

English as an Additional Language in Victorian government schools 2023

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Acronyms and abbreviations

CASES	Computerised Administrative System Environment in Schools
EAL	English as an Additional Language
ELS	English Language School
ELC	English Language Centre
ELS/C	English Language Schools/Centres
LBOTE	Language Background Other Than English
NEC	Not elsewhere classified
NEVR	North Eastern Victoria Region
NFD	Not further defined
NWVR	North Western Victoria Region
SAR	Special Administrative Region
SEVR	South Eastern Victoria Region
SWVR	South Western Victoria Region
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VNAP	Virtual New Arrivals Program
YoY	Year on Year

Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2023.

This report is based on:

- the 2022 August School Census

The Department of Education 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 Principal Survey, conducted in Term 3 2023

The Department of Education collects data by surveying principals each year. The EAL section of the Term 3 2023 survey sought information from schools in receipt of EAL Index funding, including a profile of EAL learners and the types of EAL programs in government schools. The EAL section of the survey is not mandatory. The response rate was 46% which represents an improvement over 2022 (34%).

- 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 12 to 18 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 2024.

Part 1: Provision for newly arrived EAL students

Newly arrived students from language backgrounds other than English who meet eligibility criteria may access 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 2023, new arrivals programs were provided through 4 English language schools (ELS), one in each region in a metropolitan location, 2 secondary English language centres (ELC) in metropolitan locations, and 3 regional centres, in Geelong, Mildura and Shepparton (Geelong English Language Program, Mildura English Language Centre, Shepparton English Language Centre).

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 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 specialist EAL teacher in Melbourne.

Summary data

In the period from 1 January to 31 December 2023, Victorian government schools enrolled 8,020 newly arrived EAL learners. This is a 23% increase over the number of newly arrived students who enrolled in 2022 (6,524). The number of new arrivals in 2023 continued the trend of significant growth over the COVID-19 affected years of 2020 (3,608) and 2021 (2,695). **Figure 1** and **Table 1** below show enrolments by region.

Enrolments increased in every region from 2022 to 2023.

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 2023 and may have been counted in both regions.

Figure 1: EAL new arrivals by region, government schools, Victoria 2023



Table 1: EAL new arrivals by region, government schools, Victoria 2023

Region	Number of new arrivals
North Eastern Victoria	1,814
North Western Victoria	1,482
South Eastern Victoria	2,359
South Western Victoria	2,559
Statewide total	8,020

Source: CASES21

Language backgrounds

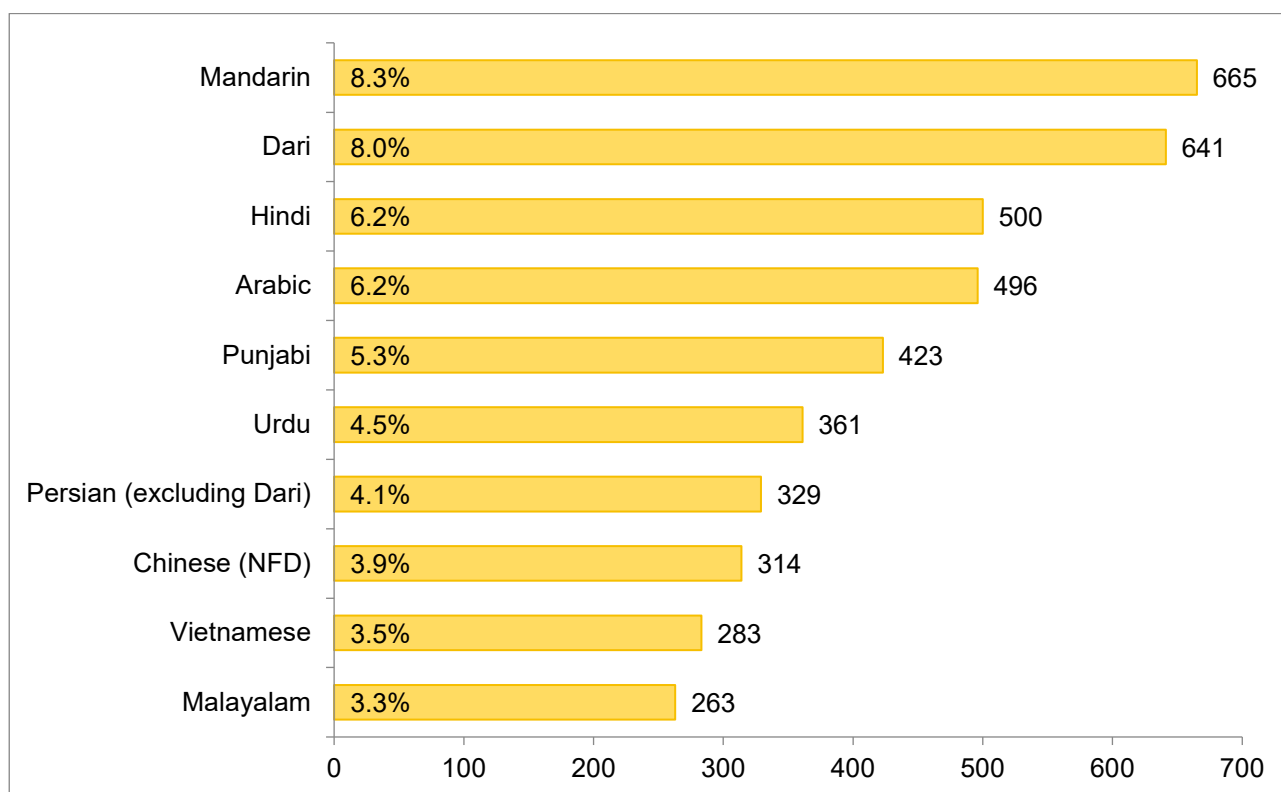
The 8,020 newly arrived EAL students who enrolled in Victorian government schools in 2023 came from 128 language backgrounds. Mandarin was the most common language background of these students, reflecting China as one of the largest contributors to net migration to Victoria¹. This was closely followed by Dari (which had the largest number of speakers in newly arrived students in 2022), likely due to the improving but still unstable geo-political environment in Afghanistan.

Figure 2 below shows the top 10 languages and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language.

The top 10 languages account for 62% of newly arrived students, mainly originating from South Asia, China, Vietnam and the Middle East. Mandarin is the most spoken language amongst newly arrived students, followed by Dari, Hindi and Arabic. Dari-speaking students continue to be a significant cohort of EAL new arrivals, the result of continued migration of refugees from Afghanistan². Persian (excluding Dari) and Pashto are not in the top 10 in 2023, likely due to some improvement in stability in Afghanistan compared to 2021-22. Hindi, Punjabi and Malayalam together reflect almost 15% of all newly arrived students and Chinese (Mandarin and NFD) together account for almost 12% of new arrivals. This is consistent with India being the largest source of overseas migration to Victoria in the 2022-23 Financial Year, followed by China³.

See Appendix 1 for details of all 128 languages, including distribution across the 4 regions.

