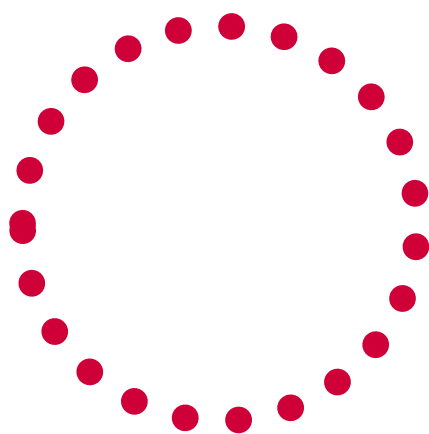
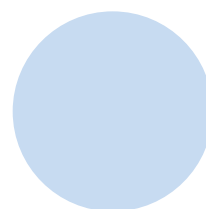


# Multicultural Policies and Services Program Report 2017-2018

**Achievements and progress against the Multicultural Plan**





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# Introduction

The NSW Department of Education serves the community by delivering high quality public education to two-thirds of the NSW student population. The department ensures young children get the best start in life by supporting and regulating the early childhood and care sector, provides world class primary and secondary education to school-aged children through public schools and works to advance the wellbeing of Aboriginal people.

The department provides a wide range of programs and services that meet the education needs of the state. This report outlines progress in meeting the needs of culturally diverse communities against the three strategic priority areas identified in the department's Multicultural Plan 2016-18:

- Quality teaching and leadership
- High expectations, closing the gaps
- New and better ways of doing business.

Multicultural Policies and Services Program reporting themes for 2017-18 are reflected throughout this report and highlighted in two features focussing on settlement services supporting refugee students and language services. Achievements for people with disability are detailed separately, against the Disability Inclusion Action Plan, in the department's annual report.

NSW public schools implement a wide range of local strategies to meet the needs of their students and culturally diverse communities. Examples of these are included throughout this report.

Future directions in addressing the needs of a culturally diverse NSW, mapped to the department's Strategic Plan 2018-2022, appear at the end of this report.

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# Culturally and linguistically diverse education settings

NSW is one of the most culturally diverse societies in the world. The people of NSW represent different cultures, languages, beliefs, experiences and perspectives. This diversity is reflected in the department's learning and working environments and across school communities.

In 2018, about a third of the students (282,532 students) in NSW public schools came from language backgrounds other than English (LBOTE). This represents an increase of 3.7% from 2017. In departmental preschools, more than 40% of total enrolments were LBOTE students.

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

**Table 1 – LBOTE student enrolments in NSW Public Schools, 2018**

| <b>Student cohort</b>                 | <b>No. of students</b> | <b>% of total students</b> |
|---------------------------------------|------------------------|----------------------------|
| <b>LBOTE students</b>                 | 282,532                | 35.2%                      |
| <b>EAL/D students</b>                 | 155,539                | 20.0%                      |
| <b>Newly arrived EAL/D students</b>   | 6,739                  | 0.9%                       |
| <b>Refugee students</b>               | 8,261                  | 1.1%                       |
| <b>Newly arrived refugee students</b> | 1,218                  | 0.2%                       |

## Learner diversity

About one in three students in our schools come from language backgrounds other than English (LBOTE). This includes students from a wide range of cultural, linguistic and religious backgrounds including students born in Australia and overseas. LBOTE students are those students who speak a language other than English at home, or have a parent or carer who speaks another language at home. LBOTE students may be fluent in English or may be learning English as an additional language or dialect.

LBOTE: Language background other than English

EAL/D: English as an additional language or dialect

**Table 2 – Language diversity in NSW public schools, 2017-18**

| Language        | No. of students<br>2017 | % LBOTE<br>2017 | No. of students<br>2018 | % LBOTE<br>2018 |
|-----------------|-------------------------|-----------------|-------------------------|-----------------|
| <b>Indian:</b>  | 46,357                  | 17.0%           | 51,064                  | 18.1%           |
| Hindi           | 11,622                  | 4.3%            | 12,465                  | 4.4%            |
| Urdu            | 5,699                   | 2.1%            | 6,418                   | 2.3%            |
| Tamil           | 5,075                   | 1.9%            | 5,426                   | 1.9%            |
| Bengali         | 4,958                   | 1.8%            | 5,487                   | 1.9%            |
| Punjabi         | 4,373                   | 1.6%            | 4,758                   | 1.7%            |
| Gujarati        | 3,447                   | 1.3%            | 3,898                   | 1.4%            |
| Nepali          | 2,625                   | 1.0%            | 2,986                   | 1.1%            |
| Telugu          | 2,273                   | 0.8%            | 2,692                   | 1.0%            |
| Malayalam       | 1,994                   | 0.7%            | 2,298                   | 0.8%            |
| Sinhalese       | 1,829                   | 0.7%            | 1,865                   | 0.7%            |
| Marathi         | 1,275                   | 0.5%            | 1,424                   | 0.5%            |
| Indian (other)  | 1,187                   | 0.4%            | 1,347                   | 0.5%            |
| <b>Chinese:</b> | 43,423                  | 15.9%           | 44,741                  | 15.8%           |
| Mandarin        | 25,140                  | 9.2%            | 26,569                  | 9.4%            |
| Cantonese       | 15,392                  | 5.7%            | 15,031                  | 5.3%            |
| Chinese (other) | 2,891                   | 1.1%            | 3,141                   | 1.1%            |

| Language                 | No. of students<br>2017 | % LBOTE<br>2017 | No. of students<br>2018 | % LBOTE<br>2018 |
|--------------------------|-------------------------|-----------------|-------------------------|-----------------|
| Arabic                   | 37,790                  | 13.9%           | 38,629                  | 13.7%           |
| Vietnamese               | 16,273                  | 6.0%            | 16,758                  | 5.9%            |
| Filipino/Tagalog         | 9,552                   | 3.5%            | 9,813                   | 3.5%            |
| Samoan                   | 8,499                   | 3.1%            | 8,497                   | 3.0%            |
| Greek                    | 8,716                   | 3.2%            | 8,416                   | 3.0%            |
| Korean                   | 8,190                   | 3.0%            | 8,387                   | 3.0%            |
| Spanish                  | 7,583                   | 2.8%            | 7,810                   | 2.8%            |
| Italian                  | 5,178                   | 1.9%            | 4,987                   | 1.8%            |
| Indonesian               | 4,307                   | 1.6%            | 4,474                   | 1.6%            |
| Tongan                   | 4,310                   | 1.6%            | 4,382                   | 1.6%            |
| Assyrian/Chaldean        | 3,982                   | 1.5%            | 4,335                   | 1.5%            |
| Turkish                  | 3,858                   | 1.4%            | 3,776                   | 1.3%            |
| Macedonian               | 3,755                   | 1.4%            | 3,679                   | 1.3%            |
| Thai                     | 3,336                   | 1.2%            | 3,530                   | 1.2%            |
| Japanese                 | 3,403                   | 1.2%            | 3,527                   | 1.2%            |
| French                   | 3,090                   | 1.1%            | 3,188                   | 1.1%            |
| German                   | 3,086                   | 1.1%            | 3,102                   | 1.1%            |
| Persian (excluding Dari) | 2,996                   | 1.1%            | 3,059                   | 1.1%            |
| Dari                     | 2,791                   | 1.0%            | 3,025                   | 1.1%            |
| Serbian                  | 2,976                   | 1.1%            | 2,891                   | 1.0%            |
| Russian                  | 2,724                   | 1.0%            | 2,871                   | 1.0%            |
| Khmer                    | 2,606                   | 1.0%            | 2,695                   | 1.0%            |
| Portuguese               | 2,258                   | 0.8%            | 2,450                   | 0.9%            |
| Maori (New Zealand)      | 2,114                   | 0.8%            | 2,153                   | 0.8%            |
| Fijian                   | 1,602                   | 0.6%            | 1,633                   | 0.6%            |
| Croatian                 | 1,586                   | 0.6%            | 1,540                   | 0.5%            |
| Afrikaans                | 1,463                   | 0.5%            | 1,510                   | 0.5%            |
| Dutch                    | 1,361                   | 0.5%            | 1,358                   | 0.5%            |



| Language                     | No. of students<br>2017 | %<br>LBOTE<br>2017 | No. of students<br>2018 | %<br>LBOTE<br>2018 |
|------------------------------|-------------------------|--------------------|-------------------------|--------------------|
| <b>Polish</b>                | 1,189                   | 0.4%               | 1,276                   | 0.5%               |
| <b>Maori (Cook Island)</b>   | 1,203                   | 0.4%               | 1,167                   | 0.4%               |
| <b>Hebrew</b>                | 1,001                   | 0.4%               | 1,018                   | 0.4%               |
| <b>Lao</b>                   | 999                     | 0.4%               | 1,009                   | 0.4%               |
| <b>Other language groups</b> | 18,844                  | 6.9%               | 19,782                  | 7.0%               |
| <b>Total</b>                 | 272,401                 | 100.0%             | 282,532                 | 100.0%             |

Source: Statistics and Analysis Unit, Centre for Education Statistics and Evaluation, Department of Education. Extracted in November 2018.

