NSW Department of Education and Training

Ethnic Affairs Priorities Statement

Plan 2005
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1 Introduction

The cultural and linguistic diversity of the people of New South Wales is recognised and valued as an asset by the Department of Education and Training. The Department is committed to upholding the Principles of Multiculturalism in order to build harmonious and productive learning communities that deliver high quality education services to people from all cultures and communities.

1.1 The NSW Department of Education and Training

The NSW Department of Education and Training coordinates the delivery of education and training services across New South Wales. It is the key provider in NSW with responsibilities for early childhood, primary and secondary education, vocational education and training, higher education, and adult and community education.

Public Schools

The Department provides high quality education for around 70 per cent of all school students in New South Wales at more than 2 200 locations throughout the State. Around 760 000 students attend NSW government schools including pre-schools, primary schools, central schools, high schools, colleges and specialist schools.

The key concern of public schools is to provide children and young people with the foundations of lifelong learning so that they become literate, numerate, well-educated citizens with capabilities and confidence to make a positive contribution to our culturally and linguistically diverse society. Public schools deliver a curriculum that meets students' needs and aspirations, is relevant to today's world and is responsive to community expectations. Public schools have established close relationships with parents and caregivers, local communities, businesses and industry. These are powerful partnerships that assist the Department in the education of students and the management of schools.

The establishment of multi-campus colleges has promoted cooperative ventures and partnerships among schools and other education providers, particularly with TAFE NSW and universities, in order to broaden curriculum provision in schools and to use resources more effectively.

In supporting the ongoing provision of quality teaching and learning in public schools, the Department initiates, manages and participates collaboratively with universities in undertaking major educational research projects and provides quality assurance assessment of applications from external research agencies seeking to conduct research in NSW public schools.
**TAFE NSW**

The NSW Technical and Further Education Commission (TAFE NSW) continues to be the key organisation in NSW that provides high quality vocational education and training programs and services. It has been providing quality vocational education and training in NSW for over 100 years. Under the guidance of ten institutes, including a distance education facility, more than 130 locations across the state deliver nationally and internationally recognised courses and services.

More than 500,000 students, including 85,000 students from diverse cultural and linguistic backgrounds are provided with opportunities to gain technical, vocational and general education knowledge and develop skills required by industry and the community through more than 1,300 major award courses. Flexible delivery modes, particularly through the use of new technology, are designed to meet the diverse needs of students.

The courses are recognised by industry, designed to concur with national priorities for vocational education and training and are mostly nationally accredited under the *Australian Qualifications Training Framework* (AQTF).

**Industry Training Services**

The Department provides a range of quality vocational education and training services for specific industries and individuals. These include the provision of training programs to address industry skills needs, the administration of the apprenticeship and traineeship system, and the provision of recognition services and a range of associated programs to support vocational education and training in industry. Many of the industry programs are managed through the Department’s eleven industry training centres located throughout the state.

In addition, the Department funds 20 *NSW Industry Training Advisory Bodies* (ITABs) which provide advice relating to industry in New South Wales. It also funds group training organisations, industry skills centres and other community organisations to support training in industry.

**Adult and Community Education**

The New South Wales Government is committed to the maintenance and promotion of a dynamic, high quality and fair adult and community education sector that has the flexibility to respond effectively to community needs.

The *Board of Adult and Community Education* (BACE) is the Department’s body responsible for coordinating, supporting, funding and monitoring community-based adult education programs in NSW. ACE encourages and targets equity groups in NSW communities to engage adults who have not traditionally participated in learning.

ACE courses are open to all adults in NSW, regardless of age or previous education.
The NSW Community Languages Schools Board

The NSW Community Languages Schools Program supports the maintenance and development of the first and/or heritage language of communities whose background language is not English.

The NSW Community Language Schools Board has an advisory role to the Minister for Education and Training on policy concerning the operation of language classes run by community languages associations after hours for school aged children.

