Ready Arrive Work

Teachers Manual

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Section 1

Introduction

This resource kit has been developed to assist schools in the delivery of the Ready, Arrive, Work (RAW) program. The RAW program, an initiative of JobQuest in conjunction with the Department of Education (DET), aims to provide appropriate work readiness preparation for newly-arrived migrant students and students from a refugee background. In addition to providing practical advice to assist development of work readiness activities, this resource kit will also provide strategies to engage EAL/D (English as an additional language or dialect) student, their families, and the wider community in the RAW program.

Background

In 2006, DEC Western Sydney region, in partnership with JobQuest introduced the Ready, Arrive, Work (RAW) program to schools in the Western Sydney region. The program was extended in 2010 to include schools with high refugee student enrolments in South Western Sydney region with funding from Multicultural Programs, and later to school with significant refugee student enrolments in the Riverina, Hunter, Central Coast regions through the Refugee Transition Program.

This resource kit, which draws on the expertise and knowledge developed from the RAW program, will enable schools to develop local work readiness activities for recently arrived migrant students and students from a refugee background.

How to use this resource kit

The kit is divided into easy-to-access sections.

This introduction provides valuable information of engaging and working with students from a refugee background, including a glossary of terms likely to be encountered.

The program and resource section of the kit contains both an overview and a detailed schedule to provide facilitators with the tools they need to implement the RAW program. Each session of the RAW program is explained, and a thumbnail preview od each handout to be used is included. For the full set of handouts and resources, use the accompanying USB drive.

The appendices of the kit provide additional information for facilitators of the RAW program. Appendix one provides generalised information relating to young people from a refugee background and their families.

Appendix Two contains a list of relevant community service providers that can aid students from a refugee background.

A USB drive containing digital copies of the resources listed in the programs and resource section will accompany this print resource to aid facilitators in adapting activities and resources for their context.

Terminology used in the resource kit

While the definitions outlined here are not intended to be prescriptive, they are included to provide clarification on the use of terms used in this resource kit.

Asylum Seeker

An asylum seeker is someone who has applied for recognition and protection as a refugee, but has not laid their application for refugee status decided upon. Some people seek asylum having arrived in Australia on a visitor's visa or student visa while others arrive without an authorised entry visa. Asylum seekers who are found to be owed Australia's protection under the 1951 Convention relating to the Status of Refugees and who satisfy health, character and security requirements are granted a protection visa. Not all asylum seekers will ultimately be recognised as refugees.

Refugee

The United Nations defines a refugee as a person who "owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his (or her) nationality and is unable or, owing to such fear, is unwilling to avail himself (or herself) of the protection of that country"

Unlike migrants who have chosen to leave their country of origin, refugees are forced to flee in order to survive. Furthermore, refugees do not have the same opportunity or time to plan for their move to Australia that migrants have, and may never be able to return to their home country.

Migrant

Migrants are people who have "left their country of origin voluntarily to seek a better life for a range of personal and economic reasons. They have made the choice to leave, had the chance to plan and prepare for migration and generally can return at any time if they wish".

Forced Migration

Forced, or 'involuntary' migrants exercise no choice when they are forced out of their homes. Refugees and asylum seekers are 'involuntary' migrants who have been forced to leave their homes for a number of reasons, such as persecution, natural disasters, conflict and wars, ethnic or religious discrimination, or environmental degradation.

Students from refugee background may be reluctant to be 'labelled' as refugees. In part, this may be attributed to the desire of many young people to be accepted into peer and social groups. The issue in particularly pertinent for students from a refugee background, as labelling and identification of a particular social, religious or ethnic group may have played a significant role in persecution they faced in their homeland.

Section 2: Working with students from refugee backgrounds

Australian schools have a long history of enrolling students from refugee backgrounds. These students have experienced varying degrees of trauma, loss and dislocation. All have had disrupted education. Studies have shown that young people from refugee backgrounds face immense challenges in the settlement process. It is important that schools recognise these challenges.

Impact of refugee experiences

Refugees have a well-founded fear of oppression, threat and danger in their countries of origin. Their journey to asylum and safety may have been dangerous and traumatic and their departure from their country of origin may also have had severe ramifications for family members left behind.

Refugees may have spent many years in camps waiting for resettlement. Refugee camps are dangerous places where refugees may be subject to many human rights abuses.

As a result, refugees may experience physical and mental health issues. Trauma stemming from their experiences of danger, torture, escape and camp life can be debilitating.

