**English as an Additional Language  
in Victorian government schools  
2015**

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**Introduction**

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2015.

This report is based on:

* **the August School Census**

The Department of Education and Training conducts a schools’ census in August each year. This census provides detailed information about students from language backgrounds other than English who are enrolled in government schools in Victoria. The allocation of EAL Index funding for the following year is based on this census.

* **the EAL section of the Supplementary Census**

The Department of Education and Training conducts an annual mid-year supplementary school data collection in August. The EAL section seeks information from all schools in receipt of EAL Index funding and provides a profile of EAL learners and the types of EAL programs in government schools.

* **CASES21**

CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.

Victorian government school EAL programs are provided to eligible students for up to five years after their first enrolment in an Australian school. Students who are newly arrived are eligible for support through the New Arrivals Program which provides intensive, specialist support for English language learning in the first twelve to eighteen months in Australia. Students transition from the New Arrivals Program to a mainstream school where they are supported by programs funded by EAL Index funding.

**Part 1** provides information about EAL provision and programs for newly arrived EAL students.

**Part 2** provides information about EAL provision and programs for students in mainstream schools.

This report was published in July 2016.

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**Acronyms and abbreviations**

CASES21 Computerised Administrative System Environment in Schools

EAL English as an Additional Language

ELS English Language School

ELC English Language Centre

LBOTE Language Background Other Than English

nec Not elsewhere classified

NEV North-Eastern Victoria Region

nfd Not further defined

NWV North-Western Victoria Region

SAR Special Administrative Region

SEV South-Eastern Victoria Region

SWV South-Western Victoria Region

VCAA Victorian Curriculum and Assessment Authority

VCE Victorian Certificate of Education

VSL Victorian School of Languages

**Part 1: Provision for newly arrived EAL students**

In Victoria, the New Arrivals Program provides intensive English language instructionto newly arrived EAL learners eligible to enrol in government schools as non-fee-paying students.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived students from language backgrounds other than English by developing their English language competence and facilitating their transition to participation in mainstream education.

**Models of provision**

In 2015, the New Arrivals Program operated through four English language schools, one in each region in a metropolitan location, four secondary English language centres in metropolitan locations, and three regional centres, in Geelong, Mildura and Shepparton.

English language schools and centres also operated outpost programs or provided visiting teachers to schools which had high concentrations of newly arrived students who could not access an English language school or centre.

In non-metropolitan areas, schools with small numbers of EAL students formed clusters to employ an EAL specialist to support teachers across the cluster to provide more effectively for their EAL students. Support was also provided to isolated students in rural or regional areas where there was no access to an intensive program, through the Isolated EAL Student Support Program.

In 2015, the ‘EAL online pilot’ program from 2014 was expanded and further piloted across Victoria. This program delivered EAL instruction to newly arrived students in non-metropolitan areas, using video-conferencing and other technologies to connect them with a teacher in Melbourne.

**Summary data**

In the period from 1 January to 31 December 2015, Victorian government schools enrolled 6,105 newly arrived EAL learners. Table 1 below shows the regions in which they enrolled. The figures in the table below total to 6,254 because students moved from one region to another during 2015.

**Table 1: EAL new arrivals by region, government schools, Victoria 2015**

|  |  |
| --- | --- |
| Region | Number of new arrivals |
| North-Western Victoria | 1,601 |
| North-Eastern Victoria | 1,301 |
| South-Eastern Victoria | 1,793 |
| South-Western Victoria | 1,559 |

**Language backgrounds**

The 6,105 newly arrived EAL students who enrolled in Victorian government schools in 2015 came from 128 language backgrounds.

More than half of these students came from one of nine language backgrounds: Mandarin, Chinese (not further defined), Arabic, Dari, Samoan, Hindi, Urdu, Hazaraghi and Vietnamese.

Figure 1 below shows the number of speakers, and the percentage of all new arrivals of the top ten languages spoken by newly arrived students in Victoria in 2015.

See Appendix 1 for details of all 128 languages, including distribution across the four regions.

**Figure 1: Language backgrounds of newly arrived EAL students, government schools, Victoria 2015**

Source: CASES21 2015

**Countries of birth**

The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy.

