in its Strategic Plan 2018-2023, is to ensure that every student is engaged and challenged to continue to learn, and every student, every teacher, every leader and every school improves every year.

As the largest provider of public education in Australia, the department has responsibility for delivering high-quality public education to two-thirds of the NSW student population and caters for the needs of students, staff and communities from diverse cultural, linguistic and religious backgrounds. The department respects and values Aboriginal and Torres Strait Islander people as Australia's First Nation Peoples, and aims to treat all people with respect, courtesy, fairness and honesty.

The department supports students from early childhood through to lifelong learning. It supports and regulates the early childhood education and care sector, delivers pre-school, primary and secondary education through NSW public schools, works closely with the non-government school sector to ensure the delivery of a high-quality and equitable education for all students, builds pathways for lifelong learning, and supports the delivery of a skilled workforce for NSW through vocational education and training and higher education.

This report outlines the department's progress in meeting the education needs of culturally diverse NSW against targets identified in the Multicultural Plan. This progress is mapped to the outcomes of the department's strategic plan and Multicultural Policies and Services Program (MPSP) focus areas.

## Strategic outcomes

1. All children make a strong start in life and learning and make a successful transition to school.
2. Every student is known, valued and cared for in our schools.
3. All young people have a strong foundation in literacy and numeracy; deep content knowledge; and confidence in their ability to learn, adapt and be responsible citizens.
4. Our education system reduces the impact of disadvantage.
5. All learners gain the skills they need to be employable and adaptable, and contribute to the productivity and prosperity of NSW.
6. All young people finish school well prepared for higher education, training and work.
7. Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching.
8. Our workforce is engaged and high-performing.
9. The community has confidence in public education.
10. High-quality support is delivered efficiently and effectively to all schools and staff.

## MPSP focus areas

Service delivery	Planning	Leadership	Engagement
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## Culturally diverse school communities

NSW is one of the most culturally diverse societies in the world, and this diversity is reflected in NSW public school communities. Students, parents, carers and employees come from a wide range of birth countries, speak many different languages, hold a variety of religious beliefs and identify with a large number of ancestries and cultures.

In 2022, over one third of students (302,154) in NSW public schools came from a language background other than English (LBOTE). In department preschools<sup>1</sup>, over half of all enrolments (approximately 53%) were LBOTE students.

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

**Table 1 - LBOTE and EAL/D student enrolments in NSW public schools**

Student cohort	No. of students 2021	% All students 2021	No. of students 2022	% All students 2022
LBOTE students	302,779	37.2%	302,154	37.7%
EAL/D students	197,480	24.6%	200,098	25.3%

Sources:

- LBOTE Census 2021 & 2022. Centre for Education Statistics and Evaluation. NSW Department of Education.
- EAL/D collection 2021 & 2022. Centre for Education Statistics and Evaluation, NSW Department of Education.

**Table 2 - Newly arrived and refugee students in NSW government schools**

Student cohort	2021	2022
Newly arrived EAL/D students <sup>2</sup>	2,973	6,275
Refugee students <sup>3</sup>	11,140	11,532
Recently arrived refugees <sup>4</sup>	4,063	3,384

<sup>1</sup> Refers to 101 preschools attached to government primary/infants schools and the John Brothie Nursery School. Government funded community preschools and long day care centres that provide a preschool program are not included.

<sup>2</sup> Includes students in Intensive English Centres and the Intensive English High School. Newly arrived students are students who have arrived in Australia within the last 6 months (18 months for Kindergarten students) and need intensive English language support. They can enrol at any time during the school year. Enrolments for 2022 are year to date figures, current at October 2022. Source: New Arrivals Program and Intensive English Program enrolment data, 2021 & 2022, NSW Department of Education

<sup>3</sup> Includes all students from refugee backgrounds enrolled in NSW government schools. NSW Department of Education enrolment data, 2021 & 2022.

<sup>4</sup> Recently arrived refugee students have been enrolled in an Australian school for less than 3 years.

**Table 3 - LBOTE student enrolments by language in NSW government schools**

Language	No. of students 2021	% LBOTE 2021	No. of students 2022	% LBOTE 2022
Indian	64,266	21.2%	66,639	22.1%
<i>Hindi</i>	14,686	4.9%	14,884	4.9%
<i>Urdu</i>	8,224	2.7%	8,570	2.8%
<i>Bengali</i>	6,876	2.3%	7,237	2.4%
<i>Tamil</i>	6,403	2.1%	6,570	2.2%
<i>Punjabi</i>	6,039	2.0%	6,281	2.1%
<i>Gujarati</i>	5,014	1.7%	5,191	1.7%
<i>Nepali</i>	4,389	1.4%	4,900	1.6%
<i>Telugu</i>	4,042	1.3%	4,252	1.4%
<i>Malayalam</i>	3,085	1.0%	3,189	1.1%
<i>Sinhalese</i>	1,991	0.7%	1,941	0.6%
<i>Marathi</i>	1,739	0.6%	1,752	0.6%
<i>Kannada</i>	1,070	0.4%	1,107	0.4%
<i>Indian (other)</i>	708	0.2%	765	0.3%
Chinese	45,908	15.2%	46,230	15.3%
<i>Mandarin</i>	28,576	9.4%	29,228	9.7%
<i>Cantonese</i>	13,946	4.6%	13,838	4.6%
<i>Chinese (other)</i>	3,386	1.1%	3,164	1.0%
Arabic	41,166	13.6%	40,929	13.5%
Vietnamese	16,551	5.5%	16,018	5.3%
Filipino/Tagalog	10,154	3.4%	10,181	3.4%
Korean	8,320	2.7%	8,162	2.7%
Samoan	8,245	2.7%	7,980	2.6%
Spanish	8,098	2.7%	7,954	2.6%
Greek	7,073	2.3%	6,483	2.1%
Assyrian/Chaldean	4,856	1.6%	4,800	1.6%
Indonesian	4,632	1.5%	4,579	1.5%
Tongan	4,605	1.5%	4,481	1.5%
Dari	3,674	1.2%	4,087	1.4%
Thai	3,997	1.3%	4,017	1.3%
Italian	4,209	1.4%	3,840	1.3%
Japanese	3,756	1.2%	3,732	1.2%

Language	No. of students 2021	% LBOTE 2021	No. of students 2022	% LBOTE 2022
Turkish	3,765	1.2%	3,690	1.2%
Persian (Excluding Dari)	3,432	1.1%	3,679	1.2%
French	3,343	1.1%	3,349	1.1%
Macedonian	3,357	1.1%	3,147	1.0%
Russian	3,075	1.0%	3,016	1.0%
German	3,108	1.0%	3,005	1.0%
Portuguese	2,892	1.0%	2,870	0.9%
Khmer	2,837	0.9%	2,810	0.9%
Serbian	2,599	0.9%	2,503	0.8%
Maori (New Zealand)	2,040	0.7%	1,900	0.6%
Fijian	1,719	0.6%	1,721	0.6%
Afrikaans	1,633	0.5%	1,549	0.5%
Kurdish	1,327	0.4%	1,332	0.4%
Aboriginal English	1,218	0.4%	1,327	0.4%
Polish	1,376	0.5%	1,318	0.4%
Croatian	1,375	0.5%	1,276	0.4%
Dutch	1,171	0.4%	1,138	0.4%
Maori (Cook Island)	1,110	0.4%	1,063	0.4%
Mongolian	867	0.3%	1,017	0.3%
Other languages	21,025	6.9%	20,332	6.7%
<b>Total</b>	<b>302,779</b>	<b>100.0%</b>	<b>302,154</b>	<b>100.0%</b>

Source: LBOTE Census 2021 and 2022, Centre for Education Statistics and Evaluation. NSW Department of Education.

Notes:

- The table shows languages representing the background of 1,000 or more students.
- Data extracted from LBOTE data cube in November 2022.
- LBOTE data for preschool students is not included.

# Terms and acronyms

The following terms and acronyms are commonly used in this report.

**Aboriginal Education Consultative Group (AECG):** A not-for-profit organisation that provides advice on all matters relevant to Aboriginal education and training.

**Anti-Racism Contact Officer (ARCO):** A teacher who is trained to support the principal in promoting anti-racism education in the school and responding to complaints of racism.

**Centre for Education Statistics and Evaluation (CESE):** A specialist area of the department that analyses education programs and outcomes across early childhood, school, training, and higher education.

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

**English as an additional language or dialect (EAL/D):** Describes students whose first language is a language or dialect other than standard Australian English who need additional support to develop proficiency in English.

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

**Higher School Certificate (HSC):** The credential awarded to secondary school students who successfully complete senior high school level studies in NSW

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

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

**Newly arrived EAL/D students:** Describes EAL/D students who have arrived in Australia in the last 6 months (or 18 months for Kindergarten students) who have limited proficiency in English and need intensive English language support.

**Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS):** A not-for-profit organisation that provides culturally relevant psychological treatment and support, and community interventions, to help refugees.

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

# Reporting on our targets

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

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



# Target 1

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

## Transition to school in the early years

The 3-year Preschool Multicultural Support Program commenced in December 2021 to promote the inclusion of children from culturally and linguistically diverse and refugee backgrounds. The program has 3 streams providing:

- tailored cultural support for children from culturally and linguistically diverse backgrounds attending preschools
- live webinars and custom resources for educators about culturally inclusive practice in the early years, and
- an online resource library of existing resources, webinar recordings and custom resources about culturally inclusive practice in the early years.

During the first reporting period, the project delivered 1,000 hours of bicultural inclusion support to 50 preschools across NSW. The program includes direct support through visits to children and educators from a cultural support worker in a service, educational webinars and access to a community of practice. The program aims to uplift the capacity of the sector in supporting the needs of children from culturally and linguistically diverse backgrounds. This state-wide initiative has provisions in place to support children and services in metropolitan, regional and remote locations.

In 2021, the Supporting Families into Early Childhood Education pilot project was commissioned by the department in partnership with the Department of Communities and Justice under the NSW Government Brighter Beginnings strategy. This place-based initiative aims to reduce non-fee barriers to participation in early childhood education, including in culturally diverse areas such as Fairfield Local Government Area.

The Community Grants program supported eligible early childhood education services in to increase participation and access for children experiencing vulnerability and disadvantage. It delivered targeted initiatives and support for Aboriginal children and children from low-income families, including families from culturally diverse backgrounds.

In 2021, Best Start Kindergarten Assessment, Bilingual Assessment professional learning program was offered to schools to build teachers' insights into their students' literacy and numeracy skills in English and home language. This optional bilingual assessment provides additional information about LBOTE students' English language skills, strengths and gaps in conceptual knowledge; first language fluency and literacy; as well as insights

into literacy and numeracy practices at home. Supporting guidelines were also created to support the implementation of bilingual assessments in schools.

In 2021, the Beginning School Well initiative was replaced with an on-demand professional learning series which aimed to support schools in planning effective, tailored transition to school practices for all children, including targeted strategies for refugee and newly arrived children. During 2021 and 2022, over 200 participants have accessed the professional learning which targets primary school principals, school leadership teams and teachers supporting students' transition.