Resettlement in Australia brings further challenges for refugees. The difficulties associated with learning a new language, securing accommodation and finding employment can add to the stress experienced by refugees.

Role of schools

Some refugee students enrolling in Australian schools need considerable assistance to overcome a range of difficulties which are the result of trauma, physical hardships, missed or disrupted schooling or the loss of familial and social supports. Teachers are pivotal in providing this assistance.

Teachers should not assume that all students from a refugee background need the same level and types of support. Students should be considered as individuals and conclusions about their capabilities or future pathways need to be reached through careful assessment over a period of time and consultation with the students and their families.

There are a number of strategies which schools can adopt to support refugee students:

1. Increase awareness of staff

To assist school staff to meet the needs of students from refugee backgrounds, it is important to increase their awareness of:

- Refugee source and host countries
- Australia's refugee program
- Information about the cultural backgrounds of refugee students enrolled in school
- Experiences of refugees in their journey to Australia and in their resettlement
- The impact of these experiences on students and families.

2. Monitor learning progress

Teachers need to monitor the wellbeing and learning of students from a refugee background to become aware of, and be able to respond effectively to, any issues students are having.

Teachers should make or gain access to a comprehensive assessment of a student:

- Prior learning
- Current learning progress
- Emotional and social support needs
- Classroom behaviours

Developing individual language, literacy and learning plans with the Learning and Support Team will assist in this process and will help with differentiating teaching and learning activities to cater for student needs.

3. Allow time for the students to adjust to life in Australia

Some students from a refugee background adjust quickly and easily to life and schooling in Australia while others do not. However, most will take time to adjust to the differences associated with life and going to school in Australia.

During this period of adjustment, students my appear withdrawn and distant, unresponsive, moody or easily provoked to anger or aggression. They may also be often absent from school. They may have physical symptoms associated with trauma such as headaches, skin conditions, intermittent nausea or respiratory ailments such as asthma.

These reactions may be linked to trauma in the past or to current anxieties about loved ones who are not in Australia. They can also result from the stresses of resettlement in a new country. On the other hand, they may have more to do with the tensions of growing up and intergenerational conflict than with being a refugee. Any of these concerns and responses can disrupt the capacity of students to concentrate on learning at school.

4. Accept that individuals will have different responses to trauma

The capacity of different refugee students to cope with past traumatic experiences can vary greatly. This capacity to cope and the degree to which the learning of a student is influenced by previous trauma depends on factors such as:

- The severity of previous experiences

- The number of traumas and the lengths of time they were suffered

- Whether parents or close family members were killed, injured or disappeared

- The resilience of the individual in adjusting to new environments

- How well the student's carers are coping with the trauma, resettlement and anxieties about family members in the home country.

- How well the individual student is being supported in their new country at home, at school and in the local community

5. Monitor student behaviour

A student who is suffering distress as a result of trauma may consistently or intermittently exhibit a range of behaviours including:

- Being anxious about separation

- Experiencing difficulties in the building of trust and friendships

- Lacking the organisational skills, resources, confidence or language needed to access school facilities or support

- Being distrustful of schools as institutions and of teachers and school administrators as representatives of authority.

- Appearing to be slow, confused, disinterested in school work

- Being absent for extended periods

- Over-reacting to discipline strategies of teachers or to threatening behaviour by other students

- Responding with fear and anxiety to unfamiliar situations or triggers in the environment (for example, sudden loud noises like ambulances going by or panes overhead)

- Displaying 'instinctive, survival-type' behaviours which are no longer required

- Becoming significantly distressed during class discussions of some topics, such as families, welfare or current events in their country of origin.

- Over-complying with requests for assistance

In some cases, students who initially appear to adjust well may be at a later stage show symptoms of a delayed reaction to their previous traumatic experiences. Symptoms may be triggered by events or circumstances that closely resemble events of the past. They may also emerge during periods of sickness, times of stress such as examinations, prior to or

during overnight excursions, when an individual is emotionally unsettled by anxieties in the transition from one school to another or from once class to another in primary schools. Reactions may also be triggered by increased turmoil in the country of origin, particularly if there is the potential that loved ones or neighbours may have been involved.

6.   Consider language proficiency as an influence on student learning

Refugee students come from a diverse range of backgrounds and have diverse English language learning needs. Many students from refugee backgrounds have had severely disrupted or limited schooling due to war or civil disorder. Some students may be proficient speakers, readers and writers in their first and other languages. Others many have acquired effective daily communication skills in their first language but may not have had opportunities to develop the literacy and numeracy skills required for schooling and academic studies.