The 6,105 newly arrived EAL students who enrolled in Victorian government schools in 2015 were born in 134 countries.

More than a quarter of these students were born in China or India.

Figure 2 below shows the number and the percentage of all new arrivals for the top ten countries of birth of newly arrived students in Victoria in 2015.

See Appendix 2 for details of all 134 countries of birth, including distribution across the four regions.

**Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2015**

Source: CASES21 2015

\* excludes Special Administrative Regions and Taiwan

**Student residency status**

Students eligible for EAL services in Victorian government schools include both permanent and temporary residents of Australia. Students may have arrived under the Australian Government’s Migration Program or Humanitarian Program, have been born in Australia or be seeking Australia’s protection.

In Victorian government schools, approximately 66 per cent of newly arrived students in 2015 were permanent residents. As residential status changes from temporary to permanent for some students, the percentage fluctuates within a year.

Figure 3 below shows the percentage and distribution of students by residency status across the four regions and includes a statewide average.

**Figure 3: Residency status of newly arrived EAL students, government schools, Victoria 2015**

Source: CASES21 2015

**Learning EAL online**

In 2014, the Department entered into a partnership with the Victorian School of Languages (VSL) and the Western English Language School to pilot and evaluate a video-conferencing EAL new arrivals program for geographically isolated EAL learners who were not able to access a program through an English language school or centre, or regional program, or through the Isolated EAL Student Support Program.

Eleven students in the South Western Victoria Region participated in the 2014 ‘EAL online pilot’ program, which was taught by a qualified EAL teacher from Western English Language School and a distance education VSL EAL specialist teacher using technology.

In 2015, the pilot program was expanded to include students from all regions, and to gather further knowledge and data about student outcomes. Five students from 2014 continued and exited the program at the end of Term 1 2015. Thirteen new students participated in the 2015 program.

**Provision across program types**

Table 2 below shows the numbers and distribution of newly arrived students across the types of new arrival programs and regions in 2015. Students spend between six and twelve months in a new arrivals program. New arrivals not accessing one of the programs below were enrolled in mainstream schools, including schools in regional cities that host English language centres.

**Table 2: Students in EAL new arrival programs, government schools, Victoria 2015**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Program type | NWV  P | NWV  S | NEV  P | NEV  S | SEV  P | SEV  S | SWV  P | SWV  S | Total |
| Metropolitan English Language Schools and Centres | 181 | 374 | 328 | 307 | 662 | 593 | 264 | 314 | 3,023 |
| Regional English Language Programs | 41 | 28 | 62 | 35 | 0 | 0 | 112 | 55 | 333 |
| Outpost programs | 102 | 0 | 0 | 0 | 193 | 0 | 224 | 0 | 519 |
| Visiting programs | 36 | 0 | 75 | 0 | 0 | 0 | 33 | 0 | 144 |
| Isolated EAL Student Support program | 3 | 1 | 2 | 0 | 3 | 0 | 7 | 0 | 16 |
| EAL online pilot | 4 | 0 | 1 | 0 | 1 | 0 | 8 | 4 | 18 |

P= Primary student

S= Secondary student

Source: CASES21 2015

**Part 2: Provision for EAL students in mainstream schools**

Data from the 2014 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2015 school year, on the basis of the number of students who:

* came from a language background other than English
* spoke a language other than English at home as their main language
* had been enrolled in an Australian school for less than five years
* attracted Student Resource Package funding.

In the 2014 August school census, 27 per cent of all students (153,227) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 54,651 met the criteria to receive EAL Index funding in a mainstream school.

In 2015, 515 eligible mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 7 primary schools, 6 secondary schools, one P-9 school and one P-12 school to provide support for EAL students who had enrolled after the August 2014 census.

Table 3 below shows the number of students in each region who were eligible for EAL funding by year level. Approximately 84 per cent of eligible students were in the primary year levels, from Prep to Year 6.