Figure 2: Top 10 language backgrounds of newly arrived EAL students, government schools, Victoria 2023



Source: CASES21

¹ Australian Bureau of Statistics (2022-23-financial-year), [Overseas Migration](#), ABS Website, accessed 24 April 2024.

² Department of Home Affairs (2022-23 financial year), [2023 Humanitarian Program Outcomes](#), DHA website, accessed 24 April 2024

³ Australian Bureau of Statistics (2022-23-financial-year), [Overseas Migration](#), ABS Website, accessed 24 April 2024.

Countries of birth

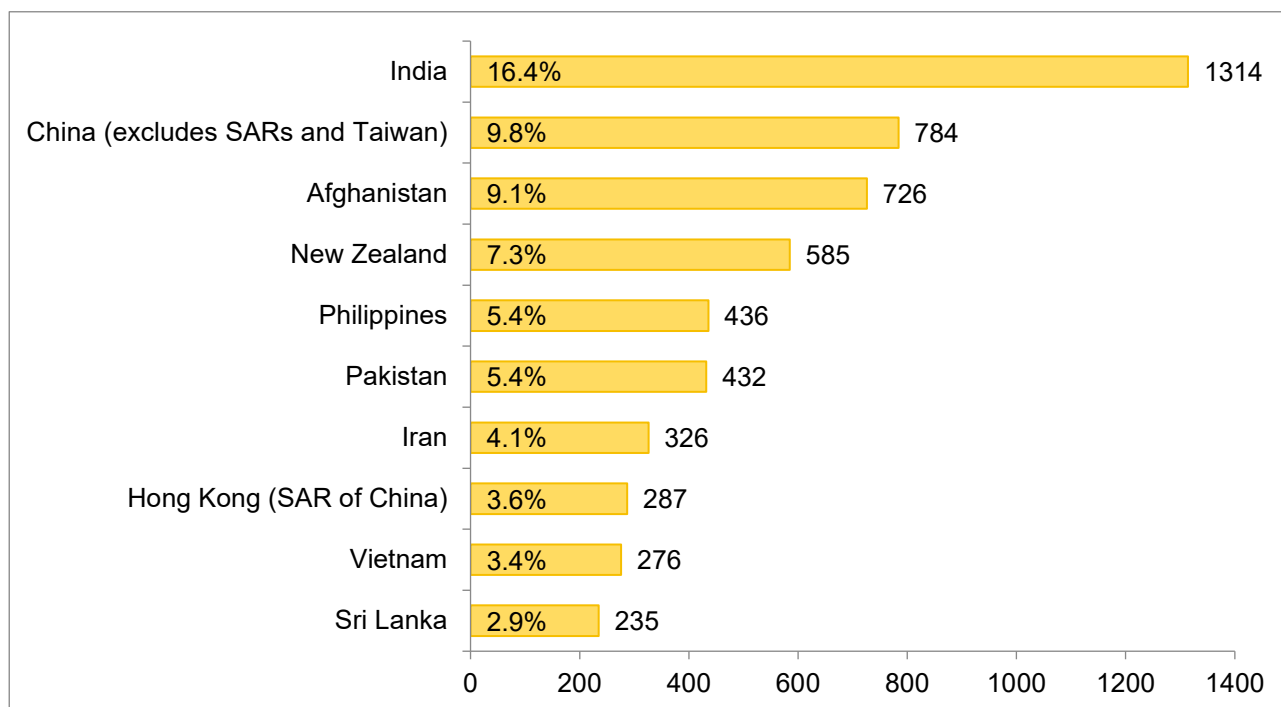
The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy. Following significant disruptions and border closures due to the pandemic in 2020 and 2021, traditional (pre-COVID) migration policies were restored in 2022 and continued in 2023, contributing to strong growth.

The 8,020 newly arrived EAL students who enrolled in Victorian government schools in 2023 were born in 127 countries (119 in 2022). Almost 35% of these students were born in Afghanistan, India or China (excluding Special Administrative Regions (SARs) and Taiwan). The top 3 countries are the same as 2022 but with changed positions. Students born in India account for more than 16% of all newly arrived students, followed by China (excluding SARs and Taiwan) with almost 10%, and Afghanistan contributing around 9%. This is consistent with India and China being the largest sources of migration into Victoria over the 2022-23 Financial Year⁴ and the highest number of offshore humanitarian program visas being issued to Afghanistan-based applicants⁵.

Figure 3 below shows the top 10 countries of birth of newly arrived students in Victoria in 2023, 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 4 regions.

Figure 3: Countries of birth of newly arrived EAL students, government schools, Victoria 2023



Source: CASES21

⁴ Australian Bureau of Statistics (2022-23-financial-year), [Overseas Migration](#), ABS Website, accessed 24 April 2024.

⁵ Department of Home Affairs (2022-23 financial year), [2023 Humanitarian Program Outcomes](#), DHA website, accessed 24 April 2024

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

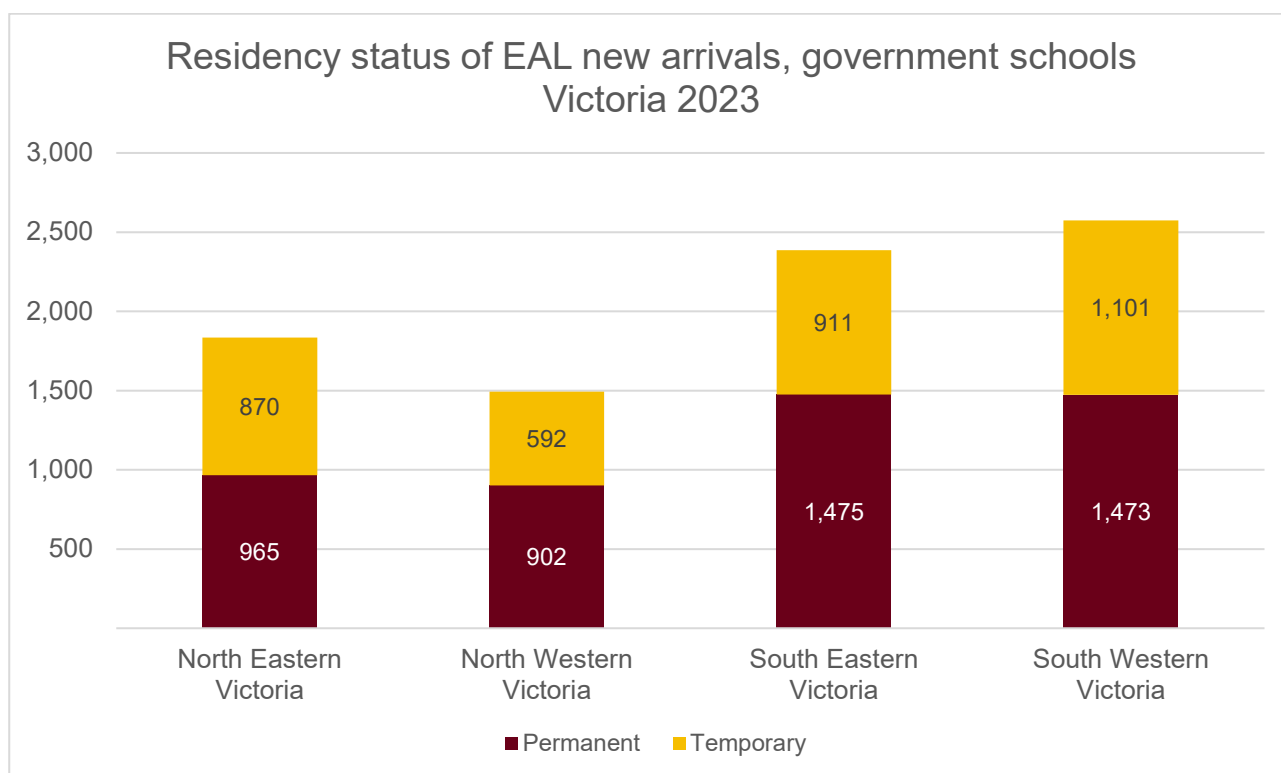
In Victorian government schools, approximately 59% of newly arrived students in 2023 were permanent residents. As residential status changes from temporary to permanent for some students, the distribution between statuses fluctuates within a year.

