

# English as an Additional Language in Victorian government schools

## 2018



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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 2018.

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.

Students who are newly arrived in Victoria are eligible for support through an intensive English language program (also known as 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 October 2019.

# 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 non-fee-paying and fee-paying (international) 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 2018, 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, 2018 a new campus of Blackburn English Language School opened in Wodonga.

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 2018, Victorian government schools enrolled 6,620 newly arrived EAL learners. This is a decrease of 5.5% (364) on the number of newly arrived students who enrolled in 2017. 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 2018 and were counted in both.

**Table 1: EAL new arrivals by region, government schools, Victoria 2018**

Region	Number of new arrivals
North Eastern Victoria	1,766
North Western Victoria	1,396
South Eastern Victoria	1,949
South Western Victoria	1,691
<b>State-wide</b>	<b>6,620</b>

Source: CASES21 2018

## LANGUAGE BACKGROUNDS

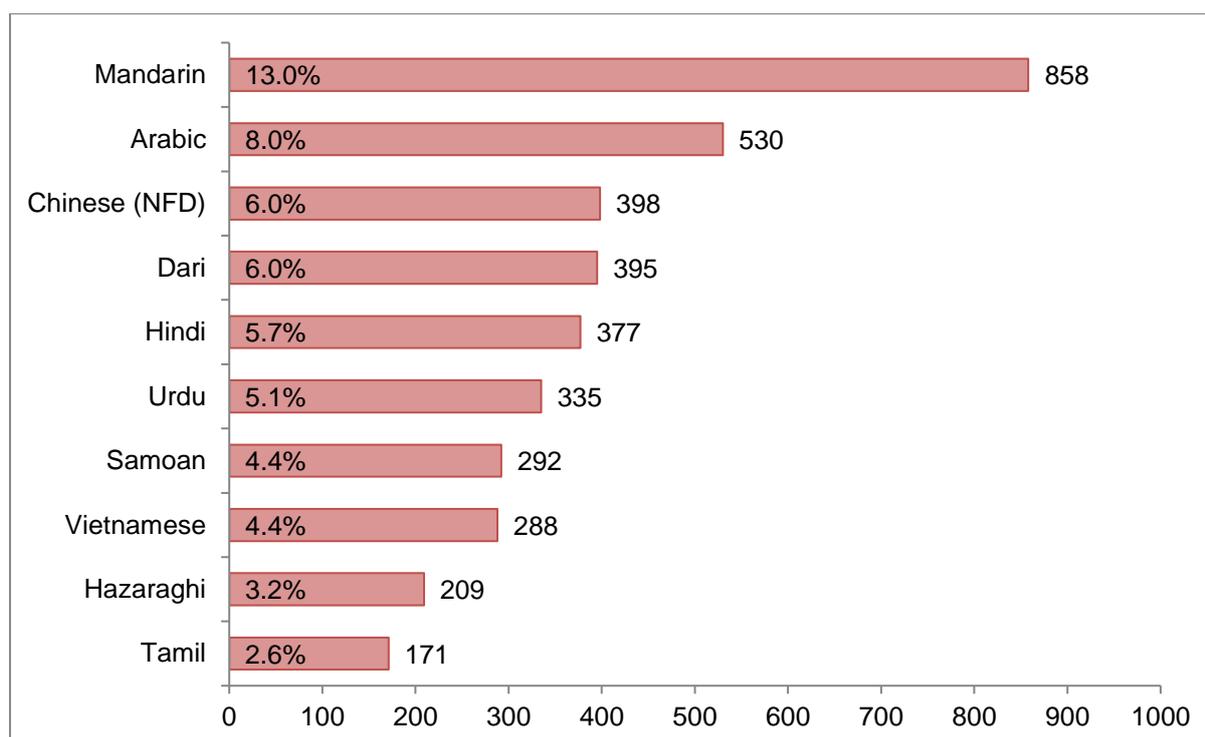
The 6,620 newly arrived EAL students who enrolled in Victorian government schools in 2018 came from 128 language backgrounds.