**Table 3: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria 2015**

| **Year** | **NWV** | **NEV** | **SEV** | **SWV** | **Total** |
| --- | --- | --- | --- | --- | --- |
| Prep | 2,230 | 1,852 | 2,565 | 2,588 | 9,235 |
| Year 1 | 2,019 | 1,835 | 2,586 | 2,399 | 8,839 |
| Year 2 | 2,005 | 1,639 | 2,450 | 2,389 | 8,483 |
| Year 3 | 1,945 | 1,600 | 2,293 | 2,225 | 8,063 |
| Year 4 | 1,712 | 1554 | 2,015 | 2,033 | 7,314 |
| Year 5 | 432 | 485 | 525 | 529 | 1,971 |
| Year 6 | 364 | 492 | 438 | 512 | 1,806 |
| Year 7 | 279 | 401 | 333 | 371 | 1,384 |
| Year 8 | 295 | 414 | 354 | 407 | 1,470 |
| Year 9 | 284 | 432 | 399 | 447 | 1,562 |
| Year 10 | 315 | 487 | 473 | 496 | 1,771 |
| Year 11 | 307 | 457 | 421 | 489 | 1,674 |
| Year 12 | 175 | 337 | 304 | 263 | 1,079 |
| Total | 12,362 | 11,985 | 15,156 | 15,148 | 54,651 |

Source: August School Census 2014

**Program types**

Mainstream schools provide support to EAL students through a number of different types of programs, including:

* timetabled EAL classes taught by specialist EAL teachers
* in-class support (support for a small group of students or single student in a mainstream class provided by a specialist EAL teacher)
* withdrawal from a class, in a small group (support provided for either English language learning or curriculum-related content by a specialist EAL teacher)
* withdrawal from class, one on one support from a teacher
* team teaching (a classroom teacher or subject specialist teacher and an EAL specialist teacher teaching a curriculum area together).

In 2015, 513 schools reported on the provision of programs to cater for the needs of primary and secondary students. The most common form of provision for primary students was withdrawal from class, small group support. The most common form of provision for secondary students was through timetabled EAL classes taught by specialist EAL teachers. Many schools provided more than one form of provision, tailored to meet the needs of students according to year level or English language learning need.

Table 4 below shows the types of programs provided in mainstream schools in 2015.

**Table 4: EAL program types, government schools, Victoria, 2015**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year levels** | **Timetabled EAL class** | **In class support** | **Withdrawal from class, small group** | **Withdrawal from class, 1:1** | **Team teaching** | **Other** | **Total** |
| Primary | 139 | 194 | 238 | 139 | 104 | 74 | 888 |
| Secondary | 112 | 65 | 40 | 21 | 21 | 12 | 271 |
| Total | 251 | 259 | 278 | 160 | 125 | 86 | 1,159 |

Source: Mid-Year School Supplementary Census 2015

**EAL student assessment**

The English as an Additional Language (EAL) Companion to AusVELS provides a set of standards and a framework for assessing student achievement and developing effective learning programs for students in Victorian schools who are learning English as an Additional Language.

The English language learning progress of EAL students should be assessed against the EAL standards. Table 5 below shows the number of schools that assessed students against the EAL standards and Table 6 shows the number of students assessed against the EAL standards.

**Table 5: Government schools that assessed EAL students against the EAL standards, Victoria 2015**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School type** | **NWV** | **NEV** | **SEV** | **SWV** | **Total** |
| Primary | 87 | 99 | 102 | 85 | 373 |
| Primary/Secondary Combined | 8 | 1 | 4 | 14 | 27 |
| Secondary | 25 | 32 | 28 | 27 | 112 |
| Total | **120** | **132** | **134** | **126** | **512** |

Source: Mid-Year School Supplementary Census 2015

**Table 6: Students assessed against the EAL standards, government schools, Victoria 2015**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School type** | **NWV** | **NEV** | **SEV** | **SWV** | **Total** |
| Primary | 3,199 | 2,617 | 4,139 | 2,906 | 12,861 |
| Primary/Secondary Combined | 437 | 19 | 250 | 1,576 | 2,282 |
| Secondary | 975 | 1,999 | 1,753 | 1,512 | 6,239 |
| **Total** | **4,611** | **4,635** | **6,142** | **5,994** | **21,382** |

Source: Mid-Year School Supplementary Census 2015

**Victorian Certificate of Education EAL Units 3-4**

The satisfactory completion of an English study is a compulsory requirement for achieving the Victorian Certificate of Education (VCE). EAL students who are unfamiliar with the English language because they are from language backgrounds other than English or are hearing-impaired may have access to enrolment in VCE EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet the eligibility criteria. Table 7 below provides the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2015, as a percentage of the whole English group. Table 8 provides historical enrolments in VCE EAL Units 3 and 4 from 2009 to 2015.