Figure 4 and **Table 2** below shows the number and distribution of students by residency status across the 4 regions and includes a statewide total.

The number of permanent residents among newly arrived students increased 35% compared to 2022, increasing in all regions. Permanent residents among newly arrived students increased by 41% in the North-Eastern, 21% in North-Western, 61% in South-Eastern and 27% in the South-Western regions of Victoria. In contrast, temporary residents among newly arrived students grew by only 4% compared to 2022. Temporary residents among new arrivals to the South-Eastern region decreased 27% compared to 2022. This reflects continuation of pre-COVID migration policy settings at the Commonwealth level, with increased numbers of permanent visas issued through the skilled and family migration streams in 2023⁶ and phasing out of temporary visas and transitional arrangements for COVID-19 affected periods.

The total number of unique students is less than the sum of permanent and temporary figures because some students transitioned from temporary to permanent visa types during 2023.

Figure 4: Residency status of EAL new arrivals by region in Victorian government schools, 2023



⁶ Department of Home Affairs (2022-23 financial year), [2022-23 Migration Program Report](#), DHA website, accessed 24 April 2024

Table 2: Residency status of EAL new arrivals, government schools, Victoria 2023

Region	Permanent	Temporary	Total
North Eastern Victoria	965	870	1,814
North Western Victoria	902	592	1,482
South Eastern Victoria	1,475	911	2,359
South Western Victoria	1,473	1,101	2,559
Statewide	4,715	3,388	8,020

Source: CASES21

Provision across program type

Students usually spend between 6 and 12 months in a new arrivals program.

Figure 5 and **Table 3** below show the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres, by region, in 2022 and 2023.

The total number of unique students statewide is less than the sum of students in each region because some students moved from one region to another during 2023 and attended programs in both regions.

The total number of newly arrived students enrolled in English language schools and centres is 4,558 of which 3,902 were enrolled in metropolitan and 656 in regional English language schools and centres. This represents approximately 57% of total EAL new arrivals. This is because placement in English language schools and centres is needs-based and determined based on initial assessments of the students carried out by qualified EAL teachers. Not all new arrival students require intensive English language support outside of a mainstream school setting and some newly arrived students are provided EAL support programs at mainstream schools or may already have English language proficiency. Enrolment in English language programs is also optional.

Figure 5: Enrolments in metropolitan English language schools and centres, 2023

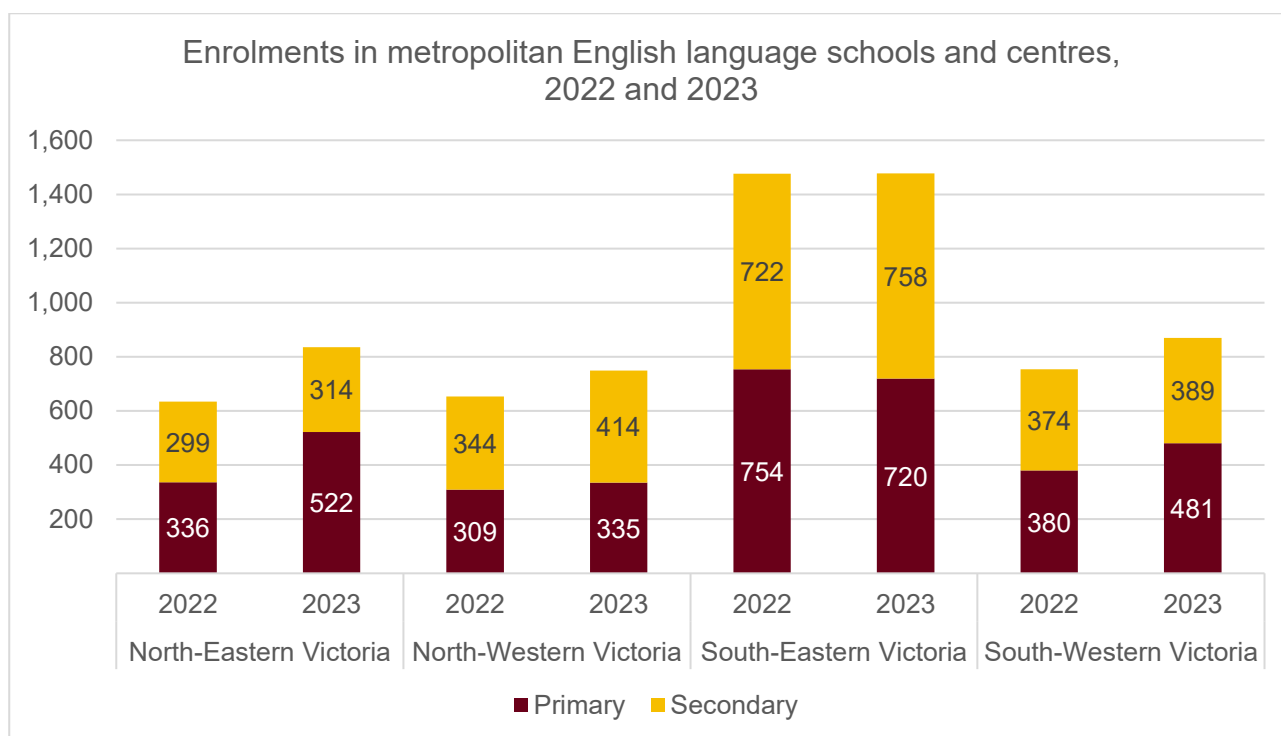


Table 3: Enrolments in metropolitan English language schools and centres

Region	Primary			Secondary		
	2022	2023	YoY change	2022	2023	YoY change
NEVR	336	522	55%	299	314	5%
NWVR	309	335	8%	344	414	20%
SEVR	754	720	-5%	722	758	5%
SWVR	380	481	27%	374	389	4%
All metropolitan ELS/Cs	1,779	2,058	16%	1,739	1,875	7.8%