## Transition to school support for new arrivals and refugees

Newly arrived EAL/D and refugee students are provided with intensive English tuition and transition support to prepare them for schooling in NSW. Newly arrived secondary and Year 6 aged students in greater Sydney, Wollongong and Armidale receive intensive English tuition in an intensive English setting – an Intensive English Centre or the Intensive English High School - before enrolling in a mainstream secondary school. Primary aged new arrivals and secondary aged new arrivals in areas without an Intensive English Centre receive intensive English tuition at their local school through the New Arrivals Program.

In 2021, a total of 2,973 newly arrived students, including 1,184 students across 15 Intensive English Centres and the Intensive English High School, received intensive English and transition support. In 2022 to date, 6,275 newly arrived students, including 2,130 students in Intensive English Centres and the Intensive English High School, were supported. Of these, 168 students in 2021 and 704 students in 2022 were from refugee backgrounds.

In 2021-22, Bilingual School Learning Support Officers at schools and intensive English sites, provided first language and bicultural support to newly arrived students, including those from refugee backgrounds, and facilitated communication between schools and students' families.

In 2022, the Intensive English Outreach program was established. The initiative is a collaborative program designed and co-delivered by specialist staff from the New Arrivals Program Rural and Regional team and the Central Sydney Intensive English High School. The program specifically caters for the learning needs of newly arrived students in rural and remote settings.

Refugee Action Support Partnerships are a joint initiative of the Australian Literacy and Numeracy Foundation, Western Sydney University, University of Sydney and Charles Sturt University and the department. In 2022, 40 university students studying teaching provided homework support and assistance with academic language and literacy to more than 90 refugee students across 8 high schools. In Semester 2, 2022, a new Refugee Action Support undergraduate program placed two university students in 2 western Sydney and

south-west Sydney primary schools as part of the University of Western Sydney Pathways to Teaching Program. This program plans to expand the cohort to 4 schools in 2023.

## Careers education and employment pathways

In 2022, the department engaged the NSW Aboriginal Education Consultative Group (AECG) to deliver the Ngaa Dhuwi Girls Academy program to up to 300 female Aboriginal students in Years 7 to 12 in NSW public secondary schools. The program provides mentoring, coaching and other assistance to increase and improve the educational outcomes, wellbeing, life skills and employment opportunities of female Aboriginal students. The program will be delivered to up to 600 female Aboriginal students in 2023.

The department engaged the Clontarf Foundation to provide mentoring and support services for 3,133 male Aboriginal students in Year 7 to 12 in NSW public schools. The Clontarf Academy program aims to improve the education, discipline, life skills, self-esteem and employment prospects of young Aboriginal and Torres Strait Islander men, and by doing so equip them to participate meaningfully in society.

The Elsa Dixon Aboriginal Employment Grant (EDAEG) adopts a number of strategies to develop and support Aboriginal people through the creation of training and employment opportunities. Promoting diversity, innovation and service responsiveness in the NSW workforce, the Elsa Dixon Aboriginal Employment Grant subsidises the salary, development and support costs of Aboriginal employees in public service agencies and local government authorities, in particular, School Based Apprenticeships and Traineeships.

Ready Arrive Work, a partnership initiative with JobQuest Penrith and the department, provides work readiness education for students from refugee backgrounds in NSW public schools in metropolitan Sydney and rural and regional NSW. The program assists high school students from refugee backgrounds to explore vocational learning pathways in a supportive and positive environment. It aims to equip students with a better understanding of employment, workplaces, career planning and pathways which can lead to a successful career after completing school. In 2021, Ready Arrive Work was implemented in 10 schools and assisted 129 students. In 2022, Ready Arrive Work was delivered in 13 schools and assisted 277 students.

The LEAP UP Macquarie Mentoring Program, a joint partnership initiative of Macquarie University and the department, provided university student mentors to help high school students from refugee backgrounds and their parents plan post-school pathways. In 2021, 85 students in 6 schools participated in the program and an additional 108 students in 6 schools participated in the program in 2022.

In 2021, the department delivered professional learning to assist teachers in supporting students from refugee backgrounds transition to post school pathways. Four online workshops, focusing on inclusive career learning strategies and transition for refugee

background students, were delivered to 90 participants. Two sessions were run for staff in metropolitan Sydney and 2 for staff in regional and rural schools. Careers advisors, transition advisors, teachers, EAL/D teacher specialists, school counsellors, senior year advisors and school-based apprenticeship and traineeship officers participated in the workshops.

The Careers NSW Pilot was extended in 2022 to trial of the delivery of school-based career advice services in 32 high schools. The pilot offers career consultation appointments for students in years 9 to 12; appointments with industry experts, careers information sessions for parents and carers of high school students; and group careers exploration session for students in Year 7 and 8. Appointments and information session with Aboriginal and Torres Strait Islander contracted providers can be specifically organised for Aboriginal and Torres Strait Islander students. Contracted providers are required to demonstrate experience delivering culturally appropriate services. Interpreters are available if required.

### Transition to further education

The University Access and Pathways Webinar was delivered in 2021 and 2022 to support refugee and asylum seeker students in the senior years of high school. Students seeking information on university or TAFE options and pathways attended the webinar. Teachers and other staff also attended to obtain information to support their students.

The department provides seed-funding through the Collaboration and Innovation Fund to university-led projects that support priority areas of the NSW Higher Education Strategy and the department's strategic plan. In 2022, funding was awarded for the following programs:

- The University of NSW Start @ Uni project aims to address the academic skills gap between high school and university for students from regional and remote areas, culturally and linguistically diverse backgrounds and those migrant or refugee backgrounds. The project will deliver a student-facing digital resource and an equity-focused resource for teachers of first-year university students.
- The University of New England is implementing The Academy, a place-based education strategy in regional NSW to prepare Aboriginal and Torres Strait Islander students for higher education. The program is currently under development and will provide a First Nations curriculum that is identity building, delivers learning related to local issues and prioritises and merges First Nations knowledge and western science.
- The Australian Catholic University is expanding its existing Uni Step Up program to include non-recent school leavers, focusing on women as well as people from low socio-economic backgrounds and culturally and linguistically diverse communities. Participants study two undergraduate units and articulate into a related degree on completion.

- Western Sydney University Innovation program aims to increase the engagement of females and individuals from culturally and linguistically diverse communities across the entrepreneurship landscape. The project will include a suite of initiatives including the Academy U Schools engagement program, targeted streams of the Venture Makers entrepreneurship training program, targeted streams with Launch Pad accelerator programs, and a minimum of five research commercialisation investments from the university's Western Ventures program to be allocated to projects led by females or individuals from culturally and linguistically diverse communities.

These actions relate to:

Strategic outcomes 1, 4, 5 & 6

MPSP focus area: Service delivery & Engagement

## Target 2

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

### Promoting Aboriginal languages and cultures

The Aboriginal Language and Culture Nests program provides NSW public school students with the opportunity to learn local Aboriginal languages and cultural practices. A Nest is a network of communities bound together by their connection through an Aboriginal language. A Nest Footprint is a geographical location or a designated area in which schools may access funding to teach the relevant Aboriginal language and culture under the Nest structure. There are currently five Nests and two Satellite Nests, with hopes for expansion. The program aims to increase the number of students learning about Aboriginal language and culture, and to increase the number of people teaching Aboriginal languages and culture within school environments.

Aboriginal students and adult family members are engaging in the practice of culture and intergenerational learning through Kimberwalli Cultural Engagement Programs. The programs designed through Kimberwalli in response to community interest include:

- A Boys and Men's Didgeridoo Program
- A Girls and Women's Cultural Art Program
- A Youth Cultural Dance Program.

The Henry Parkes Equity Resource Centre delivered high quality early learning and culturally inclusive resources to 24 Aboriginal pre-schools and pre-schools with significant Aboriginal and Torres Strait Islander student enrolments.

### Cultural inclusion in education and care settings

The education and care sector operates under the National Quality Framework, which includes the National Quality Standards and two national approved learning frameworks, Early Years Learning Framework and Framework for School Age Care. The department's Regulatory Authority staff provide support to education and care services and regulate, assess and rate services that are aligned with these frameworks.

Both learning frameworks promote respect for diversity as a key principle fundamental to curriculum decision-making and achieving positive educational outcomes for children. This principle underpins educators' practices which value the cultural and social contexts of children and their families. The department's Regulatory Authority staff assess and provide support relating to cultural inclusion when visiting services.

The department regulates and supports over 5,900 services in NSW through monitoring and compliance, assessment and rating, and approval processes. Where required, work is adapted to support the needs of educators and families from culturally diverse backgrounds. Regulatory Authority staff offer interpreters through TIS National, if needed, when conducting service visits.

## Targeted wellbeing programs

The Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) in Schools supports the psychological welfare of children and young people of refugee background. It works in close partnership with the education systems and directly with school communities. Its overall aim is to improve education, employment and mental health and wellbeing outcomes for children and young people of refugee background.

The strategy consists of three main components:

- The School Liaison Program
- Trauma-informed direct service programs
- Individual interventions facilitated by child and adolescent counsellors and a team of specialist youth workers.

Support provided includes individual and trauma-informed group-work interventions, professional learning and consultation for school staff, development and support of school clusters to promote partnerships and implement whole-school approaches and systemic changes in schools. The department provided \$670,000 in funding to support this strategy in the 2021-22 financial year.

The Refugee Student Counselling Support Team provides direct, secondary and tertiary support to build capacity in the provision of refugee support across NSW. The team provides consultation in counselling and complex case support, designs and delivers professional learning and projects, and delivers tailored group interventions to support the safety, well-being and belonging of students of refugee background.

In 2021 the Refugee Student Counselling Support Team worked directly with 90 schools to build the capacity of staff who support refugee students across NSW. This included the delivery of 470 consultations to provide information and support complex cases and 115 professional learning sessions for 1,654 staff. Resources to support schools through the COVID-19 lockdowns and the Afghanistan crisis were also provided.

In Term 1 to Term 3, 2022, the Refugee Student Counselling Support Team worked directly with 55 schools to provide psychological support for students from refugee backgrounds across NSW. This year, the team also provided training and consultation to support the practice of 761 staff across the state, including school counsellors, psychologists, teachers and School Learning Support Officers. The team worked closely with the STARTTS School Liaison Program team to provide coordinated psychological

care for newly arrived refugee students, and with a variety of other agencies to support refugee families.

The Henry Parkes Equity Resource Centre liaised with Senior School Psychologist leaders to create a collection of resources to support school wellbeing programs for students from refugee backgrounds, including flood and fire disaster survivors. These resources support trauma recovery in the areas of theory, intervention, classroom settings, assessment, supervision, and language and culture.

The Success at school and beyond: Improving participation and wellbeing for every student' project is focused on improving participation and wellbeing at school for students most at risk of disengaging: student from low socio-economic backgrounds, Aboriginal students, and students with disability. This research project is funded through the Education Strategic Research Fund which promotes research collaboration in areas that align with department strategic goals and research priorities. It builds on earlier research that identified four key elements of participation that are positively associated with student wellbeing – having voice, choice, influence and working together.

### Promoting anti-racism education and cultural inclusion in schools

Every NSW public school is required to have a trained Anti-Racism Contact Officer (ARCO) who assists the principal in promoting anti-racism education and responding to incidents of racism. Eradicating expressions of racism and challenging the attitudes that allow them to emerge is the shared responsibility of all NSW public school staff. Individual schools plan and implement anti-racism education programs that suit their local context.