Similarly, some students from a refugee background may have acquired a range of communication skills in English but not have had opportunities to acquire the language skills needed for listening, speaking, reading and writing about complex matters in English. Without these skills and flexibility is it difficult to meet the requirements of learning activities across the curriculum. Most students from a refugee background are developing English language skills at the same time as they are learning curriculum content through the medium of English language. This is demanding and tiring.

The level of oral and written language proficiency, in their first language and in English, will influence the rate of learning and learning outcomes of students from a refugee background.

7.   Differentiate teaching and learning programs

Lack of previous education or disrupted schooling can mean that students from a refugee background are operating at literacy and numeracy levels well below their peers. They may also have considerable gaps in their understanding of essential curriculum concepts as well as limited English language proficiency. In such cases, teachers may need to provide additional scaffolding for tasks and activities within their teaching and learning programs to allow students to access and demonstrate understanding of stage appropriate outcomes despite differing levels of language and literacy.

8.   Support Language development

Whilst most students from a refugee background will initially be eligible for English as a second language (ESL) support, classroom teachers are responsible for the educational programs of all students in their classes.

This includes:
- Assisting EAL/D learners in their classes to develop the competence in English necessary for them to participate in learning activities and achieve curriculum outcomes.

- Developing and implementing teaching programs, practices and strategies that address the English language and literacy learning needs of a EAL/D students across the curriculum
- Working collaboratively with ESL teachers, counsellors and other personnel to ensure appropriate support, assessment and reporting for their EAL/D students.

Teaching and learning programs are for EAL/D learners need to cater for their English language learning needs so that they are able to communicate with their peers, teachers and employers, and participate successfully in classroom and workplace learning activities.

In order to successfully participate in informal social interactions as well as more formal contexts, students will need to develop the skills to understand and communicate appropriately in both spoken and written English, in a variety of ways, for a range of purposes and audiences, using a range of media.

Teaching programs for the EAL/D learners should focus on students learning English in context, so that they acquire relevant English language skills: the specific vocabulary, grammar, text types and communication modes appropriate and necessary for different purposes, contexts and audiences. They should also assist students to develop an understanding of the cultural contexts of the school and the wider community in which they live.

Teachers will need to provide scaffolded support for EAL/D learners. They will need good models of English language use in context and opportunities to practice using the language with appropriate support until they are able to use it independently.

Support the EAL/D learners is most effective when ESL and classroom teachers are able to work together. This may be done through collaborative or team-teaching programs or, where this is not appropriate or possible, through the joint development of programs that provide explicit language support in the context of the curriculum.

EAL/D students' language learning will benefit from high expectations by teachers and recognition that their prior language and cultural learning is a valuable resource for knowledge and skills transfer to the English-speaking context.

9. Engage in professional learning about supporting students from a refugee background

Assisting refugees to settle into life in Australia can be complex and long-term, process. Teachers and other school staff can make significant contribution by taking notice of their interactions with students from a refugee background and adapting to students' changing needs over time. Teachers should also seek out opportunities for professional learning which will support them in their teaching of students from a refugee background.

STARS FOR SUCCESSFUL SETTLEMENT AND LEARNING

SAFETY

SKILLS   **TRUST**

RESPONSIBILITY   ATTACHMENT

In order to succeed at school, students from a refugee background need to feel safe and secure. They need to establish positive and nurturing relationships. They need to feel connected with their community. They need to learn new skills.

The STARS model, initially developed by UNICEF in 1999, provides a framework through which schools can plan for the provision for support for students from a refugee background.

Safety, Trust, Attachment, Responsibility and Skill (STARS) are key elements for the model.

The STARS model is explored in greater detail in the professional learning program promoting positive behaviour and learning; assisting refugee students at school. (Published by DEC, multicultural programs, third edition 2012).

SAFETY

Due to the betrayal and loss of home, culture and nation, refugee students have a higher need to feel safe. It is important to provide a stable, predictable environment with clear expectations and consequences.

TRUST

While in flight, fear is a refugee's constant companion. Trusting strangers could be a fatal mistake, therefore newly arrived refugee students need to learn trust again. Model and encourage relationships that rebuild trust. Avoid aggressive confrontations.

ATTACHMENT

Due to the perilous flight from the country of origin and unsafe conditions in refugee camos, parents are only able to cope with providing for the most basic survival needs of their children. The need for love, security, stability and touch may remain unmet while the parent concentrates on survival. Trauma impacts heavily on the global development of children and young people.

