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Education
and Training

English as an Additional Language in Victorian government schools

2020

Contents

Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2020.

This report is based on the 2019 August School Census and data in CASES21.

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.

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 August 2021.

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

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Part 1: Provision for newly arrived EAL students

Newly arrived students from language backgrounds other than English who meet eligibility criteria may 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 2020, 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.

Three English language schools also operated outpost programs.

In rural and regional 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 2020, Victorian government schools enrolled 3,608 newly arrived EAL learners. This is a decrease of 45.97% (3,070) on the number of newly arrived students who enrolled in 2019 and is a result of restrictions on movement across the Australian border for most of 2020 in response to the COVID-19 pandemic, and restrictions on movement across state borders at various times in 2020.

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 2020 and were counted in both.

Table 1: EAL new arrivals by region, government schools, Victoria 2020

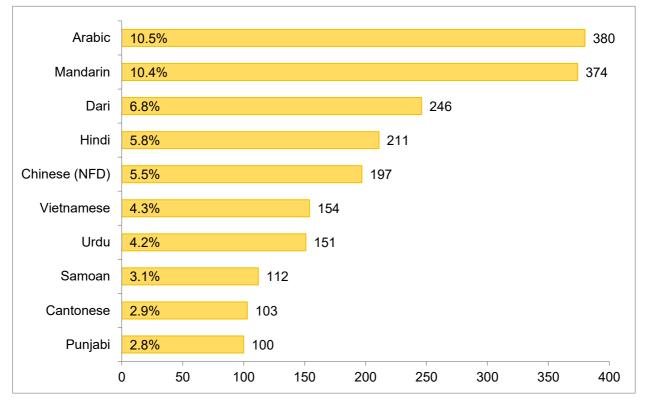| Region	Number of new arrivals
North Eastern Victoria	968
North Western Victoria	773
South Eastern Victoria	1,016
South Western Victoria	937
State-wide total	**3,608**

Source: CASES21 2020

Language backgrounds

The 3,608 newly arrived EAL students who enrolled in Victorian government schools in 2020 came from 106 language backgrounds. This is 20 less than 2019 when 6,678 students from 126 language backgrounds arrived.

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

Figure 1 below shows the top ten languages spoken by newly arrived students in Victorian government schools in 2020, and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language. Cantonese and Punjabi replaced Telugu and Hazaraghi in the top ten languages compared with 2019. This may reflect the lower number of humanitarian arrivals in Australia because of the restrictions on movement across the international border due to the COVID-19 pandemic.

See Appendix 1 for details of all 106 languages, including distribution across the four regions.

Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2020

Source: CASES21 2020

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.
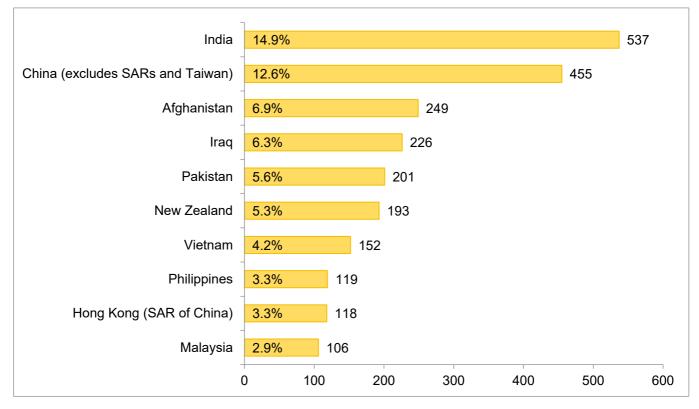
The 3,608 newly arrived EAL students who enrolled in Victorian government schools in 2020 were born in 111 countries. In 2019 there were 129 countries in which students were born, however there were 28 countries from which students did not arrive in 2020, and 10 countries from which they arrived in 2020 but had not arrived from in 2019. There was no significant pattern amongst these changes that reflects on any world event, including COVID-19.