Notes:

1. The table is ordered by the largest language groups for language groups with 1,000 or more students in 2018. Language groups with fewer than 1,000 students are included in 'Other Language Groups'.
2. Definition of Language Background Other Than English (LBOTE): Students in whose home a language other than English is spoken by the student, parents, or other primary caregivers.
3. For students where multiple languages are spoken at home, priority is given first to the primary language spoken by the student and then to that spoken by those caregivers recorded on enrolment forms and in ERN as parent 1 and parent 2 in that order.

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# Quality teaching and leadership

## Leaders are skilled in delivering high quality, culturally responsive educational programs and services

Great Teaching, Inspired Learning is the NSW Government's plan to improve the quality of teaching and learning in our schools. This plan, along with our School Leadership Strategy, provided the context for the continuous development of professional practice for teachers and school leaders.

### Leading culturally responsive learning

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

Experienced EAL/D teachers were engaged as mentors to support teachers of EAL/D students in rural and regional schools.

EAL/D specialists and school counsellors were trained as facilitators to deliver professional learning supporting EAL/D and refugee education in schools across NSW.

The Leading EAL/D Education course supported school staff to enhance the delivery of collaborative, whole school EAL/D education practice and improved outcomes for EAL/D students. In 2017 and 2018, 27 school teams, comprising a member of the school executive and an EAL/D specialist teacher, were involved in the program.

School teams used the EAL/D School Evaluation Framework to reflect on existing EAL/D practices against best-practice benchmarks to lead the implementation of an inquiry-based project to improve outcomes for EAL/D students. Teams participated in three professional learning days and presented their results at the end-of-project showcase. The projects achieved extremely positive results in the schools in which they were implemented. Filmpond movies created by participating schools document the strategies implemented.

Eighteen new Refugee Support Leader positions (15.4 FTE positions) were established in areas of high refugee settlement to assist school leaders in building schools' capacity to support the learning and wellbeing of refugee students. Refugee Support Leaders worked across networks of schools to enhance teaching and whole school practices for refugee students.

Teacher facilitators and bilingual mentors received training to support the implementation of the Beginning School Well program, targeting children from a refugee background.

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In 2017-18, over 1,000 staff members, including significant numbers of teaching principals and/or school executive members, and senior executive level department staff, participated in Healthy Country, Healthy Culture professional learning. This unique professional development, run in conjunction with the NSW Aboriginal Education Consultative Group Inc., builds understanding of local Aboriginal culture and how that can be integrated into local curriculum design.

### **Whole school planning and evaluation**

A range of resources were available to schools to support the planning and delivery of EAL/D education programs in schools, including the English as an Additional Language/Dialect: Advice for Schools which guides schools in planning and delivering EAL/D education programs.

The Refugee Readiness Survey tool was developed and trialled in targeted schools to support school leaders in planning and evaluating refugee student support strategies.

The EAL/D School Evaluation Framework was updated and used by schools to evaluate the effectiveness of their whole school EAL/D student support programs and plan improvements linked to the School Excellence Framework.

Professional learning strengthened the capacity of staff in 1,326 schools, trained to implement Positive Behaviour for Learning. This program promotes culturally responsive, whole school strategies aligned to student needs.

The Henry Parkes Equity Resource Centre provided a range of resources and support materials to 194 principals and over 25,000 resources to support newly arrived students.

### **Evaluating professional learning**

Data on the effectiveness of multicultural education professional learning programs was collected and analysed through MyPL. This system supports the delivery of professional learning programs for teachers and leaders in NSW public schools

Data collected through the Annual EAL/D Survey on the professional learning needs of school staff was used to inform the development and delivery of a range of EAL/D professional learning programs.

Research on effective teaching and learning strategies for EAL/D and refugee students and into the multicultural education training needs of school staff was conducted, in conjunction with academic and community partners, to support future planning and delivery.

## Staff are equipped to meet the specific needs of students and community members from culturally and linguistically diverse backgrounds

During 2017-2018, teachers and staff in schools across the state participated in professional learning programs to assist them in responding to the needs of culturally diverse communities. This included training to assist teachers in meeting the needs of specific student cohorts and in promoting culturally inclusion and community harmony.

### Supporting teachers of EAL/D students

In 2017-2018, teachers participated in a range of registered professional learning courses and networks to assist them in meeting the needs of EAL/D students:

| Registered course  | Course code | No. enrolled 2017 | No. enrolled 2018 |
|--|-------------|-------------------|-------------------|
| Teaching English Language Learners (TELL) Facilitator refresher    | RG00262     | 0                 | 55                |
| Leading EAL/D education  | RG00354     | 42                | 86                |
| EAL/D orientation: for teachers newly appointed to EAL/D positions | RG00336     | 165               | 172               |
| Teaching English Language Learners (TELL)                          | RG00225     | 612               | 814               |
| Teaching English Language Learners (TELL) Facilitator Training     | RG00220     | 24                | 25                |
| Using the EAL/D Learning Progression                               | RG01032     | 86                | 736               |
| Investigating EAL/D Education in the secondary curriculum          | RG02559     | 0                 | 30                |
| TESOL Seminars   | various     | 196               | 379               |
| <b>Total</b>   |             | <b>1,125</b>      | <b>2,297</b>      |

In addition to this, teachers participated in a wide range of non-registered professional learning courses in EAL/D education delivered across the state including Adobe Connect training sessions on a range of EAL/D topics.

New professional learning in the use of the new national Literacy and EAL/D learning progression tools was delivered to support the assessment of EAL/D student literacy, and professional learning was provided for learning and support teachers in rural and regional NSW to assist them in meeting the needs of EAL/D students.

EAL/D teacher specialists participated in local EAL/D teacher networks held across the state to strengthen their teaching practice. In 2017-18, over 3,700 teachers participated in these networks including:

| Network name                                 | Code    | No. enrolled |
|--|---------|--------------|
| <b>EAL/D Connect: Strathfield Network</b>    | NR07211 | 321          |
| <b>EALD Connect Network Meeting</b>          | NR07655 | 714          |
| <b>EALD Connect Professional Learning</b>    | NR08183 | 1,070        |
| <b>EAL/D Network Meeting (2 hours)</b>       | NR09216 | 1,089        |
| <b>EALD Connect Network Meetings 2017</b>    | NR13666 | 421          |
| <b>EALD Network - Granville/Guildford</b>    | NR19169 | 66           |
| <b>Armidale EAL/D Connect Meeting</b>        | NR22380 | 11           |
| <b>EAL/D Connect Network Leaders meeting</b> | NR10400 | 46           |
| <b>Total</b>                                 |         | <b>3,738</b> |

Additional professional support for EAL/D teachers included training to support state-wide consistency in the assessment and reporting of students' English language proficiency, distribution of the EAL/D newsletter to over 750 subscribers across the state and informal support through the EAL/D Yammer group.

### **Supporting teachers of refugee students**

In 2017-2018, over 6,300 teachers and other school staff attended a range of registered and non-registered professional learning programs to assist in meeting the needs of refugee students. This included over 2,000 school staff in S.T.A.R.S. in schools: Supporting students from refugee backgrounds, a course focusing on the successful resettlement of refugee students and their families, and approximately 1,800 teachers in the Teaching students from a refugee background course which develops effective strategies for teaching refugee students in mainstream classrooms. The range of courses included:

| Course title   | Course code | 2017  | 2018  |
|--|-------------|-------|-------|
| <b>S.T.A.R.S. in schools: Supporting students from refugee backgrounds</b>   | RG00478     | 1,023 | 1,087 |
| <b>Facilitator training: STARS in Schools</b>                                | RG01506     | 22    | 38    |
| <b>Teaching students from a refugee background</b>                           | RG00332     | 1,494 | 327   |
| <b>Teaching Students From a Refugee Background Facilitator Training</b>      | RG00495     | 29    | 38    |
| <b>Supporting students from a refugee background</b>                         | RG01969     |       | 18    |
| <b>Refugee student support - Primary teacher network</b>                     | NR10830     |       | 320   |
| <b>Leading Refugee Education - Planning workshops 1 &amp; 2</b>              | NR13221     |       | 84    |
| <b>Principals Leading Refugee Education</b>                                  | NR13237     | 8     |       |
| <b>High School Refugee Student Support Network</b>                           | NR14745     | 22    |       |
| <b>Refugee Leadership Strategy Planning Workshop 2018</b>                    | NR18745     |       | 55    |
| <b>Refugee Leadership Strategy Workshop 3</b>                                | NR14911     | 17    |       |
| <b>Sharing effective practice in refugee education</b>                       | NR17831     |       | 28    |
| <b>Refugee Support Network Meeting</b>                                       | NR15211     |       | 55    |
| <b>Colyton Learning Community Refugee Support Network</b>                    | NR15626     |       | 10    |
| <b>Fairvale High School SDD3-Refugee Trauma</b>                              | NR15726     |       | 133   |
| <b>Refugee Leadership Strategy Workshop 4</b>                                | NR16352     |       | 19    |
| <b>SASS Workshop – Supporting Students from Refugee Backgrounds</b>          | NR16384     |       | 246   |
| <b>Executive Teams: Teaching Students From a Refugee Background</b>          | NR16695     |       | 27    |
| <b>Supporting Successful Transition</b>                                      | NR16990     |       | 124   |
| <b>Information &amp; Planning Session for Stage 6 English EAL/D Teachers</b> | NR17232     | 29    | 29    |
| <b>Refugee Support Professional Learning</b>                                 | NR17326     |       | 82    |
| <b>Service Providers EXPO</b>  | NR17445     |       | 108   |
| <b>Liverpool and Glenfield Refugee Network Meeting</b>                       | NR18836     |       | 127   |

