

**English as a second language**  
**in**  
**Victorian government schools**  
**2006**

**Department of Education and Early Childhood Development**  
**Victoria**

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Published by: ESL Unit  
Targeted Programs Branch  
Student Learning Programs Division  
Office for Government School Education  
Department of Education and Early Childhood Development  
33 St Andrews Place  
East Melbourne VIC 3002  
July 2007

Also published on: <<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/onlineeslreports.htm>>

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Authorised by: Department of Education and Early Childhood Development  
2 Treasury Place  
East Melbourne VIC 3002

Printed by: Corporate Copying Pty Ltd  
ISBN: 978-0-7594-0472-4

For further information on English as a second language (ESL) programs in Victorian government schools, go to

<<http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm>>

or telephone (03) 9637 2039.

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## Preface

This report provides information on English as a second language (ESL) programs and support services for 2006. It is based on:

- data from the Language Background other than English census conducted in all government schools in August 2006
- new arrivals data for the Commonwealth funding period from 1 November 2005 to 31 October 2006
- data from the ESL Survey completed in August 2006 by all schools in receipt of ESL index funding and/or multicultural education aide funding in their 2006 Student Resource Package (SRP) allocations
- interpreting and translating data for 2006.

**Part 1** provides contextual information and broad data relating to students from language backgrounds other than English and information on support provided to schools. It sets the context for the following two parts.

**Part 2** provides information on ESL provision for newly arrived students in intensive ESL settings.

**Part 3** provides information on ESL provision for students from language backgrounds other than English in mainstream schools.

Ten appendices provide supplementary information. This report is published online and is available, together with previous reports, at:

<<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/onlineeslreports.htm>>

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## **Acronyms and abbreviations**

BSW	Barwon South Western Region
EFT	Equivalent full-time
EMR	Eastern Metropolitan Region
ESL	English as a second language
GIP	Gippsland Region
GRA	Grampians Region
HUM	Hume Region
LBOTE	Language Background other than English census
LCM	Loddon Mallee Region
LMERC	Languages and Multicultural Education Resource Centre
MEA	Multicultural Education Aide
NMR	Northern Metropolitan Region
SMR	Southern Metropolitan Region
SRP	Student Resource Package
VCAA	Victorian Curriculum and Assessment Authority
WMR	Western Metropolitan Region

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## Part 1: Introduction

### ESL and the broader education and training context

The ESL program in Victorian government schools aims to meet the educational needs of students from culturally and linguistically diverse backgrounds who are learning English as a second or additional language. It fits within the Government's vision set out in *Growing Victoria Together: A vision for Victoria to 2010 and beyond* and the Government's goal of high-quality education and training for lifelong learning.

Education is the key to creating a dynamic, successful community and improving all Victorians' life opportunities. Victoria must be a place where children get the best possible start to their education and where people of all ages are motivated to keep learning. (*Growing Victoria Together* 2005: 10)

The ESL program supports two of the three *Growing Victoria Together* performance measures:

- the proportion of Victorian primary students achieving the national benchmark levels for reading, writing and numeracy will be at or above the national average
- by 2010, 90 per cent of young people in Victoria will successfully complete Year 12 or its equivalent.

### Blueprint for Victorian Government schools

Released in November 2003, the *Blueprint for Victorian Government Schools* has as one of its priority areas 'recognising and responding to diverse student needs'. The *Blueprint* has had clear implications for the wide range of ESL learners and for programs and support services for students from language backgrounds other than English.

The key objective of *Flagship Strategy 2 – Developing a New Resource Allocation Model* was to put students at the centre of education funding. A review of ESL index funding was carried out in 2004 and was implemented in the 2005 Student Resource Package, with adjustments being made in 2006–2007. The inclusion of student family occupation as an additional funding indicator is designed to target resources for those most in need.

### Department's priorities

The Department of Education & Training (DET) 2003–2006 Corporate Plan set out objectives to ensure the provision of high-quality education and training. The ESL program has supported the Department's vision – an assured future for all Victorians and a prosperous society through learning. The program also aligns with the Department's mission of providing high-quality education and training that:

- raises achievement
- reduces disparity
- leads to opportunities.

The ESL program, during 2006 has contributed to the following Corporate Plan objectives:

- increased learner participation, engagement and achievement
- strengthening the quality of delivery to clients
- strengthening a culture of working together
- developing services in response to community and industry priorities.

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## Defining the student group

In 2006, 135,300 students in government schools (25.5 per cent) were from language backgrounds other than English. Of these, 4988 were newly arrived in Australia and more than 150 languages were spoken in their homes.

A student is defined as having a language background other than English if either the student or one or both parents was born in a non-English speaking country. The term 'language background other than English' is considered to relate to both cultural and linguistic aspects of students' backgrounds. Of this broad group, 37,085 (27.4 per cent) met the criteria for ESL index funding, an increase of 1222 students (3.4 per cent) from 2005.

The criteria for ESL index funding eligibility are that:

- English was not the main language spoken at home
- students had been enrolled in an Australian school for less than five years
- students were eligible for SRP funding.

Extending services to government school students for whom English is a second language is a Victorian Government priority. Included in these services is the provision of specific ESL programs to improve the educational opportunities and outcomes of these students. Services include:

- intensive programs for newly arrived ESL students
- support for ESL students in mainstream school
- support for parents, guardians and school communities.