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

Figure 2 below shows the top ten countries of birth of newly arrived students in Victoria in 2020, including the number and the percentage of all newly arrived students. Hong Kong replaced Thailand in the top ten countries of birth compared with 2019.

See Appendix 2 for details of all 111 countries of birth, including distribution across the four regions.

Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2020

Source: CASES21 2020

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, been born in Australia, or be seeking Australia's protection.

In Victorian government schools, approximately 67 per cent of newly arrived students in 2020 were permanent residents. This is not significantly different from the 2019 proportions, when approximately 66 per cent of newly arrived students 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, some students changed from temporary to permanent visa types during 2020.

Table 2: Residency status of EAL new arrivals, government schools, Victoria 2020

Region	Permanent	Temporary	Total
North Eastern Victoria	587	393	968
North Western Victoria	561	223	773
South Eastern Victoria	659	363	1,016
South Western Victoria	673	267	937
State-wide total	**2,427**	**1,218**	**3,608**

Source: CASES21 2020

Provision across program types

Provision of programs for newly arrived students is primarily through English language schools and centres. Students spend between six and twelve months enrolled in intensive English language programs, also known as new arrivals programs at these schools. In 2020, due to extended periods of learning from home for students and other significant disruptions to students' lives and learning, English language schools extended the period of time in a program for any student in need of the additional support and learning time.

Table 3a below shows the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres across the regions in 2020. The numbers in the table do not include students who were international fee-paying students, who sometimes enrol in these programs.

The total number of unique students state-wide is less than the sum of students in each region because some students moved from one region to another during 2020 and were in programs in both regions.

Table 3a: Enrolments in metropolitan English language schools and centres, 2020

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	341	212	272	381	465	493	268	277	2,707

P= Primary student   S= Secondary student

Source: CASES21 2020

In addition, regional English language centres and English language schools providing outpost programs reported on students attending their programs in 2020. This is shown in table 3b.

Table 3b: Enrolments in regional English language centres and outposts of metropolitan English language schools

Region	School/Centre	Primary	Secondary
NEV	Shepparton English Language Centre	74	69
NWV	Mildura English Language Centre	39	30
NWV	Collingwood English Language School – outpost program	58	-
SEV	Noble Park English Language School – outpost program	23	-
SWV	Geelong English Language Centre	56	53
SWV	Western English Language School – outpost program	66	-
SWV	Western English Language School – remote program	12	-
State-wide	Virtual EAL New Arrivals Program	76	27

Source: Data provided by English language schools and centres

Part 2: Provision for EAL students in mainstream government schools

Data from the 2019 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2020 school year, based on 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 2019 August school census, 33 per cent of all students (209,239) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 77,681 met the criteria to receive EAL index funding in a mainstream school.

In 2020, 584 eligible campuses of mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to five primary schools, one secondary school and one P-12 College to provide support for EAL students who had enrolled since the August 2019 census.

Table 4 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 87 per cent of eligible students were in the primary year levels, from Foundation to Year 6.

Table 4: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2020

Year	NEV	NWV	SEV	SWV	Total
Foundation	2,834	2,919	3,614	3,948	13,315
Year 1	3,080	2,924	3,579	4,087	13,670
Year 2	2,733	2,717	3,464	3,740	12,654
Year 3	2,634	2,583	3,274	3,598	12,089
Year 4	2,373	2,324	3,015	3,119	10,831
Year 5	657	436	661	660	2,414
Year 6	689	413	652	568	2,322
Year 7	478	362	526	540	1,906
Year 8	487	426	522	521	1,956
Year 9	478	360	530	503	1,871
Year 10	448	361	555	485	1,849
Year 11	421	328	464	385	1,598
Year 12	316	272	328	290	1,206
Total	**17,628**	**16,425**	**21,184**	**22,444**	**77,681**

Source: August School Census 2019

Victorian Certificate of Education EAL

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 5a and 5b below provide the number of students who enrolled in VCE EAL Units 3 and 4 in 2020, as a percentage of the whole English group by all schools and by government schools respectively.