| Course title  | Course code | 2017  | 2018  |
|---|-------------|-------|-------|
| <b>EALD/ Refugee Community of Schools Network (Secondary)</b>                   | NR18965     |       | 24    |
| <b>Action on Vocabulary Project</b>   | NR18995     |       | 54    |
| <b>Refugee Support Network / EAL/D Connect meeting</b>                          | NR19041     |       | 85    |
| <b>Penrith refugee and EAL/D teacher support network</b>                        | NR19133     |       | 10    |
| <b>Bankstown/Canterbury/Strathfield Schools Refugee Network</b>                 | NR19353     |       | 91    |
| <b>High Challenge for All - Language as a tool to support writing</b>           | NR19375     |       | 193   |
| <b>Supporting Refugee students and their families</b>                           | NR20727     |       | 30    |
| <b>CORE: Community of Refugee Educators, Parramatta</b>                         | NR20914     |       | 36    |
| <b>Transitions: Drop-in PL at BHGHS</b>   | NR21984     |       | 19    |
| <b>Western Sydney Stage 6 English / EALD Network</b>                            | NR22362     |       | 29    |
| <b>Showcase - Supporting EAL/D and refugee students</b>                         | NR22897     |       | 56    |
| <b>Bridging the Learning Gap for EAL/D Learners in the Mainstream Classroom</b> | NR22995     |       | 90    |
| <b>Utilising Child-Centred Play Strategies in the Classroom</b>                 | NR23068     |       | 11    |
| <b>Total</b>  |             | 2,644 | 3,683 |

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## Promoting culturally inclusive teaching

In 2017-18, a range of professional learning programs and resources were provided to support teachers in promoting intercultural understanding and in catering for the needs of their culturally diverse classes:

- Using picture books for intercultural understanding and Intercultural understanding through texts were published and made available to teachers through department websites.
- New online teaching and learning activities promoting the use of the Calendar for Cultural Diversity were published.
- The online new scheme teacher course, Culturally inclusive teaching and learning, was completed by 35 teachers.
- Multicultural and Aboriginal resource kits were provided to in every NSW government preschool.
- The Henry Parkes Equity Resource Centre provided a wide collection of resources to assist teachers in meeting the diverse needs of learners across the state, including resources to support the education and English language development of EAL/D, newly arrived and refugee students.

## Supporting the needs of international students

International students from over 65 countries enrolled in NSW public schools for an Australian study experience or to finish their school education. In 2017-2018, DE International provided professional learning activities for over 800 participants, including teachers, administrative staff and principals to ensure schools' international students were adequately supported.

In 2017, 722 international students attending NSW public schools sat for the Higher School Certificate (HSC). Of these, 198 appeared on the HSC Distinguished Achievers merit list. In addition, the academic achievements of international students and their contributions to the school and wider community were recognised at the annual International Student Awards Ceremony.



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## Enhancing the delivery of languages education

Languages teachers attended a number of conferences to strengthen approaches to teaching a wide range of languages other than English in NSW public schools:

- In 2017, 55 teachers attended the cross-sectoral German teachers' conference, conducted in collaboration with the Goethe-Institut, Association of Independent Schools of NSW and Catholic Schools NSW.
- In August 2018, 190 teachers attended the Our practice, our passion cross sectoral Japanese teachers' conference.
- In September 2018, 109 teachers attended the cross-sectoral Teaching and learning Italian together conference.
- In October 2018, 80 teachers attended the Coming together, staying together in Greek cross-sectoral Greek language teachers' K-12 conference.
- In November 2018, 35 Chinese language teachers attended the Chinese Language Teachers' Workshop, focusing on developing differentiated learning and teaching activities and incorporating information and communications technology in Chinese lessons.
- In November 2018, 30 bilingual teachers engaged with professional learning rounds on the Content Integrated Language Learning (CLIL) led by expertise in CLIL pedagogy from Melbourne University.
- In 2017 and 2018, 120 teachers participated in the cross sectoral Spanish K-12 Teachers' Conference.

Languages teachers also participated in a range of workshops, professional learning programs and teacher networks:

- Approximately 340 language teachers K-6 attended face-to-face workshops on the implementation of the new K-10 language syllabuses.
- Approximately 150 teachers participated in local face-to-face and online language teacher networks across NSW.
- Twenty four beginning languages teachers 7-12 from remote and metropolitan schools were supported by 10 experienced language teacher mentors, through the Virtual Languages Mentoring Network.
- In 2017, 67 language teachers attended the K-6 Languages Network Meeting.
- Professional learning for language teachers 7-12 continued to be co-developed and co-delivered by practising language teachers through the Languages Advisory Network Group.
- Languages teachers also accessed teaching and learning resources available on the department's websites.

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## Strengthening the teaching of community languages

- In 2017, eight new board endorsed languages syllabuses were developed by teachers from the Saturday School of Community Languages.
- Approximately 340 teachers and executive staff participated in professional learning programs in 2017 on differentiation in the languages classroom.
- In 2018, 65 teachers attended workshops on the new junior languages syllabuses, 85 junior teachers developed scope and sequence and program templates and 120 teachers attended workshops to familiarise themselves with the new prescribed texts in Language in Context and Language and Literature courses.
- Forty-two community language teachers attended the Community Languages Induction Program K-6 held in 2017 and 2018, and 24 principals and supervisors participated in orientation programs to support the implementation of the Community Languages Program K-6.
- In 2018, ten community languages teachers contributed to the development of the draft Hindi, Macedonian, Persian, Punjabi and Tamil language syllabuses through the NSW Education Standards Authority consultation process.
- Over 5,600 bilingual fiction, dictionaries and languages resources in the Henry Parkes Equity Library were available to support teachers of languages, including community languages, across the state.

## Staff are able to identify and address racism and discrimination in the learning and working environment

The department is committed to making its schools and workplaces great places to learn and work. This commitment is reflected in the new [strategic plan](#) which highlights the values of excellence, equity, accountability, trust, integrity and service, and in various policies and programs designed to support respect, cultural inclusion and harmony in our school communities and workplaces.

### Creating respectful workplaces

The Respect. Reflect. Reset. campaign, established by the NSW Public Service Commission, was introduced in department workplaces. The campaign focuses on prevention and early intervention in terms of workplace conduct. Nine themes - leadership, expectations, adaptation, collaboration, inclusion, learning environment, storytelling, acting early and speaking up were addressed through a phased introduction between terms 1 and 4, 2018. Resources to support staff were published on the department's website.

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## Skilling staff in countering racism

The Anti-racism education: Advice for schools resource was reviewed to reflect new complaints handling procedures and ensure that schools were well supported to implement the Anti-Racism Policy.

Every NSW public school is required to have a trained Anti-Racism Contact Officer. In 2017-18, 1,113 teachers participated in Anti-Racism Contact Officer training and the state-wide register was updated to monitor school training needs.

A total of 62 tutors were supported to deliver anti-racism professional learning in 2017 and 2018. This included training 16 additional tutors to deliver training to school-based Anti-Racism Contact Officers.

Work commenced on the development of the Anti-Racism Education Planning and Evaluation Framework to support school principals in implementing and evaluating whole school anti-racism education initiatives.

New online professional learning resources were published on [Racism. No Way](#), the national anti-racism education website. This website is managed by the department on behalf of all Australian schools.

More than 150 teachers completed the online Facing up to racism course and 28 teachers participated in a newly developed workshop of the same name. Both courses build teachers' understandings of racism and develop their skills in dealing with incidents of racism.

An online anti-racism education yammer group provided teachers with information on anti-racism education and a forum to discuss racism and related issues.

Anti-racism education kits continued to be provided to schools across the state on request.

Fifteen teachers attended professional learning to facilitate the delivery of a bystander racism intervention program attended by 167 primary students. The program is part of the Australian Research Council supported Speaking Out Against Racism project.

In 2017, the department collaborated with SBS to develop teacher resources linked to documentaries from the Face up to racism series.

## Skilling staff in countering bullying

The revised Bullying: Preventing and responding to student bullying in schools policy supported schools in addressing student bullying behaviour, including racial bullying and that based on gender, religion, disability, or sexual orientation. The [NSW Anti-bullying website](#) provided resources to support schools in developing and implementing mandatory anti-bullying plans.

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Schools were further encouraged to promote harmony and respect amongst their school communities by participating in the National Day of Action against Bullying and Violence. The Bullying. No Way! website provided online resources to support school participation in the day of action. In 2018, 1,294 schools and 543,948 students participated in the event, representing an increase of 842 schools and 336,126 students from 2017.