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

Figure 1 below shows the top ten languages spoken by newly arrived students in Victorian government schools in 2018, and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language. Tamil replaced Assyrian Neo-Aramaic in the top ten languages compared with 2017.

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

**Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2018**



Source: CASES21 2018

## 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.

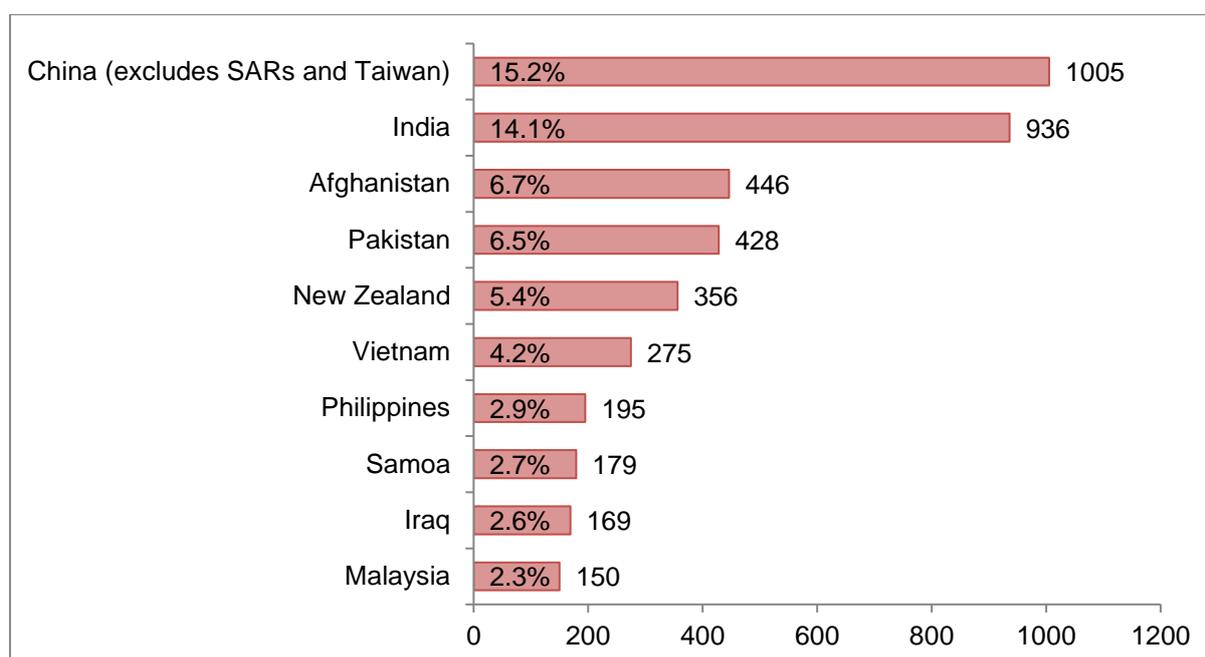
The 6,620 newly arrived EAL students who enrolled in Victorian government schools in 2018 were born in 123 countries.

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

Figure 2 below shows the top ten countries of birth of newly arrived students in Victoria in 2018, including the number and the percentage of all newly arrived students. Samoa and Malaysia replaced Syria and Thailand in the top ten countries of birth compared with 2017.

See Appendix 2 for details of all 123 countries of birth, including distribution across the four regions.

**Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2018**



Source: CASES21 2018

## 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 55 per cent of newly arrived students in 2018 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 state-wide 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 2018.

**Table 2: Residency status of EAL new arrivals, government schools, Victoria 2018**

Region	Permanent	Temporary	Total
North Eastern Victoria	969	810	1,766
North Western Victoria	961	442	1,396
South Eastern Victoria	1,249	719	1,949
South Western Victoria	1,187	512	1,691
<b>State-wide</b>	<b>4,273</b>	<b>2,403</b>	<b>6,620</b>

Source: CASES21 2018

## 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 2018. 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 2018 and were in programs in both regions.

