



## **Randwick Boys' High School Multiculturalism Policy including ESL Policy**

### **Preamble**

Multiculturalism describes the cultural and ethnic diversity of Australian society. We are, and will remain, a multicultural society.

Multiculturalism is also a public policy that recognises and values Australia's cultural diversity. It is based on the belief that people of all cultural and linguistic backgrounds have an equal right to participate in and contribute to society. It promotes social harmony and social justice, and views cultural diversity as a strength and resource for Australian society.

As part of the underlying principles of multiculturalism the government accepts that all Australians should enjoy freedom from discrimination on the basis of race, ethnicity, religion or culture.

The government also accepts that all Australians should have the opportunity to acquire and develop proficiency in English and to develop cross-cultural understanding.

### **Policy:**

This policy identifies the ways in which Randwick Boys' High School implements the DET Policy on Multicultural Education, including the role of the ESL teacher in the school.

### **Purpose:**

This policy provides the framework for promoting multiculturalism in the school through curriculum, welfare, extra-curricular activities and community involvement.

### **Procedures:**

#### **Multicultural Education**

In recognition of our multicultural society and public policies on multiculturalism the NSW Dept of Education and Training has developed multicultural education policies and programs which aim to:

- Give all students an understanding of the importance of cultural and linguistic diversity in our nation
- Provide students from non-English speaking backgrounds with equal access to educational opportunity
- Facilitate intercultural understanding by ensuring that multicultural values are embraced by the school curriculum
- Promote strategies that facilitate inclusiveness

#### **Randwick Boys' High School Multicultural Strategies**

Randwick Boys' High School comprises more than 650 students with a 70% proportion of students from language backgrounds other than English. Recently, there has been a significant number of students from China and Korea including full-fee paying international students. The school has a consistent number of enrolments of students from Pacific Island and sub-Saharan African backgrounds.

Multiculturalism must do more than simply recognise a demographic fact. At Randwick Boys' High School, we recognise that our school is enriched by its cultural diversity. We encourage the interaction of students based on a respect for difference by developing mechanisms for social cohesion. Randwick Boys' High School is committed to multiculturalism across the school curriculum.

Based on DET multicultural education strategies, Randwick Boys' High School has developed the following programs and services as part of our multicultural strategy:

- The operation of Chinese Background Speakers in Year 11 & 12 on the timetable lines,
- Anti-racism education programs/policies for students and staff.
- Regular opportunities for international fee paying students to meet with and be supported by an international Students' Coordinator.
- Welfare programs designed to promote tolerance and harmony.
- The Pacific Islander program

Randwick Boys' High School is committed to providing a safe environment where students and staff of all cultural backgrounds respect each other. We reject racial discrimination in all its forms. Students and staff are encouraged to report any incidences of racism to the school Anti-Racism Contact Officer who deals with them according to the DET guidelines.

The school also organises workshops and information sessions for students who have been either victims or perpetrators of racial harassment in order to develop conflict resolution skills and reduce the incidence of racist behaviour within the school community. To date, when this strategy has been employed, it has involved the ARCO, Counsellors, Deputies and Year Advisers in their pastoral roles.

### **Future Directions**

To promote multiculturalism within the school, we need to:

- Continue to celebrate diversity in all its forms,
- Encourage LBOTE parents to join the P&C,
- Continue promoting LBOTE parent involvement in the P&C,
- Promote the study of languages other than English as part of the curriculum.

To improve communication with and knowledge of the needs of the local community, we need to:

- Establish connections with local migrant resource centres (MRCs),
- Access government resources, such as through DIMA.

### **Development of multicultural perspectives to the curriculum**

All subject faculties in the school are encouraged to provide educational programs and experiences that reflect the culturally diverse backgrounds of Randwick Boys' High school students, thus promoting values of understanding and tolerance within the school population. This is consistent with and encouraged by the NSW DET Quality Teaching initiative.

### **ESL programs (See also ESL Policy below)**

The school has an ESL program which aims to support all LBOTE students across the curriculum. ESL English HSC classes have been established in Years 11 and 12. ESL teachers support English teachers in these classrooms. ESL teachers work alongside subject teachers to support ESL students in their language and literacy development in Stages 4, 5 and 6 across the curriculum.

In addition to this, international fee-paying students who seek placement at Randwick Boys' High School are required to provide evidence that they have a level of English that is sufficient for the demands of Stage 6. Where this is not the case, students are encouraged to seek placement in Year 10 where they can access intensive support to prepare them for the demands of the Stage 6 curriculum.

## **Interpreting and translation support services**

The school accesses recognised interpreting and translating services when communication with parents and guardians from a non-English speaking background.