### **Promoting social inclusion and community harmony**

New online training courses were developed to promote culturally inclusive teaching and learning, community engagement and support for refugee students.

Teachers implementing the Multicultural Perspectives Public Speaking Competition and the Multicultural Playwright Program received professional learning in intercultural understanding, anti-racism and refugee issues and an online resource to assist student understanding of these issues was published.

The annual Schools Spectacular showcases brought together student performers from schools across the state and incorporated music from a range of cultural and linguistic traditions to support the languages spoken by and heritage of featured artists.

### **Specialist staff are available to support the education and wellbeing needs of students from culturally diverse backgrounds**

Specialist staff are employed in schools and workplaces to assist in the delivery of multicultural programs and services.

### **Specialist support for leaders and teachers**

Eleven advisors provided state-wide leadership and policy advice on multicultural matters including anti-racism, EAL/D and refugee education, cultural inclusion and engaging parents and carers from culturally diverse backgrounds.

Refugee Support Leaders worked with school leaders and staff in more than 200 schools across the state to enhance their schools' capacity to meet the needs of over 7,000 refugee students, including 3,694 students who have been in Australia for less than three years.

The Refugee Student Counselling Support Team supported staff working with refugee students, providing specialist psychology services in schools across NSW.

Seven EAL/D teacher mentors supported approximately 150 teachers annually in non-metropolitan schools with significant numbers of EAL/D, newly arrived and refugee students.

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Experienced EAL/D teacher specialists, Anti-Racism Contact Officers and teachers of refugee students were trained to facilitate the delivery of professional learning in their areas of expertise.

Languages advisors supported the implementation of languages education in schools across the state.

Curriculum advisors supported teachers to differentiate the curriculum for students from diverse backgrounds and foster intercultural understanding linked to syllabus outcomes.

The Henry Parkes Equity Resource Centre offered a collection of over 30,000 resources to support the delivery of EAL/D, multicultural and bilingual education provision in schools.

### **Specialist support for students**

EAL/D teacher specialists in schools across the state provided English language tuition to EAL/D students. This included teachers in 14 Intensive English Centres, the Intensive English High School and teachers funded through the New Arrivals Program who provided intensive English tuition to recently arrived EAL/D students.

Teachers designated as International Student Coordinators, supported international students in all aspects of school life including enrolment, orientation, attendance and wellbeing.

School counsellors appointed in each Intensive English Centre and the Intensive English High School provided specialist support to newly arrived EAL/D and refugee students.

Languages teachers taught languages to primary school aged students through the Community Languages Program K-6 and NSW Community Languages Schools Program.

In 2017 and 2018, teachers at the Saturday School of Community Languages delivered 24 community language courses to over 3,200 government, non-government and HSC enrolled TAFE students in Years 7-12.

Trained Anti-Racism Contact Officers promoted anti-racism education and assisted with complaints of racism in schools.

## School-based positions supporting EAL/D and refugee students

| Position   | FTE 2017 | FTE 2018 |
|--|----------|----------|
| EAL/D teachers in schools                            | 896      | 896      |
| Teachers in Intensive English Centres/High School    | 351.4    | 289.8    |
| New Arrivals Program teachers in schools             | 192      | 128      |
| School Learning Support Officers (Ethnic)            | 124      | 103.5    |
| Counsellors in Intensive English Centres/High School | 12.8     | 12.8     |

### Leaders and specialist staff are able to support the engagement of culturally and linguistically diverse families and communities in school activities and student learning

Local Schools, Local Decisions reform promotes the importance of community engagement and local consultative decision making in NSW public schools. As part of the school planning process, schools consult with their local school communities in making decisions about school practices and the use of resources to address student needs.

#### Engaging families and communities

School-based Community Liaison Officers supported the participation of culturally and linguistically diverse families in school activities and practices across the state.

School Learning Support Officers (Ethnic) in schools provided first language and bicultural support to newly arrived and refugee students and promoted communication between schools and students' families.

Resources designed to assist parents and carers in helping their children develop their literacy and numeracy skills were available through department websites.

Programs were delivered in individual schools and across communities of schools to increase community understandings of schooling in NSW and life in Australia.

Workshops and information sessions for overseas educators and other groups on educational practices in NSW and Australia were conducted.

NSW education programs were promoted through the [DE International](#) website, multilingual print materials and educational exhibitions and events held in NSW and overseas. In 2017 and 2018, over 50 overseas marketing events showcased and promoted NSW public schools.

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## Leading community engagement

The Engaging your community leadership credential for school leaders and aspiring leaders was updated in 2018 to align with the department's School Excellence Framework and the federal government's revised Family School Partnerships Framework School Assessment Tool.

Resources were developed to support professional learning for school leaders in engaging and consulting with culturally and linguistically diverse communities in their local context.

More than 180 staff from 87 schools participated in Opening the School Gate professional learning in 2017. This course trained staff to effectively engage, and communicate with their culturally diverse communities.

The Engaging Culturally Diverse Communities professional learning program was developed to build the leadership capacity of principals and aspiring school leaders. In 2018, 50 staff participated in four sessions designed to build knowledge of effective ways to engage families from culturally and linguistically diverse backgrounds in school activities and decision making processes.

### Fairvale High School

The Lunch with Fairvale initiative was developed to provide a positive experience for newly arrived Assyrian and Iraqi families of refugee background. Its aim was to increase parent and carer involvement with the school, develop parents' understanding of school expectations, practices and programs.

Lunchtime sessions included formal presentations conducted by both English speaking and bilingual facilitators on topics such as the Australian education system and NSW schooling, improving relationships with teenage children, local community, government and support services, employment pathways and/or opportunities, environment protection and police and emergency services; and an informal component for parents and teachers to interact and build rapport. Links to external agencies for parents and carers needing additional support for parents and carers were also facilitated through the program.

Parents and carers involved in the program have reported increased feelings of belonging and inclusion in the school community and a deeper connection to their children's education. School staff have reported improved relationships with families and greater engagement by parents and carers in school activities as a result of the program.



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# High expectations, closing the gaps

## High quality English language programs improve learning outcomes for EAL/D students, including refugees

Each year, NSW public schools provide EAL/D education to assist students develop their English language proficiency. This includes targeted support for newly arrived and refugee students.

### Intensive English support

Newly arrived EAL/D secondary and Year 6 aged students in metropolitan Sydney and Wollongong areas receive intensive English tuition in an Intensive English Centre or in the Intensive English High School before enrolling in a mainstream high school. Newly arrived primary school students or secondary students in non-metropolitan areas receive intensive English tuition delivered at their local school through the New Arrivals Program.

In 2017, a total of 9,328 newly arrived students, including 3,458 students in Intensive English Centres and the Intensive English High School, received intensive English and transition support. In 2018 to date, 9,086 newly arrived students, including 3,719 students in Intensive English Centres and the Intensive English High School, were supported.

In 2017, 2,960 refugee students received intensive English support through schools and Intensive English Centres. In 2018 to date, 2,085 refugee students received intensive English support through schools and Intensive English Centres.

In 2017 and 2018, Certificates (I, II and III) and Statements of Attainment in Spoken and Written English courses were provided for recently arrived, senior high school aged students at risk of disengaging from education. A total of 466 certificates and 592 statements were awarded to students from six high schools and 9 Intensive English Centres in 2017 and 2018.

### Ongoing English language support

In each year from 2015 to 2018, schools received an equity loading for English language proficiency to meet the ongoing English language needs of EAL/D students and to enable their successful participation at school.

In 2017, the equity loading for English language proficiency provided support for 166,172 EAL/D students across 1,417 government schools.

In 2018, the equity loading for English language proficiency provided support for approximately 173,000 EAL/D students across 1,476 government schools.



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In 2019, this loading will deliver resources to support 179,000 EAL/D students across 1,519 government schools.

### **HSC English – English as a Second Language**

The Higher School Certificate English – English as a Second Language course assists students who have been educated overseas (or in an Australian education institution using English as the language of instruction for less than five years) to become effective communicators and achieve Stage 6 outcomes.

In 2017, 2,378 students enrolled in the course and 2,347 students enrolled in the course in 2018.

A new Stage 6 syllabus was introduced for eligible EAL/D students. Professional learning was provided for teachers preparing to deliver this course. The first Higher School Certificate exam in this course will be held in 2019.

## **Colyton Public School**

Colyton Public School participated in an action inquiry project which looked at the question: What specialist pedagogy and strategies are required to improve academic vocabulary for EAL/D students? The focus of the project was to provide teachers with a strong knowledge and understanding of EAL/D pedagogy and teaching strategies which are responsive to the language learning needs of their EAL/D students. Teacher learning was supported through planned teacher professional learning and mentoring from experienced EAL/D teachers.

Teachers participated in lesson study rounds to embed the professional learning into classroom practice. Teachers planned lessons collaboratively and observed each other in different teaching situations. Teachers also examined planning learning pathways for students by developing and trialling different planning and programing tools.

Data collected through surveys showed that teachers demonstrated significant growth in their understanding of EAL/D pedagogy and their ability to plan learning to meet the needs of EAL/D and refugee students.