**Table 7: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in English by region, government schools, Victoria 2015**

|  |  |  |  |
| --- | --- | --- | --- |
| **Region** | **EAL** | **English group** | **Percentage in EAL** |
| NWV | 310 | 9,870 | 3.1% |
| NEV | 673 | 13,547 | 5.0% |
| SEV | 442 | 13,316 | 3.3% |
| SWV | 433 | 12,949 | 3.3% |
| \*Off-shore providers | 497 | 502 | 99.0% |
| Total | 2,355 | 50,184 | 4.7% |

**Table 8: Students enrolled in VCE EAL Units 3 and 4 by region, between 2009 and 2015**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Region** | **2009** | **2010** | **2011** | **2012** | **2013** | **2014** | **2015** |
| NWV | 222 | 264 | 247 | 283 | 269 | 269 | 310 |
| NEV | 559 | 527 | 645 | 637 | 653 | 641 | 673 |
| SEV | 433 | 441 | 478 | 460 | 492 | 499 | 442 |
| SWV | 406 | 363 | 387 | 430 | 352 | 403 | 433 |
| \*Off-shore providers | 287 | 299 | 409 | 364 | 355 | 413 | 497 |
| Total | 1,907 | 1,894 | 2,166 | 2,174 | 2,121 | 2,225 | 2,355 |