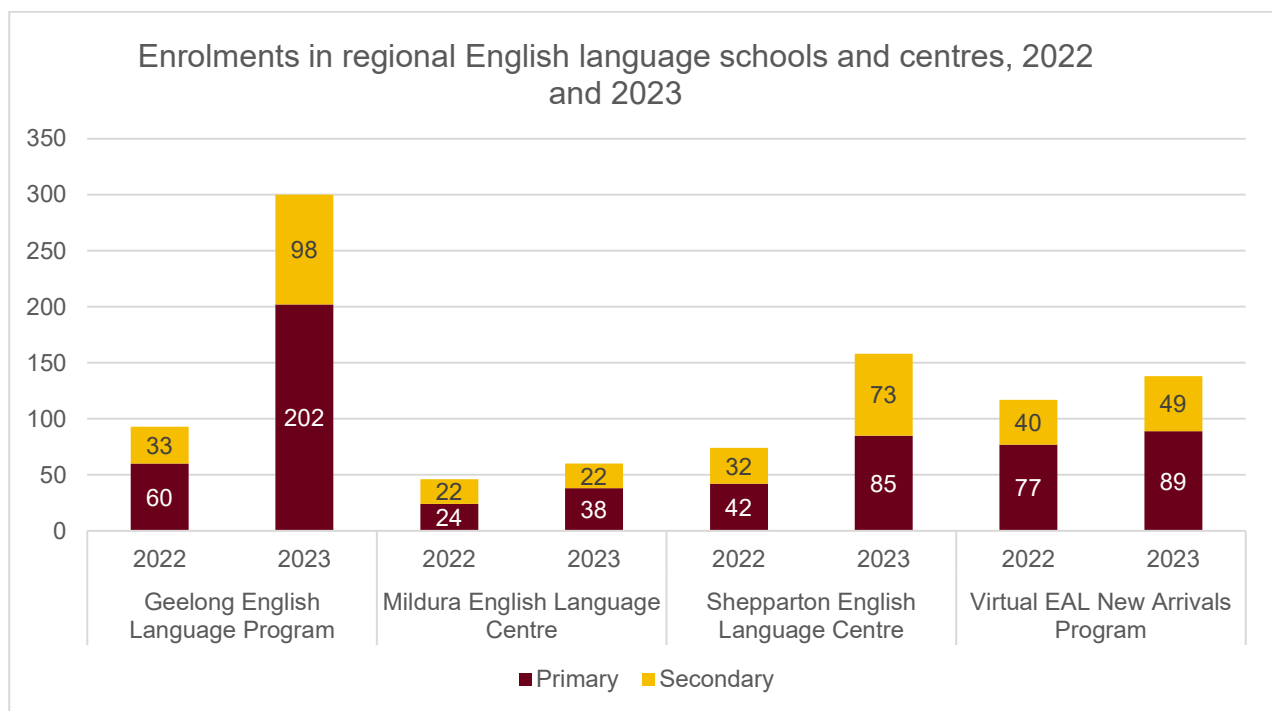
Source: CASES21 (international student enrolments not included)

There were 3,902 students enrolled in metropolitan English language schools and centres in 2023 compared to 3,433 in 2022, an increase of 14%. Enrolments increased in all four regions at both primary and secondary levels except primary enrolments in South-Eastern Victoria which showed a decline of 5%. The highest increase was seen in primary enrolments in English language schools and centres in North-East Victoria (55%) followed by primary enrolments in English language centres and schools in South-Western Victoria (27%). North Western Victoria had the highest growth in secondary enrolments (20%). In addition, regional English language centres and the Virtual New Arrivals Program reported on students attending their programs in 2023.

Geelong English Language Program (GELP) enrolments continued to show significant year-on-year growth, with enrolments increasing by 222% over 2022. Enrolments at the Shepparton English Language Centre increased 113% over 2022. This is due to significant increases in grants for visas prioritising regional areas in Australia as a Commonwealth government policy. This largely reflects the resumption of pre-COVID migration policies⁷.

Figure 6 and Table 4 below shows enrolments in regional centres.

Figure 6: Enrolments in regional English language centres



⁷ Department of Home Affairs (2022-23 financial year), [2022-23 Migration Program Report](#), DHA website, accessed 24 April 2024

Table 4: Enrolments in regional English language centres

Region	Language School/Centre	Primary			Secondary		
		2022	2023	YoY Change	2022	2023	YoY Change
NEVR	Shepparton English Language Centre	42	85	102%	32	73	128%
NWVR	Mildura English Language Centre	24	38	58%	22	22	0%
SWVR	Geelong English Language Program	60	202	237%	33	98	197%
Statewide	Virtual EAL New Arrivals Program	77	89	16%	40	49	23%
Statewide	All regional ELS/Cs	203	414	104%	127	242	91%

Source: Data provided by English language centres and Virtual New Arrivals Program

Part 2: Provision for EAL students in mainstream government schools

Data from the 2022 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2023 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 2022 August school census, 36% of all students (229,990 of 653,977⁸) were identified as being from a Language Background Other Than English (LBOTE).

Of all students, 83,446 (13%) met the criteria to receive EAL Index funding in a mainstream school.

In 2023, 582 eligible campuses of mainstream schools were provided with EAL Index funding. Contingency funding was also allocated to 17 primary schools and 4 secondary schools to provide support for EAL students who had enrolled after the August 2022 census.

Table 5 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 89% of eligible students were in the primary year levels, from Foundation to Year 6.

Table 5: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2023

Year	NEVR	NWVR	SEVR	SWVR	Total
Foundation	2,822	2,658	3,806	4,546	13,832
Year 1	3,194	2,730	3,905	4,599	14,428
Year 2	2,908	2,700	3,977	4,711	14,296
Year 3	3,351	2,914	3,792	4,521	14,578
Year 4	2,889	2,701	3,539	4,160	13,289
Year 5	562	362	550	706	2,180
Year 6	508	309	534	578	1,929
Year 7	429	293	485	513	1,720
Year 8	360	270	488	486	1,604
Year 9	404	272	449	454	1,579
Year 10	433	240	536	457	1,666
Year 11	356	291	440	379	1,466
Year 12	231	149	283	216	879
Total	18,447	15,889	22,784	26,326	83,446

Source: August School Census 2023

⁸Tables 1 and 6, [Summary Statistics Victorian Schools 2023](#), available at Statistics on Victorian schools and teaching | Victorian Government (www.vic.gov.au)

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).

The EAL section of the principal survey in Term 3 2023 was not mandatory with 268 of 585 (46%) funded schools reporting on the provision of programs to cater for the needs of primary and secondary EAL students.

Figure 7 and **Table 6** below shows the types of programs provided in mainstream schools in 2023.

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.