One of the priorities of the Board is to enhance the professionalism and accountability of the community languages sector, and, concurrently, to strengthen links with mainstream education providers

NSW Adult Migrant English Service

The NSW Adult Migrant English Service (AMES) assists newly-arrived migrants to study English, enabling them to participate in the community, education and work. English instruction is delivered at AMES centres, workplaces and community venues by a home tutor or through distance education.

AMES is primarily funded by the Commonwealth Department of Immigration Multicultural and Indigenous Affairs (DIMIA) to provide English language tuition under the Adult Migrant English Program (AMEP).

National Art School

The National Art School is an independent school funded by the Department. It provides a three-year Bachelor of Fine Arts course, extended in 2002 to include honours and a master’s degree. It also offers a comprehensive program of short courses, summer and winter courses and a Higher School Certificate (HSC) extension course. The school aims to provide students with the skills and knowledge to become practising artists who have a broad awareness of cultural values.

1.2 Cultural and linguistic diversity in the Department of Education and Training

The diversity of the state’s population is reflected in its schools, colleges and other training institutions. In 2004, 199,540 students from language backgrounds other than English enrolled in NSW government schools. 84,408 students who spoke languages other than English at home enrolled in TAFE NSW courses.

The Saturday School of Community Languages (SSCL) provided instruction in 23 community languages to approximately 5,000 secondary school students from language backgrounds other than English.

Under the NSW Community Languages Schools Program, the Department provided funds for approximately 32,000 students who wished to learn and maintain their first or heritage language. Instruction in 47 languages was provided by 231 community organisations in 2004.
The Links to Learning Community Grants Programs (LTL) is part of the government’s cross-sectoral approach to assist young people at risk into pre-vocational and vocational education and training. In 2004, approximately 79,117 hours of assistance were provided to young people from language backgrounds other than English enrolled in the program.

During 2003, total enrolments in NSW Adult and Community Education courses was just under 400,000. Of these, 31,712 (approximately 8.6%) were clients with a language background other than English. The total number of overseas-born students was 62,627 which represented approximately 17% of the total enrolments.

The Skillmax Program, conducted by the NSW Adult Migrant English Service (AMES) provides job-seeking and communication skills training and work experience placements for migrants with overseas qualifications and work experience. In 2004, there were 900 participants enrolled in the Skillmax Program.

During 2004 there were 25,277 students from language backgrounds other than English enrolled with the Adult Migrant English Service (AMES).
2 Strategic Planning in the Department of Education and Training

2.1 NSW Education and Training 2005 Priorities Statement

The *NSW Education and Training 2005 Priorities Statement* has been prepared to reflect the NSW Government's commitment to public education and training.

The *Priorities Statement* provides the framework within which schools, TAFE NSW and other sections of the Department develop their own plans, appropriate to their local needs, in order to produce the best opportunities and outcomes for all students. It is the key planning document for an integrated education and learning system which meets the life-long learning needs of the people of New South Wales. The objectives are:

1. Achieving excellence in education and training outcomes for all students.
2. Providing students with the foundations.
3. Improving the quality of teaching and learning.
4. Improving transitions through schools to work and further education.
5. Providing the skills and values for education, growth, prosperity and social cohesion.
6. Delivering a dynamic and responsive system of public education.

The Priority Outcomes outlined in the document are:

- Better literacy and numeracy outcomes for all students
- Increased completion of Year 12 or its vocational equivalent
- Improved VET and employment outcomes
- Closing the achievement gap for Aboriginal students
- High quality teaching and professional standards
- Improved teacher recruitment, retention and retraining
- Reduced class sizes in Kindergarten and Year 2
- Higher levels of safety and security for staff and students
- Improved technology-based learning and infrastructure
- Higher quality learning environments
- Improved delivery of services.

This 2005 *Priorities Statement* reinforces the commitment of the Department to ensuring that all students are provided with opportunities to reach the highest educational standards irrespective of background or circumstances. It forms the basis of reporting on the achievements of the public education system to parents and the community, who are the partners in education.

