

English as an Additional Language in Victorian government schools

2016



CONTENTS

Acronyms and abbreviations.....	3
Introduction.....	4
Part 1: Provision for newly arrived EAL students.....	5
Models of provision	5
Summary data.....	5
Table 1: EAL new arrivals by region, government schools, Victoria 2016.....	5
Language backgrounds.....	6
Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2016.....	6
Countries of birth.....	7
Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2016.....	7
Student residency status	8
Table 2: Residency status of EAL new arrivals, government schools, Victoria 2016	8
Provision across program types	9
Table 3: Students in EAL new arrival programs, government schools, Victoria 2016	9
Part 2: Provision for EAL students in mainstream schools.....	10
Table 4: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2016.....	10
Program types.....	11
Table 5: EAL program types, mainstream government schools, Victoria 2016	11
EAL student assessment.....	12
Table 6: Government schools that assessed EAL students against the EAL standards, Victoria 2016	12
Table 7: Students assessed against the EAL standards, government schools, Victoria 2016	12
Victorian Certificate of Education EAL Units 3-4	13
Table 8a: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, all schools, Victoria 2016.....	13
Table 8b: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, government schools, Victoria 2016.....	13
Table 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2010 and 2016.....	13
Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2016	14
Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 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
VNAP	Virtual EAL New Arrivals Program
VSL	Victorian School of Languages

Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2016.

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 a new arrivals program in the first twelve to eighteen months in Australia. Students transition from a 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 September 2017.

Part 1: Provision for newly arrived EAL students

Newly arrived students from language backgrounds other than English who meet eligibility criteria are able to access English as an Additional Language (EAL) support through a new arrivals program within the Victorian government education system.

New arrivals programs aim 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.

New arrivals programs provide intensive English language instruction to both fee-paying (international) and non-fee-paying students. This report provides information about provision for newly arrived EAL learners eligible to enrol in government schools as non-fee-paying students.

MODELS OF PROVISION

In 2016, new arrivals programs were provided through four English language schools (ELS), one in each region in a metropolitan location, four secondary English language centres (ELC) 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 with 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.

The EAL online program piloted across Victoria in 2014 and 2015 led to the establishment of the Virtual EAL New Arrivals Program (VNAP) in 2016. The VNAP 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 2016, Victorian government schools enrolled 6,481 newly arrived EAL learners. Table 1 below shows enrolments by region. The total number of unique students across the state is less than the sum of the students in each region, because students moved from one region to another during 2016 and were counted in both.

Table 1: EAL new arrivals by region, government schools, Victoria 2016

Region	Number of new arrivals
North Eastern Victoria	1,631
North Western Victoria	1,451
South Eastern Victoria	1,901
South Western Victoria	1,680
State-wide	6,481

Source: CASES21 2016

LANGUAGE BACKGROUNDS

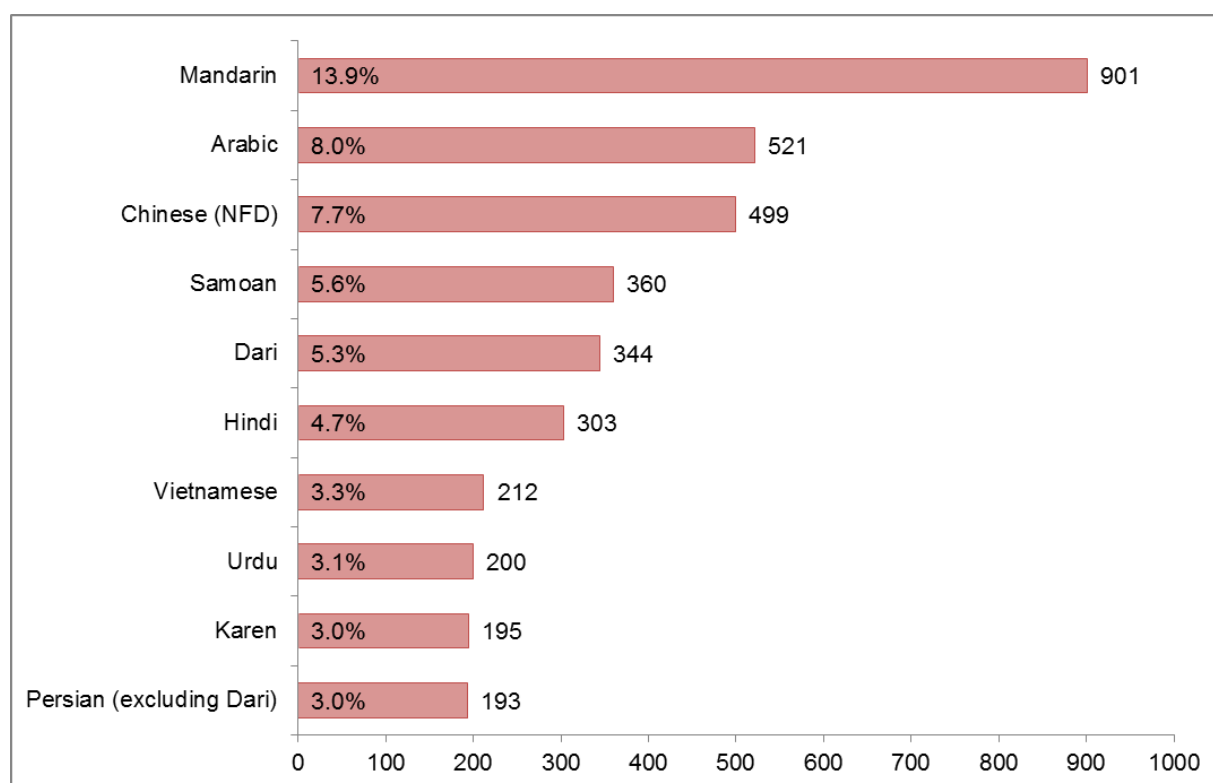
The 6,481 newly arrived EAL students who enrolled in Victorian government schools in 2016 came from 135 language backgrounds.