## Data collection

The Department of Education and Early Childhood Development collects three main sources of data. These are used to maintain accurate records on students for whom English is a second language for planning and funding purposes and for State and Commonwealth accountability requirements.

### 1. Language background other than English census

This census provides detailed information on students from language backgrounds other than English who are enrolled in government schools in Victoria. All schools complete the census in August each year, providing details such as students' main language spoken at home and date of first enrolment in an Australian school. ESL index funding for the following year is based on this census.

### 2. New arrivals data collection

Data is collected twice a year on newly arrived students in accordance with Commonwealth funding requirements. There are two Commonwealth funding periods – 1 November to 30 June (period A) and 1 July to 31 October (period B).

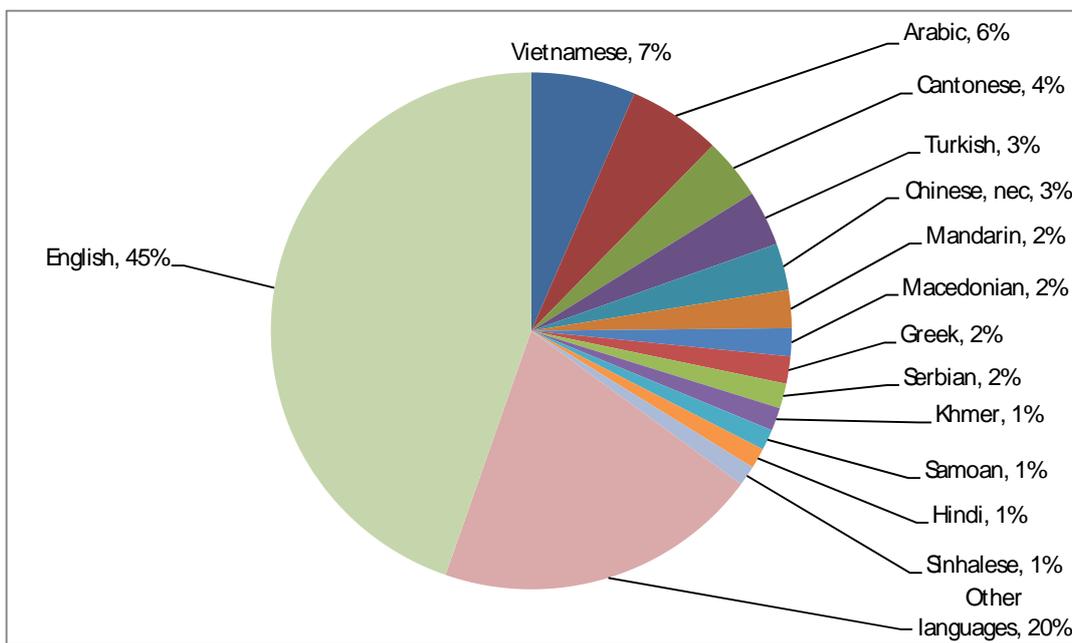
### 3. ESL survey

The ESL survey conducted annually by the Office for Government School Education seeks information from all schools in receipt of ESL index funding. The survey provides a profile of the range of ESL learners and the types of ESL programs in government schools.

#### Students' language backgrounds

Figure 1 is based on data collected from the Language Background other than English census and shows the percentage distribution of the main language spoken in the homes of students. The broad definition of language background other than English (see page 8) accounts for the high percentage of students recorded as speaking English as the main language at home.

**Figure 1: Main language spoken at home by students from language backgrounds other than English, government schools, Victoria, 2006**



Source: LBOTE Census 2006

The regional distribution of students from language backgrounds other than English in 2006 appears in Table 1.

**Table 1: Students from language backgrounds other than English by main language spoken at home, government schools, Victoria, 2006**

Language	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Arabic	7836	1499	4200	516	1162	30	21	23	383	2
Cantonese	5160	890	444	2864	903	17	9	17	6	10
Chinese, nec <sup>1</sup>	3950	565	419	1924	965	33	11	10	6	17
English	60,421	10,478	10,976	16,004	15,165	2118	1056	1655	1613	1356
Greek	2303	475	768	558	443	16	6	14	16	7
Hindi	1720	326	278	436	648	16	1	4	10	1
Khmer	1946	29	86	234	1574	7	-	11	-	5
Macedonian	2364	992	1148	37	106	69	4	-	5	3
Mandarin	3219	302	417	1809	642	18	13	8	6	4
Samoan	1749	357	622	32	657	1	-	50	30	-
Serbian	2110	620	230	196	944	97	15	1	7	-
Sinhalese	1703	194	300	464	719	6	6	7	7	-
Turkish	4667	888	2744	166	581	37	5	91	154	1
Vietnamese	8763	4467	1107	1060	2035	43	15	20	2	14
Subtotal	107,911	22,082	23,739	26,300	26,544	2508	1162	1911	2245	1420
Other languages <sup>2</sup>	27,389	6993	5001	4719	9344	494	132	305	304	97
<b>Total</b>	<b>135,300</b>	<b>29,075</b>	<b>28,740</b>	<b>31,019</b>	<b>35,888</b>	<b>3002</b>	<b>1294</b>	<b>2216</b>	<b>2549</b>	<b>1517</b>