RESPONSIBILITY

While in survival mode, families are unable to have routines, plan for the next day or have hope for the future. Their survival is mostly out of their control, hence the higher order skill of feeling or taking responsibility is on hold.

SKILLS

Most refugee children and young people would at best have significant disrupted education and it is not uncommon for students who enrol to have no exposure to formal education. Girls are often kept home for their protection as sexual assault is very prevalent during civil unrest. Development skills, such as fine and gross motor skills, and play skills could be delayed and require intervention.

Section 3 – Employability Skills

The value of the classroom learning environment should not be underestimated when preparing young learners for transition to the workplace. Many of the skills needed for success in schools – self-management in terms of punctuality and attendance, problem solving, and team work – are likewise valued in the Australian workplace.

Students value learning activities that are relevant, and so it is essential that we make explicit to all participants the links between their classroom activities and learning, and what is required and valued in the Australian workplace.

Students from a refugee background bring to them a wealth of knowledge and experience. Some will have readily transferable employability skills, while others will require more guidance in identifying their employability skills. All will need to be helped to understand the emphasis placed on employability skills in the Australian workplace.

In 2002, the Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI) produced the Employability Skills for the Future Report of behalf og DEST and ANTA. The report aimed to improve the understanding of what employers consider makes a good employee as well as to stimulate further work in employability skills development in Australian education and training.

The following tables provide more information about employability skills and shows how they may be applied in a variety of workplace setting: Retail. Business, construction and hospitality.

Employability Skills

Communication	Contribute to productive and harmonious relations between employees and customers
Team Work	Contribute to productive working relationships and outcomes
Problem-Solving	Contribute to productive outcomes
Initiative and Enterprise	Contribute to Innovative outcomes
Planning and Organising	Contribute to long-term and short-term strategic planning
Self-Management	Contribute to employee satisfaction and growth
Learning	Contribute to ongoing improvement and expansion in employee and company operations and outcomes
Technology	Contribute to effective executions of task
Cross-Cultural Understanding	Develop understanding and awareness of own and others' cultural perspectives and practices

Employability Skill	Communication
Retail	Persuading customers to purchase goods by communicating their features and benefits.
Hospitality	Providing clear and accurate verbal and written information to customers and colleagues in a culturally appropriate manner.
Builder	Applying measurements and calculations using appropriate equipment, formulas and records as required.
Business	Drafting routine correspondence that meets the organisational standards of style, format and accuracy.

Employability Skill	Teamwork
Retail	Giving and receiving feedback in the context of a retail customer service environment. Performing individual tasks but also looking for opportunities to assist others.
Hospitality	Working as a team member, taking instructions from others and understanding own role in servicing the needs of the hospitality customer.
Builder	Relating well to people: • from diverse social, cultural and ethnic backgrounds • with varying physical and mental abilities.
Business	Working in a team environment to promote team commitment and cooperation.

Employability Skill	Problem Solving
Retail	Demonstrating sensitivity to customer needs and concerns, anticipating problems and acting to avoid them where possible.
Hospitality	Using predetermined policies and procedures to guide solutions to customer or operational problems associated with hospitality sales and service.
Builder	Identifying typical faults and problems and taking remedial action and/or reporting to supervisor.
Business	Choosing appropriate methods for communication and transferring information.

Employability Skill	Initiative and Enterprise
Retail	Looking for opportunities to do things better and suggesting ideas to other team members and supervisors in the context of the job role.
Hospitality	Managing safety risks by participating in group risk assessment activities.
Builder	Maximising use of resources by recycling, re-using or using appropriate disposal methods.
Business	Raising occupational health and safety issues with designated personnel.

Employability Skill	Planning and Organising
Retail	Understanding how a personal job role fits into the context of the wider business values and directions.
Hospitality	Applying appropriate predetermined policies and procedures to guide hospitality selling and operational activities.
Builder	Carrying out site inspection to identify requirements Selecting and using appropriate materials, tools and equipment.
Business	Planning and organising own work schedule for the day.

Employability Skill	Self – Management
Retail	Understanding and following store policies regarding work availability, rosters and work duties.
Hospitality	Understanding and complying with the legal responsibilities that apply to own role.
Builder	Cleaning up work area, including tools and equipment.
Business	Dealing sensitively with client needs and cultural, family and individual differences.