**Table 3: Students enrolled in EAL new arrival programs, government schools, Victoria 2018**

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	483	297	364	503	863	683	422	365	3,913

P= Primary student      S= Secondary student

Source: CASES21 2018 (International student enrolments not included)

In addition, English language schools and centres reported on students attending their programs in 2018:

Region	School	Primary	Secondary
<b>NEV</b>	Shepparton English Language Centre	80	73
	Blackburn English Language School – visiting program	28	
<b>NWV</b>	Mildura English Language Centre	49	40
	Collingwood English Language School – outpost program	78	
	Collingwood English Language School – visiting program	30	
<b>SEV</b>	Noble Park English Language School – outpost program	27	
<b>SWV</b>	Geelong English Language Centre	68	59
	Western English Language School – outpost program	105	
	Western English Language School – visiting program	13	
<b>State-wide</b>	Virtual EAL New Arrivals Program	51	25

Source: Data provided by English language schools and centres

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

Data from the 2017 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2018 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 2017 August school census, 31 per cent of all students (185,432) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 68,641 met the criteria to receive EAL index funding in a mainstream school.

In 2018, 552 eligible campuses of mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 12 primary schools, 6 secondary schools and 1 P-12 College to provide support for EAL students who had enrolled since the August 2017 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, 2018**

Year	NEV	NWV	SEV	SWV	Total
Prep	2,558	2,748	3,235	3,547	12,088
Year 1	2,442	2,519	3,087	3,358	11,406
Year 2	2,356	2,439	2,966	3,071	10,832
Year 3	2,178	2,308	2,750	2,852	10,088
Year 4	2,093	2,018	2,742	2,548	9,401
Year 5	564	464	649	660	2,337
Year 6	578	464	631	549	2,222
Year 7	472	357	501	493	1,823
Year 8	427	368	479	497	1,771
Year 9	434	364	454	476	1,728
Year 10	494	379	547	503	1,923
Year 11	507	332	472	458	1,769
Year 12	380	244	310	319	1,253
<b>Total</b>	<b>15,483</b>	<b>15,004</b>	<b>18,823</b>	<b>19,331</b>	<b>68,641</b>

Source: August School Census 2017

## 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 2018, 608 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 2018.

**Table 5: EAL program types, mainstream government schools, Victoria 2018**

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	276	317	377	224	176	204	1,574
Secondary	227	75	51	43	27	39	462
<b>Total</b>	<b>503</b>	<b>392</b>	<b>428</b>	<b>267</b>	<b>203</b>	<b>243</b>	<b>2,036</b>

Source: Mid-Year School Supplementary Census 2018

## 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 2018**

School type	NEV	NWV	SEV	SWV	Total
Primary	202	183	230	171	786
Primary/Secondary Combined	6	29	12	54	101
Secondary	60	61	57	63	241
<b>Total</b>	<b>268</b>	<b>273</b>	<b>299</b>	<b>288</b>	<b>1,128</b>

Source: Mid-Year School Supplementary Census 2018

**Table 7: Students assessed against the EAL standards, government schools, Victoria 2018**

Student type	NEV	NWV	SEV	SWV	Total
Primary	5,248	6,798	9,313	8,972	30,331
Secondary	2,486	2,103	2,912	2,521	10,022
<b>Total</b>	<b>7,734</b>	<b>8,901</b>	<b>12,225</b>	<b>11,493</b>	<b>40,353</b>

Source: Mid-Year School Supplementary Census 2018

# 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 2018, 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 2012 to 2018.