Strategic directions are established in relation to quality teaching and learning, the *State Literacy and Numeracy Plan*, creating confident users of information and communications technologies, opportunities for young people to study vocational subjects and develop workplace skills while still at school, and improving school facilities for students.
3 Multicultural Education and Training

Multicultural education is for all. Multicultural education aims to develop the knowledge, skills and values required by all students for active citizenship in a culturally diverse, civil society.

Multicultural education:

• promotes community harmony through programs which counter racism and intolerance and develop understanding of cultural, linguistic and religious differences; and
• supports the particular learning needs of students from diverse cultural and linguistic backgrounds through the provision of specific programs and services.

The Department's commitment to multicultural education supports a vision of NSW as a community which values and benefits from its cultural and linguistic diversity in order to fully realise its social, cultural and economic potential.

In fulfilling this commitment to multicultural education, the following standards and outcomes guide the planning and operation of programs and services across all areas of the Department.

3.1 Standards

Building community

All students and staff participate in education and training that is free from racism and fosters respect for cultural differences while promoting values that sustain civic responsibility, social inclusion and community harmony.

In order to attain the standard, all areas of the Department will develop strategies to achieve the following outcomes:

• All students and staff are able to learn and work in an environment free from discrimination and racism.
• Civic values, cross-cultural understanding and community harmony are promoted through inclusive curricula and teaching practices.
• Teachers and other staff have the knowledge and skills to work effectively in a culturally diverse workplace.
• Students and staff from all cultures and communities have opportunities to participate in educational decision making and leadership roles.
• Partnerships with culturally and linguistically diverse communities are promoted by schools, colleges and campuses.
Ensuring equity

Students from language backgrounds other than English participate in high quality education and training that meets their learning needs and prepares them for lifelong learning and employment.

In order to attain the standard, all areas of the Department will develop strategies to achieve the following outcomes:

- Students with second language learning needs are able to access targeted assistance to develop their English language and literacy skills.
- Students from language backgrounds other than English are able to access the full range of education and training programs and pathways.
- Data systems are able to identify the education and training outcomes and needs of students from language backgrounds other than English.
- Educational programs and student welfare and support services are responsive to the needs of students from diverse cultural, religious and linguistic backgrounds.
- All areas of the Department, including schools, colleges and campuses, are able to communicate effectively with their diverse cultural and linguistic communities.

Maximising benefits

The community as a whole benefits from education and training that recognises and utilises the cultural and language skills of students and staff from all backgrounds.

In order to attain the standard, all areas of the Department will develop strategies to achieve the following outcomes:

- The knowledge, skills and practices of diverse cultural and linguistic communities are valued as a resource to inform the development of appropriate and inclusive curriculum, resources and practices.
- The language resources of the community are enhanced through the provision of appropriate programs and practices.
- Vocational education and training programs are responsive to the needs of people from diverse cultural and linguistic backgrounds.
- The skills and qualifications of students and staff from diverse cultural and linguistic backgrounds are recognised and utilised.
4 The Ethnic Affairs Priorities Statement (EAPS) Plan

4.1 About the EAPS Plan 2005

The Department’s EAPS Plan 2005 reflects the government’s EAPS activity areas and incorporates the Department’s standards, outcomes and strategies for multicultural education and ethnic affairs.

It includes outcomes and strategies that relate to:

- teaching and learning programs and support services for students and clients from diverse cultural and language backgrounds
- management practices promoting access to and participation in the full range of services for clients from language backgrounds other than English.

Indicators of performance have been included to guide sector-based self-assessment reporting in 2005. The plan does not include information on funds allocated to support each of the strategies. Budgetary allocations represent a feature of the Department’s reporting on the implementation of ethnic affairs initiatives.

4.2 Reporting on EAPS Plan 2005

The EAPS Plan 2005 is necessarily broad in its scope, including strategies that address the needs of students and clients across the full range of education and training sectors and service providers.

A reporting proforma has been developed to assist in analysing and collating the information from different functional areas of the Department. From this information, a comprehensive report on the outcomes achieved in multicultural education and ethnic affairs will be prepared. This information will be included in the Department’s Annual Report which will highlight local initiatives undertaken to meet the intended outcomes of the plan.