Employability Skills	Learning
Retail	Accepting opportunities to learn new ways of doing things and implementing changes directed from supervisor or manager.
Hospitality	Knowing the structure of network within, keeping updated with new information on the hospitality industry, and always sourcing extra learning opportunities.
Builder	Identifying learning needs and seeking skill development.
Business	Using manuals, training booklets and online help to overcome any difficulties.

Employability Skills	Technology
Retail	Using a range of retail technology to access equipment and store procedures.
Hospitality	Correctly using equipment to ensure personal safety in the workplace.
Builder	Performing tool and equipment maintenance.
Business	Using business technology appropriate to the task.

Employability Skills	Cross Cultural Understanding
Retail	Helping a customer with limited English skills.
Hospitality	Considering dates that may have religious or cultural significance for particular groups when planning an event.
Builder	Explaining the importance of wearing personal protective equipment in an Australian workplace.
Business	Preparing information in a range of community languages for clients from language backgrounds other than English.

Nurturing Effective Partnerships

Key aspects of a successful three-way partnership between schools, families and communities are the four R's. Respect, Responsibility, reward and Review.

These aspects will assist schools to maintain and strengthen the important relationship between the school and teaching staff, students and families from a refugee background, and the wider community.

Respect

There should be a willingness on the part of schools, families and community members or groups to share knowledge, wisdom, resources, skill sets and personnel. There should also be an acknowledgement of the benefits of reciprocal learning and an equality of exchange.

Review

Communication is vital to healthy and productive partnerships. Schools, families and community members or groups should be aware of different linguistic literacies and should ensure that all written material is translated and readily available in a variety of languages and interpreters used when needed. Alternative communication styles should also be appreciated, and every attempt should be made to reduce power imbalances that may arise in these partnerships.

Responsibility

Schools families and community members or groups should be accountable for their contribution to the successful partnership. They should take a sense of pride in the knowledge that they possess and the values that they bring to the partnership.

Reward

While schools, families and community members or groups will measure success in varying ways, it is important to have over-arching measures of success in place to ensure that the students from a refugee background benefit most from all partnerships.

F.R.U.I.T S.A.L.A.D Day Sample Plan

Please be aware that the plan varies slightly between program delivery and is dependent on facilitator availability. This should only be treated as a sample.

	Time	Activity
	8:45am	Students begin arriving
	9am	**Welcome to F.R.U.I.T S.A.L.A.D Day** 1. Introduction from JobQuest & Senior Pathways DET 2. Housekeeping and introduction
	9.30am	**Tour of the ParkRoyal Hotel** *This is an opportunity for student to see how the back-of-house operates within the hotel industry. Students will:* • meet the hotel manager, • tour industrial kitchens, • see guest rooms, • explore the laundry facilities, • tour the restaurants, • and have the opportunity to ask questions.
	10am	Representatives from hotel speak to students about their involvement in the business and their specific job and roles. Each representative will speak to the kids for around 10 minutes and then have 5 minutes for question time.
10.45am		**MORNING TEA**
	11.15am	**GUEST PRESENTERS** During this session, students are given the opportunity to listen to and make notes on a variety of representatives from an assortment of professions. Students can use this time to make notes in their journals regarding any clarifying or follow up questions they would like to ask later. **Presenters can include:** *TAFE NSW* *Ella Bache Beauty School* *Commonwealth Bank* *Western Sydney University* *Verto Apprenticeship Support* *NSW Police* *Australian Taxation Office* *Dress for Success*

	12pm	**F.R.U.I.T S.A.L.A.D ACTIVITY** • Now that students have been informed on a variety of careers and vocations, students are asked questions about the information they have just heard. • Students are given an opportunity to ask questions to the guest speakers individually or in small groups and when a question is answered correctly or students ask a insightful or appropriate question, they are given a fruit card. • Students will then count their fruit cards and the group that has the most will be awarded a prize.
	1pm	**LUNCH**
	1.30pm	**Tallest Tower Activity** • When student return from lunch, they compete in the Tallest Tower activity. Students work in school groups to build the tallest tower out of newspaper and masking tape. Sounds simple but get ready for an explosion of teamwork and negotiation skills. • Students with the tallest tower are awarded a prize.
	2.15pm	**Wrap Up** • Prizes handed out for tallest tower • Final remarks and thanks • Students make their way to the bus

F.R.U.I.T Day Sample Questions

Here are some questions you could ask during Fruit Salad Day that will help you during the discussion panel.

1. I don't think I will get high enough marks in the HSC to get into university, but I want to study after school. If I can't get into university after completing the HSC, what else can I do?