Figure 7: EAL program types, mainstream government schools, Victoria 2023

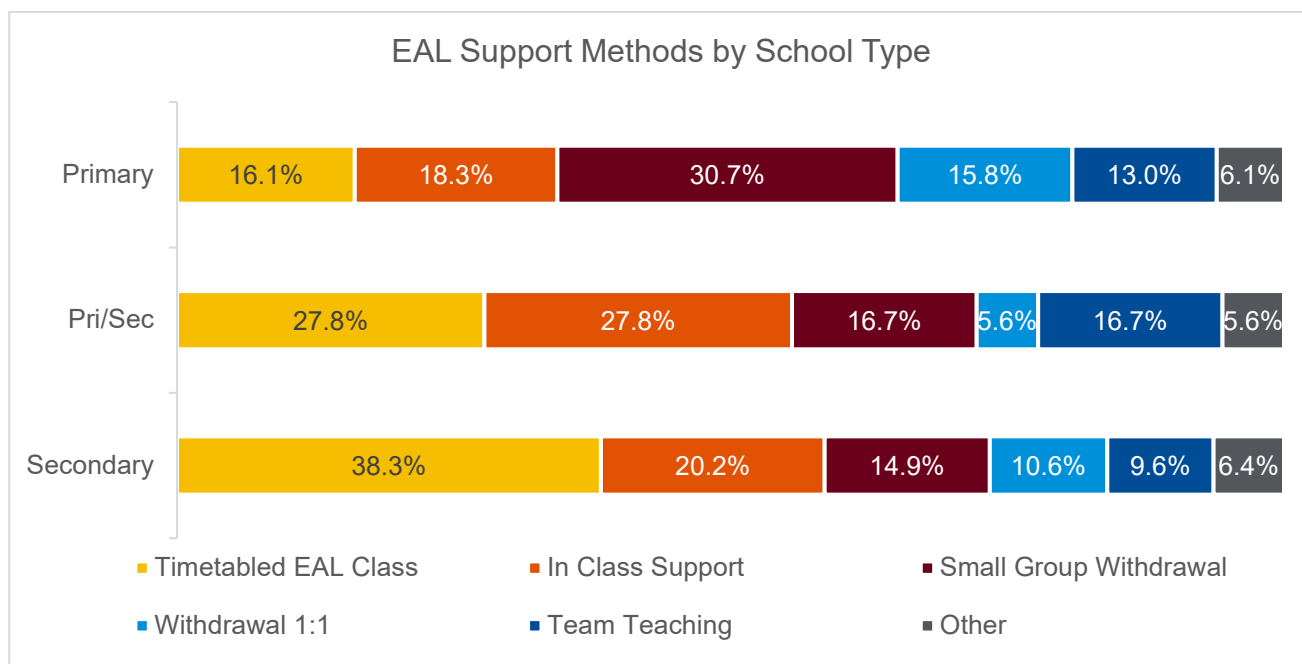


Table 6: EAL program types, mainstream government schools, Victoria 2023

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	58	66	111	57	47	22	361
Primary/ secondary combined	5	5	3	1	3	1	18
Secondary	36	19	14	10	9	6	94
Total	99	90	128	68	59	29	473

Source: Term 3 principal survey 2023

EAL student assessment

The English language learning progress of EAL students should be assessed against the Victorian Curriculum F-10 EAL. The EAL curriculum 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. Student progress is assessed in each of the three modes: Speaking and Listening, Reading and Viewing, and Writing.

Schools are required to report student progress against the Victorian curriculum twice a year. The number of students assessed against the EAL curriculum in previous annual reports⁹ was reported on the basis of responses to a mid-year survey of schools. In 2023, the EAL section of the principal survey was not mandatory, and the school response rate 46%, a significant improvement over 2022 (34%).

Table 7 below shows the number of students assessed against the Victorian Curriculum F-10 EAL across each of the three modes, in Semester 1 2023.

Table 8 shows the number of schools that assessed students against the Victorian Curriculum F-10 EAL in Semester 1 2023.

Table 9 below shows the number of students assessed against the Victorian Curriculum F-10 EAL across each of the three modes, in Semester 2 2023.

Table 10 shows the number of schools that assessed students against the Victorian Curriculum EAL in Semester 2 2023.

The number of schools that reported having assessed students as EAL is more than the number of schools receiving EAL index funding. This is because schools must meet minimum enrolment thresholds to be eligible for EAL index funding.

⁹ [EAL Annual Reports \(education.vic.gov.au\)](https://education.vic.gov.au)

Table 7: Students assessed against the Victorian Curriculum F-10 English as an Additional Language, government schools, Victoria, Semester 1 2023

School type	NEVR			NWVR			SEVR			SWVR			Total		
	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W
Primary	6,259	6,253	6,256	7,044	7,047	7,047	11,160	11,140	11,166	6,468	6,465	6,477	30,930	30,904	30,945
Primary / secondary combined	42	42	42	674	672	677	537	537	536	2,419	2,419	2,414	3,672	3,670	3,669
Secondary	1,088	1,100	1,104	511	517	520	1,497	1,499	1,499	932	935	934	4,028	4,051	4,057
Total	7,389	7,395	7,402	8,228	8,235	8,243	13,194	13,176	13,201	9,819	9,819	9,825	38,629	38,624	38,670

Source: CASES21

S/L – Speaking and Listening, R/V – Reading and Viewing, W – Writing

Table 8: Government schools that assessed EAL students against the Victorian Curriculum F-10 English as an Additional Language, Victoria, Semester 1 2023

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	112	112	134	133	491
Primary/secondary combined	4	10	5	20	39
Secondary	22	18	31	25	96
Total	138	140	170	178	626

Source: CASES21

Table 9: Students assessed against the Victorian Curriculum F-10 English as an Additional Language, government schools, Victoria, Semester 2 2023

School type	NEVR			NWVR			SEVR			SWVR			Total		
	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W
Primary	6,592	6,593	6,593	7,227	7,236	7,227	11,082	11,090	11,093	6,436	6,449	6,459	31,335	31,366	31,370
Primary / secondary combined	46	46	46	667	660	665	588	590	591	2,172	2,176	2,173	3,473	3,472	3,475
Secondary	1,322	1,349	1,349	789	789	789	1,554	1,585	1,563	1,136	1,138	1,143	4,801	4,861	4,844
Total	7,960	7,988	7,988	8,682	8,684	8,680	13,223	13,264	13,246	9,744	9,763	9,775	39,607	39,697	39,687

Source: CASES21

S/L – Speaking and Listening, R/V – Reading and Viewing, W - Writing

Table 10: Government schools that assessed EAL students against the Victorian Curriculum F-10 English as an Additional Language, Victoria, Semester 2 2023

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	120	124	138	138	520
Primary/secondary combined	4	10	5	20	39
Secondary	26	25	35	27	113
Total	150	159	178	185	672