In a collaboration with the Challenging Racism Project at Western Sydney University, a Stage 3 Personal Development, Health and Physical Education (PDHPE) program was developed to support upstander responses to racism. The Anti-Racism in Action (ARiA) program includes teacher professional learning as well as an 8-lesson unit of work. It aims to raise teacher confidence to discuss and address racism, and support the development of students' awareness of racism as well as their knowledge about, and confidence in enacting positive bystander responses.

The Calendar for Cultural Diversity promotes intercultural understanding, cultural and linguistic diversity, community harmony and social inclusion across NSW public schools and their communities. In 2022, Calendar for Cultural Diversity School Planners were distributed to approximately 2,200 schools and education centres. Over 75 artwork submissions from 30 schools were received for the 2023 calendar. In 2021 and 2022, an interactive glossary of dates of cultural and religious significance featured in the calendar was published on the Department's website, along with a range of online resources to support the calendar's use in schools.

NSW public schools and department workplaces across the state emphasised the importance of anti-racism education on the International Day for the Elimination of Racial



Discrimination. During Harmony Week, schools celebrated inclusiveness, respect and a sense of belonging for all Australians, as well as recognition for Aboriginal peoples as Traditional Custodians of the land. Through Harmony Week activities, students learnt about Australian cultural diversity and the contributions of communities from diverse cultural backgrounds.

### **Ulladulla High School – Promoting respect and intercultural understanding**

Recognising a need for positive initiatives to promote respect, empathy, and pride in culture and diversity, Ulladulla High School developed a whole school program to build student understanding of diversity and improve staff capacity to talk about diversity comfortably and sensitively in classroom settings and other learning settings.

Ulladulla High School trained all Year Advisors as ARCOs and formed an action group within the school comprising an Aboriginal Studies teacher, classroom teachers, Aboriginal Education Officer, other First Nations Classroom Teachers, and teachers from migrant backgrounds. Newly trained ARCOs in the school focus on developing the capacity of students and staff to have proactive conversations about cultural diversity and racism.

The work of the action group is integrated into whole school initiatives and promoted at key events. The school uses a co-teaching model when teaching sensitive topics relating to diversity in year groups. The school has developed a number of ways to enhance student participation, including students becoming involved in the Student Representative Council as an ARCO and conducting school camps that encourage diverse perspectives and include cultural protocols, such as caring for Country.

This school's holistic approach to anti-racism education and cultural inclusion has improved students' capacity to have conversations about the impact of past racist policies and what inclusion and identity means to them. As a result of the initiative the whole school community has developed greater understanding and practice of cultural safety. By-stander responses to incidents of racism have become consistent throughout the school, and the school has seen a reduction in the number of complaints of racism.

### **Exploring culture and identity through the arts**

The Multicultural Perspectives Public Speaking Competition for students in Stage 2 and Stage 3 provides an opportunity for positive cultural expression and for students to develop an understanding of Australian multicultural society. The range of topics provided for speakers prompts thoughtful enquiry into the nature of issues such as prejudice and racism, helping students to consider the broad concept of what it means to belong in a multicultural society, and to challenge pre-conceived notions of identity. The messages conveyed through the competition broaden the understanding of both speakers and the diverse audiences who participate in the program. Feedback from experienced adjudicators helps guide students to a broader understanding of multiculturalism and its

many facets. The competition also encourages students to explore their own personal experiences and gives them an opportunity to research their own family and cultural backgrounds. This contributes to the building of positive inter-generational relationships and allows students to develop greater understanding of their own cultural heritage and identity.

In 2022, 1,722 students participated in the competition. In 2021, the competition was administered online due to COVID-19 restrictions and 1,982 students participated.

The Multicultural Playwright Program aims to foster social inclusion, a greater sense of belonging and cultural understanding by providing LBOTE and EAL/D students the opportunity to collaborate and share knowledge, skills, values and experiences in an engaging performance context. Throughout this program, tutors, teachers and industry professionals work with students to provide creative opportunities and reflective experiences to inform a performance work that celebrates and expresses cultural diversity and personal identity.

Due to COVID-19 restrictions, this program did not run in 2021. In 2022, the final performance took place in Refugee Week and the event was live streamed and shared with participating students' communities both locally, nationally and internationally. Teacher professional learning, three-day workshops and student performances took place in Bankstown with teachers from Coffs Harbour and Wagga Wagga also attending in preparation for regional programs to be scheduled in 2023. A total of 21 students and 7 teachers participated in the program. The countries of origin of participating students included Samoa, Ukraine, China, India, Israel, Ghana, Iran, Hungary, Korea, Jordan, Pakistan and Iraq.

A poetry slam program, Write to Speak, was piloted in 2021 in south Sydney for Stage 4 and Stage 5 secondary students. Four schools and 36 students participated in the pilot. A series of workshops were held where students expressed aspects of culture, identity and belonging through performance poetry. A live performance of student achievement scheduled for Term 3, 2021 was cancelled due to COVID-19 restrictions.

These actions relate to:

Strategic outcomes 2 & 4  
MPSP focus area: Service delivery

## Target 3

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

### Support in times of crisis

In 2021 a new webpage, Support in times of crisis, was added to the department's website. It provides resources and advice to assist schools in supporting the needs of their communities in times of local and international crises. The page is updated, as required to respond to emerging events. Content includes advice for schools whose students, in particular students from refugee backgrounds, may be affected by wars and overseas tensions, natural disasters such as flood and fires, and world crises such as the COVID-19 pandemic.

The EAL/D Statewide staffroom further assisted staff to support their communities in times of crisis by delivering focused meetings and presentations by guest speakers from affected communities. Resources and recordings of the meetings are available through the online staffroom for staff use.

### Supporting teachers of EAL/D students

The EAL/D Hub is a nationally developed online resource that provides 25 hours of accredited professional learning to support teachers in meeting the needs of Aboriginal and Torres Strait Islander EAL/D learners. This professional learning resource provides 8 training modules (including 29 e-books) that are aligned to the Australian Professional Standards for Teachers. Since 2021, over 2,500 e-books have been completed by staff.

During 2021-22 teachers of EAL/D students, including primary and secondary classroom teachers and subject teachers, participated in a wide range of state-wide professional learning programs to assist them in meeting the needs of EAL/D students.

**Table 4 - EAL/D education professional learning for teachers, 2021-2022**

Course title	Enrolments 2021	Enrolments 2022
Teaching English Language Learners (TELL)	680	547
Using the EAL/D Learning Progression	810	1158
Understanding the EAL/D Learning Progression	122	35
EAL/D Annual Survey Information	237	71

During 2021-22, educators of EAL/D students, including primary and secondary classroom teachers, School Learning Support Officers, pre-service teachers and subject teachers, participated in a wide range of COVID Intensive Learning Support Program (ILSP) professional learning offerings to assist them in meeting the needs of EAL/D students in small group tuition.

**Table 5 - COVID ILSP professional learning for teachers, 2021-2022**

Professional learning event	Enrolments 2021/2022
Supporting EAL/D students in small group tuition	402
Numeracy within small group tuition for EAL/D students	181
EAL/D learners in the COVID ILSP	310

The EAL/D Newsletter is published online each term and supports over 1,200 subscribers across the state. This newsletter provides information and updates to support teachers of EAL/D students and school leaders.

The Henry Parkes Equity Resource Centre provided Intensive English outreach kits to support secondary newly arrived students in rural and regional NSW schools. It also provided subscribers with updates of new and popular resources for professional learning and teaching and learning materials to support the delivery of equity programs in schools.

### Building leadership and expertise in EAL/D education

In 2021-22, the department allocated 1,000 (FTE) specialist teaching positions to schools across the state with EAL/D enrolments. This staffing allocation is distributed to schools each year and provides EAL/D students with EAL/D specialist teachers to support their English language development.

The EAL/D Education Leadership Strategy was implemented in 2021 in 27 base schools and 23 principal networks to build the capacity of NSW public schools in delivering the best possible outcomes for EAL/D students. The strategy focuses on providing high quality, evidence-based professional support and advice for school leaders and teachers, developing their capacity to address the English language, literacy and learning needs of EAL/D students in their schools.

In 2022, 30 EAL/D Education Leader positions located in base-schools across the state supported schools with EAL/D students. This included 10 EAL/D Education Leaders in rural and regional areas who supported staff in approximately 190 rural and regional schools.

Experienced EAL/D teachers are encouraged and supported to share their expertise within professional networks and become facilitators of registered professional learning in EAL/D education. In 2021 and 2022 EAL/D Connect networks provided professional support for

EAL/D specialist teachers. There are 34 EAL/D connect networks across the state coordinated and led by an EAL/D specialist teacher. Network coordinators are professionally supported by EAL/D Education Advisors and field-based EAL/D Education Leaders.

During 2021-22, specialist EAL/D teachers, including teachers newly appointed to EAL/D teacher roles, participated in training to build their expertise and support them in leading EAL/D education programs and pedagogy.

**Table 6 - Professional learning for EAL/D teacher specialists, 2021-2022**

Course title	Enrolments 2021	Enrolments 2022
Leading EAL/D Education	61	44
EAL/D orientation: For newly appointed EAL/D teachers	120	204
Teaching English Language Learners (TELL) Facilitator Training	38	0
Understanding the ESL Scales	0	44
TESOL Seminars	274	262

In 2021, the EAL/D conversations podcast was created to provide information about EAL/D education in NSW public schools. The podcasts explore elements of second language acquisition and highlight practices that support effective teaching and learning for EAL/D students. In 2021, there were 887 listens to podcast episodes, increasing to 1,655 listens in 2022.

The EAL/D Statewide Staffroom provided members with advices and courses designed to assist them in meeting the needs of EAL/D students. In 2021, over 1,000 members participated in 12 separate staffroom sessions focused on different aspects of EAL/D education designed to improve outcomes for EAL/D students.

EAL/D teacher specialists participated in local networks held across the state to strengthen their teaching practice. In 2021-22, teachers participated in 34 networks in metropolitan, regional and rural areas. Network leaders participated in four professional learning days each year that were tailored to build their leadership skills and their capacity in maintaining networks.

### Literacy and numeracy strategies for EAL/D and refugee students

The department has a wide range of strategies in place to optimise literacy and numeracy outcomes for students from all backgrounds, including EAL/D students and students from refugee and refugee-like backgrounds. A wide range of registered professional learning modules and resources for teachers are available to schools to support literacy and numeracy. Between 2020 and 2021, two dedicated positions, an EAL/D Literacy Advisor and a Refugee Student Pathways Advisor, enhanced many of these modules and resources to directly target the learning needs of EAL/D and refugee students. In 2022, a

new dedicated position, EAL/D Education Advisor Literacy and Numeracy, was created to ensure that the specific literacy and numeracy learning needs of EAL/D and refugee background students continued to be addressed. Advice, resources and frameworks developed by the department's Literacy and Numeracy team continue to be enhanced or elaborated to target the specific learning needs of EAL/D students.

Professional development opportunities to support teachers and EAL/D Education Leaders in assisting EAL/D students to achieve the Higher School Certificate (HSC) minimum standard continued to be provided. Professional learning on numeracy for EAL/D learners was trialled with EAL/D Education Leaders, lead specialists and 2 schools. It will be quality assured in 2022. New numeracy resources for classroom teachers and EAL/D specialists were published on the HSC minimum standard google site to support numeracy for EAL/D students and assist teachers to embed explicit numeracy teaching and learning activities across the curriculum.