Refer to Section 2 of VCAA report: <https://www.vcaa.vic.edu.au/administration/research-and-statistics/performance-senior-secondary/Pages/2018-stats-info.aspx>

**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 2018**

Region	EAL	English group	Percentage in EAL
NEV	661	13,665	4.8%
NWV	342	10,036	3.4%
SEV	491	13,716	3.6%
SWV	389	12,980	3.0%
Off-shore non-Victorian providers	574	581	98.8%
<b>Total</b>	<b>2,457</b>	<b>50,978</b>	<b>4.8%</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 2018**

Region	EAL	English group	Percentage in EAL
NEV	495	7,069	7.0%
NWV	270	5,844	4.6%
SEV	360	6,845	5.3%
SWV	276	6,181	4.5%
<b>Total</b>	<b>1,401</b>	<b>25,939</b>	<b>5.4%</b>

**Table 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2012 and 2018**

Region	2012	2013	2014	2015	2016	2017	2018
NEV	637	653	641	673	618	670	661
NWV	283	269	269	310	286	279	342
SEV	460	492	499	442	472	430	491
SWV	430	352	403	433	381	356	389
Off-shore non-Victorian providers	364	355	413	497	407	496	574
<b>Total</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>	<b>2,457</b>

Source: VCAA 2018. Excludes full-fee paying overseas students

# Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2018

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
African Languages (NFD)	3	0	0	2	5
African Languages, nec	0	0	0	1	1
Afrikaans	10	4	10	13	37
Akan	1	0	0	2	3
Albanian	1	1	2	1	4
Amharic	0	5	3	18	23
Anuak	0	0	1	0	1
Arabana	0	0	0	3	3
Arabic	107	289	50	92	530
Armenian	3	1	1	2	7
Assamese	0	1	0	0	1
Assyrian Neo-Aramaic	0	65	0	5	70
Australian Indigenous Languages (NFD)	1	0	0	1	2
Bengali	12	6	17	32	67
Bisaya	3	2	0	4	9
Bosnian	0	0	2	1	3
Bulgarian	0	5	1	0	5
Burmese	6	2	7	8	22
Burmese and Related Languages (NFD)	3	0	2	17	22
Burmese and Related Languages, nec	28	0	3	24	55
Cantonese	101	5	10	8	122
Catalan	0	0	3	0	3
Cebuano	0	1	2	1	4
Chaldean Neo-Aramaic	0	9	0	0	9
Chin Haka	45	0	0	14	59
Chinese (NFD)	259	28	62	52	398
Chinese, nec	1	0	4	0	5
Croatian	0	0	1	0	1
Dan (Gio-Dan)	0	0	0	1	1
Danish	0	0	2	3	5
Dari	1	18	352	28	395
Dinka	0	1	6	16	23
Dutch	1	1	5	2	9
Estonian	0	0	2	0	2
Fijian	0	0	2	2	4

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Fijian Hindustani	0	0	0	1	1
Filipino	21	18	23	26	88
Finnish	2	3	3	0	8
French	7	7	30	7	51
Ga	0	2	0	0	2
German	6	4	5	4	19
Gilbertese	0	0	3	0	3
Greek	2	12	9	2	25
Gujarati	10	6	17	17	47
Hakka	4	0	0	1	5
Hausa	3	0	0	0	3
Hazaraghi	23	27	145	14	209
Hebrew	1	1	23	0	25
Hindi	86	58	91	154	377
Hungarian	1	0	2	1	4
Igbo	0	1	0	1	2
Ilokano	0	0	1	0	1
Ilonggo (Hiligaynon)	1	0	0	0	1
Indo-Aryan (NFD)	2	0	1	2	5
Indonesian	19	22	5	14	55
Italian	0	3	2	7	12
Japanese	9	4	27	1	39
Kannada	11	6	16	6	37
Karen	6	39	13	71	129
Khmer	6	4	83	2	94
Kirundi (Rundi)	0	6	0	0	6
Konkani	3	2	5	4	14
Korean	24	2	21	3	48
Kpelle	0	0	1	0	1
Krio	0	1	1	1	3
Kurdish	1	5	0	1	6
Lao	0	0	0	2	2
Luganda	0	0	0	2	2
Macedonian	1	11	5	10	25
Malay	13	20	21	8	62
Malayalam	39	39	40	22	137
Maltese	0	1	0	0	1
Mandarin	512	129	169	84	858
Mandinka	0	0	0	1	1
Maori (Cook Island)	0	2	9	0	11