Source: VCAA 2015

Excludes full-fee paying overseas students

\*off-shore providers refers to other countries that provide VCE EAL

**Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2015**

| Language | NEV | NWV | SEV | SWV | Victoria |
| --- | --- | --- | --- | --- | --- |
| African Languages (NFD) | 0 | 0 | 0 | 13 | 13 |
| African Languages, nec | 1 | 1 | 0 | 1 | 3 |
| Afrikaans | 4 | 4 | 8 | 11 | 27 |
| Akan | 0 | 4 | 1 | 0 | 5 |
| Albanian | 0 | 1 | 0 | 0 | 1 |
| Amharic | 2 | 6 | 7 | 24 | 38 |
| Arabic | 43 | 231 | 55 | 69 | 391 |
| Armenian | 0 | 1 | 0 | 0 | 1 |
| Assyrian Neo-Aramaic | 0 | 73 | 0 | 5 | 78 |
| Australian Indigenous Languages (NFD) | 0 | 0 | 2 | 0 | 2 |
| Bari | 0 | 0 | 0 | 1 | 1 |
| Bengali | 5 | 8 | 13 | 23 | 47 |
| Bisaya | 2 | 3 | 1 | 4 | 10 |
| Bislama | 0 | 0 | 2 | 0 | 2 |
| Bosnian | 0 | 0 | 0 | 1 | 1 |
| Bulgarian | 2 | 0 | 3 | 1 | 6 |
| Burmese | 8 | 9 | 44 | 13 | 74 |
| Burmese and Related Languages (NFD) | 1 | 0 | 0 | 28 | 29 |
| Burmese and Related Languages, nec | 45 | 0 | 0 | 35 | 80 |
| Cantonese | 75 | 13 | 16 | 12 | 114 |
| Cebuano | 2 | 1 | 3 | 2 | 8 |
| Chaldean Neo-Aramaic | 0 | 7 | 0 | 0 | 7 |
| Chin Haka | 47 | 0 | 0 | 15 | 62 |
| Chinese (NFD) | 270 | 36 | 78 | 63 | 445 |
| Chinese, nec | 3 | 0 | 1 | 0 | 4 |
| Croatian | 0 | 0 | 3 | 2 | 5 |
| Dan (Gio-Dan) | 0 | 0 | 0 | 1 | 1 |
| Danish | 2 | 1 | 0 | 2 | 5 |
| Dari | 15 | 29 | 243 | 42 | 328 |
| Dhivehi | 0 | 2 | 0 | 0 | 2 |
| Dinka | 4 | 0 | 8 | 58 | 64 |
| Dutch | 4 | 2 | 3 | 0 | 9 |
| Fijian | 0 | 3 | 0 | 1 | 4 |
| Filipino | 9 | 20 | 42 | 36 | 107 |
| Finnish | 0 | 2 | 8 | 1 | 11 |
| French | 16 | 6 | 54 | 5 | 76 |
| German | 4 | 6 | 24 | 4 | 37 |
| German and Related Languages (NFD) | 0 | 0 | 1 | 0 | 1 |
| Greek | 26 | 21 | 23 | 12 | 81 |
| Gujarati | 18 | 7 | 12 | 10 | 47 |
| Hakka | 12 | 0 | 1 | 3 | 16 |
| Harari | 0 | 0 | 3 | 1 | 4 |
| Hausa | 0 | 0 | 0 | 1 | 1 |
| Hazaraghi | 32 | 23 | 115 | 31 | 201 |
| Hebrew | 2 | 2 | 16 | 0 | 20 |
| Hindi | 67 | 42 | 70 | 80 | 257 |
| Hungarian | 0 | 0 | 1 | 0 | 1 |
| Icelandic | 0 | 1 | 0 | 0 | 1 |
| Igbo | 0 | 1 | 0 | 0 | 1 |
| IIokano | 0 | 0 | 1 | 0 | 1 |
| Indo-Aryan (NFD) | 2 | 3 | 3 | 4 | 11 |
| Indonesian | 27 | 19 | 7 | 14 | 66 |
| Irish | 1 | 0 | 0 | 0 | 1 |
| Italian | 7 | 19 | 10 | 3 | 39 |
| Japanese | 8 | 3 | 29 | 1 | 41 |
| Kannada | 5 | 2 | 7 | 11 | 25 |
| Karen | 15 | 29 | 8 | 85 | 137 |
| Khmer | 15 | 3 | 78 | 3 | 96 |
| Kikuyu | 0 | 1 | 0 | 0 | 1 |
| Kirundi (Rundi) | 0 | 4 | 0 | 1 | 5 |
| Konkani | 1 | 0 | 1 | 2 | 4 |