<sup>1</sup> Not elsewhere classified

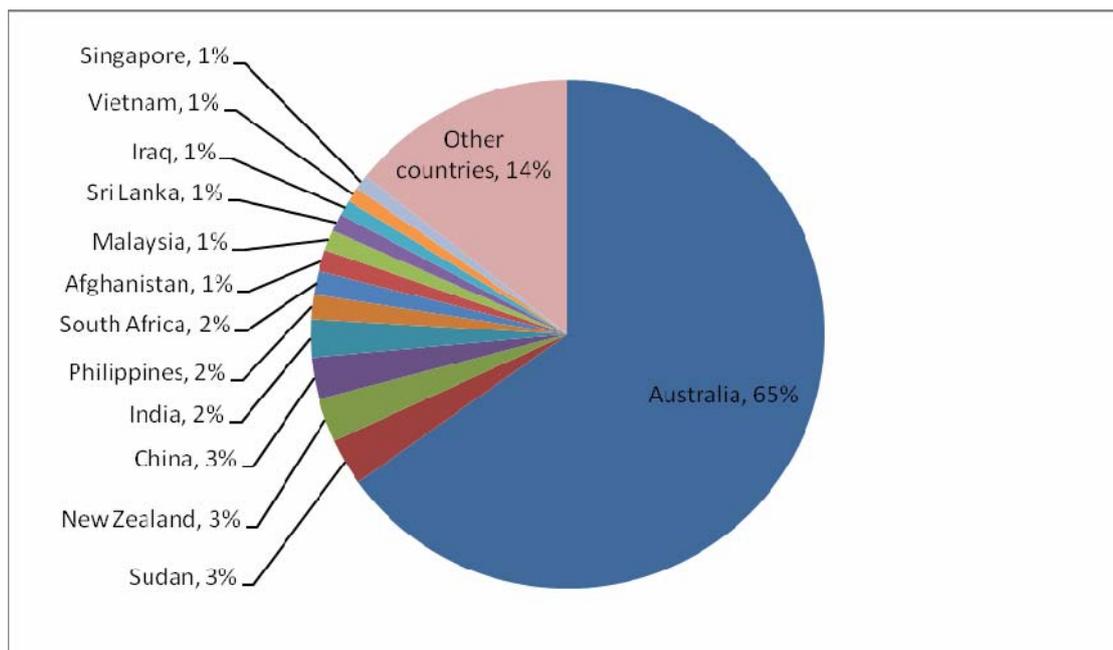
<sup>2</sup> This group comprises more than 140 languages with fewer than 1500 speakers per language.

Source: LBOTE census 2006

## Students' country of birth

Figure 2 is based on data collected from the Language Background other than English census and shows the percentage distribution of the country of birth of students. The broad definition of language background other than English (see page 8) accounts for the high percentage of students recorded as being born in Australia.

**Figure 2: Students eligible for ESL Index funding by country of birth, government schools, Victoria, 2006**



The regional distribution of students from language backgrounds other than English by country of birth in 2006 appears in Table 2.

**Table 2: Students from language backgrounds other than English by country of birth and region, government schools, Victoria, 2006**

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Australia	99,008	21,963	22,595	22,092	24,134	2324	1026	1752	1817	1305
New Zealand	3130	695	643	519	1094	15	18	95	40	11
China	2397	258	335	1169	570	21	17	10	11	6
India	2229	325	278	699	843	20	9	21	22	12
Sudan	2081	735	220	238	826	38	16	1	2	5
Philippines	1617	603	244	221	366	80	16	26	29	32
South Africa	1363	99	94	528	474	33	41	44	31	19
Sri Lanka	1276	109	174	479	479	9	8	8	9	1
Malaysia	1224	151	104	724	197	11	6	15	10	6
Afghanistan	1141	41	46	86	879	4	-	18	64	3
Iraq	1056	42	764	25	57	3	-	12	152	1
Vietnam	1015	465	146	121	267	6	2	5	-	3
Other countries <sup>1</sup>	17,763	3589	3097	4118	5702	438	135	209	362	113
<b>Total</b>	<b>135,300</b>	<b>29,075</b>	<b>28,740</b>	<b>31,019</b>	<b>35,888</b>	<b>3002</b>	<b>1294</b>	<b>2216</b>	<b>2549</b>	<b>1517</b>

<sup>1</sup> This group comprises more than 170 countries with fewer than 1000 students per country.

Source: LBOE census 2006

## Support services

The provision of appropriate ESL programs for students from language backgrounds other than English is a key strategy in the achievement of the Government's goal of high-quality education and training for lifelong learning. With around 25 per cent of the population from a language background other than English, the provision of appropriate ESL programs in Victorian government schools for those students who need ESL teaching is an essential element of the education system.

## ESL Unit

The ESL Unit in the Office for Government School Education coordinate services to support students and families from language backgrounds other than English in order to assist schools to improve students' access to high-quality education.

## Newly arrived students

Support for ESL newly arrived students in Victorian government schools is outlined in Part 2.

## Post-newly arrived students

Support for post-newly arrived students in Victorian government schools is outlined in Part 3.

## Support for teachers

### Curriculum materials

Over the last few years, support materials have been developed by the Department of Education and Early Childhood Development and the Victorian Curriculum and Assessment Authority (VCAA) to support teachers of students who are ESL learners. The *English as a Second Language Companion to the Victorian Essential Learning Standards* provides a framework for assessing student achievement and developing effective learning programs for the many students in Victorian schools who are learning English as a second language. These students are a diverse group, of different ages, at different stages of learning English, from differing first-language backgrounds and with varying amounts of education in their first language.