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Maori (New Zealand)	0	3	1	7	11
Marathi	16	5	15	7	41
Marridan (Maridan)	1	0	0	0	1
Min Nan	0	1	1	1	3
Mongolian	0	3	0	4	7
Nauruan	0	0	0	3	3
Nepali	5	15	7	5	30
Norwegian	1	0	4	0	5
Nuer	0	0	2	2	4
Nyanja (Chichewa)	0	0	0	1	1
Oriya	2	0	2	0	4
Oromo	0	4	8	16	28
Other Southern Asian Languages	0	6	3	0	9
Paakantyi	0	0	0	1	1
Pacific Austronesian Languages, nec	0	0	0	1	1
Pashto	0	4	37	20	60
Persian (excluding Dari)	78	26	41	20	157
Pintupi	1	0	0	0	1
Polish	1	0	3	0	4
Portuguese	4	4	3	9	20
Punjabi	11	14	36	56	115
Romanian	0	1	1	1	3
Russian	12	3	18	3	35
Samoan	5	85	95	124	292
Serbian	1	1	4	7	13
Serbo-Croatian/Yugoslavian, so described	0	0	1	0	1
Shona	1	3	9	8	21
Sign Languages (NFD)	1	0	0	0	1
Sindhi	2	1	1	5	9
Sinhalese	30	25	48	7	105
Somali	0	19	1	23	43
Southeast Asian Austronesian Languages (NFD)	3	0	0	0	3
Southern Asian Languages (NFD)	1	1	0	0	2
Spanish	10	15	24	9	56
Swahili	62	11	2	37	110
Swedish	0	3	0	1	4
Tagalog	15	16	35	33	99
Tamil	40	12	67	60	171
Telugu	26	9	32	83	147
Thai	7	9	19	17	51

Language	NEV	NWV	SEV	SWV	Victoria (total unique students)
Tibetan	1	0	0	10	11
Tigré	0	0	0	1	1
Tigrinya	0	6	3	24	33
Tongan	2	9	7	17	35
Tulu	0	1	0	2	3
Turkish	5	23	15	4	47
Tuvaluan	0	0	0	1	1
Ukrainian	0	3	1	1	5
Unknown Language	11	2	3	5	21
Urdu	35	119	56	132	335
Vietnamese	43	62	59	127	288
Wu	0	1	0	0	1
Yoruba	0	2	0	0	2

Source: CASES21 2018

## Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2018

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Afghanistan	14	34	374	31	446
Albania	1	0	2	0	2
Algeria	0	0	0	2	2
Argentina	7	2	6	3	16
Armenia	0	0	0	1	1
Austria	2	0	1	0	3
Bahrain	1	1	0	3	5
Bangladesh	11	6	9	21	47
Belgium	1	0	1	4	6
Bhutan	1	7	3	0	11
Bosnia and Herzegovina	0	1	3	0	4
Botswana	0	0	2	0	2
Brazil	4	5	2	8	19
Bulgaria	0	4	0	0	4
Burundi	1	3	0	1	5
Cambodia	5	4	76	2	86
Canada	1	4	2	3	10
Chile	0	5	8	2	15
China (excludes SARs and Taiwan)	617	144	192	108	1005
Chinese Asia (includes Mongolia) (NFD)	9	0	0	0	9
Colombia	1	1	0	0	2
Congo, Democratic Republic of	50	8	0	16	72
Congo, Republic of	2	2	0	0	4
Cook Islands	0	1	7	0	8
Croatia	0	0	1	0	1
Cyprus	1	1	0	0	2
Denmark	0	2	3	5	10
Egypt	20	21	3	14	57
El Salvador	0	0	1	0	1
England	2	2	2	2	7
Eritrea	0	18	0	15	32
Estonia	0	0	2	0	2
Ethiopia	0	12	6	40	56
Fiji	0	3	5	7	15
Finland	2	3	2	0	7