| Korean | 31 | 9 | 13 | 15 | 64 |
| Krio | 0 | 1 | 1 | 0 | 2 |
| Loma (Lorma) | 0 | 4 | 0 | 0 | 4 |
| Luganda | 0 | 1 | 1 | 0 | 2 |
| Macedonian | 2 | 8 | 0 | 2 | 12 |
| Madarrpa | 1 | 0 | 0 | 0 | 1 |
| Malay | 11 | 10 | 7 | 10 | 38 |
| Malayalam | 20 | 9 | 19 | 17 | 65 |
| Maltese | 0 | 1 | 0 | 1 | 2 |
| Mandaean (Mandaic) | 0 | 1 | 0 | 0 | 1 |
| Mandarin | 470 | 109 | 167 | 62 | 781 |
| Maori (Cook Island) | 0 | 3 | 6 | 3 | 12 |
| Maori (New Zealand) | 1 | 0 | 4 | 2 | 7 |
| Marathi | 11 | 5 | 10 | 4 | 30 |
| Mauritian Creole | 0 | 1 | 0 | 0 | 1 |
| Min Nan | 0 | 0 | 1 | 0 | 1 |
| Mongolian | 0 | 3 | 2 | 2 | 7 |
| Nauruan | 0 | 0 | 1 | 2 | 3 |
| Nepali | 4 | 14 | 6 | 3 | 25 |
| Norwegian | 0 | 4 | 3 | 2 | 9 |
| Nuer | 0 | 0 | 9 | 5 | 14 |
| Oceanian Pidgins and Creoles, nec | 2 | 0 | 0 | 3 | 5 |
| Oromo | 0 | 20 | 7 | 20 | 44 |
| Other Languages (NFD) | 0 | 2 | 0 | 0 | 2 |
| Other Southern Asian Languages | 1 | 1 | 0 | 2 | 4 |
| Papua New Guinea Languages (NFD) | 0 | 0 | 3 | 1 | 4 |
| Pashto | 8 | 8 | 23 | 8 | 47 |
| Persian (excluding Dari) | 64 | 28 | 42 | 44 | 175 |
| Polish | 3 | 1 | 6 | 3 | 13 |
| Portuguese | 1 | 5 | 7 | 4 | 17 |
| Punjabi | 22 | 32 | 25 | 51 | 127 |
| Rohingya | 0 | 0 | 1 | 1 | 1 |
| Romanian | 1 | 1 | 7 | 2 | 11 |
| Russian | 11 | 4 | 31 | 8 | 53 |
| Samoan | 20 | 63 | 90 | 139 | 309 |
| Serbian | 0 | 1 | 6 | 4 | 11 |
| Shona | 2 | 6 | 1 | 3 | 12 |
| Sindhi | 0 | 2 | 0 | 1 | 3 |
| Sinhalese | 40 | 18 | 63 | 16 | 135 |
| Slovak | 0 | 0 | 2 | 0 | 2 |
| Slovene | 0 | 3 | 0 | 0 | 3 |
| Solomon Islands Pijin | 0 | 0 | 0 | 3 | 3 |
| Somali | 0 | 26 | 5 | 39 | 70 |
| Southeast Asian Austronesian Languages (NFD) | 1 | 3 | 1 | 0 | 5 |
| Southern Asian Languages (NFD) | 1 | 2 | 2 | 0 | 5 |
| Southwest And Central Asian Languages (NFD) | 0 | 2 | 0 | 0 | 2 |
| Spanish | 9 | 10 | 14 | 12 | 44 |
| Swahili | 15 | 3 | 2 | 14 | 34 |
| Swedish | 3 | 8 | 8 | 3 | 20 |
| Tagalog | 16 | 10 | 33 | 40 | 99 |
| Tamil | 23 | 28 | 32 | 27 | 110 |
| Telugu | 6 | 11 | 24 | 36 | 76 |
| Tetum | 0 | 6 | 0 | 1 | 7 |
| Thai | 10 | 23 | 24 | 19 | 74 |
| Tibetan | 0 | 0 | 2 | 0 | 2 |
| Tigrinya | 0 | 3 | 3 | 26 | 31 |
| Tok Pisin | 0 | 2 | 2 | 1 | 5 |
| Tongan | 1 | 8 | 9 | 35 | 53 |
| Tulu | 0 | 0 | 2 | 0 | 2 |
| Turkish | 1 | 10 | 6 | 0 | 17 |
| Ukrainian | 2 | 1 | 0 | 0 | 3 |
| Unknown Language | 4 | 5 | 0 | 3 | 12 |
| Urdu | 41 | 97 | 47 | 52 | 230 |
| Uygur | 0 | 0 | 0 | 1 | 1 |
| Vietnamese | 26 | 36 | 47 | 90 | 192 |
| Wu | 0 | 3 | 0 | 0 | 3 |
| Yoruba | 1 | 0 | 1 | 3 | 5 |