### Supporting teachers of refugee students

In 2021-22, teachers in metropolitan, regional and rural areas participated in a range of registered and non-registered professional learning programs to assist them in meeting the learning and wellbeing needs of students from refugee and refugee-like backgrounds, and their families.

**Table 7 - Professional learning in refugee education, 2021-2022**

Course title	Enrolments 2021	Enrolments 2022
Teaching students from a refugee background	98	63
S.T.A.R.S. in schools: Supporting students from refugee backgrounds	398	319
Teaching Students from a Refugee Background Facilitator Training	20	*
Facilitator training: S.T.A.R.S. in Schools	25	34
Inclusive career learning strategies for refugee background students	90	0
Refugee support agencies information workshop	71	37

Refugee education networks delivered professional and collegial support to primary and secondary school staff to facilitate the development of strategies, sharing of ideas, provision of advice and building of resources to support refugee students.

The STARTTS School Liaison Team and the Refugee Student Counselling Support Team collaborated with network coordinators to strengthen links between schools, settlement services and local community organisations. In 2021, 9 networks held meetings once per term. In 2022, 8 networks held termly meetings. Meetings were attended by a range of school staff, including mainstream and EAL/D teachers, executive, school counselling staff, administration staff, School Learning Support Officers and Community Liaison Officers.

## Wagga Wagga Refugee Education Network

In 2021, the Wagga Wagga Refugee Education Network was established in collaboration with the local EAL/D Education Leader and a STARTTS School Liaison Officer. Attendees at the network meetings include EAL/D teachers, Bilingual School Learning Support Officers, classroom teachers, school leaders and school counsellors. The network meetings are also attended by external agencies, such as Australian Red Cross, The Smith Family, Anglicare and Wagga Multicultural Council.

The network provides a space for schools to promote how they can support refugee families in their school community, and connect with specialist agencies. STARTTS have worked with individual schools in the network to support post-school opportunities for refugee students and deliver targeted programs such as Settling In.

Network sessions focus on upskilling teachers and address topics such as the impact of the refugee experience on the learning brain, responding to challenging behaviours, regulation strategies, communication with families and learning about the cultures of local community groups. Schools with effective programs are encouraged to share their practices with other schools in the network.

The network hosts an end of year celebration in Term 4 at the Botanical Gardens for schools and external agencies to share their successes in supporting refugee students and families.

Since 2021, participation rates in regular network meetings have more than doubled.

## Strengthening expertise in languages education

During 2021-22 language teachers participated in a wide range of state-wide professional learning programs to assist them in meeting the needs of their students.

**Table 8 - Professional learning for Languages teachers, 2021-2022**

Professional learning program	Participants	
	2021	2022
Effective feedback in languages (microlearning)		150
Languages K-10 Syllabus Familiarisation and planning e-Course		86
Stage 6 School-based Assessment in Languages e-Course		18
Stage 6 Beginners planning day		24
Virtual Languages Mentoring Network (23 mentors)		41
Japanese Conference		160

The Languages Statewide Staffroom has 981 members from public schools K-12 across NSW. It allows members to ask questions, share ideas and collaborate to support languages education. Statewide staff meetings are held twice per term and offer teachers a range of short, sharp professional learning opportunities. Meetings are recorded and published, when possible, and made available for teachers to view on demand.

**Table 9 - Languages Statewide Staffroom meetings, 2021-2022**

Languages Statewide Staffroom Meeting Topic	Attendees	Views
Making adjustments for students with disability	74	236
Assessment schedules in 7 -10	38	146
High potential and gifted education in languages	65	244
Creating cultures of thinking	50	206
HSC exam setting	102	*
Using tests in languages	59	184
HSC monitoring	39	108
Using short films in the languages classroom	45	462
Purposeful assessment design	58	152
HSC marking and moderation	102	*
Interpreting HSC RAP data	64	*
Differentiation in the languages classroom		278

\*Presented by NESAs. Data unavailable.

Thirteen Language Teacher Networks across NSW - 12 geographical networks and one virtual network – provided additional professional support for language teachers. From January 2021 to July 2022, 55 meetings were held, with 611 total attendees. An annual professional learning day was also provided for network leaders.

In Semester 2, 2022, 8 Primary Languages networks were established across the state to support teachers in the K-6 Community Languages Program. The number of networks is expected to increase in 2023. Networks are led by school-based teachers and are supported by the department’s Primary Languages team. The team provides funding and professional learning to the networks, including implementation support for the new Modern Languages K-10 syllabus and leadership training for network leaders. Ongoing support is also provided to preservice teachers through the Preservice Language Teachers’ Program.

The department’s website offers a comprehensive suite of resources for language teachers Year 7-12, these include:

- Stage 4 careers-related sample units, which can be adapted to any language



- Stage 5 sample unit supporting Aboriginal and Torres Strait Islander histories and cultures and sustainability, which can be adapted to any language
- Stage 5 units and assessment tasks for Arabic, Chinese, French, German, Indonesian, Italian, Japanese, Korean, Modern Greek and Spanish
- Stage 6 French Beginners sample unit
- Latin support 7-12
- Support documents:
  - Understanding requirements of text types in Stage 6 Language Continuers courses for Arabic, French and Japanese
  - Stage 6 Continuers – answering listening and reading questions
  - Aboriginal pedagogies in languages
  - Visible thinking in languages.

## Building the capacity of non-teaching staff

School based non-teaching staff play an important role in engaging and communicating with parents and carers and are often the main point of contact in schools. In 2021-22, professional learning programs were provided to non-teaching staff in schools, including School Administrative Support Staff, School Learning Support Officers, Community Liaison Officers and Community Engagement Officers to ensure that they were well equipped to meet the needs of culturally diverse school communities.

**Table 10 - Multicultural education professional learning for non-teaching staff, 2021-2022**

Course title	Date completed	Enrolments
Professional Learning Non-Teaching Staff – Cultural Diversity	18/01/2021-27/01/2022	1,772
Professional Learning Non-Teaching Staff – Introduction to Multicultural Education	10/01/2021-04/02/2022	1,152

State-wide Community Liaison Officer/Community Engagement Officer (CLO/CEO) Network Meetings provide community engagement staff with the knowledge and skills they need to effectively foster school and community links, deliver information and support on education-related issues and facilitate communication between schools, families and the wider school community. Network meetings are held twice a term and provide an opportunity for participants to engage with current issues, share ideas, and strengthen community networks. A variety of professional learning opportunities were provided in 2021-22 to enhance support for Aboriginal students, families and communities and people from culturally diverse backgrounds. The network also provides support and mentoring to new Community Liaison and Community Engagement Officers across the state.

These actions relate to:

Strategic outcomes 1, 2, 3 & 8

MPSP focus area: Service delivery & Engagement

## Target 4

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

### Building capacity in Aboriginal education

Developing culturally educated and safe school environments and eradication of racism, is a focus of the NSW Jurisdictional Plan for Closing the Gap, with community consultations calling for better cultural understanding across government agencies.

The Child Safe Standards support the development of strong organisational cultures that keep children safe and provide culturally safe environments that consider the diverse needs of all children. The department has released a guide for Early Childhood Education and out-of-hours care services in NSW to contextualise the Child Safe Standards. It provides case scenarios, examples of practice and reflective questions to prompt services to consider how the Child Safe Standards apply in their individual service context.

The department continued to work in collaboration with the NSW AECG to deliver outcomes articulated in the Partnership Agreement, Walking Together, Working Together. The NSW AECG delivered Connecting to Country professional learning to corporate, senior executive and school staff and supported the delivery of a range of camps in different learning areas including:

- Language and culture
- Science, technology, engineering and mathematics
- Sport, health, opportunity and wellbeing.

Due to the COVID-19 pandemic, virtual camps were conducted in Semester 2, 2021 and Semester 1, 2022 to maintain and strengthen support available for Aboriginal students and their teachers. The department continued to work in collaboration with the NSW AECG to deliver capacity building sessions for online platforms and virtual delivery styles.

Mandatory Aboriginal Cultural Education professional learning was developed and released in 2022. Aboriginal Cultural Education - Let's take the first step together is a one hour online mandatory professional learning for all staff. This professional learning provides staff with foundational knowledge about Aboriginal and Torres Strait Islander Histories and Cultures and how to work with Aboriginal communities. Over 49,000 staff members have completed the training.

In 2021, the department awarded funding to expand the Culturally Nourishing Schooling project which currently exists in pilot form at 5 metropolitan, regional and/or rural NSW secondary schools. This Aboriginal-led teacher professional learning supports the

development of culturally nourishing schooling practices. A distinctive feature of the project is centralising the significant role of Aboriginal families and communities in the preparation of culturally competent teachers to effect culturally nourishing schooling for future Aboriginal and non-Aboriginal students.

## Strengthening the delivery of anti-racism education

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

The revised Anti-Racism Policy and implementation advice together with existing anti-racism professional learning and resources, built the capacity of staff in countering racism and creating culturally inclusive schools. The revised Anti-Racism Policy, released in Term 1, 2022, strengthens links to Aboriginal education priorities and mandates that all staff complete mandatory policy training to increase their understanding of the nature and impact of racism, and their policy responsibilities. Since Term 2, 2022, 92% of staff have completed this mandatory training.

The Anti-Racism Policy also requires all schools to have a trained ARCO. In 2021-22, 804 teachers participated in ARCO training. This course develops the capacity of participants to understand and identify racism, apply correct procedures and policies as well as practise skills in resolving issues and planning and implementing anti-racism initiatives. A total of 35 tutors were supported to deliver anti-racism professional learning. This included training 6 additional tutors to deliver ARCO training. In individual schools, professional learning in anti-racism education was delivered by ARCOs, school leaders and teaching staff who contextualised learning for their own settings.

The Challenging Racism Panel Discussion professional learning was developed in 2021 to deepen staff understandings of the impact of racism in the school context. The course has been completed by 852 staff members to date. It can be undertaken individually, in small groups or as a whole school professional learning activity.

Facing up to Racism (Part 1) is an online course that develops the skills and confidence of school staff in identifying, discussing and challenging racism in a positive and constructive way. It provides participants with an understanding of the historical origins of racism, impacts of racism, dimensions of racism in Australia and the overt and covert ways in which racism manifests. It challenges participants to interrogate their practice and examine their own standpoints and biases. In 2021-2022, 122 participants completed this course.

Facing up to Racism (Part 2) is a workshop that builds on the cognitive framework that was explored in part 1 of the course. It assists participants to further explore ways to challenge racism and to investigate strategies that counter the impact of racism on student wellbeing and learning outcomes. This workshop did not run in 2021 and 2022 due to restrictions on the delivery of face-to-face training during COVID. An updated version of the course will be offered in 2023.

The Leading Multicultural and Anti-Racism Education program aimed to strengthen whole school practices in developing and delivering multicultural and anti-racism education. In 2021, 5 participating schools implemented a collaborative inquiry-based project to improve whole school outcomes through developing a student-led anti-racism education initiative. Staff involved in the program participated in professional learning on intercultural understanding, anti-racism education, action research, and student voice and agency.