Where interpreter services are required for evening functions, such as BOSLO evenings, Parent-Teacher Nights and Curriculum evenings, funding for interpreters' time is available from the Multicultural Programs Unit (MPU). The school completes in advance an "Interpreter Request Form" which is sent to the MPU. The MPU supplies an invoice, an MPU Authority Number. The school requires translators to complete an "Interpreter Service Tax Invoice" which the school sends to the MPU to enable the interpreters' payments. (See attachments)

Emergency interpreting through the Telephone Interpreting Service (TIS) is available on 131-450. The process for accessing this service is to fax a request form prior to the interview. TIS will confirm the booking. At the interview:

- Dial the number,
- Give DET Code Number CO18294 and job number.

A range of translated documents is provided by the Dept of Education and Training for communicating information to non English speaking parents and community members. Where appropriate documents are not available the school will arrange for important information to be translated or interpreted through recognised translators.

## **Future Directions in the Employment of SASS Staff**

With the fact that the school has reached an LBOTE population that is 70% of the total and increasing, there is a need to consider the employment of bilingual SASS personnel (reflecting the community languages that exist in the school community) in the school's administrative office to provide interpretation services for the school community.

## **Social / Welfare support for LBOTE students**

In recognition of the special needs of newly arrived LBOTE students, the school provides an ESL assessment by ESL teachers as part of the enrolment process. ESL teachers need to record any relevant information pertaining to students, and to report this information at staff and welfare meetings.

The ESL teachers, School Counsellor and Year Adviser will provide social/welfare support to ESL students in conjunction with other staff members where appropriate (such as the International Students' Coordinator). In addition, the school also recognises the particular needs of international students and refugee students.

## **Promotion of School's Cultural Diversity within the wider school community**

The school values the rich diversity of cultures by promoting information about non-English speaking cultures. Diversity should be promoted in the regular school curriculum as well as through school publications and extra curriculum activities. Students will make regular contributions to the school assembly regarding their cultural background. The school celebrates cultural diversity by recognising the achievement of students of LBOTE in all curriculum areas. This is done through:

- Developing cultural partnerships with the Cleveland Street IEC and partner Primary Schools to promote the cultural diversity within the school,
- Development of Anti-Racism brochure as part of tolerance building,
- Streamlining of provision of translating/interpreting services,
- Regular contributions to the school assembly of a multicultural nature,
- Pastoral Days for International students,

## ESL Policy

### Allocation of ESL Resources

ESL teachers are allocated on the basis of need. Need is determined on the basis of Phase 1, Phase 2 and Phase 3 English language learners in the school, by cohort, calculated using:

- The OASIS enrolment data to determine length of time in Australia,
- Performance in “NAPLAN” and
- Assessment of students by ESL teachers using ESL scales.

The allocation of resources to cohort is flexible, allowing for professional judgement and requests for support. Allocation of ESL teachers to timetable lines is designed to maximise flexibility of delivery to a range of ESL students across all cohorts. In addition, a designated ESL class in Year 7 will receive at least 0.5 of an ESL teacher to its timetable each year.

In addition, ESL teachers provide a report to staff through a staff meeting giving details of the ESL component in the school by cohort and identifying levels of need among individual students. They offer to assist teachers in developing suitable units of work to differentiate the curriculum for the needs of ESL students in accordance with Quality Teaching practice.

### The Role of the ESL Teacher

At the enrolment of an ESL student, the ESL teacher will provide an assessment of that student’s language needs. The assessment will be noted on the enrolment form for registration on OASIS. The Head Teacher, responsible for ESL, will be responsible for providing updates to staff in relation to ESL needs of students.

Each Year 7 will receive a comprehensive assessment each year. This ensures ongoing accurate assessment of all ESL students entering the school.

The ESL teacher is a valued resource within the school with a number of professional roles to fulfil.

- Support duration may vary depending on the number of students in the class and demand for ESL support. Typical ESL support may include:
  - ❖ Parallel teaching of a small withdrawal group,
  - ❖ Team teaching,
  - ❖ Help with lesson planning,
  - ❖ Negotiated delivery of support.
- In supporting ESL students in the classroom, ESL teachers should regularly monitor and assess students’ progress in keeping with the ESL Scales.
- In conjunction with the classroom teacher, the ESL teacher will negotiate responsibility for writing reports on ESL students.
- ESL teachers have a valuable role to play in assisting classroom teachers in ESL pedagogy. Classroom teachers are encouraged to seek the assistance of ESL teachers in preparing units of work to accommodate the needs of ESL students and to aid in the differentiation of the curriculum for all students.
- ESL teachers have responsibility for developing ESL programs to meet the needs of individual students whom they support in keeping with the Quality Teaching framework.
- ESL teachers also have a responsibility to maintain data on ESL students’ progress through Phase 2 and Phase 3.
- ESL teachers are responsible for the compilation of accurate data for the annual ESL Annual Survey, New Arrivals Survey and other DET documentation, upon which ESL staffing is formulated.

Time needs to be allocated to ESL teachers to enable them to complete the various professional responsibilities they have. Staff need to be aware therefore, that the ESL teachers at the beginning of each term and especially Term 1 may not be involved wholly in classroom-based work. The school recognises the value of having accurate information about the needs of ESL students prior to commencing programs of support for those students.