Source: CASES21 2015

**Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2015**

| Country of birth | NEV | NWV | SEV | SWV | Victoria |
| --- | --- | --- | --- | --- | --- |
| Afghanistan | 30 | 48 | 311 | 67 | 455 |
| Albania | 0 | 1 | 0 | 1 | 1 |
| Algeria | 0 | 1 | 0 | 0 | 1 |
| Argentina | 3 | 0 | 4 | 6 | 13 |
| Austria | 0 | 1 | 1 | 0 | 2 |
| Bahrain | 3 | 0 | 0 | 2 | 5 |
| Bangladesh | 4 | 6 | 8 | 17 | 34 |
| Belgium | 1 | 1 | 4 | 0 | 6 |
| Bhutan | 1 | 1 | 0 | 2 | 4 |
| Bosnia and Herzegovina | 0 | 0 | 0 | 1 | 1 |
| Brazil | 1 | 4 | 2 | 2 | 9 |
| Bulgaria | 2 | 0 | 3 | 1 | 6 |
| Burundi | 0 | 2 | 0 | 3 | 5 |
| Cambodia | 15 | 3 | 70 | 1 | 86 |
| Cameroon | 0 | 1 | 0 | 0 | 1 |
| Canada | 0 | 1 | 5 | 1 | 7 |
| Chad | 0 | 0 | 0 | 3 | 3 |
| Chile | 2 | 1 | 2 | 0 | 4 |
| China (excludes SARs and Taiwan) | 586 | 135 | 219 | 108 | 991 |
| Chinese Asia (includes Mongolia) (NFD) | 2 | 0 | 1 | 1 | 4 |
| Colombia | 1 | 0 | 2 | 2 | 5 |
| Congo, Democratic Republic of | 13 | 3 | 0 | 1 | 17 |
| Congo, Republic of | 1 | 0 | 0 | 0 | 1 |
| Cook Islands | 0 | 3 | 3 | 2 | 8 |
| Cote d'Ivoire | 0 | 0 | 0 | 1 | 1 |
| Croatia | 0 | 0 | 4 | 2 | 6 |
| Curacao | 1 | 0 | 0 | 0 | 1 |
| Czech Republic | 0 | 0 | 1 | 0 | 1 |
| Denmark | 2 | 1 | 0 | 6 | 9 |
| Djibouti | 0 | 0 | 1 | 0 | 1 |
| Ecuador | 0 | 1 | 0 | 0 | 1 |
| Egypt | 8 | 12 | 9 | 8 | 37 |
| El Salvador | 0 | 0 | 1 | 1 | 2 |
| England | 2 | 2 | 2 | 7 | 13 |
| Eritrea | 0 | 8 | 2 | 8 | 17 |
| Ethiopia | 2 | 26 | 14 | 59 | 97 |
| Fiji | 1 | 9 | 3 | 3 | 16 |
| Finland | 1 | 2 | 8 | 1 | 12 |
| Former Yugoslav Republic of Macedonia (FYROM) | 2 | 9 | 0 | 2 | 13 |
| France | 6 | 4 | 43 | 0 | 52 |
| Gaza Strip and West Bank | 0 | 0 | 1 | 0 | 1 |
| Georgia | 2 | 0 | 0 | 0 | 2 |
| Germany | 5 | 4 | 19 | 1 | 28 |
| Ghana | 0 | 4 | 1 | 0 | 5 |
| Greece | 24 | 21 | 23 | 12 | 79 |
| Guatemala | 0 | 2 | 0 | 0 | 2 |
| Guinea | 0 | 2 | 0 | 0 | 2 |
| Hong Kong (SAR of China) | 74 | 6 | 7 | 7 | 92 |
| Hungary | 0 | 0 | 1 | 0 | 1 |
| Iceland | 0 | 1 | 0 | 0 | 1 |
| India | 145 | 100 | 177 | 206 | 620 |
| Indonesia | 27 | 22 | 8 | 14 | 68 |
| Iran | 64 | 31 | 46 | 36 | 174 |
| Iraq | 14 | 111 | 10 | 28 | 161 |
| Ireland | 4 | 5 | 2 | 5 | 16 |
| Israel | 2 | 1 | 23 | 1 | 27 |
| Italy | 8 | 19 | 12 | 2 | 41 |
| Japan | 11 | 4 | 19 | 2 | 36 |
| Jordan | 0 | 4 | 2 | 2 | 8 |
| Kenya | 5 | 4 | 3 | 34 | 45 |
| Korea, Democratic People's Republic of (North) | 0 | 2 | 1 | 0 | 3 |
| Korea, Republic of (South) | 27 | 8 | 11 | 14 | 56 |
| Kuwait | 1 | 5 | 3 | 2 | 11 |
| Latvia | 0 | 0 | 0 | 1 | 1 |