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The *ESL Companion* provides an overview of:

- the broad stages of English language development
- an outline of the major components of ESL curriculum
- a set of standards describing the expectations for ESL learners.

### **Languages and Multicultural Education Resource Centre**

The Languages and Multicultural Education Resource Centre (LMERC) is a specialist resource centre supporting programs in Victorian schools in the following areas:

- ESL
- Languages other than English
- multicultural education
- Studies of Asia
- anti-racism, human rights, citizenship and peace education.

LMERC is located at:

150 Palmerston Street

Carlton VIC 3053

Telephone: (03) 9349 1418

Website: <<http://www.sofweb.vic.edu.au/lem/lmerc/index.htm>>.

### **Interpreting and translating services**

See 'Support for parents and schools' in Part 3.

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## Part 2: ESL for newly arrived students

Newly arrived ESL learners are defined as those who meet the eligibility criteria for Commonwealth per-student funding for the target group of students. In order to be eligible students are required to be either:

- Australian citizens or hold permanent residency status; or
- be minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction) and
  - accepted as a temporary migrant under any part of the Australian Government's Humanitarian Programme; or
  - holding a provisional visa granted under the Business Skills Category of the Australian Government's Non-Humanitarian Migration Programme; or
  - holding a provisional visa granted under the Family Migration Stream of the Australian Government's Non-Humanitarian Migration Programme and who will start school for the first time in Australia after 1 January 2007; or
  - holding a Removal Pending Bridging Visa;

and

- at the time of enrolling in the initial course of intensive English language instruction, be undertaking primary or secondary education at a government or non-government school, or have an intention to undertake such education as soon as practicable after completion of the course; and
- if entering the first year of primary schooling, to have enrolled in an intensive English class funded under this programme within 18 months of arrival in Australia or being granted a temporary visa under the Humanitarian Programme; or
- if entering any other year of schooling, have enrolled in an intensive English class funded under this programme within six months of arrival in Australia or being granted a temporary visa under the Humanitarian Programme.

In addition to those students who meet these criteria, a significant number of new arrivals who do not meet the residency criteria, as well as students on bridging visas seeking asylum, are able to access an intensive program if they are eligible to enrol as non-fee-paying students in government schools.

The Commonwealth Government provided a once only per-student grant of \$5277 in 2006 for each eligible newly arrived student. Funding for all of the capital works (buildings and related facilities) for the program and various grants and allowances were provided by the State Government.

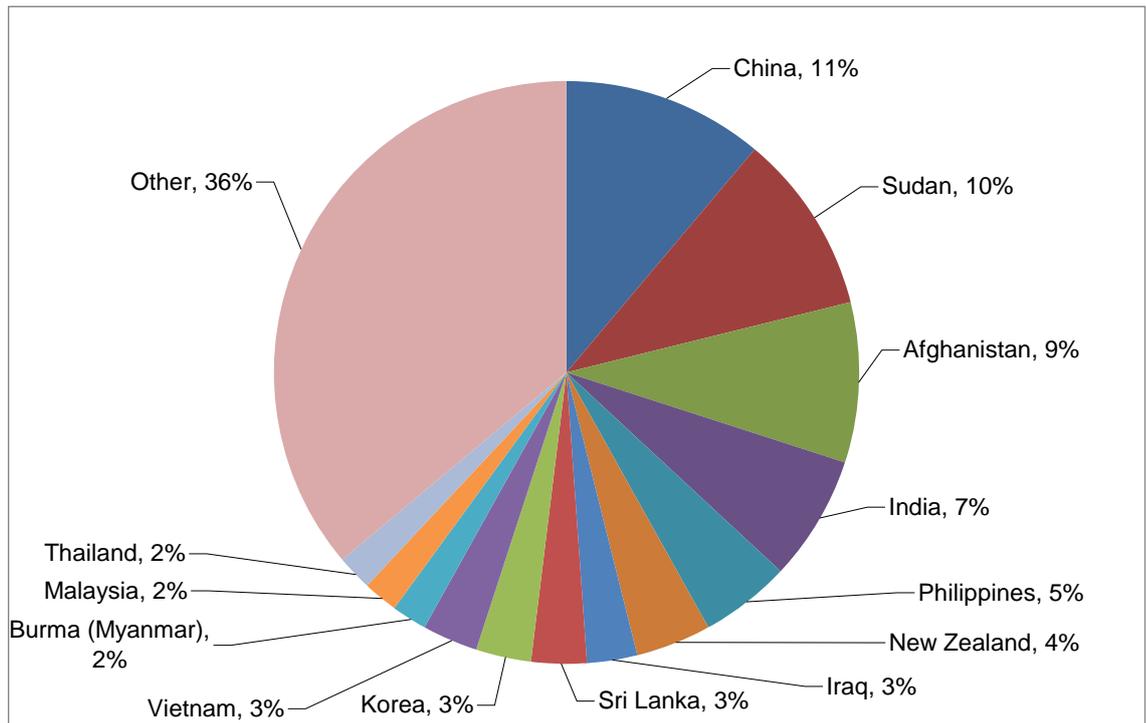
In 2006, 4988 new arrivals from more than 120 countries enrolled in Victorian government schools, an increase of 666 students (15.4 per cent) from 2005. The majority, 3426 (69 per cent), including 244 on temporary visas, met Commonwealth eligibility criteria. The other 1562 students (31 per cent) did not meet the residency criterion. These included students on New Zealand passports and students on bridging or temporary visas.