In 2021, the Anti-Racism Education Statewide Staffroom was developed to support ARCOs, teachers, school leaders and other staff. There are currently over 1,200 members in this online staffroom. The staffroom provides opportunities for collaboration and the sharing of resources, information and strategies for countering racism. It also provides a space for professional learning and discussion, including opportunities for staff to build understanding of anti-racism concepts and strategies.

ARCO Networks provided additional professional support for ARCOs in 2021 and 2022. They provided opportunities for ARCOs to collaborate, share resources and participate in collegial discussions. Network meetings provide safe and supportive spaces which connect ARCOs within local and/or like communities of schools. The networks provide access to updated information relating to anti-racism education initiatives and strategies. In late 2021, experienced ARCOs were recruited as network coordinators, establishing 12 networks across the state, alongside an online virtual network. Plans are in place to recruit additional network coordinators and launch further networks in 2023.

Racism. No Way, the national anti-racism education website, is managed by the department on behalf of all Australian schools. It provides a wide range of online resources for teachers about the impact of racism and countering it in schools. In 2022, a review of the website commenced to identify areas for improvement and the development of new content areas to meet the needs of teachers and school leaders nationally.

A wide range of new and updated anti-racism education resources were added to the department's website to support teachers, school leaders and other staff. The Henry Parkes Equity Resource Centre also provided anti-racism education resources and information to schools as well as tailored anti-racism kits to suit the needs of individual teachers and school contexts.

## Kogarah High School - Standing up, not standing by

Recognising the importance of safe, respectful and inclusive working and learning environments in enabling all students to reach their potential, Kogarah High School initiated a new project to progress its work in anti-racism education.

The school surveyed a large cross section of the school to determine instances of, and attitudes towards racism. Whilst the responses from the school community demonstrated a resounding rejection of racism, they also revealed that the percentage of students experiencing racism was consistent with the findings of recent research undertaken by the Australian National University. The school determined that greater student voice would assist to build understanding of racism and the capacity and willingness of students to take positive upstander action.

The project team included students who were involved in different phases of the project. In an initial focus group, students overwhelmingly agreed that real stories of racism from other students and community members would strengthen understanding of racism, its impact and how to respond to it. After the initial story was filmed, a student focus group reviewed it and offered suggestions for future stories. Additional student, teacher and community stories filmed included subtitles and an Acknowledgement of Country from a Year 12 Aboriginal student. The stories were uploaded to the school's website and used as a resource in school assemblies, classes and when responding to individual instances of racism. The school plans to add more stories to the collection.

The school's approach was based on the premise that bystander action is more likely to occur in an environment where the social norms are intolerant of racism. To support an environment where racism is rejected, a student leadership group was trained in anti-racism education by a local organisation called 2 Connect Youth & Community.

Demonstrating the school's ongoing commitment to ongoing work in this area, one student reflected, "It's a slow process. But if you take it step by step, you will eventually get there."

## Building culturally inclusive schools

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

Engaging Culturally Diverse Communities is a one-day course designed for principals, aspiring school leaders, teachers and school support staff. The course aims to build knowledge of effective ways to engage diverse school communities. In 2021, due to COVID-19 and restrictions on face-to-face professional learning, an online 2-module

delivery of the course was piloted. Fourteen staff members (two representatives from 4 primary and 3 high schools) participated in the pilot. The participating schools came from a mix of metropolitan and regional areas. The course was not offered in 2022 due to continuing restrictions on professional learning, but is scheduled for delivery in 2023.

Three professional learning modules focusing on community engagement were published on the department's professional learning website, MyPL. These modules assist school staff to understand community engagement, identify structures that support successful and authentic engagement and plan, implement and evaluate community engagement practices. The modules also assist staff to describe changes in student behaviour that may indicate whether a student is vulnerable to anti-social and extremist influences, identify protective factors for students, and identify school practices to help mitigate student high risk-taking behaviour.

The Safeguarding Kids Together website is designed to give school staff access to community engagement and student wellbeing resources, professional readings, links to related department and community service and agency supports, networking opportunities and self-paced learning. This is complemented by the Safeguarding Kids Together Yammer group which provides staff with support and resources for community engagement and promoting student wellbeing and safety.

The Henry Parkes Equity Resource Centre offered a collection of over 60,000 resources to support the delivery of EAL/D, multicultural and bilingual education provision in schools across the state. The centre provides bulk loans of resources to schools to assist them in meeting the needs of students from culturally diverse backgrounds and in building intercultural understanding and culturally inclusive learning environments.

The department's School Success Model established a new approach for delivering more effective educational support resources and improvement strategies to NSW public schools. A key improvement delivered in 2022 was the launch of an online hub with quality-assured and evidence-based literacy and numeracy resources, providing over 730 resources for teaching staff.

The department has established a quality assurance process for making universal resources available to all schools on a self-serve basis. This process ensures all universal resources address school needs, support school improvement, are of high quality and underpinned by evidence-based practices. Resources include reading, numeracy, attendance, assessment and school planning resources. There are a number of resources available for all staff to use to support the education of Aboriginal students, students from culturally and linguistically diverse backgrounds, including EAL/D and refugee students. Examples of universal resources which facilitate intercultural understanding, cultural inclusion and address the needs of culturally diverse groups include: My Future, My Culture, My Way; Reporting English language proficiency for parents, Student anti-racism surveys, and Engaging with diverse communities.

PD in Your Pocket Program for Family Day Care is a resource covering identified topics of interest, need and risk. The resource is delivered as a live webinar with podcasts, webinar recordings, and associated resource booklets. Each topic includes videos with experts, Regulatory Authority staff, and Family Day Care sector members from culturally and linguistically diverse backgrounds. The resource format takes into consideration the linguistic diversity of the Family Day Care sector and aims to increase accessibility for educators from culturally and linguistically diverse backgrounds.

The Listening carefully: Engaging families in early childhood education in the context of disadvantage project was funded through the department's Education Strategic Research Fund to build the knowledge and skills staff need to effectively support and work with families living in poverty in early childhood education services. The project will develop web-based professional learning tools to support educators' engagement with families and children who experience disadvantage and find services hard to use. The project has a strong emphasis on the experiences of Aboriginal families and families from culturally and linguistically diverse backgrounds.

These actions relate to:

Strategic outcomes 2, 3, 4 & 6

MPSP focus area: Service delivery & Engagement

## Target 5

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

### Inclusive curriculum planning

The Curriculum planning for every student in every classroom professional learning program presents evidence-based strategies to equip K-12 teachers to optimise learning and improve equity for all students, including students from culturally diverse backgrounds. The professional learning has been collaboratively developed by specialist teams with expertise in Aboriginal education, curriculum, inclusive education, multicultural and EAL/D education as well as in education that supports the needs of high potential and gifted students.

Launched in 2022, the Inclusive planning principles and strategies program will build teacher capability and support school leadership teams in facilitating collaborative learning and professional discussion across teaching teams. This professional learning is targeted to K-12 teachers, school leaders and curriculum teams. There have been over 4,300 enrolments from staff coming from 63% of all NSW public schools.

### Whole school strategies for improving student outcomes

In 2021, 9 primary and secondary schools successfully completed Leading EAL/D Education projects. In this year long program, participating schools develop inquiry-based projects from an evaluation of their EAL/D education practices. Schools gathered evidence and data to inform their projects which aimed to improve the learning and wellbeing of EAL/D learners. School teams attend professional learning days that helped guide the development of their projects. In 2022, 7 schools voted to continue with their projects and successfully achieved intended outcomes. Schools completing projects record their findings and these recordings are used as an illustration of EAL/D pedagogy and best practice to support other schools.

In 2021, the Education Strategic Research Fund provided funding for the Enhancing the learning outcomes of children from diverse language backgrounds: Building the evidence of bilingual education project. The project, due for completion in early 2024, seeks to build evidence on how bilingual curricula in NSW might provide additional benefits to bilingual children at school entry by:

- comparing bilingual children's emergent literacy capabilities in monolingual and bilingual curricula accounting for cognitive and social/emotional domains as well as general development



- systematically describing bilingual curriculum implemented within NSW schools through a range of methods including case study analysis, classroom observations, analysis of classroom interactions, and teacher interviews
- evaluating teacher and parent attitudes and engagement with learning across the different curricula.

In 2022, the Education Strategic Research Fund also provided funding for the Deadly Start: Enabling Preschoolers' Literacy, Numeracy and Wellbeing research project. This research project aims to develop and evaluate the impact of the Deadly Start program, a culturally responsive research-derived intervention to give Indigenous and non-Indigenous preschool children a positive start to their life and learning. A total of 360 preschool students, of which 50% will be Aboriginal students, will be recruited from 30 preschools in Greater Western Sydney and the Hunter region of NSW (Wonnarua Country). New psychometrically sound, developmentally and culturally appropriate measures will be developed to longitudinally evaluate the impact of the intervention on key achievement and psychosocial outcomes, along with stakeholder focus groups to enable nuanced feedback regarding the implementation and modification of the intervention.

### Identifying effective school practices in EAL/D education

In 2021, the department introduced a major strategy for building the capacity of NSW public schools in meeting the needs of EAL/D students. EAL/D Education Leaders were established in areas of high need for EAL/D education in 23 principal networks.

The strategy was evaluated during its launch year to provide evidence of early outcomes and impact and to inform directions for 2022 and beyond. The evaluation reported strong uptake and support for the strategy which was expanded in 2022 to provide a total of 30 EAL/D Education Leader positions in schools and extended to January 2024.

The EAL/D Effective School Practices Research project, a joint initiative of the department's Centre for Education Statistics and Evaluation (CESE) and the Multicultural Education team was published in 2021. The research identified and documented effective practices in schools with demonstrated high growth amongst EAL/D students. The research found:

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

An EAL/D Effective Practices school resource has been developed to support schools to implement the identified effective practices.

## Commitment to continuous improvement

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

An evaluation of the revised Anti-Racism Policy commenced in Term 4, 2022. The first phase of the evaluation investigates ways in which the policy is being implemented in schools; systems that are in place in schools to support policy implementation (including professional learning and resources) and the perceived effectiveness of these systems; changes, as perceived by school staff that have been brought about by the introduction of the revised policy; and anti-racism programs, strategies, and initiatives that schools have embedded to counter racism. The evaluation findings will be used to inform future policy directions and the development of additional support strategies.

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

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

The Refugee Student Readiness Survey was designed as part of the former Refugee Leadership Strategy to support school leaders in planning and evaluating refugee student support. In 2021-22, the survey continued to be made available to schools for self-evaluation and was published on the department's website as an interactive document for schools to use.

## Identifying the needs and participation rates of LBOTE students

CESE collects and analyses data on student diversity and performance to identify student needs and inform educational provisions. Examples of this work include analysis of phonics check development for EAL/D students and supporting researchers to select sites based on school community demographics and student populations. A Language Diversity bulletin is produced by CESE each year which documents enrolments of students from

language backgrounds other than English enrolled in NSW public schools and the languages spoken in their homes.

The Annual EAL/D Survey collects data on the English language needs of EAL/D students and this data is used to allocate EAL/D education resources to support student needs.

The department also conducts focused research projects that provide valuable information on the diverse needs of students, and specific student cohorts in culturally diverse settings.

