

# English as an Additional Language in Victorian government schools

## 2017



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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 2017.

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 May 2018.

# 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 2017, 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. In Term 3, 2017 a new campus of Collingwood English Language School opened in Craigieburn.

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.

The Virtual EAL New Arrivals Program (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 2017, Victorian government schools enrolled 6,984 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 2017 and were counted in both. This is an increase of 7.8% (503) on the number of newly arrived students who enrolled in 2016. This increase is largely attributable to the increase in the Commonwealth government Humanitarian Programme, particularly the commitment made in September 2015 to provide permanent settlement for an additional 12,000 refugees from the crisis in Syria and Iraq.

**Table 1: EAL new arrivals by region, government schools, Victoria 2017**

Region	Number of new arrivals
North Eastern Victoria	1,687
North Western Victoria	1,825
South Eastern Victoria	1,967
South Western Victoria	1,707
<b>State-wide</b>	<b>6,984</b>

Source: CASES21 2017

## LANGUAGE BACKGROUNDS

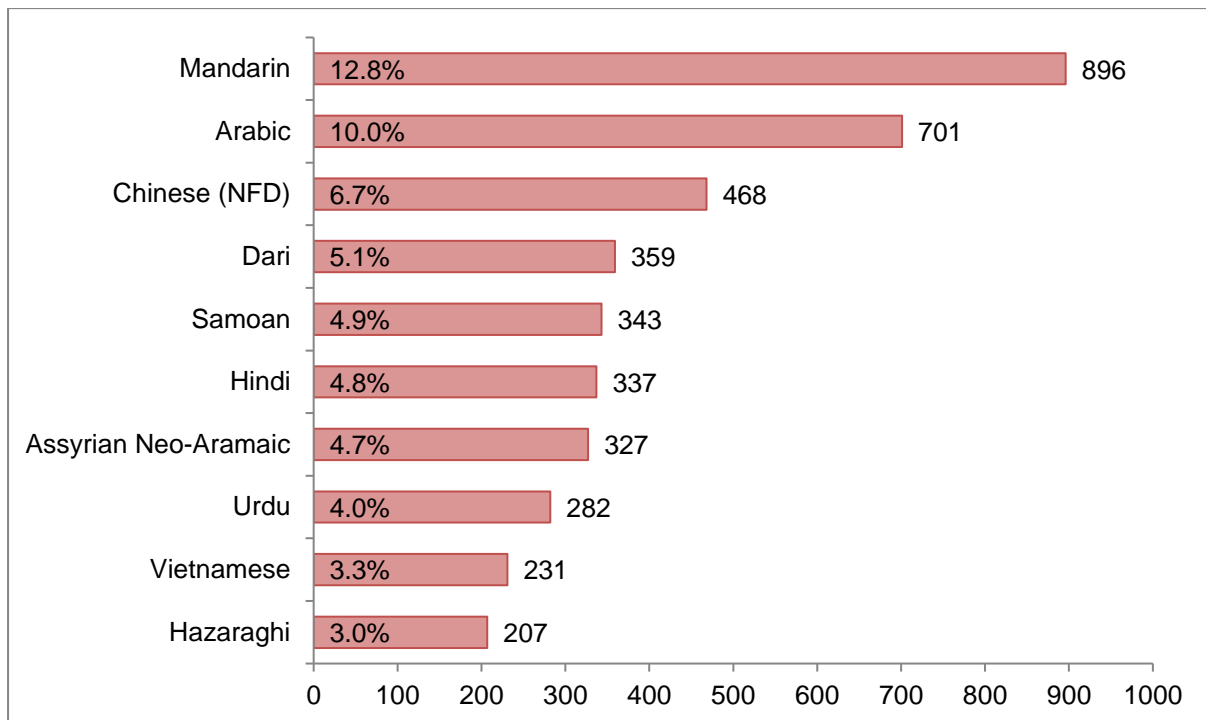
The 6,984 newly arrived EAL students who enrolled in Victorian government schools in 2017 came from 134 language backgrounds.