### Countries of birth of newly arrived students

The countries of birth of newly arrived ESL students vary from year to year and reflect world events and Commonwealth immigration policy. In 2006, the highest numbers of students were born in China, Sudan, Afghanistan and India, as shown in Figure 3. A complete list of newly arrived ESL students by country of birth and region can be found in Appendix 2.

A number of students holding New Zealand passports are from Polynesian self-governing countries in a free association with New Zealand and have New Zealand citizenship, for example, students from the Cook Islands. An increasing number of ESL newly arrived students enter Australia via New Zealand.

**Figure 3: ESL newly arrived students by country of birth, government schools, Victoria, 2006**

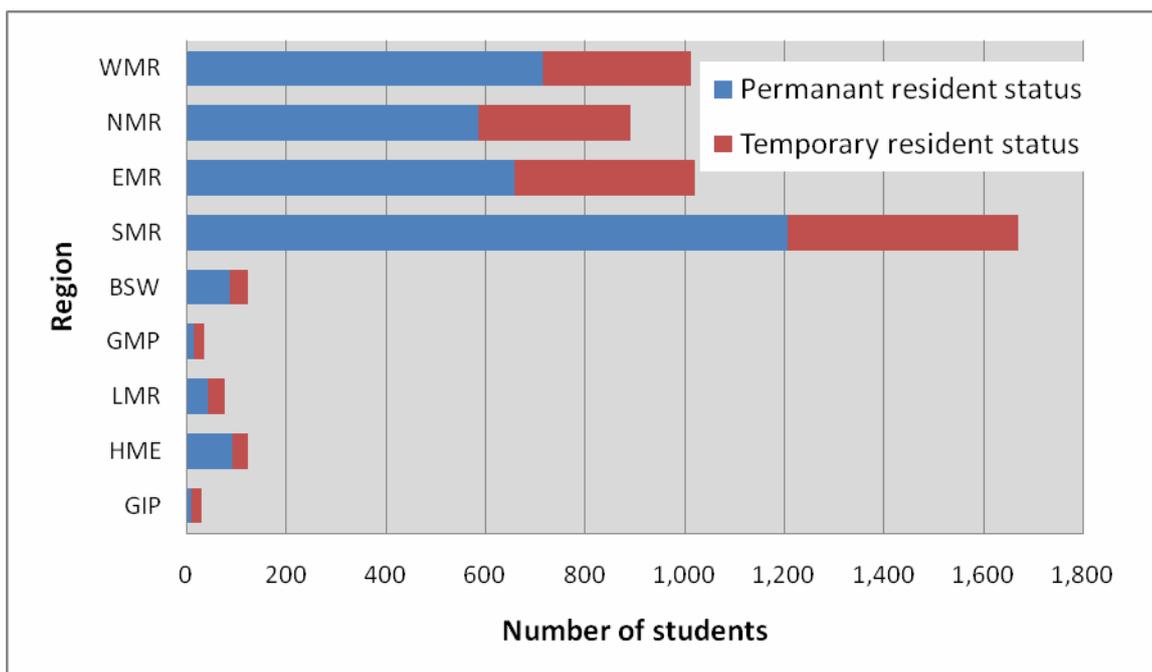


Source: New Arrivals Data Collection 2006

### Regional distribution of newly arrived students

In 2006, 4597 (92 per cent) of newly arrived students were enrolled in schools in the four metropolitan regions and 391 (8 per cent) in non-metropolitan regions. Figure 4 shows the regional distribution of newly arrived students in 2006. Data by region relating to eligibility is provided in Appendix 3.

**Figure 4: ESL newly arrived students by residency status and region, government schools, Victoria, 2006**



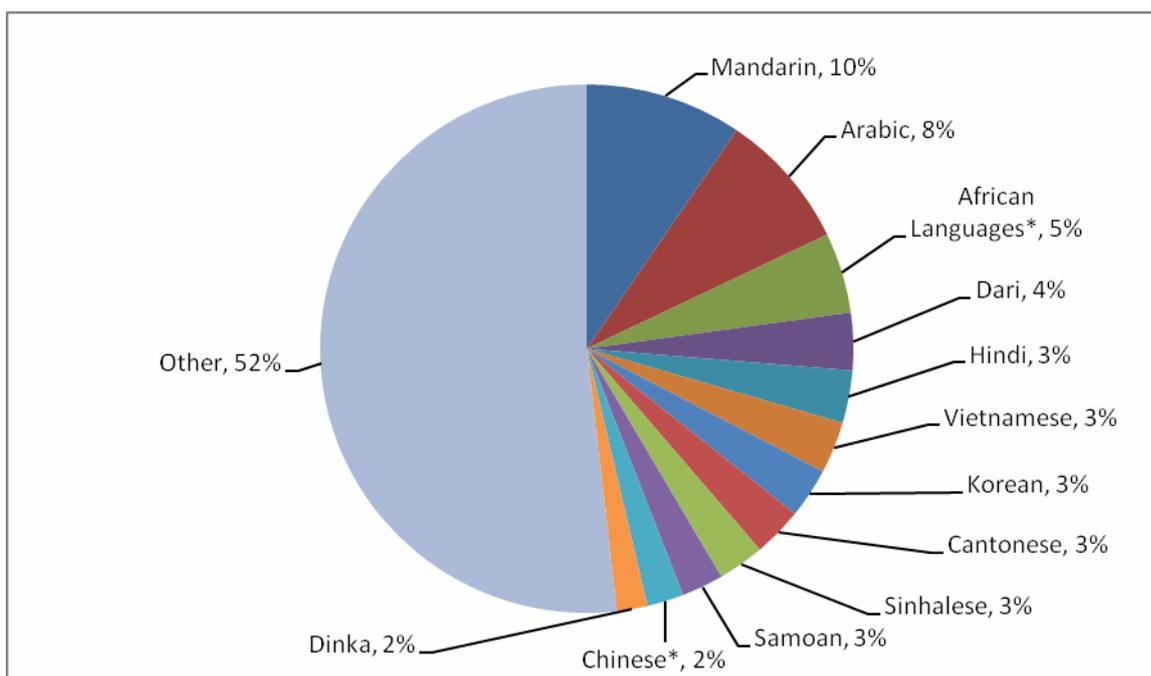
Source: New Arrivals Data Collection 2006