4.3 Responsibilities for implementing EAPS

The overall responsibility for implementing EAPS rests with the Director-General of Education and Training and the Managing Director of TAFE NSW.

Within the Department, the General Manager, Operations and Support and the Director of Equity Programs have responsibility for coordination of EAPS across the sectors of education and training.

The Manager of Multicultural Programs is the nominated EAPS contact officer for the Department with responsibility for liaising with the Community Relations Commission for a multicultural NSW (CRC). The Multicultural Programs Unit provides support to other areas of the Department to ensure all sectors understand and can implement their responsibilities under EAPS.
Individual managers of program areas, including state office directors, TAFE institute directors, and regional directors, are required to develop local initiatives and to report on relevant EAPS strategies through the reporting process.
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<tr>
<td>1 Planning and Evaluation (planning, data and research, resources)</td>
<td>1.1 Reporting on the implementation of ethnic affairs strategies is integrated into the planning, evaluation and accountability cycle of the Department’s areas of responsibility</td>
<td>Rate of completion of and level of detail in EAPS reporting by school regions, TAFE institutes and state office directorates</td>
<td>Conduct EAPS information and accountability workshops for regional and institute personnel</td>
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<td>Conduct research into issues impacting on completion rates in TAFE modules and courses of students from language backgrounds other than English</td>
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<td>Implement a research project to identify links between first language literacy development and literacy development in English</td>
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<td>Conduct an AMEP student satisfaction survey by all DET Consortium partners to ensure that English language provision and support services meet the needs of students</td>
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<td>1.2 Data systems are able to identify the education and training outcomes and needs of students from language backgrounds other than English</td>
<td>Level of disaggregation according to language background, place of birth and ethnicity of student enrolment, attendance and assessment data</td>
<td>Provide training for school personnel on the new OASIS system to facilitate collection of data in relation to MCEETYA agreements concerning reporting on outcomes from schooling of students from language backgrounds other than English</td>
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<td>Continue to collect data relating students from language backgrounds other than English, temporary visa holders, International students and refugees in Departmental settings through regular state-wide surveys in order to inform program planning and expenditure</td>
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<td>Provide training to relevant staff in TAFE institutes on statistical information systems including the Equity Data Cube</td>
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<td>Monitor student data at a central and institute level for the planning, design and delivery of programs and services for students from culturally and linguistically diverse communities.</td>
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| 2 Program and Service Delivery (consultation,     | 2.1 The knowledge, skills and practices of diverse cultural and linguistic communities are valued as a resource to inform the development of appropriate and inclusive curricula, resources and practices | ▪ Maintenance of the Director-General’s Advisory Group for Multicultural Education and Training (AGMET)  
▪ Maintenance of local consultative mechanisms involving culturally and linguistically diverse communities | ▪ Develop and maintain culturally and linguistically-inclusive structures and mechanisms to support equity planning and evaluation  
▪ Provide for culturally and linguistically diverse community representation on institute advisory councils  
▪ Consult with multicultural interagencies, community networks and industry to inform the development of inclusive curriculum resources and practices  
▪ Develop and implement community consultation strategies that are inclusive of regional and small and emerging communities  
▪ Establish a Community Consultative Council to inform the planning of course provision in AMES |
| participation, service and programs)              |                                                                          |                                                                           |                                                                           |
|                                                  |                                                                          |                                                                           |                                                                           |
| 2.2 Civic values, cross-cultural understanding and | 2.2 Civic values, cross-cultural understanding and community harmony are promoted through inclusive curricula and teaching practices | ▪ Number and type of programs offered that aim to develop civic and cultural understandings  
▪ Number and range of community harmony initiatives undertaken  
▪ Production and dissemination rates of culturally inclusive curriculum materials and strategies | ▪ Implement cultural exchange program between schools to promote cultural understanding and community harmony  