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

Figure 1 below shows the top ten languages spoken by newly arrived students in Victoria in 2017, and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language. Assyrian Neo-Aramaic and Hazaraghi replaced Karen and Persian (excluding Dari) in the top ten languages compared with 2016.

See Appendix 1 for details of all 134 languages, including distribution across the four regions.

**Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2017**



Source: CASES21 2017

## 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.

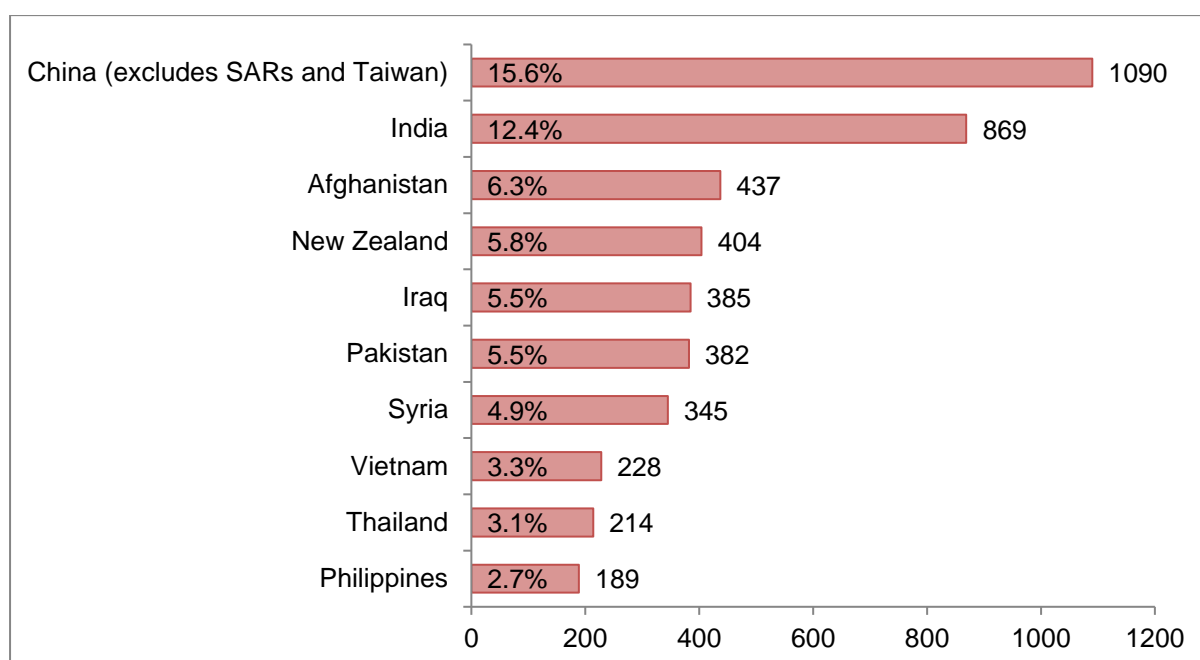
The 6,984 newly arrived EAL students who enrolled in Victorian government schools in 2017 were born in 128 countries.

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 2017, including the number and the percentage of all newly arrived students. The top ten countries of birth in 2017 are the same as the top ten in 2016, albeit in different proportions.

See Appendix 2 for details of all 128 countries of birth, including distribution across the four regions.

**Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2017**



Source: CASES21 2017

## 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 Programme or Humanitarian Programme, have been born in Australia or be seeking Australia's protection.

In Victorian government schools, approximately 67 per cent of newly arrived students in 2017 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 2017.

**Table 2: Residency status of EAL new arrivals, government schools, Victoria 2017**

Region	Permanent	Temporary	Total
North Eastern Victoria	926	782	1,687
North Western Victoria	1,301	535	1,825
South Eastern Victoria	1,302	680	1,967
South Western Victoria	1,231	491	1,707
<b>State-wide</b>	<b>4,656</b>	<b>2,398</b>	<b>6,984</b>

Source: CASES21 2017



## PROVISION ACROSS PROGRAM TYPES

Table 3 below shows the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres across the regions in 2017. Students spend between six and twelve months in a new arrivals program.