## Students' language backgrounds

The 4988 ESL new arrivals who enrolled in Victorian government schools in 2006 spoke more than 100 languages. The top five language groups of students were Mandarin (475), Arabic (418), African languages (not classified elsewhere) (245), Dari (175) and Hindi (160).

Figure 5 shows the percentage breakdown of the main languages spoken by ESL newly arrived students in Victoria. See Appendix 4 for a distribution of these students, by language, among the nine regions.

**Figure 5: Language backgrounds of ESL newly arrived students, government schools, Victoria, 2006**



\*Denotes African languages or Chinese languages not classified elsewhere  
Source: New Arrivals Data Collection 2006

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## Programs for newly arrived students

In the government sector, newly arrived primary and secondary ESL students are able to attend an intensive English language program to prepare them for mainstream schooling. While the programs cater mainly for permanent residents, some students who are temporary residents are able to enrol. Ideally, students undertake an intensive English language program at one of the English language schools and centres in the metropolitan area. Alternative programs for students who are unable to attend an English language school or centre are outlined below.

There are four broad categories of students catered for within the New Arrivals Program:

- permanent residents of Australia who attract Commonwealth funding
- temporary residents of Australia who do not attract Commonwealth funding but satisfy all Commonwealth eligibility criteria except permanent residency
- students on temporary protection visas
- permanent and temporary residents of Australia who fall outside the Commonwealth eligibility criteria in terms of length of time in Australia but are in need of intensive ESL support.

The following data refers to the first three categories of students – permanent and temporary resident students enrolling within their eligibility period.

## English language schools and centres

In 2006, the New Arrivals Program was delivered principally through four English language schools, five English language centres, the Geelong English Language Program and the Shepparton New Arrivals Program (see Appendix 5).

Students participate in a full-time, intensive program at an English language school or centre for two to four terms and are taught English within the context of the key learning areas. The smaller classes and the high number of contact hours enable teachers to deliver an intensive program tailored to the differing needs of students. This helps them to adapt as quickly as possible to the Australian education system and society. Programs are structured to promote smooth transition into mainstream schools. Students can enrol directly in an English language school or centre or are referred by a mainstream school or community organisation.

Of the 4988 new arrivals in 2006, a total of 1720 (34.5 per cent) enrolled in English language schools or centres. Of these, 614 were primary students (19.4 per cent of total primary newly arrived students) and 1106 were secondary students (60.6 per cent of total secondary newly arrived students).

In 2006, a total of 49.2 equivalent full-time (EFT) primary teachers and 86.9 EFT secondary teachers provided new arrival programs for target enrolments of 533 primary and 702 secondary students. Throughout the year, ESL contingency funding was made available to English language schools or centres where the numbers of new arrivals exceeded target enrolments.

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## Outposting

For those newly arrived primary students unable to travel long distances to one of the five intensive ESL programs in the metropolitan area, participation in an outposting program is an alternative.

There are two sorts of outposting programs coordinated by English language schools and centres with programs for primary students in the four metropolitan regions.

- **Intensive** – primary teachers from an English language school or centre are assigned to a mainstream primary school, or a cluster of schools, to provide an intensive new arrivals program for eligible students. Students are grouped according to their stage of schooling and English language needs and receive an intensive English language program for up to four days a week. They remain enrolled in their host school and participate in the host school program when not in an intensive ESL class. In 2006, 460 primary newly arrived students (9.2 per cent of total primary new arrivals) received an intensive ESL program through outposting in a total of 29 locations.
- **Visiting** – primary teachers from an English language school or centre visit a number of primary schools within a serviceable geographical area where new arrivals are enrolled. These teachers divide the week among the schools, following a timetable that best meets the needs of the targeted students. In 2006, 368 primary newly arrived students (7.3 per cent of total primary new arrivals) received a visiting outposting program in a total of 96 locations.

See Appendix 6 for a list of intensive outposting and visiting outposting locations in 2006.

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## Outreach services

In 2006, new arrivals continued to enrol in metropolitan schools that were not accustomed to catering for newly arrived ESL learners. Many newly arrived students, particularly those of primary age, were not readily able to access existing new arrivals programs and support. Outreach services coordinators supported schools in catering for these students and in raising the awareness of schools of the support available under the New Arrivals Program.