2. Mum and dad really want me to go to university but I don't want to go. Are there any good jobs I can get without having to go to university?

3. I am really good at reading and writing and want to study more but I don't have a computer at home. Will this be a problem?

4. I want to study, but I don't have much money. How can I afford to study your courses?

5. I want to study but it takes me a while to understand things. Can I get help?

6. Who can I talk to if I want to find out more about an apprenticeship? What is the process?

Answers

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RAW 3 Day Program Sample

Day 1		
Session	Activity	Time
1	**Welcome to the RAW program** • What is RAW • What will the next 3 days include • Who are we • Initial assessment • Pre-Program survey	60 minutes
2	**Group forming** • Team names • Group cohesion • What qualities does this group have	60 minutes
3	**Employability skills** • Employability skills puzzles • Hands on group activity	90 minutes
4	**GOAL Setting** • What is a goal? • What am I good at? • What is a SMART goal • Career Goal and steps to achieve my career goal	90 minutes
Day 2		
1	**Recap of yesterday** • What are employability skills (resources and activities to go with this) • What is a SMART goal	45 minutes
2	**Resume** • What is a resume • What do we include in a resume • Why is a resume important • Students create their own resume	90 minutes
3	**What is a cover letter** • Why do we need a cover letter • What do we include in a cover letter • Students writing a paragraph of a cover letter with their personal attributes	60 minutes
4	**Shark Tank** • Group activity centred around business development	90 minutes
Day 3		
1	**Recap of the last 2 days** • What are employability skills • What is a SMART goal • What gets included in a resume • What is the purpose of a cover letter	60 minutes
2	**What is an interview**	2 hours

	• What to ask • What not to ask • Eye contact/handshake	
3	**Dress for Success** • Appropriate for the workplace • Do's and Don'ts	90 minutes
4	**Wrap up** • Program trivia • Prizes • Post-program survey • Evaluation form	60 minutes
End of Program		

RAW 10 Week Program Sample

Session	Activity
1	**Welcome to the RAW program** • What is RAW • What will the next 10 weeks will include • Who are we • Initial assessment • Pre-Program survey
2	**Employability skills** • Employability skills puzzles • Hands on group activity
3	**GOAL Setting** • What is a goal? • What am I good at? • What is a SMART goal • Career Goal and steps to achieve my career goal
4	**Personal Attributes** • What are personal attributes? • What are my personal attributes?
5	**Careers** • What is my Career Plan? • Career scavenger hunt • What are employability skills (resources and activities to go with this) • What is a SMART goal
6	**Activity** • Shark Tank – business development activity
7	**Resume** • What is a resume • What do we include in a resume • Why is a resume important? • Students create their own resume
8	**Cover Letters** • Why do we need a cover letter? • What do we include in a cover letter • Students writing a paragraph of a cover letter with their personal attributes
9	**Interviews** • What to ask • What not to ask • Eye contact/handshake
10	**Wrap up of program**

Refugee Support

Refugee Council of Australia
http://www.refugeecouncil.org.au/

Asylum Seekers Centre of NSW
http://www.asylumseekerscentre.org.au/

Australian National Committee on Refugee Women
http://www.ancorw.org/

Financial Support

Centrelink
www.centrelink.gov.au
P: 13 62 40

Commonwealth Bank
www.commbank.com.au
P: 13 22 21

Settlement Services International
www.ssi.org.au
P: 9685 0100

SUPPORT SERVICES

Education Support

TAFE NSW
www.tafensw.edu.au
P: 99420644

Western Sydney University
www.westernsydney.edu.au
P: 1300 854 224

Apprenticeships R US
www.apprus.com.au
P: 9891 6900

Health Support

NSW Refugee Health Services
www.sswahs.nsw.gov.au/sswahs/refugee/
P: 9794 0770

HeadSpace
www.headspace.org.au
P: (03) 9027 0100

Lifeline P: 13 11 14

SUPPORT SERVICES

Other Services

	Australian Taxation Office P: 13 28 61
	Community Migrant Resource Centre P: 9687 9901
	STARTTS NSW P: 9646 6700
	Legal Aid NSW P: 1300 888 529
	Department of Home Affairs P: 131 881

SUPPORT SERVICES

Other Services

Translating & Interpretating Service
P: 131 450

Dress for Success
P: 1800 773 456

Fitted for Work
P: 9635 9909

My Gateway Apprenticeship
P: 1800 993 200

JobSearch/ JobActive
P: 1800 805 260