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

Figure 1 below shows the top ten languages spoken by newly arrived students in Victoria in 2016, and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language.

See Appendix 1 for details of all 135 languages, including distribution across the four regions.

Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2016



Source: CASES21 2016

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.

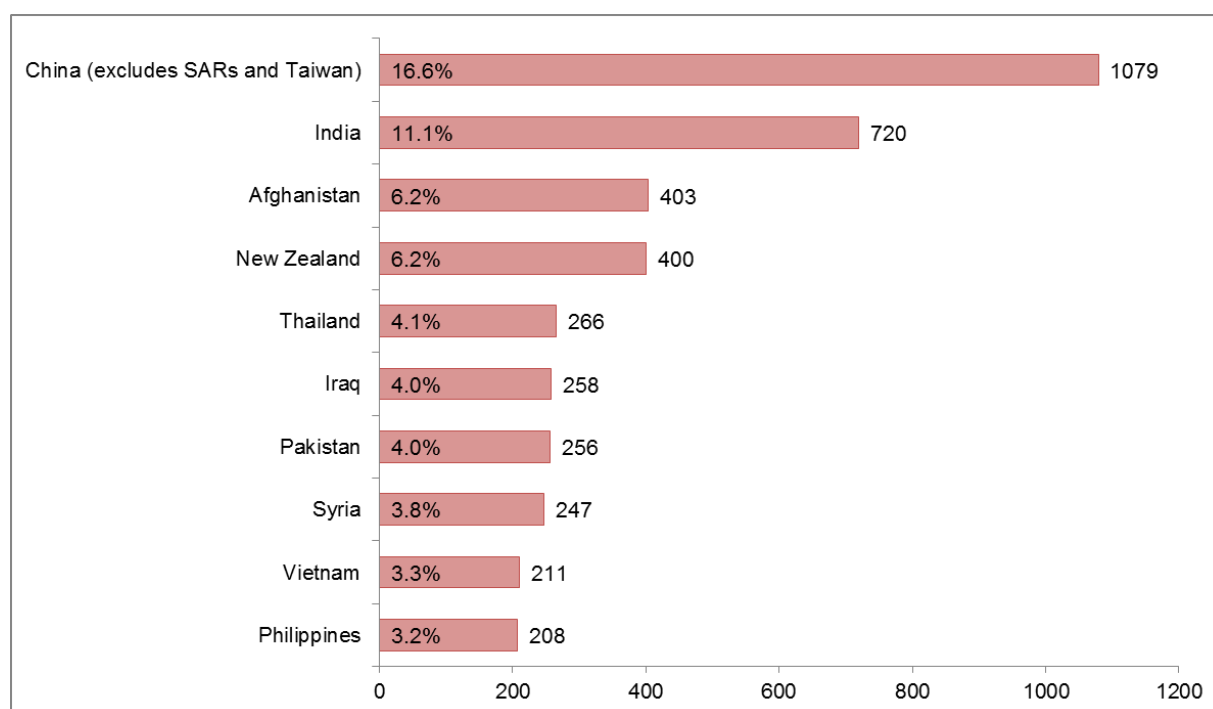
The 6,481 newly arrived EAL students who enrolled in Victorian government schools in 2016 were born in 127 countries.