Outreach services coordinators are based in each of the four metropolitan English language schools, providing services to schools within their regions:

- Blackburn English Language School – Eastern Metropolitan Region
- Collingwood English Language School – Northern Metropolitan Region
- Noble Park English Language School – Southern Metropolitan Region
- Western English Language School – Western Metropolitan Region.

In cooperation with schools, outreach services coordinators:

- assist teachers to assess the English language learning needs of newly arrived students
- recommend the most suitable support program available, such as attendance at an English language school or centre, or an outposting or visiting outposting program, or, where these options are not appropriate, assist in developing an individual/school-based program for the student
- provide schools with curriculum and teaching resources
- provide information to schools and parents about the New Arrivals Program
- ensure that schools are aware of the full range of community settlement and educational support services available to students and their families.

Table 3 shows that a total of 506 students were assessed in their schools by outreach services coordinators.

**Table 3: Outreach services provided to schools and students, government schools, Victoria, 2006**

English language School and Region	Number of students assessed				Totals
	Term 1	Term 2	Term 3	Term 4	
Blackburn (EMR)	24	67	49	38	178
Collingwood (NMR)	27	39	35	8	109
Noble Park (SMR)	23	51	27	21	122
Western (WMR)	39		58		97
<b>Totals</b>	<b>270</b>		<b>236</b>		<b>506</b>

## Isolated ESL Student Support Program

Eligible primary and secondary newly arrived students needing ESL support in non-metropolitan and outer-metropolitan areas can receive assistance through the Isolated ESL Student Support Program.

There are two forms of support:

- **Direct** – funding is provided to release an ESL-qualified or experienced teacher on staff, or to employ an ESL-qualified casual relief teacher, to provide ESL support to the student.
- **Mentor** – where an ESL-qualified or experienced teacher is not available, funding is provided to the school to enable a staff member to attend an English language school or centre for a two-day mentor support program, during which areas such as monitoring ESL development, resource selection and teaching strategies are covered. The participating school then receives funding to employ a casual relief teacher while the staff member supports the newly arrived student.

Six schools participated in the mentor scheme in 2006.

Table 4 shows that a total of 113 students from 61 schools accessed the program during 2006.

**Table 4: Number of students accessing the isolated ESL student support program by sector, region and visa type, Government schools, Victoria, 2006**

Region	Primary				Secondary				Total
	Number of schools	Number of students			Number of schools	Number of students			
		Permanent	Temporary	Total		Permanent	Temporary	Total	
<b>BSW</b>	5	2	6	8	–	–	–	–	8
<b>GIP</b>	10	4	8	12	6	2	6	8	20
<b>GMP</b>	12	7	9	16	3	4	5	9	25
<b>HME</b>	5	8	1	9	1	2		2	11
<b>LMR</b>	11	23	9	32	3	8	4	12	44
<b>SMR</b>	4	2	2	4	–	–	–	–	4
<b>WMR</b>	1	1	–	1	–	–	–	–	1
<b>TOTALS</b>	<b>48</b>	<b>47</b>	<b>35</b>	<b>82</b>	<b>13</b>	<b>16</b>	<b>15</b>	<b>31</b>	<b>113</b>

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## **New Arrivals Kit**

Schools in non-metropolitan and outer-metropolitan areas with isolated new arrivals can borrow the New Arrivals Kit from Languages and Multicultural Education Resource Centre (LMERC). The kit consists of a selection of ESL resources and materials, which is sent from LMERC to schools on request. In 2006, approximately 70 kits were made available to schools.

Several Department of Education and Early Childhood Development publications, including *Where's English?*, *Beginning ESL: Support material for primary new arrivals*, *No English: Don't panic*, *No English 2: Questions and answers* and *Language games for ESL students* were provided free to schools with the kit.

## **Geelong English Language Program**

A team of teachers working in the Geelong English Language Program hosted by Bell Park North Primary School provided support for new arrivals in the Geelong area. In 2006, 3.3 EFT primary teachers and 1.0 EFT secondary teacher provided ESL program support to 35 primary and 17 secondary students. The program is based on a visiting teacher model.

## **Shepparton New Arrivals Program**

A new arrivals program was established in the Shepparton area in 1997. In 2006, 2.7 EFT teachers working in a cluster of primary and secondary schools provided a program for 63 primary and 50 secondary new arrivals. Some secondary students attended a new arrivals program at Hayes Street, Shepparton, where Hume region provides 2.0 EFT teachers.

## **In-school support programs**

In-school support programs provided for 2128 students newly arrived ESL students in 2006. They included any or all of the following range of support in flexible combinations so that the needs of newly arrived students were identified and met in their mainstream schools:

- outreach services provided by English language schools and centres
- ESL support materials in hard-copy, video and CD-ROM formats (see Appendix 1)
- ESL website
- New Arrivals Kit
- access to the LMERC
- interpreting and translating services (See Appendix 10)
- targeted teacher professional learning.

## **Additional support for refugee students**

During 2006, the number of new arrival students entering primary and secondary schools on refugee and humanitarian visas with little, no, or severely interrupted schooling, continued to increase.

In addition to support for all students learning English as a second language, a number of initiatives have been put in place to provide additional support for these students. These initiatives were designed to:

- increase school communities' capacity to understand and meet the needs of students with disrupted, little or no schooling
- further strengthen existing ESL programs and provision

- increase understanding of the education needs and the factors that influence the educational outcomes of refugee students.