These actions relate to:

Strategic outcomes 4, 7 & 10

MPSP focus area: Planning & Service delivery

## Target 6

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

### Equity loading for English language proficiency

In 2021, the equity loading for English language proficiency provided 1000 FTE teaching positions and \$47 million in flexible funding to support 200,000 EAL/D students in 1,587 schools. In 2022, the loading provided 1,000 FTE teaching positions and nearly \$49 million in flexible funding to support 196,000 EAL/D students in 1,581 schools. This represented an increase of over \$6 million from 2021.

This loading ensures that schools are able to deliver ongoing EAL/D education support to assist EAL/D learners develop sufficient proficiency in academic English in order to successfully engage with the curriculum at all stages of learning, and across learning areas.

### Targeted resources for newly arrived and refugee students

In the 2021-22 financial year, nearly \$40 million was allocated through the New Arrivals Program to deliver on-arrival, intensive English language support to newly arrived EAL/D students in NSW public schools. Primary schools and some regional high schools received funding through this program to engage specialist EAL/D teachers to support students. Schools with newly arrived refugee students were also provided with funding to engage School Learning Support Officers to provide bilingual support for students and their families. In 2021, the New Arrivals Program provided funding to 455 schools supporting 2,973 students. In 2022, 670 schools with 6,275 students were supported.

Intensive English Centres and the Intensive English High School were allocated resources to deliver intensive English tuition and transition support to newly arrived secondary aged EAL/D students in Sydney, Wollongong and Armidale. These specialist sites also provided bilingual, specialist counselling and additional learning support as required to support students' transition to school. There are 15 Intensive English Centres located in Sydney, Armidale and Wollongong and the Intensive English High School located in central Sydney. The Intensive English Outreach program, introduced in 2022, provided additional specialist support to newly arrived students in regional and rural areas using online technologies.

In addition to a higher level of resourcing for English language development, recently arrived refugee students (in an Australian school for less than 3 years) attracted targeted funding to support their more complex learning needs. In 2021, over \$2.9 million was allocated to 445 schools to support 4,576 recently arrived refugee students. In 2022, over

\$2.7 million was allocated to support 4,063 recently arrived refugee students in 435 schools.

The Henry Parkes Equity Resource Centre provided a range of resources and support materials to 280 principals, and over 18,480 resources to support newly arrived students in NSW public schools.

### Additional support for newly arrived students from Afghanistan and Ukraine

In August 2021, the Australian government evacuated men, women and children from Afghanistan which led to increased enrolments of students from Afghanistan in NSW public schools in Semester 2, 2021. In February 2022, \$147,920 was allocated to 42 schools to support the additional education, wellbeing and settlement needs of 215 students who had been evacuated from Afghanistan. A special meeting was held in the EAL/D Statewide staffroom with speakers from the Refugee Student Counselling Support Team and a senior clinician from STARTTS to ensure school staff were well equipped to meet the needs of these newly arrived students and families.

In February 2022, students from Ukraine began enrolling in NSW public schools. For some schools this was the first time they had enrolled EAL/D students or students from refugee backgrounds. Resources on the ways schools could best support this student cohort and their families were added to the department's website and the EAL/D Statewide staffroom provided additional resources and specialist advice for staff.

To further facilitate the enrolment of students from Ukraine, the department adjusted its policies for Ukrainian students on tourist/visitor visas to allow automatic exemption from temporary resident education fees and access to New Arrivals Program. This ensures that students are able to access school education and receive intensive, on-arrival English language support as required.

### Accessible digital curriculum resources

In response to the COVID-19 pandemic, the department's Learning from Home team established a central, digital repository of high quality and accessible curriculum resources for NSW public schools. Student diversity and cultural considerations were taken into account during the planning, design and delivery phases to cater for the needs of students from culturally diverse backgrounds.

To further support the delivery of flexible learning opportunities, the department also commenced the development of an online learning platform providing an extensive range of curriculum-aligned resources and materials, including video lessons. The resources will be accessible by teachers and students via a single point of access to be used in class or at home. Digital accessibility tools and functions will be integrated to support EAL/D students to engage in high quality educational activities during remote learning periods.

## **Intensive English support in rural and regional schools**

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

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

In 2022, to further extend support newly arrived students in rural and regional schools, the Intensive English Outreach program was introduced. The program is a collaborative initiative delivered by staff from the New Arrivals Program team and specialist staff from Central Sydney Intensive English High School. The program provides intensive English teaching support for secondary students via synchronous and some asynchronous teaching initiatives using online learning technologies.

Students who are at beginning English levels (foundation and level 1) and in some cases students at Emerging level (level 2/3) receive 2 hours of support each day. The program is taught in subject English (language, literacy, literature), using topics from across the curriculum that are closely aligned with learning in the home high school and the Intensive English Program Curriculum Framework.

To date, the Intensive English Outreach program has supported students and teachers across a range of schools including Cowra, Nambucca Heads, Tweed River, Warners Bay, Umina, Finley, Tumbi Umbi, Berkeley Vale, Picton and Batemans Bay.

These actions relate to:

**Strategic outcomes 2, 4 & 10**

**MPSP focus area: Planning & Service delivery**

# Target 7

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

## Developing meaningful reconciliation action

During 2021-22, the department has been working to scope and design the its Innovate Reconciliation Action Plan (RAP). RAPs enable organisations to sustainably and strategically take meaningful action to advance reconciliation and are based on the core pillars of relationships, respect and opportunities.

The Innovate RAP is the second stage of the department's RAP process, and follows the Reflect RAP for corporate staff launched in 2019. Reconciliation Australia's RAP Framework provides organisations with a structured approach to advance reconciliation. The four RAP types – Reflect, Innovate, Stretch and Elevate – allow organisations to continuously develop their reconciliation commitments.

Significant consultation occurred across 2021 and 2022, including through workshops, reflection sessions and surveys with executive staff, corporate staff and schools to inform the development of the Innovate RAP. The Innovate RAP commits the department to gaining a deeper understanding of our sphere of influence, and establish the best approach to advance reconciliation across corporate offices to educational settings by focusing on:

- Relationships: How we will cultivate relationships and partnerships with Aboriginal and Torres Strait Islander people and communities and how we will engage with stakeholders.
- Respect: How we will educate our staff about reconciliation, how we will acknowledge and celebrate key Indigenous dates and how we will influence peers and customers.
- Opportunities: How we will provide opportunities for Aboriginal and Torres Strait Islander people and communities through employment, mentoring and procurement.

The Innovate RAP will be launched in mid-2023 and will be implemented over a 2-year period.

In 2021-22 the department worked in partnership with the NSW AECG on behalf of NSW Coalition of Peak Organisations, to develop and implement a suite of education cluster initiatives outlined in the NSW Closing the Gap Implementation Plan 2021-22. These initiatives are mapped to Closing the Gap Priority Reforms:

- By 2025, increase the proportion of Aboriginal and Torres Strait Islander children enrolled in Year Before Fulltime Schooling (YBFS) early childhood education to 95%.

- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people (age 20-24) attaining year 12 or equivalent qualification to 96%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander people aged 25-34 years who have completed a tertiary qualification (Certificate III and above) to 70%.
- By 2031, increase the proportion of Aboriginal and Torres Strait Islander youth (15-24 years) who are in employment, education or training to 67%.

Key achievements to date include:

- Ninganah No More increasing the level of First Nations languages being taught by early childhood service providers with four language hubs being established.
- Gorokan pilot putting culture and language at the centre of teaching received strong and positive feedback from students and schools driving the expansion of the initiative to include Year 7 and 8 students and additional schools
- High participation rates in Connecting to Country professional learning about local Aboriginal culture and language.
- Aboriginal Learning and Engagement Centres delivering cultural support to enhance Aboriginal student outcomes.

## Leading anti-racism education

Resources to support principals in implementing the revised Anti-Racism Policy were published on the department's website in 2021 and 2022. This included an updated Anti-Racism Education Advice for Schools document to support school leaders in countering racism and implementing procedures to ensure incidents of racism are addressed effectively and in a timely manner.

Other resources provided to assist school leaders in implementing anti-racism education included recorded Anti-Racism Education Statewide Staffroom sessions and planning tools for building culturally safe and inclusive learning environments.

ARCOs develop leadership skills by delivering professional learning to staff, mentoring staff to resolve incidents of racism involving students, providing wellbeing support for staff experiencing or witnessing racism, and providing strategic advice to principals. Experienced ARCOs are encouraged to train as tutors and ARCO Network Coordinators. As tutors, they deliver professional learning and support for newly appointed ARCOs and receive additional learning in anti-racism education and adult learning principles to support them in facilitating ARCO training. As Network Coordinators, they facilitate collegial discussions and the sharing of ideas and strategies amongst ARCOs to support ARCO wellbeing, enhance practice in anti-racism education and deliver improved student learning and wellbeing outcomes.



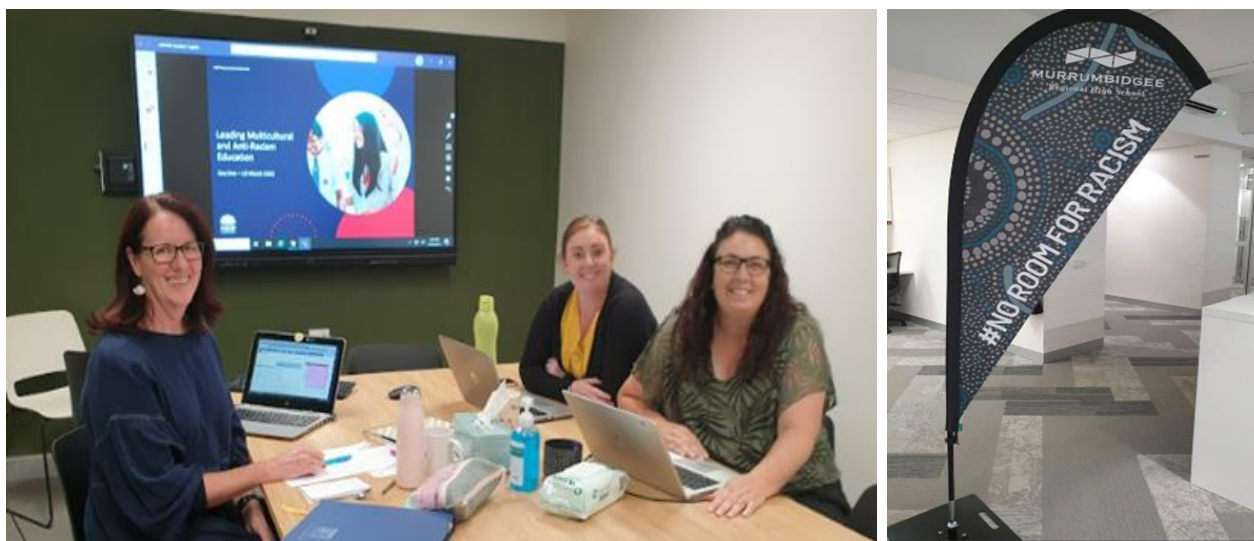
## Leading Multicultural and Anti-Racism Education at Murrumbidgee High School

With support from the Leading Multicultural and Anti-Racism Education program, Murrumbidgee Regional High School took a proactive and multi-faceted approach to building intercultural understanding and addressing racism in their school community.

The school formed a staff team who participated in targeted training and project planning, and developed deep understanding of the link between anti-racism and multicultural education and strategies for positive change. It also formed a student lead action team consisting of students in Year 10 from the school's two sites and held a planning session and lunch with the students.