More than a quarter of these students were born in China (excluding Special Administrative Regions and Taiwan) or India.

Figure 2 below shows the top ten countries of birth of newly arrived students in Victoria in 2016, including the number and the percentage of all newly arrived students.

See Appendix 2 for details of all 127 countries of birth, including distribution across the four regions.

Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2016



Source: CASES21 2016

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 2016 were permanent residents. As residential status changes from temporary to permanent for some students, the distribution between the two fluctuates within a year.

Table 2 below shows the number and distribution of students by residency status across the four regions and includes a statewide total. The total number of unique students is less than the sum of permanent and temporary figures because, as above, a number of students changed from temporary to permanent visa types during 2016.

Table 2: Residency status of EAL new arrivals, government schools, Victoria 2016

Region	Permanent	Temporary	Total
North Eastern Victoria	903	742	1,631
North Western Victoria	1,019	442	1,451
South Eastern Victoria	1,201	728	1,901
South Western Victoria	1,208	484	1,680
State-wide	4,258	2,296	6,481

Source: CASES21 2016

PROVISION ACROSS PROGRAM TYPES

Table 3 below shows the number and distribution of newly arrived students across the types of new arrival programs and regions in 2016. 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.

The total number of unique students state-wide is less than the sum of students in each region because a number of students moved from one region to another during 2016 and were in programs in both regions.

Table 3: Students in EAL new arrival programs, government schools, Victoria 2016

Program type	NEV P	NEV S	NWV P	NWV S	SEV P	SEV S	SWV P	SWV S	State- wide (unique students)
Metropolitan English Language Schools and Centres	367	298	214	442	768	659	264	361	3,286
Regional English Language Centres	49	21	17	8	0	0	109	71	275
Outpost programs	0	0	72	0	111	0	209	0	391
Visiting programs	61	0	18	0	0	0	16	0	95
Virtual EAL New Arrivals Program	12	6	18	0	2	0	10	2	50
Isolated EAL Student Support program	3	0	0	0	0	0	5	0	8

P= Primary student

S= Secondary student

Source: CASES21 2016

Part 2: Provision for EAL students in mainstream schools

Data from the 2015 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2016 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 2015 August school census, 27.71 per cent of all students (159,863) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 58,714 met the criteria to receive EAL index funding in a mainstream school.

In 2016, 525 eligible campuses of mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 5 primary schools, 5 secondary schools, one P-9 school and two P-12 schools to provide support for EAL students who had enrolled since the August 2015 census.

Table 4 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 84 per cent of eligible students were in the primary year levels, from Prep to Year 6.

Table 4: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2016

Year	NEV	NWV	SEV	SWV	Total
Prep	2,135	2,315	2,855	2,836	10,141
Year 1	1,983	2,225	2,617	2,644	9,469
Year 2	1,965	2,052	2,651	2,467	9,135
Year 3	1,774	1,991	2,502	2,432	8,699
Year 4	1,609	1,842	2,215	2,167	7,833
Year 5	519	428	568	561	2,076
Year 6	487	417	536	515	1,955
Year 7	429	309	344	425	1,507
Year 8	452	312	372	407	1,543
Year 9	443	330	426	459	1,658
Year 10	507	323	446	489	1,765
Year 11	461	285	505	498	1,749
Year 12	341	218	301	324	1,184
Total	13,105	13,047	16,338	16,224	58,714

Source: August School Census 2015

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 (provided by a specialist EAL teacher to a small group of students or single student in a mainstream class)
- 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 (the joint instruction of a lesson or unit of work by a classroom or subject specialist teacher and an EAL specialist teacher).

In 2016, 515 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 5 below shows the types of programs provided in mainstream schools in 2016.

Table 5: EAL program types, mainstream government schools, Victoria 2016

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	221	343	439	196	180	126	1,505
Secondary	202	69	51	38	25	21	406
Total	423	412	490	234	205	147	1,911

Source: Mid-Year School Supplementary Census 2016

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 6 below shows the number of schools that assessed students against the EAL standards and Table 7 shows the number of students assessed against the EAL standards.