Table 6 provides historical enrolments in VCE EAL Units 3 and 4 for all schools from 2014 to 2020.

To view more assessment and enrolment information, visit the VCAA website: 2020 VCE, VCE VET and VCAL Statistical Information

Table 5a: 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 2020

Region	EAL	English group*	Percentage in EAL
NEV	538	13,088	4.1%
NWV	366	9,798	3.7%
SEV	495	13,495	3.7%
SWV	372	12,909	2.9%
Off-shore non-Victorian providers	626	639	98.0%
Interstate	0	22	0.0%
Total	**2,397**	**49,951**	**4.8%**

*VCE English group comprises EAL, English, English Language and Literature at the 3-4 sequence level.

Source: VCAA 2020. Excludes full-fee-paying overseas students

Table 5b: 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 2020

Region	EAL	English group*	Percentage in EAL
NEV	386	6,476	6.0%
NWV	282	5,795	4.9%
SEV	375	6,642	5.6%
SWV	251	6,253	4.0%
Total	**1,294**	**25,166**	**5.1%**

*VCE English group comprises EAL, English, English Language and Literature at the 3-4 sequence level.

Source: VCAA 2020. Excludes full-fee-paying overseas students

Table 6: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2014 and 2020

Region	2014	2015	2016	2017	2018	2019	2020
NEV	641	673	618	670	661	574	538
NWV	269	310	286	279	342	332	366
SEV	499	442	472	430	491	488	495
SWV	403	433	381	356	389	413	372
Off-shore non-Victorian providers	413	497	407	496	574	699	626
Interstate **	0	0	0	0	0	1	0
Total	**2,225**	**2,355**	**2,164**	**2,231**	**2,457**	**2,507**	**2,397**

**An interstate school offering VCE EAL as part of the VCE program

Source: VCAA 2020. Excludes full-fee-paying overseas students

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Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2020

Language	NEV	NWV	SEV	SWV	Total unique students
Afrikaans	2	8	18	11	39
Akan	0	1	0	2	3
Albanian	2	0	1	0	3
Amharic	0	3	0	7	8
Arabic	58	233	17	79	380
Assyrian Neo-Aramaic	1	33	0	1	35
Australian Indigenous Languages (NFD)	1	0	0	0	1
Belorussian	0	0	0	2	2
Bengali	8	10	6	13	36
Bisaya	7	3	3	0	11
Bulgarian	0	0	0	1	1
Burmese	6	1	0	4	11
Burmese and Related Languages (NFD)	2	0	0	4	6
Burmese and Related Languages, NEC	6	0	0	16	22
Cantonese	70	6	17	12	103
Catalan	0	0	1	0	1
Cebuano	0	2	0	2	4
Chaldean Neo-Aramaic	0	8	0	0	8
Chin Haka	4	0	0	2	6
Chinese (NFD)	116	12	37	34	197
Chinese, NEC	0	1	0	0	1
Croatian	0	1	0	0	1
Czech	0	0	1	0	1
Danish	2	2	0	1	5
Dari	3	0	235	8	246
Dinka	0	0	1	1	2
Dutch	0	0	4	0	4
Fijian	0	0	0	3	3
Fijian Hindustani	0	0	1	0	1
Filipino	6	12	16	9	43
Finnish	0	3	0	0	3
French	10	7	18	4	39
German	5	3	13	1	22
Greek	3	1	2	7	13