Students, staff and parent surveys were developed to gather baseline data relating to perceptions in the school community. While the staff and parent surveys were not completed due to COVID-19 interruptions, 241 students provided valuable feedback to inform school anti-racism and multicultural education strategies.

The school continued to involve the ARCO in assemblies and Flourish year group lessons and designed a banner reflecting its anti-racism ethos for use at school events including sporting events with visiting schools, school carnivals and Harmony Day celebrations. The print was designed by staff member at the school.



## Improving feedback and complaints processes

The department has commenced development of a series of specialist complaints handling resources to improve support for disadvantaged and vulnerable student groups and facilitate the resolution of complaints involving:

- students with disability
- students from low socio-economic backgrounds

- students that identify as LGBTQAI+
- students in rural and remote areas.

Development of a new guide to support implementation of the department's feedback and complaints processes and the Anti-Racism Education Policy also commenced. This guide will support ARCOs in assisting with complaints of racism. A range of resources to assist principals in the management of complaints of racism from students, staff, parents, carers and community members are also being developed. The department's Feedback and Complaints Team is also reviewing the current online form for complaints and feedback to ensure it is easily accessible by all parents, students and carers, including those from culturally and linguistically diverse backgrounds.

### Leading EAL/D education

Throughout 2021 and 2022 several professional learning days were held for the leaders of Intensive English Centres to promote excellence and consistency in the operation of the secondary Intensive English Program across the state. Advice was provided on a range of topics including the design and implementation of the COVID-19 contingency plan which maintains all permanent teaching and non-teaching positions in intensive English sites until the conclusion of the 2023 school year to ensure continuity of specialist intensive English and transition support for newly arrived secondary students.

To further support leaders, the Intensive English Programs Operational Guidelines were updated. The guidelines provide advice on:

- the specialist nature of Intensive English Centres and the unique nature of each setting
- the funding models used to support intensive English sites
- the role and responsibilities of Intensive English Program executive staff
- the effective operation of Intensive English Centres within the broader school context
- the role of Intensive English Centres as a system-wide resource.

- These actions relate to:
- Strategic outcomes 2, 4, 7 & 8
- MPSP focus area: Planning & Leadership

# Target 8

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

## Needs based funding

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

Data collected through the Annual EAL/D Survey is used to determine the equity loading for English language proficiency allocated to schools to support the English language development of EAL/D students. Through the survey, schools also report on the English language needs of their refugee, international and Aboriginal EAL/D students. Schools receive the equity loading for English Language Proficiency as an EAL/D teacher allocation and/or flexible funding.

The methodology and weightings used to allocate the English language proficiency equity loading were reviewed in 2019 to 2020 to ensure the equitable allocation of the resource. The revised methodology was used to calculate the English Language Proficiency equity loading from 2021.

## Automating the New Arrivals Program

A new automated system for applying for New Arrivals Program funding has been introduced to deliver a more equitable and responsive funding model for schools.

In 2021-22, CESE in collaboration with the Multicultural Education team, streamlined the New Arrivals Program application and resource allocation processes to reduce the administrative burden on schools and improve the allocation of resources to support newly arrived students. The new automated processes for identifying eligible students and calculating New Arrivals Program provisions provide a more equitable distribution of resources to support eligible students across NSW public schools.

## Languages programs

In 2021, 46,237 students in 141 participating schools learned one of 31 languages through the Community Languages Program K-6. The Community Languages Program is delivered in schools to provide home language support to newly arrived EAL/D students and heritage language lessons to LBOTE students.

The Community Languages Schools Program provides funding to not-for-profit, incorporated community organisations who deliver out-of-school programs that support school-aged students to maintain their background or heritage language. In 2021 and 2022, more than 300 organisations received funding to operate community languages schools. They provided more than 3,000 volunteer teachers who taught a total of 62 different languages in 2021 to about 36,000 students and 64 different languages in 2022 to about 34,000 students across approximately 600 locations.

The Secondary College of Languages is a NSW public, co-educational secondary school that offers a pathway for students from other public schools and educational institutions to study their background community language on a Saturday, where that language is not available at their own school. In 2021, 24 languages were offered to over 3,000 students in Years 5 to Year 12.

The Henry Parkes Equity Resource Centre supported community languages programs in NSW public schools by providing an extensive range of Language Other Than English (LOTE) teaching materials to borrowers, including bilingual dictionaries and literary texts in over 80 different languages.

## International student programs

International students from 42 countries and regions enrolled in NSW public schools in 2021 for an Australian study experience or to finish their school education. In 2021, 614 international students attending NSW public schools sat for the NSW HSC. Of these, 179 (29% of international students sitting the exam) appeared on the HSC Distinguished Achievers merit list. In addition, the academic achievements of international students and their contributions to the school and wider community were recognised at the annual NSW Government Schools International Student Awards Ceremony.

In 2021-2022, the department's DE International unit provided videoconference training to school staff and developed resources, including orientation materials, to strengthen support for international students in schools. Pre-arrival webinars in English and Mandarin were introduced in 2022 to help students prepare for their studies in NSW. DE International implemented strategies to support international students who were unable to return to their home countries during the COVID-19 pandemic in 2021 and the first half of 2022. These strategies included weekly welfare checks during school holidays for students living independently and the provision of school holidays programs including day trips, academic workshops and sports activities.

## Supporting senior students

The HSC English EAL/D (2 unit) course is intended for students who have been educated overseas or in an Australian education institution using English as the language of instruction for less than five years. In 2021, 1,907 students enrolled in the course and 1,516 students enrolled in the course in 2022.

Over 3,000 Aboriginal students were supported by 32 Aboriginal Learning and Engagement Centres within schools across NSW. Aboriginal Learning and Engagement Centres aim to engage and retain Aboriginal students and increase learning outcomes. This initiative is part of the Premiers Priority Initiatives to increase the number of Aboriginal students attaining a HSC by 50% while maintaining their cultural identity.

## COVID Intensive Learning Support Program

The COVID Intensive Learning Support Program (ILSP) is a \$306 million investment enabling NSW public schools to deliver targeted, intensive small group tuition to students who were disadvantaged by the move to learning from home during the COVID-19 lockdown in 2020. Schools were informed that students most likely to benefit from small group tuition were those who were falling behind in their learning, particularly in literacy and numeracy. Schools are providing tuition to their most disadvantaged students including those from culturally and linguistically diverse, Aboriginal and refugee backgrounds from pre-school to year 12. Of these, 26,071 students supported in 2021 were EAL/D students. EAL/D students supported in small group tuition providing literacy and numeracy support included 4,632 students at Beginning, 7,631 at Emerging, 8,604 at Developing and 5,204 at Consolidating EAL/D phases of English language development.

Qualitative data obtained through field visits, case studies, and open-ended survey questions suggest that the program is having a positive impact on student academic achievement. A number of teachers and school leaders noted that students were transferring skills developed in tuition groups to the classroom. Schools also reported that their students were highly engaged in the program, displaying improved confidence and self-esteem and willingness to participate in class activities.

## Growing specialist expertise

To ensure NSW public schools are well positioned to meet the future learning needs of culturally diverse communities, including the needs of a growing EAL/D student population, a number of new initiatives were introduced.

In 2021-2022, Teach & Learn Scholarships in EAL/D education continued to be offered to teachers to increase the availability of EAL/D teacher specialists in schools. The scholarships provide eligible participants with up to \$20,000 for study in 8 subjects, study leave and pay during course practicum.

The department provided opportunities for appropriately skilled teachers to access permanent positions as Community Languages Teachers. Teachers who pass the Community Languages Teacher test are eligible to apply for a permanent position as a Community Language Teacher. Sydney Institute for Community Languages Education (SICLE) at the University of Sydney administers the Community Languages Teacher test in the languages of the Community Languages Program K-6 on behalf of the department.

These actions relate to:

Strategic outcomes 7 & 8

MPSP focus area: Planning & Leadership

# Target 9

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

## Strengthening community connections

During 2022, the department's Multicultural Education team initiated a series of workshops for settlement service organisations. Professional learning was provided to case managers from Settlement Services International in metropolitan Sydney and Newcastle, and the Australian Red Cross in rural and regional NSW who support the settlement of refugee families with school aged children and young people. The aim of the workshops was to strengthen agencies' understanding of school enrolment processes and the support provided by schools for refugee students and their families.

The Safeguarding Kids Together strategy assists schools to identify and implement effective systems and processes to engage with families, community and external organisations in order to support student learning and build cohesive communities. This strategy is facilitated by a specialist multi-disciplinary team. The team supports schools to develop a Community Engagement Action Plan to increase parent and community participation. This outlines a yearly plan for providing information, consultation and implementing practical activities to engage families, community and external organisations. Information about local services, agencies, online resources, and Local Government Area (LGA) community service providers is provided to schools to assist them in identifying and partnering with appropriate services to better support vulnerable students and families.

NSW Health identified lower than average vaccination rates for COVID-19 in Aboriginal communities particularly during the winter months of 2022, which was forecasted to see an increase in cases due to the weather conditions and general community fatigue in relation to the pandemic. The department continued its partnership with NSW Health and developed an Aboriginal and Torres Strait Islander flu and COVID-19 communication toolkit. The communication toolkit was distributed directly to principals, Home School Liaison Officers and Aboriginal Community Liaison Officers.

**Table 11 - Access to COVID-19 toolkits for Aboriginal people**

Content	Number of web pages	Social media assets (Y/N)	Number of page views
COVID-19 toolkits for communicating with Aboriginal and Torres Strait Islander people	2	Y	218

## Birrong Girls High School building community partnerships

In 2022, Birrong Girls High School partnered with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors (STARTTS) to support and build positive community relations with newly arrived mothers from Afghanistan through a series of workshops called Families in Cultural Transition (FICT). Participants met others from their community and developed their understanding of Australian culture and its education systems.

Bicultural facilitators delivered programs designed to support trauma, healing, education, and wellbeing to meet the specific needs of students and community members from refugee backgrounds. The school also encouraged their bilingual Afghan School Learning and Support Officers to attend workshops and foster connections between parents and the school.

The partnership with STARTTS promoted social inclusion, intercultural understanding, and community harmony within the school community. Attendance at parent-teacher interviews and requests for parent-teacher interviews by Afghan parents and carers increased following the workshops. The program also strengthened the school's interventions to improve Afghan students' overall learning and wellbeing outcomes.

## Stakeholder consultation

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

The department also consults key stakeholder groups when developing or evaluating provisions and programs. In 2022, stakeholder input was sought in the evaluation of the website, Racism. No Way! Education jurisdictions from all states and territories contributed to the evaluation of the site to ensure that it supports the needs of teachers and students nationally. Individual schools also consulted with their communities, parents and carers in relation to local educational matters, including strategies for enhancing the learning and wellbeing of students from culturally diverse backgrounds.

## Community partnerships

Community Hubs Australia is a not-for-profit organisation that delivers grassroots programs that connect families with their school and with existing services. The program has been recognised as a leading model to engage and support migrant women with



young children, helping them to better understand the Australian education system. In 2022, community hubs were located in 22 public schools in Blacktown, Canterbury-Bankstown, Cumberland, Fairfield, Parramatta and Wollongong Local Government Areas. Settlement Services International is the designated Support Agency for community hubs in Sydney. Three public schools in the Liverpool area have community hubs supported by Liverpool City Council and an additional three public schools in the Wollongong area have hubs supported by Illawarra Multicultural Services.