Table 6: Government schools that assessed EAL students against the EAL standards, Victoria 2016

School type	NEV	NWV	SEV	SWV	Total
Primary	93	76	85	74	328
Primary/Secondary Combined	1	6	3	14	24
Secondary	28	22	22	26	98
Total	122	104	110	114	450

Source: Mid-Year School Supplementary Census 2016

Table 7: Students assessed against the EAL standards, government schools, Victoria 2016

Student type	NEV	NWV	SEV	SWV	Total
Primary	4,277	4,251	6,214	6,318	21,060
Secondary	2,355	1,600	1,979	2,309	8,243
Total	6,632	5,851	8,193	8,627	29,303

Source: Mid-Year School Supplementary Census 2016

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. Tables 8a and 8b provide the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2016, as a percentage of the whole English group by all schools and government schools respectively. Table 9 provides historical enrolments in VCE EAL Units 3 and 4 for all schools from 2010 to 2016.

Table 8a: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, all schools, Victoria 2016

Region	EAL	English group	Percentage in EAL
NEV	618	13,394	4.6%
NWV	286	9,870	2.9%
SEV	472	13,589	3.5%
SWV	381	13,017	2.9%
*Off-shore providers	407	414	98.3%
Total	2,164	50,284	4.3%

Table 8b: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, government schools, Victoria 2016

Region	EAL	English group	Percentage in EAL
NEV	448	6,882	6.5%
NWV	222	5,854	3.8%
SEV	367	6,784	5.4%
SWV	286	6,411	4.5%
Total	1,323	25,931	5.1%

Table 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2010 and 2016

Region	2010	2011	2012	2013	2014	2015	2016
NEV	527	645	637	653	641	673	618
NWV	264	247	283	269	269	310	286
SEV	441	478	460	492	499	442	472
SWV	363	387	430	352	403	433	381
*Off-shore providers	299	409	364	355	413	497	407
Total	1,894	2,166	2,174	2,121	2,225	2,355	2,164

Source: VCAA 2016. Excludes full-fee paying overseas students

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

Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2016

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
African Languages (NFD)	1	2	0	7	10
African Languages, nec	0	5	0	1	6
Afrikaans	9	4	17	5	35
Albanian	2	1	2	2	7
American Languages	1	0	0	0	1
Amharic	0	5	6	19	30
Anuak	0	0	5	0	5
Arabana	0	0	0	1	1
Arabic	67	275	76	110	521
Armenian	4	0	4	0	7
Assyrian Neo-Aramaic	0	119	0	49	168
Belorussian	0	0	0	2	2
Bengali	22	12	8	16	56
Bisaya	0	0	9	0	9
Bosnian	0	0	0	2	2
Bulgarian	1	0	2	1	4
Burmese	16	1	28	15	58
Burmese and Related Languages (NFD)	0	0	0	28	28
Burmese and Related Languages, nec	24	0	0	19	43
Cantonese	71	17	15	13	112
Cape York Peninsula Languages, nec	0	0	0	1	1
Catalan	0	0	0	1	1
Cebuano	0	3	1	0	4
Chaldean Neo-Aramaic	0	24	0	0	24
Chin Haka	33	0	1	14	47
Chinese (NFD)	326	49	73	54	499
Chinese, nec	4	0	0	0	4
Croatian	0	0	0	3	3
Czech	0	0	1	1	2
Dan (Gio-Dan)	0	0	0	2	2
Danish	0	0	1	2	3

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Dari	7	13	297	27	344
Dhanggatti	0	0	0	1	1
Dhivehi	2	0	0	0	2
Dinka	2	1	19	21	43
Dutch	6	3	7	1	17
Estonian	0	0	0	3	3
Fijian	7	0	0	2	9
Fijian Hindustani	0	2	0	0	2
Filipino	9	15	30	58	111
Finnish	2	4	9	1	15
French	6	3	32	10	50
German	4	6	14	8	31
Gilbertese	0	1	0	0	1
Greek	22	7	20	6	51
Gujarati	23	6	23	14	59
Hakka	0	0	0	2	2
Harari	0	2	0	0	2
Hazaraghi	17	5	76	23	120
Hebrew	2	6	31	1	38
Hindi	84	48	88	87	303
Hungarian	6	0	1	0	7
Icelandic	0	0	0	1	1
Igbo	0	0	0	2	2
Ilokano	1	0	0	1	2
Ilonggo (Hiligaynon)	1	0	0	0	1
Indo-Aryan (NFD)	3	1	1	0	5
Indonesian	25	19	7	15	63
Iranic (NFD)	2	0	0	0	2
Italian	2	13	10	4	29
Japanese	4	7	25	1	37
Kannada	5	5	7	8	23
Karen	23	26	10	136	195
Khmer	5	1	77	5	87
Kikuyu	0	0	1	1	2
Kirundi (Rundi)	2	0	0	0	2
Koko-Bera	0	0	0	1	1
Konkani	0	2	3	3	8