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 2017 and were in programs in both regions.

**Table 3: Students enrolled in EAL new arrival programs, government schools, Victoria 2017**

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	463	285	331	652	855	742	304	433	4,020

P= Primary student      S= Secondary student

Source: CASES21 2017 (International student enrolments not included)

In addition, English language schools and centres reported on students attending their programs in 2017:

### NEV

Shepparton English Language Centre      119 primary and secondary students

Blackburn English Language School – visiting program      48 primary students

### NWV

Mildura English Language Centre      34 primary and secondary students

Collingwood English Language School – outpost programs      92 primary students

Collingwood English Language School – visiting program      31 primary students

### SEV

Noble Park English Language School – outpost programs      120 primary students

### SWV

Geelong English Language Centre      187 primary and secondary students

Western English Language School – outpost programs      256 primary students

Western English Language School – visiting program      40 primary students

### Statewide

The Virtual EAL New Arrivals Program provided for 74 primary and secondary students across the state in 2017.

Source: Data provided by English language schools and centres

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

Data from the 2016 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2017 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 2016 August school census, 29 per cent of all students (172,336) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 63,367 met the criteria to receive EAL index funding in a mainstream school.

In 2017, 539 eligible campuses of mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 14 primary schools, 5 secondary schools and two P-12 schools to provide support for EAL students who had enrolled since the August 2016 census.

Table 4 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 85 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, 2017**

Year	NEV	NWV	SEV	SWV	Total
Prep	2,299	2,499	2,994	3,242	11,034
Year 1	2,216	2,376	2,885	2,951	10,428
Year 2	2,053	2,291	2,700	2,757	9,801
Year 3	2,055	2,095	2,781	2,548	9,479
Year 4	1,780	1,920	2,432	2,390	8,522
Year 5	581	481	623	576	2,261
Year 6	534	432	567	540	2,073
Year 7	452	331	429	452	1,664
Year 8	446	333	385	433	1,597
Year 9	459	340	426	449	1,674
Year 10	506	355	501	524	1,886
Year 11	484	308	426	449	1,667
Year 12	354	211	371	345	1,281
<b>Total</b>	<b>14,219</b>	<b>13,972</b>	<b>17,520</b>	<b>17,656</b>	<b>63,367</b>

Source: August School Census 2016

## 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 2017, 571 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 type of program, 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 2017.

**Table 5: EAL program types, mainstream government schools, Victoria 2017**

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	269	297	385	177	192	150	1,470
Secondary	213	70	67	38	24	30	442
<b>Total</b>	<b>482</b>	<b>367</b>	<b>452</b>	<b>215</b>	<b>216</b>	<b>180</b>	<b>1,912</b>

Source: Mid-Year School Supplementary Census 2017

## 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 2017**

School type	NEV	NWV	SEV	SWV	Total
Primary	196	175	204	172	747
Primary/Secondary Combined	3	24	13	49	89
Secondary	55	52	61	54	222
<b>Total</b>	<b>254</b>	<b>251</b>	<b>278</b>	<b>275</b>	<b>1,058</b>

Source: Mid-Year School Supplementary Census 2017

**Table 7: Students assessed against the EAL standards, government schools, Victoria 2017**

Student type	NEV	NWV	SEV	SWV	Total
Primary	5,248	5,993	6,798	7,647	25,686
Secondary	2,486	2,294	2,103	2,499	9,382
<b>Total</b>	<b>7,734</b>	<b>8,287</b>	<b>8,901</b>	<b>10,146</b>	<b>35,068</b>

Source: Mid-Year School Supplementary Census 2017

# 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 2017, 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 2011 to 2017.