| Lebanon | 3 | 22 | 7 | 10 | 42 |
| Liberia | 0 | 2 | 0 | 0 | 2 |
| Libya | 0 | 5 | 0 | 0 | 5 |
| Macau (SAR of China) | 1 | 0 | 1 | 0 | 2 |
| Malaysia | 63 | 22 | 23 | 21 | 127 |
| Maldives | 0 | 2 | 3 | 0 | 5 |
| Malta | 0 | 2 | 0 | 1 | 3 |
| Mauritius | 3 | 4 | 2 | 3 | 11 |
| Mexico | 0 | 3 | 0 | 1 | 4 |
| Middle East (NFD) | 0 | 1 | 0 | 0 | 1 |
| Moldova | 0 | 0 | 1 | 0 | 1 |
| Mongolia | 0 | 3 | 2 | 2 | 7 |
| Montenegro | 0 | 0 | 1 | 0 | 1 |
| Myanmar, The Republic of the Union of | 94 | 9 | 10 | 65 | 175 |
| Nauru | 0 | 0 | 1 | 2 | 3 |
| Nepal | 4 | 14 | 6 | 3 | 25 |
| Netherlands | 3 | 3 | 1 | 0 | 7 |
| New Caledonia | 0 | 0 | 1 | 0 | 1 |
| New Zealand | 30 | 108 | 104 | 171 | 410 |
| Nigeria | 1 | 1 | 1 | 6 | 9 |
| Norway | 0 | 4 | 3 | 1 | 8 |
| Oman | 1 | 5 | 0 | 2 | 8 |
| Pakistan | 52 | 91 | 114 | 59 | 307 |
| Palau | 0 | 1 | 0 | 0 | 1 |
| Papua New Guinea | 5 | 5 | 5 | 2 | 15 |
| Peru | 0 | 0 | 0 | 1 | 1 |
| Philippines | 29 | 33 | 66 | 76 | 204 |
| Poland | 3 | 1 | 6 | 2 | 12 |
| Portugal | 0 | 1 | 3 | 1 | 5 |
| Qatar | 3 | 1 | 1 | 1 | 6 |
| Romania | 1 | 0 | 5 | 2 | 8 |
| Russian Federation | 9 | 4 | 18 | 5 | 35 |
| Samoa | 13 | 20 | 40 | 46 | 118 |
| Saudi Arabia | 7 | 27 | 9 | 14 | 54 |
| Serbia | 0 | 1 | 3 | 4 | 8 |
| Sierra Leone | 0 | 0 | 1 | 0 | 1 |
| Singapore | 14 | 6 | 5 | 5 | 30 |
| Slovakia | 0 | 0 | 2 | 0 | 2 |
| Slovenia | 0 | 2 | 0 | 0 | 2 |
| Solomon Islands | 0 | 0 | 0 | 3 | 3 |
| Somalia | 0 | 20 | 5 | 17 | 42 |
| South Africa | 4 | 8 | 8 | 13 | 33 |
| South Sudan | 2 | 0 | 10 | 29 | 41 |
| Southern Asia (NFD) | 2 | 0 | 2 | 1 | 5 |
| Spain | 3 | 1 | 6 | 2 | 12 |
| Sri Lanka | 41 | 21 | 72 | 17 | 149 |
| Sudan | 1 | 7 | 13 | 22 | 42 |
| Swaziland | 0 | 0 | 0 | 1 | 1 |
| Sweden | 5 | 9 | 9 | 3 | 24 |
| Switzerland | 3 | 1 | 9 | 4 | 14 |
| Syria | 3 | 68 | 3 | 8 | 82 |
| Taiwan | 18 | 0 | 1 | 1 | 20 |
| Tanzania | 0 | 3 | 0 | 1 | 4 |
| Thailand | 26 | 48 | 57 | 126 | 255 |
| Timor-Leste | 0 | 5 | 0 | 1 | 6 |
| Tonga | 0 | 1 | 3 | 5 | 9 |
| Turkey | 0 | 8 | 6 | 0 | 14 |
| Uganda | 1 | 1 | 0 | 7 | 9 |
| Ukraine | 2 | 1 | 6 | 0 | 8 |
| United Arab Emirates | 13 | 10 | 9 | 9 | 41 |
| United Kingdom, Channel Islands and Isle of Man (N | 11 | 3 | 6 | 11 | 31 |
| United States of America | 6 | 7 | 7 | 10 | 30 |
| Unknown Country | 0 | 1 | 0 | 0 | 1 |
| Uruguay | 0 | 1 | 0 | 0 | 1 |
| Vanuatu | 0 | 0 | 2 | 2 | 4 |
| Venezuela, Bolivarian Republic of | 1 | 0 | 0 | 0 | 1 |
| Vietnam | 26 | 37 | 48 | 91 | 195 |
| Yemen | 1 | 1 | 0 | 0 | 2 |
| Zambia | 0 | 0 | 0 | 4 | 4 |
| Zimbabwe | 0 | 2 | 1 | 2 | 5 |

Source: CASES21 2015