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Korean	20	4	7	14	42
Krio	2	2	1	0	5
Kurdish	2	5	0	1	8
Lao	2	1	1	0	4
Latvian	1	0	0	0	1
Liberian (Liberian English)	0	0	1	0	1
Lithuanian	0	0	3	0	3
Macedonian	1	6	4	4	15
Malay	9	28	11	3	49
Malayalam	18	10	38	18	84
Maltese	0	0	0	1	1
Mandaean (Mandaic)	0	0	1	0	1
Mandarin	491	148	212	87	901
Maori (Cook Island)	0	1	6	0	7
Maori (New Zealand)	0	0	1	5	6
Marathi	6	3	12	8	29
Min Nan	1	3	0	1	5
Mongolian	0	2	0	6	8
Nepali	7	23	2	11	43
Norwegian	0	0	6	1	7
Nuer	2	0	3	9	13
Nyanja (Chichewa)	0	0	0	1	1
Oriya	1	0	0	0	1
Oromo	0	22	8	4	34
Other Southern Asian Languages	0	0	0	1	1
Pampangang	3	0	0	0	3
Papua New Guinea Languages, nec	0	0	0	1	1
Pashto	12	3	28	5	48
Persian (excluding Dari)	81	29	69	20	193
Polish	1	1	2	0	4
Portuguese	1	8	5	7	20
Punjabi	15	37	36	39	125
Rohingya	0	1	1	0	2
Romanian	0	1	2	0	3
Russian	8	4	26	4	42
Samoan	20	103	74	168	360
Serbian	0	0	10	8	18

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Shona	0	2	2	3	7
Sindhi	2	2	1	1	6
Sinhalese	33	19	46	17	110
Slovene	0	0	2	2	4
Solomon Islands Pijin	0	0	0	1	1
Somali	3	36	4	21	63
Southeast Asian Austronesian Languages (NFD)	2	1	0	1	4
Southeast Asian Austronesian Languages, nec	0	0	1	1	2
Southern Asian Languages (NFD)	1	2	0	2	5
Spanish	15	24	24	10	70
Swahili	11	1	5	37	54
Swedish	2	1	7	0	10
Tagalog	8	10	27	46	91
Tai, nec	1	0	0	0	1
Tamil	38	20	43	32	132
Telugu	18	8	27	33	85
Tetum	0	0	2	0	2
Thai	11	17	30	15	71
Tibetan	0	1	5	8	11
Tigrinya	0	3	0	40	43
Tok Pisin	0	1	1	3	5
Tongan	0	4	2	31	37
Tulu	2	0	0	0	2
Turkish	4	17	6	5	30
Ukrainian	1	2	1	0	4
Unknown Language	0	2	3	5	10
Urdu	17	88	45	55	200
Vietnamese	25	50	54	92	212
Wu	2	0	0	1	3
Yoruba	1	1	1	0	3

Source: CASES21 2016

Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2016

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Adelie Land (France)	1	0	0	0	1
Afghanistan	18	14	325	48	403
Albania	2	1	1	1	5
Algeria	0	4	0	0	4
Argentina	0	5	5	2	12
Australia	0	0	1	0	1
Austria	0	1	0	1	2
Bahrain	2	4	0	0	6
Bangladesh	14	11	5	9	37
Belarus	0	0	6	2	8
Belgium	0	0	3	0	3
Bhutan	0	1	0	1	2
Bosnia and Herzegovina	0	0	2	3	5
Brazil	1	11	4	5	19
Brunei Darussalam	0	4	0	0	4
Bulgaria	0	0	2	1	3
Cambodia	4	0	71	3	77
Canada	1	2	3	0	6
Chile	2	3	5	1	11
China (excludes SARs and Taiwan)	617	184	248	103	1,079
Chinese Asia (includes Mongolia) (NFD)	4	1	1	2	6
Colombia	0	0	1	1	2
Congo, Democratic Republic of	11	2	0	27	40
Congo, Republic of	0	0	0	2	2
Cook Islands	0	1	4	0	5
Croatia	0	0	0	3	3
Cyprus	0	0	3	0	3
Czech Republic	0	0	1	1	2
Denmark	0	0	1	2	3
Egypt	13	15	10	17	50
El Salvador	0	1	0	2	3
England	1	2	4	1	8