Source: CASES21

Victorian Certificate of Education EAL

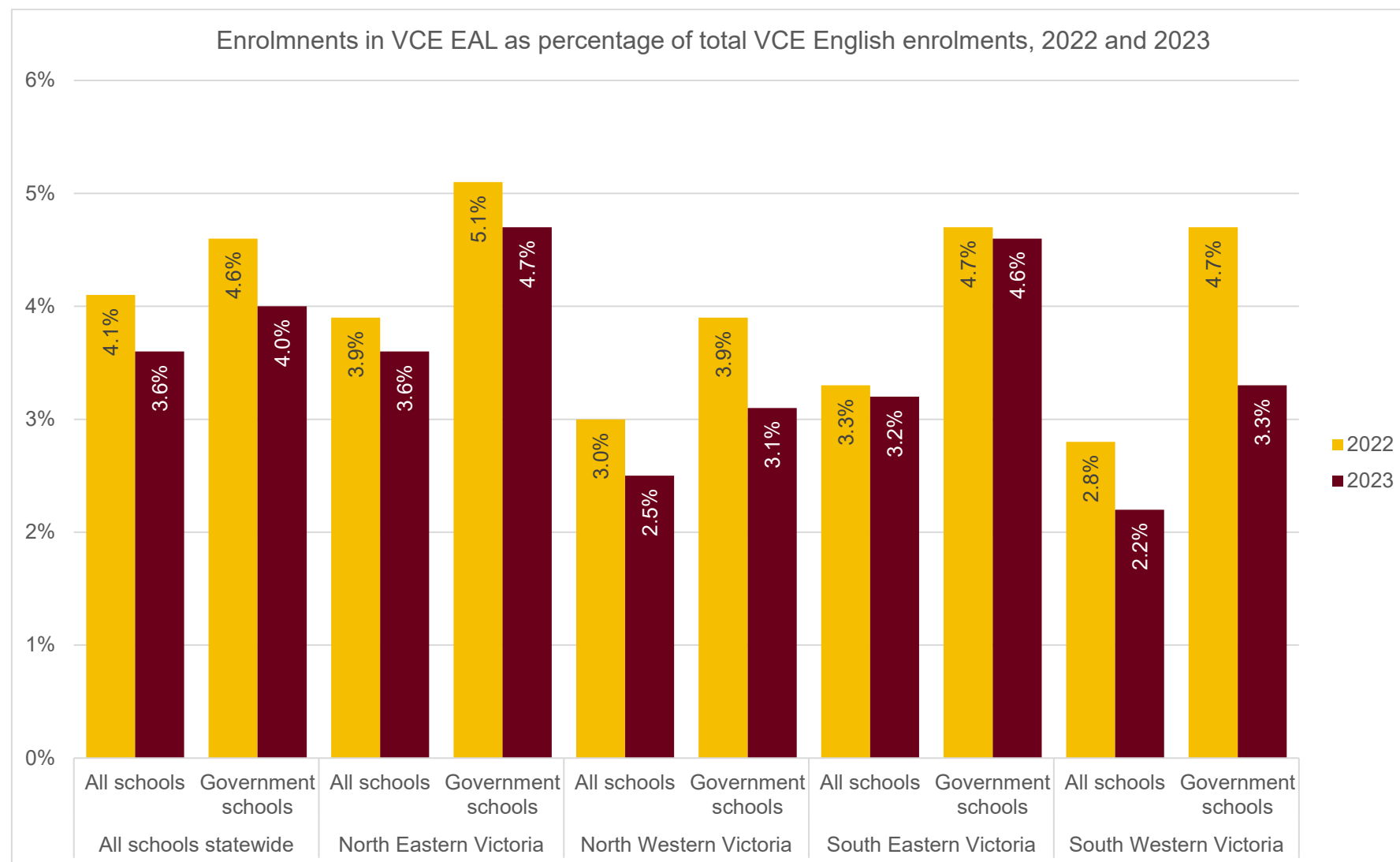
The satisfactory completion of an English study is a compulsory requirement for achieving the Victorian Certificate of Education (VCE). EAL students who are unfamiliar with the English language because they are from language backgrounds other than English or are hearing impaired may have access to enrolment 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.

Table 11 and **Table 12** provide the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2022 and 2023, as a percentage of the whole English group by all schools and government schools, respectively. **Figure 8** provides a summarised overview of these tables.

The number students enrolled in VCE EAL across all Victorian schools was 1,872 in 2023, compared 2,045 in 2022. Enrolments in VCE EAL are higher in government schools (4.1%) when compared to all schools in all four regions in Victoria (3.6%). The highest percentage is in government schools in North Eastern Victoria (4.7%), and the lowest in all schools in South Western Victoria (2.2%).

More assessment and enrolment information: [2022 VCE, VCE VET and VCAL Statistical Information](#)

Figure 8: Students enrolled in VCE EAL by region and school type, 2023



*Chart excludes offshore non-Victorian providers for visual clarity purposes. Please refer to Table 11 for offshore providers.

Table 11: Students enrolled in VCE EAL and VCE English units 3 and 4 sequence by region, all schools, 2023

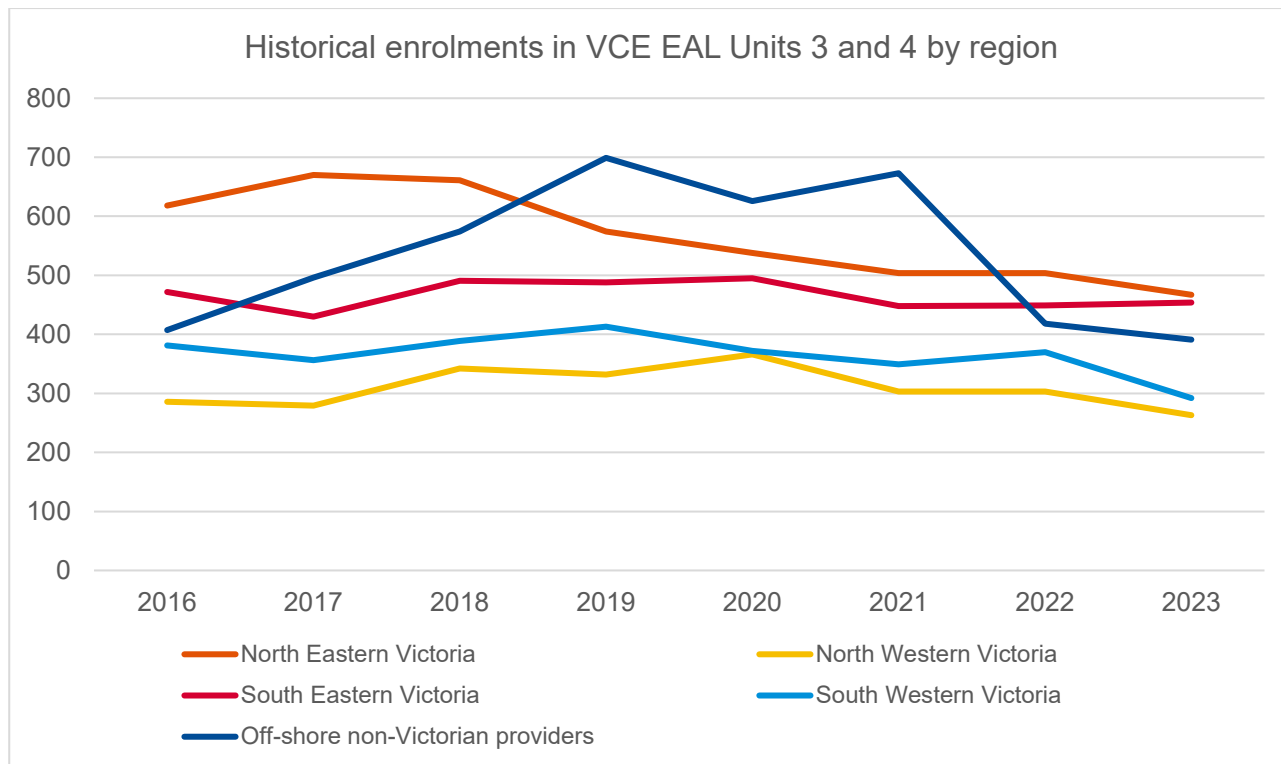
Region	2022			2023			Year on Year Change
	EAL	English group	Percentage in EAL	EAL	English group	Percentage in EAL	
North Eastern Victoria	504	12,972	3.9%	467	13107	3.6%	-0.3%
North Western Victoria	303	9,985	3.0%	263	10329	2.5%	-0.5%
South Eastern Victoria	449	13,684	3.3%	454	14268	3.2%	-0.1%
South Western Victoria	370	12,993	2.8%	292	13390	2.2%	-0.6%
Off-shore non-Victorian providers	418	430	97.2%	391	406	96.3%	-0.9%
Interstate	1	30	3.3%	4	32	12.5%	+9.2%
Virtual Delivery	--	--	--	1	13	7.7%	N/A
Total	2,045	50,094	4.1%	1,872	51,545	3.6%	-0.5%