Opportunity Hubs aim to provide Aboriginal young people with the confidence and knowledge to follow a supported pathway from school to further education and/or employment. In 2021-22, Opportunity Hubs supported linkages between education and sustainable jobs for Aboriginal young people. They provided Aboriginal young people with clear pathways to employment opportunities by:

- partnering schools with local employers and training providers
- coordinating local opportunities including employment, mentoring, scholarships, internships and volunteer work
- matching local opportunities to Aboriginal students' career aspirations that lead to jobs
- mentoring and supporting Aboriginal students each step of the way
- engaging Aboriginal students and their families early in their schooling
- tracking Aboriginal students' progress including once they have transitioned to employment.

The department partnered with United Way Australia to deliver the Dolly Parton Imagination Library. This program is a community-based book gifting program which aims to improve early literacy in 25 Local Government Areas with high levels of vulnerability and socio-economic disadvantage, including in culturally diverse communities such as western and south-west Sydney.

The Adult and Community Education (ACE) program is key to the delivery of training and support to disadvantaged students across metropolitan, regional and remote areas of NSW. The program funds 32 ACE providers who are local, learner-centred, inclusive not-for-profit organisations that deliver foundational skills and broader higher-level training. The ACE program provides support for EAL/D students, students who require considerable additional support to effectively participate in community or employment and students who experience educational disadvantage impacting their ability to succeed in training.

In the 2021-22 financial year there were 12,964 training completions across the state delivering to disadvantaged cohorts, 3,735 training completions delivered to persons across the state impacted by floods and or COVID-19, 5,475 training completions delivered to persons located in regional locations, and 611 training completions were delivered to young persons under the School Leavers Program.

The National Aboriginal Sporting Chance Academy program is for First Nations Young Women in NSW public secondary schools. The program delivers structured sporting and mentoring programs to strengthen culture, build self-esteem and enable a strong sense of autonomy through personal development. In Term 1 2022, it was delivered to 670 female Aboriginal students in Year 7 to 12 across 10 NSW public secondary schools. An additional school has since joined the program and a further two academies are expected to commence operation before the end of 2022.

These actions relate to:

Strategic outcomes 1, 4, 5, 6 & 9

MPSP focus area: Engagement & Service Delivery

# Target 10

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

## Communication and support during COVID-19

The department values the importance of ensuring all members of its school community are aware of, and can easily access relevant information in times of crisis. In 2021 and 2022, the department partnered with relevant agencies and authorities including NSW Health, Service NSW and Resilience NSW to provide translated information to NSW public school communities.

The department worked closely with NSW Health to minimise the risk of COVID-19 transmissions in educational settings. The rapidly evolving nature of the pandemic and the continuously changing advice presented a number of challenges for the department. A standard daily meeting with NSW Health was established during the peak of the pandemic to ensure open communication between agencies and allowed for instant troubleshooting and decisions to be made when needed. This provided a platform for the department to share feedback it received from culturally and linguistically diverse school communities for NSW Health to address in their communications.

Translated factsheets about COVID-19 expectations and guidelines and relevant social media resources developed by NSW Health and Service NSW were shared with schools to promote to their school communities.

**Table 12 - COVID-19 advice and guidelines on the NSW DoE website, 2021-2022**

Content	Number of web pages	Number of languages other than English	Social media assets	Number of page views
COVID-19 advice on Translated documents web page	13	36	N	14,182
COVID-19 guidelines for schools	12	36	Y	72,277
COVID-19 advice for staff to support CALD communities	1	-	N	981

The department also partnered with key stakeholders such as the NSW Parents and Citizens (P&C) Association to ensure key messages were distributed. The P&C facilitated targeted Facebook Live events to meet the needs of culturally and linguistically diverse communities. Department representatives assisted in facilitating these events.

The department provided translated documents in 36 languages to provide guidance for families to support their child's learning and mental wellbeing when moving between learning from home and learning at school.

## Maths in community languages

In May 2021, the Everyday Maths Hub provided mathematics activity booklets in 12 languages (Arabic, Chinese, French, Hindi, Indonesian, Japanese, Korean, Portuguese, Russian, Spanish, Thai and Vietnamese) in addition to English to assist parents and carers help their children with mathematics and building numeracy at home. In May 2022, resources in the 5 languages most commonly used at home by NSW public primary school students - Arabic, Chinese-Simplified, Chinese-Traditional, Hindi, and Vietnamese -were added. Parents and carers were provided with a series of subtitled mathematics explainer videos with ideas to talk with their child about area, length, time, 2D shapes and 3D objects.

This was supported by the Maths Trains Brains campaign that was promoted to culturally diverse communities through a partnership with SBS. The radio activity was translated into the 5 different languages and played during the relevant language segments on SBS radio reaching the specific audiences through the day. There were over 350 radio advertisements played across all 5 languages over the campaign period ranging from 30-60 seconds depending on the length of the translation.

## Interpreters supporting schools

Schools are encouraged to use interpreters to assist in communicating with parents or carers who do not speak or understand English well, are deaf or have a hearing or speech impairment. Onsite, online and telephone interpreters are used to facilitate communication with parents and carers. In 2020-2022, the most requested language for interpreting was Arabic.

Total expenditure for interpreters in schools in the 2021-22 financial year was approximately \$355,846. The use onsite interpreters in schools was severely affected during the COVID-19 pandemic. From 1 October 2020 to 15 September 2022, 2,350 onsite interpreters provided support in 428 public schools and education offices. In the same period, 10,312 telephone interpreters supported parents and carers across 704 public schools.

The 10 most requested languages for onsite and telephone interpreting are shown in the tables below.

**Table 13 – Onsite interpreter assignments in schools**

Language	Number of requests
Arabic	665
Mandarin	402
Vietnamese	277
Persian	131
Korean	126
Dari	120
Cantonese	104
Auslan	91
Khmer	44
Turkish	43

Assignments for the period 1 October 2020 to 15 September 2022

**Table 14 – Telephone interpreters used by schools**

Language	Number of requests
Arabic	2,983
Mandarin	1,556
Vietnamese	1,013
Dari	556
Korean	527
Cantonese	461
Persian	437
Kurdish Kurmanji	327
Assyrian	230

Assignments for the period 1 October 2020 to 15 September 2022

## Translated documents and resources

The department provides a wide range of documents and school information in translation to support parents and carers. These translations are available in up to 45 languages on the department's website. Data on community languages spoken across school communities and interpreter usage are used to determine the community languages selected for translations each year.

In 2021-22, a range documents for parents and carers were translated into Arabic, Bengali, Burmese, Chinese-Simplified, Chinese-Traditional, Dinka, Filipino, French, Greek,

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

The department spent about \$179,000 on translations in the 2021-22 financial year. New department translations, provided in up to 36 languages, included:

- Updated advice about selective high schools and opportunity classes
- Anti-racism policy update advice for parents
- Anti-racism policy letter to parents
- COVID-19 term 2 advice for families
- COVID-smart measures for schools (term 3)
- Making a complaint about our schools
- Information about support persons and advocates
- Selective high schools and opportunity class entry changes.
- 5 excursion templates including a consent form, swimming activities advice, water activities advice, medical information and excursion information.

Six new factsheets on the department's new Student Behaviour Policy were provided in translation for parents and carers available on the department's website. A range of supporting behaviour, suspension and expulsion documents are being translated into 36 languages and will be added to the site

Road safety messages have been translated into 36 different languages for schools to promote in their community.

### **Armidale Secondary College and Ben Venue Public School nurturing community safety in language**

The department's Road Safety Education team, Transport NSW and local groups in the Armidale community worked together with Armidale Secondary College and Ben Venue Public School to create a road safety resource to support Ezidi refugee families in travelling safely to and from school. A video was produced by the secondary college and primary school to share road safety information with the whole community using the Kurmanji dialect and English subtitles.

Students from both schools feature in the video which provides road safety information about crossing the road, cycling on roadways, catching the bus, collecting children from school and driving a car.

Translated resources on vocational education initiatives and programs which support young people within NSW public schools to transition from school into further education, training or work are promoted to students and families from culturally diverse backgrounds.

Tell Them From Me is a suite of surveys designed to measure student engagement and wellbeing. The surveys are used to capture student, parent and teacher voices and provide reliable evidence for schools to use in identifying strengths and areas for improvement. The parent survey, student survey and parent information forms have been translated into 22 community languages to enhance accessibility by people who do not speak English well.

The department distributed a state-wide survey on consent education in schools seeking the views of all parents and carers of NSW public school students. The purpose of this survey was to understand what parents and carers know about how consent education is taught in schools, and what kinds of resources would help them to talk about consent with their children and young people at home. The survey was translated into 10 languages - Arabic, Chinese-Simplified, Chinese-Traditional, Khmer, Korean, Persian, Swahili, Turkish, Urdu, and Vietnamese. The survey received over 4,000 responses from parents and carers across the state.

The department also partnered with the Ethnic Communities Council to hold 6 focus group sessions on consent education in 5 different languages (Arabic, Indian, Korean, Mandarin, and Vietnamese) with 57 parents and carers. The department continues to integrate the findings from the survey and focus groups into its ongoing work to strengthen consent education in NSW.

The department, as the NSW Regulatory Authority, uses various communication channels with education and care services and families to raise awareness about, and access to resources supporting children, families and educators from culturally diverse backgrounds. Resources on topics such as safe sleeping, safe wrapping, tummy time and cot to bed transition, and are available in community languages including Arabic, Chinese, Hindi and Vietnamese.

These actions relate to:

Strategic outcomes 4, 7 & 9

MPSP focus area: Engagement & Service Delivery

## Future directions

Actions	MPSP Focus Area
Development of a new Multicultural Plan 2023-2026 outlining department actions that meet the needs of students, staff and families from culturally diverse backgrounds.	Planning
Development of a Multicultural Children's Strategy to ensure that every family has access to affordable, quality early childhood education and care.	Planning
Implement the updated Diversity, Inclusion and Belonging strategy to improve the staff experiences and drive a culture of belonging for all staff	Engagement
Continue to strengthen communication strategies to ensure people from all cultural and linguistic backgrounds have equitable access to information about services and provisions	Engagement
Continue to consult with key stakeholders to ensure the needs of students and families from Aboriginal and culturally diverse communities are appropriately supported.	Engagement
Continue to implement the Anti-Racism Policy and enhance strategies for countering racism impacting on students, staff and communities.	Service delivery
Continue to implement strategies which build the capacity of staff in meeting the needs of students from culturally diverse backgrounds.	Service delivery
Implement strategies for retaining and expanding specialist positions which meet the needs of LBOTE students and culturally diverse school communities.	Service delivery
Continue to implement and strengthen strategies that build culturally safe, inclusive and respectful learning and working environments that are free from racism and discrimination	Leadership
Continue to implement the EAL/D Education Leadership Strategy and build instructional leadership in Aboriginal Education in schools	Leadership
Monitor and evaluate the effectiveness of provisions which aim to address the needs of culturally diverse NSW and promote equity and harmony in NSW public schools and department workplaces.	Leadership