▪ Promote a use of [www.makingmulticulturalaustralia.gov.au](http://www.makingmulticulturalaustralia.gov.au) in order to enhance culturally inclusive teaching strategies  
▪ Conduct a range of community harmony projects  
▪ Continue to provide professional development to teachers to support civics and citizenship education  
▪ Increase knowledge and understanding of Australia’s cultural, linguistic and religious diversity through providing teachers with a range of resources  
▪ Continue to offer modules which promote cultural awareness and develop cross-cultural competencies  
▪ Develop resources to increase staff awareness of the issues impacting on access, participation and outcomes for members of small and emerging communities, including those from African communities settling in regional New South Wales  
▪ Publication of print-based and on-line resources that are culturally and linguistically inclusive  
▪ Conduct inclusive teaching practice seminars at a college and campus level  
▪ Develop culturally inclusive publications to support the implementation of the Adult Migrant English Program |
| 2 Program Service and Delivery (consultation,      | 2.3 All students and staff are able to learn and work in an environment free from discrimination and racism | ▪ Number of Anti-Racism, Anti-Discrimination, and Anti-Harassment Contact Officers trained  
▪ Number of anti-racism | ▪ Continue to provide training for Anti-Racism, Anti-Discrimination and Anti-Harassment Contact Officers in all Department workplaces  
▪ Maintain a regional register of trained Anti-Racism Contact Officers in schools |
<p>| participation, service)                           |                                                                          |                                                                           |                                                                           |</p>
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|               | Students and staff from all cultures and communities have opportunities to participate in educational decision-making and leadership roles.                                                                 | - Number of programs offered which aim to enhance participation in a culturally diverse community  
   - Participation rates by staff and students in programs which aim to enhance participation in a culturally diverse society | - Continue to monitor recruitment and promotions data contained in the Department's *Equal Employment Opportunity Report*  
   - Ensure that Departmental community consultative structures and mechanisms allow for input from staff and communities from culturally and linguistically diverse backgrounds  
   - Implement course activities which enable students to participate in planning their learning and evaluating course and program delivery |  
| 2.4           | Students with second language learning needs are able to access targeted assistance to develop their English language and literacy skills.                                                               | - Number and type of intensive and post-intensive English language and literacy programs provided  
   - Number of students from language backgrounds other than English participating in English language or literacy programs  
   - Level of demand for English language and literacy programs compared to participation rates | - Continue to provide English as a second language learning programs and courses  
   - Continue to develop teaching materials and practices which cater to the English language learning needs of students from language backgrounds other than English  
   - Conduct research into ways of improving literacy outcomes of ESL students in transition from primary to secondary schools  
   - Expand the provision of *English for Speakers of Other Language (ESOL)* and *English for Vocational Purposes* courses |  
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| 2 Program Service             | 2.6 Students from language backgrounds other than English are able to access the full range of education and training programs and pathways | • Number of programs which combine vocational training and English language development that target students from backgrounds other than English  
• Production and dissemination of publications which promote education and training pathways for people from diverse cultural and linguistic backgrounds | • Continue to provide programs and services that meet the specific needs of learners from language backgrounds other than English in education and training  
• Continue to offer language other than English (LOTE) programs across the Department  
• Continue to promote the availability of information about Department policies, programs and services in languages other than English, programs and courses in translation and provide interpreter assistance for parents from language backgrounds other than English  
• Continue to provide case management and mentoring programs for students from language backgrounds other than English at risk of disengaging from school or training  
• Conduct workshops for students from language backgrounds other than English on TAFE NSW course application and enrolment processes  
• Customise curriculum products to address the vocational education and training needs of specific groups with overseas gained skills and qualifications  
• Continue to monitor and enhance the participation of people from language backgrounds other than English in Apprenticeships and Traineeships  
• Provide all students enrolled in the AMEP DET Consortium classes with guidelines to develop their learning plan and educational goals. |
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| 2 Program Service and Delivery        | 2.7 Educational programs and student welfare and support services are responsive to the needs of students from diverse cultural, religious and linguistic backgrounds | - Number of sector-specific identified positions to support the needs of culturally and linguistically diverse communities  