Language	NEV	NWV	SEV	SWV	Total unique students
Gujarati	8	1	6	7	22
Hakka	5	0	0	1	6
Hazaraghi	14	15	41	12	82
Hebrew	0	5	5	0	10
Hindi	49	25	52	94	211
Hungarian	0	0	0	1	1
Iban	0	1	0	0	1
Indo-Aryan (NFD)	1	0	0	0	1
Indonesian	9	14	6	7	36
Irish	0	0	0	1	1
Italian	0	6	2	2	10
Japanese	18	1	17	5	38
Kannada	5	2	7	5	18
Karen	0	11	0	23	34
Khmer	4	1	39	1	42
Kirundi (Rundi)	3	3	0	0	6
Konkani	0	1	0	0	1
Korean	12	4	10	4	27
Krio	0	0	2	2	4
Kurdish	0	0	1	0	1
Lao	0	0	0	1	1
Macedonian	0	4	2	0	5
Malay	10	11	29	6	56
Malayalam	22	22	20	18	80
Mandaean (Mandaic)	1	0	0	0	1
Mandarin	270	32	57	25	374
Maori (New Zealand)	0	1	0	4	5
Marathi	10	3	5	8	25
Mongolian	0	1	0	0	1
Nauruan	0	0	3	0	3
Nepali	3	11	3	9	25
Norwegian	0	0	1	0	1
Oriya	0	0	2	1	3
Oromo	0	10	7	10	23
Other Southern Asian Languages	3	0	0	1	4
Pampangan	0	1	0	0	1
Pashto	5	0	7	18	30

Language	NEV	NWV	SEV	SWV	Total unique students
Persian (excluding Dari)	28	14	24	6	70
Polish	1	1	1	0	3
Portuguese	3	2	12	3	20
Punjabi	6	29	36	31	100
Rohingya	0	0	1	0	1
Romanian	0	1	2	1	4
Russian	5	0	3	1	9
Samoan	12	23	32	46	112
Serbian	1	2	4	3	10
Shona	1	5	3	1	10
Sindhi	0	6	2	0	8
Sinhalese	5	7	28	13	52
Slovene	0	0	0	2	2
Somali	0	0	4	10	14
Southeast Asian Austronesian Languages (NFD)	3	2	0	2	7
Southern Asian Languages (NFD)	1	0	1	1	3
Spanish	6	10	10	7	31
Swahili	38	5	0	33	76
Swedish	1	0	3	1	5
Tagalog	8	15	25	28	74
Tamil	21	13	21	29	82
Telugu	12	15	25	44	88
Thai	10	8	7	11	36
Tibetan	0	1	1	3	5
Tigrinya	0	4	2	17	23
Tongan	6	0	1	13	20
Tulu	0	0	1	2	3
Turkish	1	8	5	3	17
Tuvaluan	0	0	0	1	1
Ukrainian	0	0	1	0	1
Unknown Language	9	0	0	2	11
Urdu	19	50	18	66	151
Vietnamese	32	20	34	70	154
Wu	2	1	0	0	3
Zulu	0	1	0	0	1

Source: CASES21 2020

Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2020

Country of birth	NEV	NWV	SEV	SWV	Total unique students
Afghanistan	11	13	211	16	249
Albania	2	0	0	0	2
Algeria	0	1	0	0	1
Argentina	0	0	2	0	2
Australia	0	0	1	0	1
Austria	2	0	0	0	2
Bahrain	0	2	0	0	2
Bangladesh	8	7	2	12	28
Belarus	0	0	0	2	2
Belgium	0	0	2	1	3
Bhutan	2	0	0	1	3
Brazil	3	1	10	2	16
Brunei Darussalam	0	2	1	0	3
Bulgaria	0	0	0	1	1
Burundi	8	3	0	1	12
Cambodia	3	1	39	1	41
Canada	4	5	1	1	11
Chile	1	3	0	1	5
China (excludes SARs and Taiwan)	301	37	86	47	455
Chinese Asia (includes Mongolia) (NFD)	6	0	0	0	6
Colombia	2	2	0	3	5
Congo, Democratic Republic of	21	0	0	17	38
Congo, Republic of	0	0	0	1	1
Cote d'Ivoire	0	0	0	1	1
Croatia	0	1	0	0	1
Czech Republic	0	0	1	0	1
Denmark	2	2	0	2	6
Djibouti	0	0	2	0	2
Egypt	14	11	3	18	45
England	0	2	4	3	9
Eritrea	0	5	3	12	19
Ethiopia	0	15	6	21	35
Fiji	0	1	2	7	9
Finland	0	3	0	0	3