Table 12: Students enrolled in VCE EAL and VCE English units 3 and 4 sequence by region, government schools, Victoria 2023

Region	2022			2023			Year on Year Change
	EAL	English group	Percentage in EAL	EAL	English group	Percentage in EAL	
North Eastern Victoria	327	6,403	5.1%	309	6536	4.7%	-0.4%
North Western Victoria	232	5,950	3.9%	185	5947	3.1%	-0.8%
South Eastern Victoria	314	6,628	4.7%	328	7079	4.6%	-0.1%
South Western Victoria	297	6,377	4.7%	219	6652	3.3%	-1.4%
Total	1,170	25,358	4.6%	1041	26214	4.0%	-0.6%

Figure 9 and **Table 13** provide historical enrolments in VCE EAL Units 3 and 4 for all schools from 2016 to 2023.

Figure 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, 2016 to 2023



Enrolments in offshore providers increased significantly (75% increase from 2016 to 2019) due to COVID-19 and the resultant border closures and transition to electronic learning and assessment. Offshore enrolments have since decreased by 42% between 2021 and 2023 following the resumption of more normal (pre-COVID) migration and border policies by the Commonwealth government.

The number of EAL students enrolled in VCE EAL units also continues to decline in onshore students in all regions after 2020. This follows a decrease in visa grants in the humanitarian stream and a reprioritisation of migration policy towards family and skilled streams after the end of the pandemic^{10, 11}.

¹⁰ Department of Home Affairs (2022-23 financial year), [2023 Humanitarian Program Outcomes](#), DHA website, accessed 24 April 2024

¹¹ Department of Home Affairs (2022-23 financial year), [2022-23 Migration Program Report](#), DHA website, accessed 24 April 2024

Table 13: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, 2016 to 2023

Region	2016	2017	2018	2019	2020	2021	2022	2023
North Eastern Victoria	618	670	661	574	538	504	504	467
North Western Victoria	286	279	342	332	366	303	303	263
South Eastern Victoria	472	430	491	488	495	448	449	454
South Western Victoria	381	356	389	413	372	349	370	292
Off-shore non-Victorian providers	407	496	574	699	626	673	418	391
Interstate	0	0	0	1	0	6	1	4
Virtual Delivery	0	0	0	0	0	0	0	1
Total	2,164	2,231	2,457	2,507	2,397	2,283	2,045	1,872

Source: VCAA 2024

Note: Excludes full fee-paying overseas students.

To enable comparability with past years, excludes students enrolled in the EAL and English as part of the Northern Hemisphere Timetable.

Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2023

Language	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
African Languages (NFD)	2			2	4
African Languages, nec	2	1		5	7
Afrikaans	11	34	17	20	82
Akan	2	2		3	7
Albanian		1	11		12
Amharic	1	4		23	28
Arabic	53	311	43	91	496
Armenian		2	2		2
Assyrian Neo-Aramaic		10	1		11
Azeri	1				1
Bemba				3	3
Bengali	15	9	14	40	74
Bisaya	4	4	5	7	18
Bislama			1		1
Bosnian				1	1
Bulgarian		2		1	3
Burmese	3	4	37	33	77
Burmese and Related Languages (NFD)	1			3	4
Burmese and Related Languages, nec	11			51	61
Cantonese	202	10	37	14	258
Cebuano	1		5	5	11
Chaldean Neo-Aramaic		7			7
Chin Haka			1	7	8
Chinese (NFD)	197	12	47	61	314
Chinese, nec	4	1	1	2	7
Croatian				1	1

Language	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Danish	3	2	6	4	15
Dari	18	35	526	66	641
Dhivehi		2			2
Dinka	1	2		3	6
Dutch	1	2	10	1	14
Fijian	1		1	9	11
Fijian Hindustani			3	2	5
Filipino	28	37	72	88	225
Finnish		1	1	1	3
French	22	15	34	1	70
Georgian			1		1
German	3	3	15	7	28
Greek	1	3	3	2	8
Gujarati	11	7	17	42	76
Hakka	5	2		1	8
Hazaraghi	22	12	130	21	184
Hebrew			22		22
Hindi	88	77	95	249	500
Hmong	2				2
Hungarian		2	2	1	5
Igbo			1	5	6
Ilokano	1			1	2
Ilonggo (Hiligaynon)		1		1	2
Indo-Aryan (NFD)		3	1	2	6
Indonesian	22	13	22	19	75
Italian	1	2	4	1	8
Japanese	19	9	38	15	80
Kannada	8	2	4	14	28
Karen		48		62	110
Khmer	7	1	52	6	61
Kirundi (Rundi)				5	5

Language	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Konkani	1		3	3	7
Korean	24	3	10	13	50
Krio	1			2	3
Kurdish	3	6	3	2	12
Lao	3				3
Latvian		1			1
Liberian (Liberian English)				1	1
Luganda		2		1	3
Macedonian		5	3	4	12
Madi		1			1
Malay	5	2	16	15	38
Malayalam	58	57	62	86	263
Maltese				1	1
Mandaean (Mandaic)			1		1
Mandarin	444	65	152	64	665
Maori (Cook Island)	1	1		1	3
Maori (New Zealand)	1	2	2	12	17
Marathi	11	1	7	18	37
Min Nan	4	3	2	1	10
Mongolian		5	4	9	16
Motu (HiriMotu)			2		2
Ndebele				3	3
Nepali	15	47	21	33	116
Niue				3	3
Norwegian				2	2
Oriya	2			1	3
Oromo		5	1	8	13
Other Languages (NFD)				3	3
Other Southern Asian Languages			3	14	17
Pashto	17	16	65	39	136
Persian (excluding Dari)	146	58	94	48	329