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Eritrea	0	5	0	15	20
Estonia	0	0	0	3	3
Ethiopia	0	32	12	43	87
Fiji	8	4	4	6	21
Finland	2	4	7	1	14
Former Yugoslav Republic of Macedonia (FYROM)	1	5	4	3	13
France	5	2	24	4	35
Germany	3	7	12	7	28
Ghana	0	0	0	1	1
Greece	22	7	19	6	50
Hong Kong (SAR of China)	87	8	14	7	114
Hungary	6	0	1	0	7
India	180	106	242	212	720
Indonesia	30	14	6	15	63
Iran	83	32	68	21	197
Iraq	11	149	18	81	258
Ireland	1	2	6	0	9
Israel	3	4	34	0	39
Italy	1	14	8	9	32
Japan	9	8	24	1	42
Jordan	3	9	4	6	21
Kazakhstan	1	1	0	0	2
Kenya	1	7	10	19	37
Kiribati	0	1	0	0	1
Korea, Republic of (South)	15	4	6	12	34
Kosovo	0	0	0	1	1
Kuwait	3	8	2	1	14
Laos	2	1	1	0	4
Latvia	1	0	1	0	2
Lebanon	2	11	6	8	27
Liberia	0	0	1	2	3
Libya	0	1	0	0	1
Lithuania	0	0	2	0	2
Macau (SAR of China)	3	0	0	0	3
Malawi	1	0	0	2	3
Malaysia	69	28	29	24	145

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Maldives	2	0	0	0	2
Malta	0	0	0	1	1
Mauritius	1	1	3	4	8
Mexico	2	2	0	0	3
Mongolia	0	3	1	6	10
Morocco	2	0	0	0	2
Myanmar, The Republic of the Union of	50	8	7	88	152
Namibia	0	0	0	1	1
Nepal	6	22	3	10	41
Netherlands	6	5	4	2	17
New Zealand	46	78	77	201	400
Nigeria	1	1	1	1	4
Norway	0	0	5	2	7
Oman	0	4	1	1	6
Pakistan	35	79	99	49	256
Papua New Guinea	0	3	1	5	9
Philippines	21	29	62	97	208
Poland	2	1	2	0	5
Portugal	0	0	1	2	3
Qatar	0	3	1	2	6
Romania	0	1	2	0	3
Russian Federation	7	0	15	2	24
Samoa	6	66	41	78	187
Samoa, American	0	0	2	2	4
Saudi Arabia	3	10	15	5	33
Serbia	0	0	6	7	13
Seychelles	0	0	1	0	1
Sierra Leone	0	0	2	0	2
Singapore	12	6	8	8	33
Slovenia	0	0	2	2	4
Solomon Islands	2	0	0	1	3
Somalia	3	28	1	12	43
South Africa	12	8	16	5	41
South Sudan	3	0	1	19	23
Southern Asia (NFD)	1	0	0	0	1
Spain	7	9	5	4	22
Sri Lanka	36	21	49	22	123

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Sudan	0	2	18	17	37
Sweden	3	2	5	0	9
Switzerland	0	0	7	6	13
Syria	31	181	15	21	247
Taiwan	10	5	8	1	24
Tanzania	0	0	0	3	3
Thailand	36	38	57	137	266
Timor-Leste	0	0	2	1	3
Tonga	0	0	1	2	3
Turkey	1	14	6	5	24
Uganda	2	1	0	0	3
Ukraine	1	4	3	2	9
United Arab Emirates	8	16	10	9	43
United Kingdom, Channel Islands and Isle of Man	10	2	12	4	28
United States of America	14	11	8	10	43
Unknown Country	1	0	0	0	1
Uruguay	0	0	2	1	3
Uzbekistan	0	0	1	0	1
Venezuela, Bolivarian Republic of	0	1	3	2	6
Vietnam	25	49	54	92	211
Yemen	2	1	0	0	3
Zimbabwe	1	1	2	1	5

Source: CASES21 2016