# A focus on settlement services: Supporting refugee students

## Targeted programs support the settlement of refugee and asylum seeker students and improve their social and educational outcomes

A key priority for 2017-2018 was to enhance provisions for refugee students in response to increasing numbers of refugee students and families settling in NSW, including additional refugees from Syria and Iraq. In 2017, there were 10,424 refugee students enrolled in schools and 9,350 refugee students enrolled at September 2018.

### English language support

Newly arrived refugee students receive a higher level of intensive English support than other EAL/D students and may also receive bilingual learning support.

In 2017, 2,960 refugee students received intensive English support through schools and Intensive English Centres and 2,085 refugee students at October 2018.

Resources to support the delivery of EAL/D education are allocated to schools as equity loading for English language proficiency. This loading is weighted to provide refugee students with a higher level of support in recognition of their more complex educational support needs.

### Targeted (individual student) support

Targeted (individual student) support provided settlement, welfare and educational assistance to 3,686 recently arrived refugee students in 411 primary and high schools in 2017. In 2018, targeted (individual student) support assisted 4,519 recently arrived refugee students in 458 schools.

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## **Counselling support**

In 2017 and 2018, the Refugee Student Counselling Support Team worked directly with 218 schools to provide psychological support for refugee students, as well as targeted professional learning for 2,610 staff to increase their ability to support refugee students and their families. In 2018, this support also included 155 instances of complex case support and 30 individual projects.

The team worked closely with the STARTTS School Liaison team to provide coordinated psychological care for newly arrived refugee students. The team also worked with a variety of other agencies to support refugee families.

## **Beginning School Well**

In 2017, refugee children and families from 15 school communities in Western Sydney, Wollongong and Wagga Wagga participated in supported playgroups as part of the Beginning School Well program. Children and parent participants attended play based sessions facilitated by trained coordinators and received support from local mentors who speak the family's first language and understand the complex needs of refugee families.

In 2018, families from 14 school communities in Western Sydney, Wollongong, Armidale and Newcastle participated in the program.

## **Cross-agency collaboration**

The department works closely with a number of universities and government and non-government agencies to support refugee students and their families. In 2017-18, partners included Macquarie University, Western Sydney University, University of Sydney, Charles Sturt University, NSW STARTTS, Settlement Services International, Navitas, Anglicare, NSW Refugee Health Service, Australian Literacy and Numeracy Foundation, Show me the Way, The Australian Red Cross, St Vincent de Paul, Job Quest, migrant resource centres and the Commonwealth Department of Home Affairs

## **Research**

The Classrooms of possibility: Working with students from refugee backgrounds in mainstream classes' research project was conducted in partnership with the University of Technology, Sydney. The project builds on previous research into the educational experiences and challenges that refugee students face in their transition between Intensive English Centres and high schools.

The project has developed better understandings about what 'high challenge, high support' pedagogies look like for refugee students with developing English language proficiency and disrupted schooling. This research provides insights into the knowledge,

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skills and professional learning required by teachers. Research findings will inform new professional learning for teachers.

### **Vocational education**

Vocational education is provided to increase refugee students' understanding of education and employment options as well as workplace cultures and expectations in the Australian context.

Ready Arrive Work (RAW), a partnership initiative with JobQuest Penrith provides a work readiness program for refugee students in public schools across NSW. The program increases understandings of the range of post school education and employment options available and of workplace cultures and expectations in the Australian context. In 2017-18, RAW was implemented in 18 schools and assisted 285 students. In 2018, RAW was implemented in 16 schools and assisted 284 students.

### **Further education and tertiary pathways**

Refugee Action Support Partnerships (RAS) is a joint initiative of the Australian Literacy and Numeracy Foundation, Western Sydney University, University of Sydney and Charles Sturt University and schools. Through this program 192 university student tutors, many of whom are pre-service teachers, provided tuition for more than 450 refugee students in 11 high schools and 8 primary schools including homework and assessment task advice and assistance with academic language and literacy.

The LEAP Macquarie Mentoring Program, a joint partnership with Macquarie University provided university student mentors to help refugee high school students and their parents plan post school pathways. In 2017-2018, 151 university student mentors supported 336 refugee students in nine high schools and hosted four visits to the university.

In 2017, the department developed an initiative aimed at strengthening access to tertiary pathways by refugee young people. The program provides information to refugee young people about university scholarships and advice about financial assistance available to support tertiary students. Program staff support students to apply for university scholarships and work with universities to connect students with relevant university programs. In 2017, 84% of students who participated in the program received university scholarships. In 2018, 58 students from 32 schools are involved in the program,

### **Refugee Leadership Strategy**

In 2017 and 2018, 18 school based Refugee Support Leader positions supported school staff in meeting the needs of refugee students. Refugee Support Leaders worked with school leaders and staff in more than 200 schools across the state to enhance their schools' capacity to meet the needs of over 7,000 refugee students.

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## Resources for schools

A range of professional learning supported schools in meeting the needs of refugee students. STARS in Schools: Supporting students from refugee backgrounds assisted school staff to support the successful resettlement of refugee students and their families and respond with sensitivity to issues facing refugee students. Teaching students from a refugee background developed classroom teachers' understanding of the experiences, skills and knowledge that refugee students bring to school and assisted them to develop effective teaching for refugee students in the mainstream classroom.

The Roads to Refuge and department websites, and the Henry Parkes Equity Centre provided resources to support teachers of refugee students and promote understandings of the refugee experience.

## Build your future

### Support for young refugee males

In 2017, staff in a number of Wollongong high schools were concerned about the anti-social behaviour of a number of young men from refugee backgrounds and its impact on school attendance, academic progress and the broader community. Police had raised concerns with schools about involvement of some young men in risk taking behaviours such as driving without licences, speeding and domestic violence.

School staff, the Refugee Support Leader and a member of the Refugee Student Counselling Support team developed a plan to assist. They began by inviting Refugee Services and Legal Aid NSW to speak with students about rights and responsibilities and provided eight 'at risk' students with weekly counselling support for one term. Through these sessions students learnt how to better manage their behaviour and seek help when necessary.

A 'Build Your Future' conference was organised for refugee youth, aged 15-19 years and approximately 50 young men from six Wollongong schools participated. Illawarra Multicultural Services, STARTTS, Anglicare, local youth workers and the PCYC provided a range of sessions that included Capoeira Angola, boxing and drama activities.

All participants reported that they enjoyed the conference and 87% said they would like to participate in other activities such as martial arts, running, guitar, drumming, boxing, learning to drive, learning to swim and playing soccer. They also said they would like to learn more about 'building their future'.

STARTTS continued to support the students at four Wollongong high schools through weekly Capoeira Angola sessions designed to support recovery from trauma and adjustment to school. Teachers reported that several students showed significant improvement in maturity and personal development and had become positive role models for younger students as a result of the program.

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## Targeted strategies improve the participation rates of disadvantaged students from culturally diverse backgrounds in education and training

The department implements a range of strategies to ensure the needs of students from all cultural backgrounds are met including a number of cross-agency initiatives to support the increased participation of children and young people across educational settings.

### Promoting cultural inclusion

Community Liaison Officers within specialist support teams provided assistance to government and non-government school communities operating within the School Communities Working Together framework.

The officers supported local and state-wide strategic projects designed to create sustainable connections across school communities and promote multiculturalism and inclusion. In 2017 and 2018, they worked within school settings to:

- facilitate communication with internal and external stakeholders for the benefit of young children, adolescents, tertiary students, culturally diverse and disadvantaged families, volunteers, school staff and community partners
- develop collaborative relationships designed to produce positive educational and social impact on children and young people
- develop school community projects to foster strong relationships and safe, resilient communities
- establish Community Liaison Officer Network meetings to promote sharing of ideas and provide collegial support
- assist school communities in celebrating diversity as a resource and an asset
- support school communities in respectfully addressing culturally sensitive issues
- raise staff awareness of school community diversity and local issues
- support community engagement and interagency development and advocacy.

### Community partnerships

In 2017 and 2018, a number of external agencies partnered with the department to provide support and mentoring to students. Programs were implemented in collaboration with Police Citizens Youth Clubs, Sydney Thunder Cricket, National Rugby League, Greater Western Sydney Giants AFL, local youth centres and community organisations.

Partnerships included programs funded by Multicultural NSW's Compact Program. In the pursuit of social cohesion and community harmony, the quarterly COMPACT Alliance Forums provided an opportunity for all stakeholders, agencies and groups to come together, discuss current issues and share information and resources.

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Each year, around 5,000 families with young children participate in Schools as Community Centre (SaCC) programs, with around 36% of families coming from culturally and linguistically diverse backgrounds. In 2017, 45 SaCC projects operated in schools to support disadvantaged communities.

### **Early childhood education**

The Ethnic Community Services Co-operative, engaged by the department's Early Childhood Education Directorate, delivered 80 engagements of the Bicultural Support program to community preschools (55 metropolitan, 16 inner regional and 9 outer regional or remote pre-schools).

This program facilitated inclusion of children from Indigenous, and refugee backgrounds and language backgrounds other than English in early childhood education by facilitating communication between services and families, improving cultural awareness and supporting curricula to increase access to quality education programs.