Language	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Polish	1		3	3	7
Portuguese	10	3	24	3	38
Punjabi	27	89	95	217	423
Rohingya				1	1
Romanian		1	1	1	3
Russian	4	10	46	8	63
Samoan	1	41	48	91	177
Serbian	1	1	3		5
Shona		4	2	12	18
Sindhi		1	4	3	8
Sinhalese	57	27	95	46	221
Slovak		3			3
Solomon Islands Pijin		6			6
Somali	1	15	4	27	41
Southeast Asian Austronesian Languages (NFD)		1	1	1	3
Southern Asian Languages (NFD)	1	1	4	2	8
Southwest And Central Asian Languages (NFD)			2		2
Spanish	11	20	25	29	82
Swahili	16	11	3	33	63
Swedish	2		6	2	10
Tagalog	41	29	55	96	218
Tamil	44	23	39	88	192
Telugu	23	6	28	113	166
Thai	14	18	17	20	64
Tibetan			2	1	3
Tigrinya	1	3	2	23	27
Tok Pisin				3	3
Tongan	1	2	3	14	20
Tswana		2			2
Tulu		2		1	3

Language	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Turkish	8	27	14	15	64
Tuvaluan			2	3	3
Ukrainian		2	9	2	13
Unknown Language	9	1	3	1	14
Urdu	26	123	38	178	361
Uzbek			2	5	7
Vietnamese	52	39	64	136	283
Wu	1		1		2
Yoruba		4	2	12	18
Zulu				2	2

Source: CASES21

Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2023

Country of birth	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Afghanistan	36	50	569	74	726
Albania	0	0	2	0	2
Angola	2	0	0	0	2
Argentina	1	2	5	5	11
Armenia	0	2	2	0	2
Australia	0	1	3	0	4
Austria	1	0	1	1	3
Azerbaijan	0	1	2	0	3
Bahrain	1	1	0	0	2
Bangladesh	13	9	9	22	50
Belarus	2	1	2	0	5
Belgium	1	0	3	0	3
Bhutan	1	1	3	15	20
Bosnia and Herzegovina	0	0	0	1	1
Botswana	0	2	0	1	3
Brazil	3	2	17	3	23
Brunei Darussalam	0	0	1	1	2
Bulgaria	0	2	0	0	2
Burundi	2	0	0	6	8
Cambodia	7	1	41	4	48
Cameroon	0	2	0	0	2
Canada	1	2	6	3	12
Chile	0	2	3	3	8
China (excludes SARs and Taiwan)	513	64	158	109	784
Chinese Asia (includes Mongolia) (NFD)	1	0	0	0	1
Colombia	3	5	5	16	28

Country of birth	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Congo, Democratic Republic of	13	12	0	7	32
Congo, Republic of	0	0	0	1	1
Cook Islands	0	1	1	1	3
Costa Rica	0	0	1	0	1
Croatia	0	0	0	1	1
Cyprus	0	0	0	1	1
Denmark	5	3	8	7	23
Ecuador	0	1	0	0	1
Egypt	15	13	16	9	51
El Salvador	0	0	2	1	3
England	3	1	4	3	11
Eritrea	0	1	0	17	18
Ethiopia	2	11	3	27	41
Fiji	1	3	12	13	29
Finland	0	3	2	1	6
Former Yugoslav Republic of Macedonia (FYROM)	0	4	12	3	19
France	16	4	29	0	48
Gaza Strip and West Bank	1	0	1	0	2
Georgia	0	0	1	0	1
Germany	4	4	13	7	28
Ghana	3	2	0	4	9
Greece	1	3	5	2	10
Guatemala	2	2	0	0	4
Hong Kong (SAR of China)	217	11	47	18	287
Hungary	0	2	1	0	3
India	217	200	268	644	1314
Indonesia	22	15	23	17	76
Iran	147	54	89	54	326
Iraq	5	126	3	18	152
Ireland	3	1	0	1	5
Israel	1	0	24	1	26

Country of birth	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Italy	1	1	2	0	4
Japan	17	8	34	16	74
Jordan	1	8	1	4	14
Kazakhstan	0	0	1	0	1
Kenya	0	8	2	19	28
Korea, Republic of (South)	18	2	8	13	41
Kuwait	1	0	2	1	4
Laos	3	0	0	0	3
Latvia	0	1	0	0	1
Lebanon	5	34	3	9	51
Liberia	0	0	0	1	1
Libya	0	0	0	2	2
Macau (SAR of China)	1	0	2	0	3
Malawi	1	3	0	9	13
Malaysia	34	8	26	46	113
Maldives	1	2	0	0	3
Malta	0	0	0	1	1
Mauritius	1	1	4	0	6
Mexico	2	0	0	2	4
Mongolia	1	5	5	9	17
Morocco	0	1	0	0	1
Mozambique	0	0	0	2	2
Myanmar, The Republic of the Union of	7	18	6	39	70
Nepal	11	44	19	33	107
Netherlands	1	2	8	1	12
New Zealand	72	119	137	270	585
Nigeria	0	2	3	16	21
Norway	0	0	1	2	3
Oman	0	12	2	2	16
Pakistan	37	89	141	171	432
Papua New Guinea	0	0	4	2	6

Country of birth	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
Peru	0	1	0	0	1
Philippines	70	63	121	186	436
Poland	0	0	2	3	5
Portugal	5	0	2	0	7
Qatar	1	7	11	6	25
Romania	0	1	0	1	2
Russian Federation	2	8	27	3	36
Samoa	1	33	32	54	116
Saudi Arabia	8	17	12	24	60
Serbia	1	0	2	0	3
Singapore	10	5	11	15	41
Slovakia	0	3	0	0	3
Solomon Islands	1	6	0	4	11
Somalia	1	5	3	12	15
South Africa	12	39	21	30	101
South Sudan	1	2	0	2	5
Southern Asia (NFD)	1	0	0	0	1
Spain	2	8	5	2	16
Sri Lanka	59	32	92	56	235
Sudan	0	12	4	7	23
Sweden	2	2	5	2	11
Switzerland	0	6	2	0	8
Syria	18	72	3	14	107
Taiwan	20	6	8	10	40
Thailand	14	55	51	108	223
Tonga	1	2	0	3	6
Turkey	9	29	17	11	66
Uganda	1	4	0	3	8
Ukraine	0	2	15	6	22
United Arab Emirates	15	18	16	24	73
United Kingdom, Channel Islands and Isle of Man (NFD)	9	4	8	13	34

Country of birth	NEV	NWV	SEV	SWV	Total Unique Students in Victoria
United States of America	28	7	20	16	70
Uzbekistan	0	0	7	1	8
Vanuatu	0	0	1	0	1
Venezuela, Bolivarian Republic of	0	0	1	2	3
Vietnam	50	40	60	133	276
Yemen	0	0	0	2	2
Zambia	0	0	0	3	3
Zimbabwe	0	2	0	16	18

Source: CASES21