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Country of birth	NEV	NWV	SEV	SWV	Total unique students
Former Yugoslav Republic of Macedonia (FYROM)	0	4	2	0	5
France	6	3	11	1	21
Gaza Strip and West Bank	0	3	0	0	3
Germany	3	0	11	2	16
Ghana	0	1	0	2	3
Greece	2	1	2	7	12
Hong Kong (SAR of China)	88	6	15	9	118
Hungary	0	0	0	1	1
India	109	91	150	207	537
Indonesia	12	15	9	8	44
Iran	25	10	21	5	59
Iraq	8	188	6	25	226
Ireland	3	1	1	1	6
Israel	0	1	5	0	6
Italy	2	6	3	1	12
Japan	18	2	16	3	36
Jordan	5	2	0	2	9
Kazakhstan	0	0	1	0	1
Kenya	2	5	1	11	19
Korea, Republic of (South)	9	5	10	4	25
Kuwait	3	10	2	6	20
Kyrgyzstan	1	0	0	0	1
Laos	0	0	0	1	1
Lebanon	2	10	2	6	20
Madagascar	0	1	0	0	1
Malawi	2	0	0	4	6
Malaysia	32	25	33	18	106
Mexico	0	0	1	0	1
Mongolia	0	1	0	0	1
Montenegro	0	1	0	0	1
Myanmar, The Republic of the Union of	11	3	0	7	21
Nauru	0	0	3	0	3
Nepal	3	11	3	8	24
Netherlands	0	0	1	2	3
New Zealand	28	40	48	81	193
Norway	0	1	3	0	4
Oman	0	1	1	1	3

Country of birth	NEV	NWV	SEV	SWV	Total unique students
Pakistan	27	33	82	61	201
Papua New Guinea	0	0	0	1	1
Peru	0	0	0	1	1
Philippines	19	31	41	33	119
Poland	0	1	0	0	1
Qatar	2	1	3	1	7
Romania	0	1	2	0	3
Russian Federation	2	0	2	0	4
Rwanda	2	0	0	0	2
Samoa	11	14	19	19	63
Samoa, American	0	0	0	1	1
Saudi Arabia	8	24	1	17	47
Scotland	1	0	0	0	1
Serbia	1	1	2	3	7
Singapore	9	1	5	7	21
Somalia	0	0	0	5	5
South Africa	6	9	20	15	50
South Sudan	0	0	1	0	1
Southern Asia (NFD)	1	0	0	0	1
Spain	2	4	5	1	12
Sri Lanka	4	7	24	15	49
Sudan	0	0	0	5	5
Sweden	1	0	5	1	7
Switzerland	1	0	5	0	6
Syria	16	12	0	1	29
Taiwan	1	0	0	3	4
Tanzania	6	0	0	6	12
Thailand	11	16	7	44	78
Tonga	4	0	0	2	6
Turkey	1	6	6	3	16
Uganda	1	0	0	3	4
Ukraine	0	0	1	1	2
United Arab Emirates	14	10	2	11	37
United Kingdom, Channel Islands, and Isle of Man	2	2	2	4	10
United States of America	22	8	10	9	49
Uruguay	0	1	0	0	1
Venezuela, Bolivarian Republic of	0	0	2	1	3

Country of birth	NEV	NWV	SEV	SWV	Total unique students
Vietnam	32	20	32	70	152
Yemen	0	1	0	1	2
Zimbabwe	0	5	3	1	9

Source: CASES21 2020