## **Improving engagement**

Schools implemented a range of strategies to support engagement by students from culturally diverse backgrounds. This included programs designed to support attendance and participation rates as well as student wellbeing and social inclusion for disadvantaged groups:

- Hampden Park Public School ran a dental program for newly arrived students.
- Drummond Memorial and Granville Park Public Schools implemented programs to support transition to school for newly arrived pre-school aged children and their families.
- Evans Intensive English Centre ran a transition conference for staff in local high schools so that they were better equipped to refer and support newly arrived students.



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## **Culturally inclusive school and teaching practices enhance student wellbeing and learning outcomes and promote intercultural understanding and positive community relations**

A range of strategies was implemented in 2017-2018 to promote social inclusion, intercultural understanding and community harmony in schools across the state.

### **Supporting student wellbeing**

The Wellbeing Framework for Schools supported a planned approach to wellbeing in schools. The framework is underpinned by the Behaviour Code for Students that outlines the expectations of behaviour for all NSW public schools. The Wellbeing in Schools website provided additional resources for NSW public schools.

EAL/D student needs and support were identified in the development of the draft directions for Best Start.

Teaching and learning resources on the Roads to Refuge, Racism. No way! and the department's websites assisted schools in developing understandings of Australia's diversity, multiculturalism, racism and the refugee experience.

### **Promoting intercultural understanding**

Through the department's formal partnership with the NSW AECG Inc., local Aboriginal Education Consultative Groups provided schools with the opportunity to participate in Connecting to Country. This program provided a conduit between teachers and local Aboriginal peoples and communities and increased staff awareness of Aboriginal culture and issues.

The Calendar for Cultural Diversity was distributed to all NSW public schools in 2017 and 2018 and published online. The calendar assists teachers in planning and developing inclusive teaching and learning activities. The online resources provided practical information for teachers on ways in which the calendar could be used to foster intercultural understanding amongst students.

Schools across the state recognised and celebrated national and international events to foster and enhance intercultural understanding and community harmony, including Reconciliation Week, NAIDOC celebrations, Sorry Day observances, Harmony Day and Refugee Week.

Sixty schools engaged in cultural exchange programs facilitated by the City Country Alliance, a team of principals and teachers who work together to link large, urban multicultural schools with small, remote schools. In 2017-2018, 71 teachers and 218 students also attended a student leadership summit organised by the alliance to further develop intercultural understanding amongst students.

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Individual schools, supported by online resources produced by the department, continued to participate in cultural exchange programs both locally and overseas.

A resource integrating intercultural understanding capability across curriculum areas was developed for teachers K-12.

A range of curriculum workshops delivered by Educational Services Directorates provided strategies for teachers to promote intercultural understanding and incorporate multicultural and Indigenous perspectives through various subjects.

The Henry Parkes Equity Resource Centre provided bulk loans to schools state-wide to enhance intercultural understanding during significant events such as Harmony Day and Refugee Week.

### **Developing multicultural perspectives**

The Multicultural Playwright Program, in its seventh year, continued to provide scriptwriting and performance experience to EAL/D and refugee students and their teachers. The three day program allows students from schools across NSW to share their stories, build self-esteem and develop skills in social interaction, literacy and drama.

In addition to the workshop, participating schools had the opportunity to invite a theatre performance mentor to their school to assist with the preparation and devising of the performances for the 3 day workshop.

Students in Years 3 to 6 from schools across the state participated in the annual Multicultural Perspectives Public Speaking (MPPS) competition in 2017 and 2018. This included participation in 72 local, eight regional and two state finals. The competition, which has been implemented across NSW public schools for over 20 years, continues to attract approximately 2,000 participants from over 500 schools each year. The competition raises awareness of cultural diversity issues and develops skills in public speaking.

## Participation in the MPPS Competition, 2018

| Geographic area      | Years 3&4  | Years 5&6  |
|----------------------|------------|------------|
| Sydney               | 128        | 130        |
| Northern Sydney      | 136        | 134        |
| South Western Sydney | 172        | 174        |
| Western Sydney       | 120        | 122        |
| Hunter Central Coast | 78         | 87         |
| North Coast          | 78         | 79         |
| New England          | 28         | 27         |
| Riverina             | 66         | 69         |
| Illawarra South East | 106        | 108        |
| Western NSW          | 13         | 16         |
| <b>Sub-total</b>     | <b>925</b> | <b>946</b> |

# A focus on language services

## Interpreting and translation services enhance communication with parents and community members

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.

### Interpreting services

Onsite and telephone interpreters are used to facilitate communication with parents and carers. From 1 October 2016 to 30 September 2018, 4,743 onsite interpreters supported 513 primary and secondary schools.

#### The top 10 requested onsite interpreting languages<sup>1</sup>

| Language   | Number of requests |
|------------|--------------------|
| Arabic     | 1,142              |
| Mandarin   | 739                |
| Vietnamese | 500                |
| Auslan     | 401                |
| Cantonese  | 346                |
| Korean     | 340                |
| Persian    | 190                |
| Dari       | 181                |
| Turkish    | 125                |
| Khmer      | 119                |

<sup>1</sup> From 1 October 2016 to 30 September 2018

In the same period, 7,016 telephone interpreters supported parents and carers across 628 schools.

## The top 10 languages for telephone interpreting<sup>1</sup>

| Language   | Number of requests |
|------------|--------------------|
| Arabic     | 2,357              |
| Mandarin   | 1,046              |
| Vietnamese | 667                |
| Cantonese  | 378                |
| Persian    | 364                |
| Korean     | 353                |
| Dari       | 342                |
| Turkish    | 113                |
| Karen      | 102                |
| Assyrian   | 88                 |

<sup>1</sup> From 1 October 2016 to 30 September 2018

The most requested language overall for interpreting was Arabic.

The expenditure for interpreting in the 2017-18 financial year was \$673,934.

Individual schools, supported by Educational Services Directorates, implemented a wide range of targeted strategies to enhance communication with parents and families from diverse language backgrounds, including the engagement of bilingual and community liaison staff.

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## Translated documents

The department provided a wide range of documents and school information in translation. 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 inform the range of languages selected for translations.

In 2017-2018, additional documents were translated into Arabic, Bengali, Bosnian, Burmese, Chinese-Simplified, Chinese-Traditional, Dinka, Filipino, French, Greek, Hindi, Indonesian, Italian, Japanese, Karen, Khmer, Kirundi, Korean, Lao, Macedonian, Nepali, Persian, Portuguese, Punjabi, Russian, Samoan, Serbian, Somali, Spanish, Tamil, Thai, Tongan, Turkish, Urdu and Vietnamese.

New translations included:

- Parent online payments in 30 languages
- Best Start parent brochure and letter to parents in 34 languages
- translation in 35 languages of the revised Moving into Year 7 in a NSW Government School document
- translation in 35 languages of the Behaviour Code for Students
- Suspension and expulsion fact sheet for parents in 35 languages
- Four road safety documents in 35 languages regarding bus travel, walking to school safely, parking safely near a school and riding a bicycle to school safely
- Selective high schools and opportunity classes information for parents in 35 languages
- translation of DE International temporary residents' application for authority to enrol form and fee exemption application form translated into six key languages
- translation of DE International arrival guide app into four key languages
- translation of DE International brochure into six key languages.

The expenditure for translations in the 2017-18 financial year was \$113,675.

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# New and better ways of doing business

## Implementing and reporting responsibilities for multicultural policies and provisions are clearly articulated

Our Multicultural Plan links the department's strategic goals to provisions which meet the needs of culturally diverse NSW. The Multicultural Education Policy and Anti-Racism Policy outline specific responsibilities for multicultural education program delivery in our schools.

### Culturally responsive planning

In 2017 and 2018, the department continued to provide state-wide leadership and policy advice on multicultural matters, including anti-racism, EAL/D and refugee education, to support the delivery of culturally appropriate and responsive educational provisions in NSW public schools.

Data on student participation rates and learning outcomes and staff professional needs, along with research and program evaluation continued to inform the development of culturally responsive and inclusive programs and services.

In 2017-18, schools continued to include multicultural and anti-racism education strategies in their school plans in line with policy requirements.

In 2018, a project to collect additional data on the needs of schools in relation to the effective implementation and delivery of multicultural education commenced. The data collected will inform the development of a new model of professional support for schools in multicultural education.

In 2018, work on our new Multicultural Plan commenced.

### Workforce diversity

In 2018, the department released the new Diversity and Inclusion Strategy 2018-2022. This strategy identifies three priority areas:

- to build an inclusive workforce through employee awareness, understanding and engagement,
- to attract, recruit, develop and retain a workforce, which reflects the community we serve
- to strengthen workforce data and evidence to inform sustainable decisions and initiatives.

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The strategy has five focus areas: Aboriginal people, women in senior leadership, people with disability, male teachers and people from culturally and linguistically diverse backgrounds. Targets have been established around each focus area. Objectives have also been established to encourage and measure progress against these targets.