**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 2017**

Region	EAL	English group	Percentage in EAL
NEV	670	13,653	4.9%
NWV	279	9,988	2.8%
SEV	430	13,901	3.1%
SWV	356	13,188	2.7%
*Off-shore providers	496	500	99.2%
<b>Total</b>	<b>2,231</b>	<b>51,230</b>	<b>4.4%</b>

**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 2017**

Region	EAL	English group	Percentage in EAL
NEV	487	7,048	6.9%
NWV	221	5,901	3.7%
SEV	312	6,925	4.5%
SWV	259	6,576	3.9%
<b>Total</b>	<b>1,279</b>	<b>26,450</b>	<b>4.8%</b>

**Table 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2011 and 2017**

Region	2011	2012	2013	2014	2015	2016	2017
NEV	645	637	653	641	673	618	670
NWV	247	283	269	269	310	286	279
SEV	478	460	492	499	442	472	430
SWV	387	430	352	403	433	381	356
*Off-shore providers	409	364	355	413	497	407	496
<b>Total</b>	<b>2,166</b>	<b>2,174</b>	<b>2,121</b>	<b>2,225</b>	<b>2,355</b>	<b>2,164</b>	<b>2,231</b>

Source: VCAA 2017. 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 2017

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
African Languages (NFD)	0	0	2	1	3
African Languages, nec	1	0	2	4	7
Afrikaans	6	5	6	18	34
Akan	0	0	0	1	1
Albanian	0	1	0	1	2
Amharic	0	7	4	21	30
Anuak	0	0	4	0	4
Arabic	97	429	80	106	701
Armenian	0	1	1	0	2
Assyrian Neo-Aramaic	3	289	0	35	327
Australian Indigenous Languages (NFD)	0	0	2	0	2
Azeri	0	2	0	0	2
Balinese	1	0	0	0	1
Bengali	11	8	17	22	57
Bisaya	0	2	2	1	5
Bulgarian	1	0	2	0	3
Burmese	9	2	11	13	35
Burmese and Related Languages (NFD)	0	0	0	9	9
Burmese and Related Languages, nec	12	0	3	20	35
Cantonese	90	15	17	4	124
Catalan	0	0	0	2	2
Cebuano	1	4	1	1	7
Chaldean Neo-Aramaic	0	30	0	0	30
Chin Haka	22	0	0	8	30
Chinese (NFD)	278	43	79	74	468
Chinese, nec	0	0	1	0	1
Croatian	0	0	3	1	4
Czech	2	0	0	0	2
Dan (Gio-Dan)	0	0	0	1	1
Danish	1	5	8	1	14
Dari	11	10	313	26	359

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Dhivehi	0	1	0	2	3
Dinka	0	9	16	39	64
Dutch	3	6	3	4	15
Fijian	0	2	2	0	4
Filipino	14	18	27	28	86
Finnish	0	0	2	4	6
French	16	5	41	8	68
German	5	8	10	4	27
Gilbertese	0	0	0	1	1
Gooniyandi	0	0	1	0	1
Greek	16	19	9	8	50
Gujarati	17	4	19	14	53
Hakka	0	0	0	1	1
Hazaraghi	34	18	132	23	207
Hebrew	1	2	33	0	35
Hindi	77	72	83	118	337
Hungarian	3	1	5	0	9
Igbo	0	1	0	0	1
Ilokano	1	0	0	0	1
Ilonggo (Hiligaynon)	0	0	2	0	2
Indo-Aryan (NFD)	2	0	2	4	8
Indonesian	11	28	7	8	51
Italian	0	6	20	7	31
Japanese	11	1	40	4	52
Kannada	9	3	9	7	27
Karen	7	26	13	123	169
Kashmiri	0	1	0	0	1
Khmer	6	4	53	3	64
Kikuyu	0	0	0	1	1
Kirundi (Rundi)	4	1	0	0	5
Konkani	3	2	4	3	11
Korean	26	3	16	12	53
Krio	1	0	3	1	5
Kriol	0	1	0	0	1
Lao	1	2	1	1	5
Latvian	2	0	0	0	2
Liberian (Liberian English)	0	0	0	1	1