- Availability and range of welfare and support services targeting the specific education and training needs of learners from language backgrounds other than English | - Continue to encourage the participation of young people from culturally and linguistically diverse communities in student leadership initiatives  
- Continue to provide first language and bilingual support for newly arrived students  
- Continue to provide financial support to refugees and special humanitarian entrants through the operation of the Refugee Student Assistant Scheme  
- Continue to conduct community information forums for students and families from language backgrounds other than English  
- Maintain and consolidate partnerships to support young people at risk of disengaging with education and training, including young people from language backgrounds other than English  
- Continue to implement initiatives funded as part of the Youth Partnerships with Arabic-Speaking and Pacific Communities  
- Continue to provide services to support the access and participation of people from language backgrounds other than English in TAFE NSW provisions  
- Provide professional development programs on cultural diversity for customer service staff  
- Develop and implement pre and post training careers and study pathways initiatives to ensure that students from culturally and linguistically diverse communities make informed decisions about their further education and vocational training options  
- Utilise the bilingual skills of staff members, to assist in the enrolment of students from language backgrounds other than English  
- Enhance staff and student awareness of settlement services provided by government and non-government agencies and facilitate referrals as appropriate. |
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<td>2</td>
<td>Program Service and Delivery (consultation, participation, service and programs)</td>
<td>2.8 The language resources of the community are enhanced through the provision of appropriate programs and practices</td>
<td>▪ Continue the Department’s commitment to the Saturday School of Community Languages and Community Languages K-6 program to support the maintenance and development of community languages</td>
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<td>▪ Number and range of language other than English programs.</td>
<td>▪ Continue to support the maintenance of heritage languages through the ongoing operation of the Community Languages Schools Program</td>
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<td>▪ Number and range of language maintenance and heritage language programs.</td>
<td>▪ Continue to offer interpreting and translation training courses at the paraprofessional and professional levels in TAFE NSW</td>
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<td>▪ Number of students in Language other than English, language maintenance and heritage language programs</td>
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<td>2.9 Vocational education and training programs are responsive to the needs of people from diverse cultural and linguistic backgrounds</td>
<td>▪ Participation rates by students from language backgrounds other than English in vocational education and training in schools</td>
<td>▪ Increase career and training opportunities for students from language backgrounds other than English through part-time traineeships</td>
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<td>▪ Access and participation rates by people from language backgrounds other than English in vocational education and training.</td>
<td>▪ Continue to identify and address the education and training needs of students from diverse cultural and linguistic communities, including emerging communities</td>
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<td>▪ Number and range of culturally or linguistically targeted vocational education programs and services offered</td>
<td>▪ Continue to monitor and analyse the number of course commencements of apprentices and trainees from language backgrounds other than English</td>
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<td>▪ Participation rates of rural and isolated students from language backgrounds other than English in vocational education and training</td>
<td>▪ Continue to provide tailored English for Specific Purposes (ESP) courses through the Language, Literacy and Numeracy Program (LLNP) and other programs to address the employment or further study needs of people from language backgrounds other than English</td>
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<td>▪ Continue to provide appropriate training courses to job seekers and underemployed people from language backgrounds other than English through the Skillmax Program</td>
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<tr>
<td>2 Program Service and Delivery (consultation, participation, service and programs)</td>
<td>2.10 The skills and qualifications of students from diverse cultural and linguistic backgrounds are recognised</td>
<td>Participation rates of students from language backgrounds other than English in student leadership programs</td>
<td>Continue to provide training and development courses for teachers in catering to the needs of students from language backgrounds other than English</td>
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<td>Continue to support a range of vocational skills for migrant jobseekers and underemployed public service employees from language backgrounds other than English</td>
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<td>Continue to deliver programs to assist staff in recognition of overseas qualifications skills and experience</td>