### **Monitoring and reporting**

The Multicultural Education Policy outlines our responsibilities in implementing and monitoring the Multicultural Plan and our multicultural education provisions. The policy details specific responsibilities for reporting on our progress and achievements in this area.

Progress against our Multicultural Plan is reported each year in the department's annual report and biannually in a detailed Multicultural Policies and Services Program report to Multicultural NSW.

The Leader Equity monitors the implementation of the policy and plan and coordinates our reporting responsibilities. Executive Directors contribute to the development of the department's plans and reports.

The Centre for Education Statistics and Evaluation reports annually on numbers of students from language backgrounds other than English in NSW public schools. A range of data, including the number of refugee and EAL/D students, languages spoken at home, birthplace and length of time in Australia is collected through school enrolment systems.

In 2017 and 2018, the Annual Report Guidelines supported principals in meeting their reporting requirements to parents and the school community. These guidelines included accountability requirements for reporting on school-based multicultural and anti-racism strategies and the use of resources to support the development of students' English language proficiency.

The Multicultural Education Policy is regularly revised to ensure that it continues to meet the changing educational and social needs of our culturally diverse school communities.

In 2018, work commenced on updating the Anti-Racism Policy.



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## Resources are allocated to schools in response to identified student and community needs

Local Schools, Local Decisions is an education reform that gives schools more authority to make local decisions about how best to meet the needs of their students. Resources are distributed fairly and transparently to schools based on identified needs. School budgets include allocations to support EAL/D, newly arrived and refugee students.

### Needs based funding

An equity loading for English language proficiency is provided to schools to support EAL/D students. Schools receive this loading as a teacher allocation and/or flexible funding.

In 2017, the equity loading for English language proficiency provided 896 FTE teaching positions and \$24 million in flexible funding to support 166,000 EAL/D students in 1,417 schools. In 2018, the equity loading for English language proficiency provided 896 FTE teaching positions and \$36 million in flexible funding to support 173,000 EAL/D students in 1,476 schools. This represented an increase of \$12 million in flexible funding from 2017.

Targeted funding is provided for refugee students who have been enrolled in an Australian school for less than three years and newly arrived students who speak a language other than English as their first language. In 2017, \$2.4 million was allocated to 411 schools to support 3,686 recently arrived refugee students. In 2018, 458 schools received \$2.942 million to support 4,519 recently arrived refugee students.

In the 2017-2018 financial year, nearly \$30 million was allocated to support newly arrived students through the New Arrivals Program. Intensive English Centres and the Intensive English High School were also allocated resources to support newly arrived secondary aged EAL/D students in Sydney and Wollongong.

Over \$5 million was also allocated in the 2017-2018 financial year to deliver targeted multicultural education provisions supporting NSW public schools. This included funds for interpreters and translations, the development and delivery of professional learning programs and the development of teaching and learning resources.

## Meeting local needs

Schools across the state identified and implemented a wide range of strategies in response to student and community needs:

- Marrickville High School reviewed learning materials and texts used to ensure they were culturally inclusive and reflected the diversity of their student population
- Granville East Public School incorporated play based learning centres to meet the needs of their diverse student cohort, focusing on play based language strategies to strengthen English language learning
- Normanhurst Boys High School implemented a writers' competition as a means of educating the whole school community about how society is enriched by cultural diversity. Former Race Discrimination Commissioner Dr Tim Soutphommasane participated as a guest speaker.
- Bankstown Senior College adjusted its timetable to transition to a 4 day week, to enable students to work and study.
- Belmore Boys High School implemented a range of strategies to support parents' settlement including engaging a psychologist to provide support for families in raising boys in the Australian context.
- Penrith Public School introduced play n' chat sessions to encourage positive community relationships and facilitate families' access to community support services.
- Homebush Public School modified its annual performing arts show to include performances in three languages spoken in the school community.
- Schools in Armidale established a volunteer program to support newly arrived Yazidi students with reading. The program has linked 30 volunteers with 15 families.
- Arncliffe West Infants School reviewed its communication and engagement strategies and enhance its use of interpreters and language services to better meet the needs of its changing school community.

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## Research and data inform and improve planning and provisions at local and state levels

Each year, statewide data from a number of sources is collected and analysed to identify and better meet students' needs. Two major instruments, the Census of Students from Language Backgrounds Other Than English and the EAL/D Annual Survey provide data on the number of LBOTE students and needs of EAL/D students.

Student assessment data, including National Assessment Program – Literacy and Numeracy and Best Start data, is collected and analysed for all students and disaggregated to determine the participation rates and outcomes of particular groups of students.

This data, in addition to educational research undertaken in collaboration with universities and other providers, informs the development and delivery of targeted local and state-wide programs and priorities.

### **Student enrolment and participation data**

LBOTE student census data for 2017 was published in the Schools: Language Diversity bulletin. This bulletin is available on the department's [Centre for Education Statistics and Evaluation](#) (CESE) website and the Education Datahub open data portal.

Data collected through the EAL/D Annual Survey in 2017 and 2018 was used to determine the equity loading for English language proficiency allocated to schools. Schools also reported on the English language needs of their refugee, international and Aboriginal students through this survey.

In 2018, schools continued to report on the needs of their EAL/D students using the national EAL/D Learning Progression which identifies four phases of English language proficiency.

Refugee student enrolment data collected in the Annual EAL/D Survey informed the allocation of targeted (individual student) funding for refugee students. In addition, enrolment data collected each term was used in planning for, and reporting on, the implementation of targeted refugee student support programs in schools, and determining base schools for Refugee Support Leader positions.

New Arrivals Program data highlighted settlement patterns and identified schools enrolling newly arrived students, providing the basis for resource allocation to schools.

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## Educational research

In 2017-2018 the department continued work with Western Sydney University, Australian National University and the Department of Education and Training in Victoria in a joint research project which explored experiences and attitudes to racism and racial bullying among Australian school students. This project aims to reduce racism by encouraging bystander action within schools. 2,081 students participated in the first part of the research project.

In 2018, Investigating EAL/D Education in the secondary science curriculum, a pilot project implemented in partnership with the University of Sydney, was undertaken in selected schools. The project focused on supporting EAL/D students in stage 4 science.

To inform the pedagogical practices and professional needs of teachers of refugee students, the Classrooms of possibility: Working with students from refugee backgrounds in mainstream classes research project was conducted in partnership with the University of Technology, Sydney.

### Gosford High School

Year 7 students at Gosford High School were assisted to use the future focused learning tools of collaboration, critical thinking, citizenship, creative thinking, communication and character to explore multiculturalism.

As part of the project, students were required to develop a flag representing their interpretations of the significance of multiculturalism. Students worked in small groups on a brief that required them to explore and investigate cultural diversity and challenge community and personal assumptions about multiculturalism.

Students worked collaboratively to develop, present and rank their design ideas. Students used the winning design to create a flag that was flown at Harmony Day and adopted by the student leadership team as a symbol of students' commitment to unity, wellbeing and intercultural understanding.

All Year 7 students at the school participated in this project as part of a broader enrichment program.

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## Consultative structures and advisory mechanisms ensure that the needs of students and community members from culturally diverse backgrounds are met at the local and state levels

A range of consultative and advisory mechanisms assists in ensuring that education provisions are culturally responsive and cater for the needs of diverse communities. Individual schools employ a range of general and targeted strategies to engage their communities in local planning and decision making processes.

### **Aboriginal education consultative partnerships**

The Department has a formal partnership, and works closely with the NSW Aboriginal Education Consultative Group Inc., the peak advisory community body regarding Aboriginal education matters. Opportunities for Aboriginal students and policy are created collaboratively and through consultation with communities, parents and schools. A key strength of the NSW Aboriginal Education Consultative Group Inc. is in its community base and its local and regional networks. This partnership allows Aboriginal people to have a voice in self-determining their educational future which will impact on the future prosperity of Aboriginal communities.

The Connected Communities Strategy is an innovative approach to address the educational and social aspirations of Aboriginal children and all young people in 15 schools in 11 of the most complex and vulnerable communities in NSW. The schools are all located in rural and regional areas.

A key feature of this strategy is the establishment of a Local School Reference Group for each school which is chaired by the President of the local Aboriginal Education Consultative Group. Membership includes a representative from the school's P&C, parents, Aboriginal Elders and/or Aboriginal community members and the Executive Principal. Local School Reference Groups work in partnership with their community to set the vision and direction of the school and to advise the Executive Principal on the implementation of the Connected Communities Strategy. They contribute to defining local goals and aspirations, identifying student needs and communicating views of the Aboriginal community and other stakeholders.

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## **Multicultural education advisory mechanisms**

Throughout 2017 and 2018, the Secretary's Multicultural Education Advisory Group, continued to provide advice on the education and training needs of culturally diverse NSW.

The Community Languages Schools Board continued to provide strategic advice to the NSW Minister for Education on policy concerning community languages schools.

The department continued to be represented on the NSW Government Immigration and Settlement Planning Committee to provide advice about migrant settlement issues in NSW.

## **Community and cross-agency collaboration**

Throughout 2017 and 2018, the department consulted and collaborated with a range of stakeholders to support the delivery of educational provisions.