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Loma (Lorma)	0	0	0	1	1
Macedonian	0	6	1	6	13
Malay	17	25	17	6	65
Malayalam	21	32	36	17	104
Mandaeen (Mandaic)	0	1	0	0	1
Mandarin	556	139	168	75	896
Mandinka	0	0	0	1	1
Maori (Cook Island)	0	1	4	3	8
Maori (New Zealand)	1	1	0	9	11
Marathi	12	6	12	13	43
Min Nan	0	1	0	1	2
Mongolian	2	3	0	9	13
Nepali	11	26	5	8	49
Norwegian	0	0	0	3	3
Nuer	0	0	7	2	8
Nyanja (Chichewa)	0	0	0	1	1
Oriya	0	0	1	0	1
Oromo	0	13	11	17	40
Other Languages (NFD)	0	0	0	2	2
Other Southern Asian Languages	2	0	0	2	4
Papua New Guinea Languages, nec	0	0	0	1	1
Pashto	4	5	21	12	42
Persian (excluding Dari)	74	30	56	13	170
Polish	2	1	2	5	10
Portuguese	9	9	13	6	35
Punjabi	16	51	40	48	153
Rohingya	0	1	0	2	3
Romanian	1	1	4	2	8
Russian	9	3	22	15	46
Samoan	13	66	107	173	343
Serbian	1	1	6	3	11
Shilluk	0	0	1	0	1
Shona	3	5	5	7	20
Sindhi	1	6	4	1	12
Sinhalese	24	28	35	19	102
Slovene	0	1	0	0	1
Somali	0	24	4	23	51



Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Southeast Asian Austronesian Languages (NFD)	0	1	0	0	1
Southeast Asian Languages (NFD)	1	0	0	0	1
Southern Asian Languages (NFD)	4	2	1	2	9
Southwest And Central Asian Languages (NFD)	0	0	5	0	5
Spanish	10	16	28	8	55
Swahili	7	5	2	13	27
Swedish	0	1	9	3	13
Tagalog	12	18	39	28	96
Tamil	37	33	53	34	150
Telugu	24	12	31	54	120
Tetum	0	2	0	0	2
Thai	5	13	21	15	54
Tibetan	0	0	3	3	5
Tigrinya	0	7	9	19	34
Timorese	1	0	0	0	1
Tok Pisin	0	0	0	1	1
Tongan	0	2	2	25	29
Tulu	2	0	0	2	4
Turkish	0	22	9	5	36
Tuvaluan	0	0	0	3	3
Ukrainian	1	3	0	1	5
Unknown Language	3	1	2	4	10
Urdu	39	98	52	94	282
Uygur	0	0	0	3	3
Uzbek	1	0	1	1	3
Vietnamese	40	47	49	104	231

Source: CASES21 2017

## Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2017

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Afghanistan	35	19	343	41	437
Albania	1	1	0	0	2
Argentina	0	3	3	0	6
Austria	0	0	0	1	1
Azerbaijan	0	0	0	1	1
Bahrain	2	1	0	0	3
Bangladesh	7	10	12	11	39
Belarus	1	0	3	0	3
Belgium	2	0	1	1	4
Bhutan	2	7	0	3	12
Brazil	7	9	12	6	32
Bulgaria	1	0	2	0	3
Burundi	4	1	0	2	7
Cambodia	6	4	49	3	60
Canada	3	1	2	3	9
Chile	1	0	0	0	1
China (excludes SARs and Taiwan)	647	166	218	132	1090
Chinese Asia (includes Mongolia) (NFD)	2	0	0	0	2
Colombia	2	3	4	1	8
Congo, Democratic Republic of	4	0	0	4	8
Cook Islands	0	0	2	1	3
Cote d'Ivoire	0	1	0	3	4
Croatia	1	0	3	1	5
Cyprus	0	3	1	0	4
Czech Republic	2	0	0	0	2
Denmark	1	3	8	1	12
Ecuador	0	1	0	0	1
Egypt	13	12	8	9	41
El Salvador	3	1	8	0	9
England	1	2	3	0	6
Eritrea	0	6	9	18	32
Ethiopia	0	24	19	34	73