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<td>Continue to provide a range of refresher and bridging courses to assist with the employment of qualified staff across the Department</td>
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| 3 Staffing (recruitment, training, CLAS) | 3.1 Teachers and other staff have the knowledge and skills to work effectively in a culturally diverse workplace | - Number and range of intercultural communication and cultural awareness professional development courses offered  
- Participation rates in intercultural communication and cultural awareness professional development courses  
- Production and dissemination rates of culturally inclusive teaching resources and strategies | - Continue to provide orientation courses, mentoring opportunities and professional development opportunity for newly-appointed teachers  
- Continue to provide training in cross-cultural communication, use of interpreters and translations, and cultural awareness for teachers and administrative staff  
- Provide professional development activities on the education and training needs of NSW culturally and linguistically diverse communities, including small and emerging communities  
- Provide professional development programs on teaching in a culturally diverse classroom |
| | 3.2 The skills and qualifications of staff from diverse cultural and linguistic backgrounds are recognised | - Number of staff from language backgrounds other than English across all levels in the Department  
- Number of staff accessing Community Language Allowance Scheme  
- Participation rates of staff from language backgrounds other than English in staff development and leadership programs  
- Recognition rate for clients with overseas skills and qualifications.  
- Number and range of recognition services accessed by clients with overseas skills and qualifications | - Continue to implement a range of strategies to support and provide professional development for overseas trained teachers  
- Develop, update and promote access to registers of staff with community language skills, including staff receiving the Community Language Allowance Scheme (CLAS)  
- Monitor staff in receipt of CLAS and encourage bilingual staff to seek CLAS recognition  
- Continue to encourage staff to seek recognition of their overseas qualifications to progress in their career path |
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| 4 Communication (publicity, client communication) | 4.1 Partnerships with culturally and linguistically diverse communities are promoted by schools, colleges and campuses | ▪ Range and type of partnerships targeting people from language backgrounds other than English | ▪ Continue to strengthen the relationship of the Department with culturally and linguistically diverse communities of NSW  
▪ Continue to conduct community consultation forums across the Department  
▪ Continue to develop partnerships with local councils, multicultural interagencies, culturally and linguistically diverse communities, industry bodies, government agencies and other VET providers to plan and deliver appropriate vocational education and training programs and support services to people from language backgrounds other than English  
▪ Develop and implement strategies across the Department to meet the goals of the Youth Partnerships with Pacific and Arabic speaking communities |
| | 4.2 All areas of the Department, including schools, colleges and campuses, are able to communicate effectively with their diverse cultural and linguistic communities | ▪ Number of translations by community language  
▪ Level of interpreter usage  
▪ Range and type of targeted ethnic communication strategies | ▪ Continue to provide, promote and distribute information about Department policies, programs and services in languages other than English both online and in hard copy to support students, parents and caregivers from language backgrounds other than English  
▪ Continue to ensure effective communication with diverse linguistic communities through the provision of interpreter services and the use of ethnic media, and community seminars  
▪ Continue to cater for students, parents and caregivers from language backgrounds other than English in providing accurate and relevant post-HSC careers advice allowing for the use of interpreters |
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<td>5 Funded Services (grants to communities, contracted services)</td>
<td>5.1 Funded services and grants programs apply the principles of cultural diversity</td>
<td>Participation rates of clients from language backgrounds other than English in externally funded programs. &lt;br&gt; Number of funded programs and services which target culturally and linguistically diverse communities. &lt;br&gt; Percentage of young people from language backgrounds other than English participating in externally publicly funded education and training activities.</td>
<td>Continue to implement professional development for staff in all Community Grants Program areas to assist in addressing issues of cultural diversity, including culturally-appropriate curriculum design and assessment of grants programs &lt;br&gt; Continue to support the <em>Links to Learning Community Grants Program</em> to provide assistance for young people from backgrounds other than English at risk of leaving school early &lt;br&gt; Continue to deliver flexible <em>Adult Migrant English Programs</em> (AMEP) targeted at adult migrants and refugees &lt;br&gt; Ensure that externally funded programs reflect the employment and/or further study needs of people from culturally and linguistically diverse communities.</td>
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