This included universities and education authorities on multicultural education initiatives and joint research; the Australian Human Rights Commission and non-government organisations to support the implementation of anti-racism initiatives; refugee support agencies to support refugee students and their families; Australian Government Schools International, homestay providers and agents to support international students; and a range of other government agencies such as NSW Health, Police and Family and Community Services to support students with identified needs including students with a disability from culturally diverse backgrounds, refugees and at risk newly arrived students.

School and department representatives participated in a range of interagency networks, including migrant and refugee interagency networks, to facilitate the delivery of programs and services to culturally diverse communities.

Representatives worked with local employers, training providers and a range of government and non-government agencies to support access to further education and employment by migrant and refugee youth.

## Kensington Public School

In 2018, Kensington Public School evaluated their strategies for community engagement and consultation as part of the Community Consultation Project. They used a range of techniques to unpack the needs within and across community groups and evaluate how their community wanted to be engaged.

Staff at the school identified strategies to better engage and consult with the diverse groups within the school community using two way communication.

As a result of this project, staff have a better understanding of how to use communication channels, school wide community engagement processes were established and parent participation from diverse language backgrounds within the school has increased.

### **The linguistic and cultural assets of NSW public school communities are harnessed to enhance the delivery of educational provisions and the development of the state**

The department recognises the cultural and linguistic skills of our student population and workforce as a strength. A number of strategies are implemented to enhance these assets.

#### **Bilingual support**

In addition to interpreters who provide vital assistance in facilitating communication between schools and parents, carers and community members whose do not speak English well, bilingual staff appointed to specialist positions provide additional support in meeting the specific language needs of students and their families.

In addition, a significant number school staff also use their community language skills to support basic communication with newly arrived students and communities. A number of administrative staff members receive an allowance through the Community Language Allowance Scheme (CLAS) in recognition of the language support they provide.

## CLAS recipients, 2018

| Position title                  | No. of recipients |
|---------------------------------|-------------------|
| Advisor, Teacher Approvals      | 1                 |
| Community Liaison Officer       | 2                 |
| Coordinator Accounts Payable    | 1                 |
| Executive Assistant             | 1                 |
| HR Lead Systems                 | 1                 |
| Information Access Officer      | 1                 |
| Project Officer                 | 1                 |
| School Administrative Manager   | 1                 |
| School Administrative Officer   | 9                 |
| School Learning Support Officer | 1                 |
| Senior Accounts Payable Officer | 1                 |
| Student Advisor Compliance      | 2                 |
| <b>Total</b>                    | <b>22</b>         |

### Investing in students' linguistic skills

Approximately 43,500 students studied 30 community languages through the Community Languages Program K-6 in 2017 and 2018. This program provides an opportunity for primary students in NSW public schools to learn a community language.

In 2018, 36,288 students studied 62 community languages delivered by 305 community organisations through the Community Languages Schools Program. In 2017, 34,804 students studied 58 community languages, delivered by 293 community organisations. This program offers language classes, normally held out of school hours, to school aged students in NSW government or non-government schools.

Secondary students in Years 7-12 at the Saturday School of Community Languages participated in courses offered in 24 community languages from Stage 4 to Higher School Certificate level.

The NSW School of Languages continued to provide languages education by distance to students in Years 9 to 12.

The NSW Aboriginal Education Consultative Group Inc., in partnership with the department developed Aboriginal Language and Culture Nests to teach Aboriginal languages and culture. Nests are networks of communities bound together by their connection through an Aboriginal language.



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The department's Connected Communities Strategy also incorporated Aboriginal language and culture learning for students and some schools provided school based Aboriginal language programs.

At mid-2018, around 6,750 Aboriginal and non-Aboriginal students in 57 preschools, primary and secondary schools were learning an Aboriginal language.

In addition, the department contributed to the development of the EAL/D hub, an online resource designed to support teachers of Aboriginal and Torres Strait Islander students who are learning Standard Australian English as an additional language or dialect. Developed in a cross-jurisdictional setting, the hub is aligned to the Australian Professional Standards for Teachers and provides tasks, content, stories, quizzes and videos to enable educators to support and lead learning of Aboriginal EAL/D students. The Hub is due for release in 2019.

The Henry Parkes Equity Resource Centre provided bilingual resources in 95 languages to support students and families, including resources to support the study of NSW Aboriginal languages.

## Rouse Hill Public School

Rouse Hill Public School delivers part of its curriculum in Mandarin enabling every student to learn in the language for up to five hours per week.

The school is one of four government primary schools participating in the NSW Bilingual Schools Program. The program promotes learning Asian languages to primary school students. Other languages include Indonesian at Scotts Head Public School, Japanese at Murray Farm Public School and Korean at Campsie Public School.

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# Future directions

The department is committed to providing ongoing high quality education which responds to the needs of our culturally diverse community. In addition to the ongoing provision of multicultural education programs and services, the following future actions are proposed for 2019-20. These actions are linked to the goals of the department's Strategic Plan 2018-2022 and are further articulated in our new Multicultural Plan.

## **All children make a strong start in life and learning and make a successful transition to school**

Increase the capacity of school staff to support the needs of newly arrived EAL/D and refugee students.

Strengthen programs that support the transition of EAL/D and refugee students across entry and exit points – on-arrival, pre-school to school, primary to high school, and from intensive English programs to mainstream settings.

Strengthen provisions that support transition to school for newly arrived EAL/D and refugee pre-school aged children.

## **Every student is known, valued and cared for in our schools**

Support leaders and teachers to access and interpret data in order to identify and effectively respond to the needs of their culturally diverse school communities and LBOTE students.

Review resource allocation processes to ensure the equitable allocation of resources to support EAL/D, newly arrived and refugee students.

Continue to provide specialist counselling and psychological support for refugee and other vulnerable students.

## **Every student, every teacher, every leader and every school improves every year**

Support principals and aspiring leaders to lead transformative multicultural education practices, create inclusive learning environments and improve learning outcomes for underperforming cohorts of LBOTE students.

Provide tools that assist leaders and teachers to plan and strive for excellence in multicultural education program areas.

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Deliver professional learning opportunities that assist teachers to recognise learner diversity, promote effective teaching in culturally diverse contexts, and support the wellbeing of all members of the school community.

### **Every student is engaged and challenged to continue to learn**

Support teachers to provide high challenge, high support learning opportunities for students from all cultural and linguistic backgrounds to ensure they can achieve their full potential.

Deliver provisions and resources that support the wellbeing of students from all cultural, linguistic and religious backgrounds.

Support leaders and teachers to recognise the cultural capital that students bring to the classroom and build on students' knowledge and skills to achieve positive learning outcomes.

### **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**

Support leaders and teachers to deliver effective EAL/D and refugee student support programs to improve the learning and wellbeing of EAL/D and refugee students, including students in rural and regional schools.

Support leaders and teachers to understand the complex needs of students from diverse cultural, linguistic and religious backgrounds and ensure that these needs are appropriately addressed in all areas of teaching and learning.

Provide professional learning programs that assist staff in understanding the cultural diversity and complexity of our school communities and workplaces and support staff in fostering intercultural understanding, community harmony and positive community relations.

### **All young people finish school well prepared for higher education, training and work**

Enhance provisions that support pathways to further education and employment for refugee and asylum seeker students and vulnerable LBOTE students.

Collaborate with internal and external stakeholders to ensure that young people from all cultural backgrounds have the knowledge and skills required to access further study and employment opportunities.

Support schools to prepare all students for participation as active Australian and global citizens.

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## **Education is a great place to work and our workforce is of the highest calibre**

Provide opportunities that assist staff to recognise and address bias and discriminatory behaviour, including racial discrimination, in learning and working environments.

Provide advice to school leaders on staff qualifications, experience and expertise needed to facilitate the delivery of high quality multicultural education.

Explore opportunities for strengthening career pathways and leadership opportunities for staff with expertise in EAL/D and multicultural education.

## **Our school infrastructure meets the needs of a growing population and enables future-focused learning and teaching**

Collect and analyse data on the needs of EAL/D, refugee and newly arrived students to ensure that schools are adequately resourced and staffed to meet their needs.

Develop resources that assist leaders in managing culturally complex school communities, including unique educational settings such as Intensive English Centres.

Provide advice on appropriate learning contexts and provisions to effectively meet the needs of our changing demography and culturally complex school communities.

## **Community confidence in public education is high**

Strengthen initiatives that promote cohesion, respect and harmony in school communities and assist schools to identify and support vulnerable students.

Strengthen provisions which facilitate communication with families from diverse backgrounds to ensure all parents and carers can access and share information about their children's learning and wellbeing.

Maintain strong partnerships and support collaboration and consultation with multicultural and Aboriginal stakeholder groups to ensure provisions meet the needs of students and families from all cultural backgrounds.

## **Our education system reduces the impact of disadvantage**

Strengthen the provision of anti-racism education to ensure all staff are skilled in recognising and addressing racism in the learning and working environment.

Facilitate school compliance with the Anti-Racism Policy, including supporting the nomination and training of Anti-Racism Contact Officers.

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Support research into racism and social inclusion in schools to identify areas of need and inform the development and delivery of anti-racism education programs and professional learning for teachers.