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Fiji	0	12	4	0	16
Finland	0	0	2	4	6
Former Yugoslav Republic of Macedonia (FYROM)	0	6	1	5	12
France	9	3	33	2	45
Gaza Strip and West Bank	0	0	0	2	2
Germany	7	7	5	4	23
Ghana	0	0	0	1	1
Greece	14	19	11	8	50
Guinea	1	0	0	0	1
Hong Kong (SAR of China)	100	4	8	5	115
Hungary	3	0	5	0	8
India	183	176	252	284	869
Indonesia	15	28	8	9	57
Iran	78	26	51	9	161
Iraq	19	279	21	69	385
Ireland	6	1	4	0	11
Israel	1	2	33	0	35
Italy	0	6	20	6	30
Jamaica	1	0	0	0	1
Japan	12	1	35	6	50
Jordan	6	5	0	2	13
Kazakhstan	2	0	2	1	5
Kenya	5	5	4	8	22
Kiribati	0	0	0	1	1
Korea, Republic of (South)	22	3	11	8	42
Kosovo	0	0	0	1	1
Kuwait	9	9	2	3	23
Laos	1	2	2	0	5
Latvia	2	0	0	0	2
Lebanon	2	16	6	3	25
Liberia	0	0	1	4	5
Libya	0	0	1	0	1
Madagascar	0	0	1	2	3
Malawi	0	0	0	2	2
Malaysia	71	29	35	23	157
Maldives	0	1	0	1	2

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Mauritius	1	1	2	3	7
Mexico	1	0	0	0	1
Middle East (NFD)	0	1	0	0	1
Moldova	0	0	0	1	1
Mongolia	2	4	2	9	15
Montenegro	0	0	1	0	1
Morocco	0	0	1	0	1
Myanmar, The Republic of the Union of	23	5	9	46	83
Nepal	10	20	4	7	41
Netherlands	3	5	3	3	13
New Zealand	36	93	94	193	404
Nigeria	0	1	0	1	2
Norway	1	2	0	2	5
Oman	1	2	2	0	5
Pakistan	44	101	147	91	382
Papua New Guinea	0	1	2	3	6
Peru	0	1	1	0	2
Philippines	28	40	67	56	189
Poland	1	0	1	3	5
Portugal	0	0	1	0	1
Qatar	0	2	4	0	6
Romania	1	1	4	2	8
Russian Federation	3	1	10	7	20
Samoa	8	30	68	86	186
Samoa, American	0	2	0	0	2
Saudi Arabia	16	42	25	29	110
Scotland	0	0	0	1	1
Serbia	1	1	6	3	11
Sierra Leone	0	0	0	2	2
Singapore	22	6	9	2	38
Slovenia	0	1	0	0	1
Somalia	0	19	3	15	37
South Africa	7	8	8	21	43
South Sudan	0	6	10	22	37
Spain	2	5	6	4	16
Sri Lanka	25	32	39	23	113
Sudan	0	9	21	26	54

Country of birth	NEV	NWV	SEV	SWV	Victoria (total unique students)
Sweden	1	1	10	3	15
Switzerland	2	4	2	0	8
Syria	29	293	9	15	345
Taiwan	9	2	2	0	13
Tanzania	0	2	0	5	7
Thailand	13	38	36	127	214
Timor-Leste	1	2	0	0	3
Tonga	0	0	0	2	2
Tunisia	0	0	0	2	2
Turkey	0	23	15	5	43
Turks and Caicos Islands	0	1	0	0	1
Uganda	0	0	3	2	5
Ukraine	2	4	5	4	13
United Arab Emirates	20	25	11	8	63
United Kingdom, Channel Islands and Isle of Man (N	11	8	5	6	28
United States of America	17	14	17	17	64
Uzbekistan	0	0	1	1	2
Venezuela, Bolivarian Republic of	1	2	1	2	5
Vietnam	40	46	48	103	228
Yemen	0	1	0	0	1
Zimbabwe	3	4	4	6	17

Source: CASES21 2017