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Former Yugoslav Republic of Macedonia (FYROM)	1	11	5	8	23
France	5	5	17	5	32
Gaza Strip and West Bank	5	3	0	4	12
Germany	0	5	9	8	22
Ghana	2	2	0	1	5
Greece	2	11	10	2	25
Guinea	0	0	0	1	1
Hong Kong (SAR of China)	110	6	11	6	130
Hungary	1	0	2	0	3
India	223	130	248	366	936
Indonesia	17	19	6	16	54
Iran	75	22	42	17	148
Iraq	13	124	8	28	169
Ireland	3	2	3	1	9
Israel	0	0	26	0	26
Italy	0	2	1	5	8
Japan	11	5	26	3	43
Jordan	3	4	0	2	9
Kazakhstan	1	1	2	0	4
Kenya	4	5	6	28	43
Kiribati	0	0	3	0	3
Korea, Democratic People's Republic of (North)	0	0	1	0	1
Korea, Republic of (South)	21	2	19	5	45
Kosovo	0	0	0	1	1
Kuwait	3	4	1	5	13
Kyrgyzstan	0	0	1	0	1
Laos	0	0	1	2	3
Latvia	0	0	1	0	1
Lebanon	1	16	3	11	31
Liberia	0	0	1	2	3
Libya	2	0	0	0	2
Macau (SAR of China)	3	0	0	1	3
Malawi	0	0	0	2	2
Malaysia	60	26	40	25	150
Maldives	3	0	1	0	4
Malta	0	1	0	0	1
Mauritius	0	0	2	0	2
Mexico	1	0	1	0	2
Mongolia	1	3	5	5	13
Myanmar, The Republic of the Union of	65	18	10	46	139

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Nauru	0	0	0	2	2
Nepal	4	13	6	6	27
Netherlands	2	1	4	3	10
New Caledonia	0	0	3	0	3
New Zealand	33	80	101	148	356
Nigeria	0	3	0	1	4
Norway	1	0	5	0	6
Oman	0	0	1	1	2
Pakistan	38	107	178	111	428
Papua New Guinea	3	2	0	1	6
Peru	0	0	2	0	2
Philippines	37	33	61	64	195
Poland	1	0	2	0	3
Qatar	3	5	2	5	15
Romania	0	1	1	2	4
Russian Federation	8	1	8	2	18
Samoa	2	58	59	74	179
Samoa, American	3	0	0	4	7
Saudi Arabia	21	51	25	14	109
Serbia	1	0	2	7	10
Seychelles	0	0	1	0	1
Sierra Leone	0	0	1	2	3
Singapore	16	7	14	6	40
Slovakia	0	0	0	1	1
Slovenia	2	0	0	0	2
Somalia	0	14	0	6	20
South Africa	10	5	11	16	42
South Sudan	1	1	6	12	20
Spain	6	4	9	3	22
Sri Lanka	34	21	59	19	128
Sudan	1	4	10	4	18
Swaziland	1	0	0	0	1
Sweden	0	3	2	2	7
Switzerland	5	1	0	2	8
Syria	22	95	3	8	128
Taiwan	11	1	4	2	18
Tajikistan	1	0	0	0	1
Tanzania	0	0	0	13	13
Thailand	15	32	34	87	167
Tonga	0	0	0	2	2

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Turkey	2	24	23	4	53
Uganda	6	1	0	4	11
Ukraine	3	3	3	2	11
United Arab Emirates	31	27	14	21	92
United Kingdom, Channel Islands and Isle of Man (N	3	4	12	7	25
United States of America	23	11	21	14	67
Uzbekistan	0	1	0	0	1
Venezuela, Bolivarian Republic of	1	3	0	0	4
Vietnam	41	62	54	121	275
Western Sahara	0	0	1	0	1
Yemen	0	1	0	0	1
Zimbabwe	1	3	6	4	14

Source: CASES21 2018