The initiatives included:

- additional funding to English language schools and centres for literacy support allowed students with disrupted schooling and low literacy levels to stay up to 12 months instead of the normal six months
- in consultation with regions, additional funding to selected schools to support the literacy needs of ESL students
- meetings with Local Learning and Employment Networks to discuss approaches to meeting the needs of young refugee people
- support for the Refugee Education Partnership Project
- an ESL Handbook distributed to all ESL index-funded schools to assist them in planning appropriate programs for their ESL students
- Support in Schools for Refugees website which provides information and resources for teachers and schools to help support students from refugee backgrounds, especially those with disrupted or no previous schooling <http://www.education.vic.gov.au/studentlearning/programs/esl/refugees/default.htm>
- acknowledgment of ESL learning needs and pathways in the ESL companion to the English CSF to assist teachers to make accurate and consistent assessments about their ESL student's progress in learning English <http://vels.vcaa.vic.edu.au/support/esl/esl.html>
- the continuation of funding for Bridging Programs in 17 primary and secondary schools to support schools with significant numbers of high-needs students exiting English language schools and centres into mainstream schools [http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Planning\\_bridging\\_progs.doc](http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/lem/Planning_bridging_progs.doc)
- support for the Refugee Week
- provision of specialist professional development for teachers and educational professionals provided by the Victorian Foundation for Survivors of Torture (VFST)
- tailored Victorian Certificate of Applied Learning (VCAL) programs incorporating some Further Education Certificate options (eg Education in Australia from Certificate II in ESL Access)
- representation on committees and forums supporting the needs of refugee young people and regular consultation with other Government departments and external organisations
- regional support in the form of program officers and grants to support targeted ESL support for metropolitan regions and some non-metropolitan regions.

All regions received funds for professional learning activities and network support. Regional representatives have attended professional learning sessions including ESL in the Mainstream, Modules for Teachers of Students with Disrupted Schooling and ESL and the Victorian Essential Learning Standards.

Transition Coordinators originally appointed in 2005 have continued to work in all English language schools and centres. Once students' intensive English language programs are completed, coordinators assist them and their families to select an appropriate educational setting. They assist

with the enrolment process and help students to become familiar with the expectations of their new school. Coordinators also assist schools to develop programs appropriate to the particular needs of students with disrupted schooling or with little prior education before coming to Australia. They also ensure schools are aware of the assistance that external support agencies can offer students and their families as they settle into their new schools.

## Summary data

Summary 2006 data for the various components of the ESL New Arrivals Program appears in Table 5 below. The previous four years are shown for comparative purposes.

**Table 5: Students in ESL new arrival programs, government schools, Victoria, 2001–2006**

Program	2001	2002	2003	2004	2005	2006	Difference 2005 – 2006
<b>Primary</b>							
English language schools and centres	348	497	618	579	613	667	54
Geelong English Language Program	26	21	17	36	23	35	12
Shepparton New Arrivals Program	12	72	47	15	20	63	43
Outposting – intensive	337	267	251	312	369	460	91
Outposting – visiting	37	151	178	192	231	368	137
Isolated support	48	36	50	38	55	76	21
In-school	1260	1015	1014	1124	1365	1494	129
Subtotal	2068	2059	2175	2296	2676	3163	487
<b>Secondary</b>							
English language schools and centres	708	816	878	881	897	1098	201
Geelong English Language Program	20	29	8	15	21	17	- 4
Shepparton New Arrivals Program	4	23	31	7	21	50	29
Isolated support	8	4	23	10	13	26	13
In-school	516	469	558	553	695	634	- 61
Subtotal	1256	1341	1498	1466	1647	1825	178
<b>Primary and secondary</b>							
English language schools and centres	1056	1313	1496	1460	1510	1765	255
Geelong English Language Program	46	50	25	51	44	52	8
Shepparton New Arrivals Program	16	95	78	22	41	113	72
Outposting – intensive	337	267	251	312	369	460	91
Outposting – visiting	37	151	178	192	231	368	137
Isolated support	56	40	73	48	68	102	34
In-school	1776	1484	1572	1677	2060	2128	68
<b>Total</b>	<b>3324</b>	<b>3400</b>	<b>3673</b>	<b>3762</b>	<b>4323</b>	<b>4988</b>	665

Source: New Arrivals data collections 2001–2006

Source: New Arrivals data collections 2001–2005

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## Part 3: ESL in mainstream schools

In 2006, 449 mainstream schools were provided with ESL index funding. ESL allocations were made at a campus level and as a consequence some multi-campus schools received funding for some but not necessarily every campus. In all 460 programs received ESL funding.

### ESL index funding

ESL index funding is allocated to schools through their student resource package to provide ESL programs and support. For the 2006 school year, funding was based on data collected from the Language Background other than English census conducted in all government schools in August 2005. Since not all students from language backgrounds other than English require specific ESL teaching, students are required to satisfy the following two criteria to be eligible for ESL index funding:

- the main language spoken at home is not English
- students have been enrolled in an Australian school for less than five years.

Using these criteria, 37,085 of a total of 135,300 students from language backgrounds other than English were identified as eligible for ESL support in 2006. A weighted formula reflecting both the length of time in an Australian school and the stage of schooling was then applied to the students identified. Schools were required to meet a funding threshold of \$14,800 (primary) and \$31,400 (secondary) before being eligible for ESL index funding.

From 2006 the ESL index funding includes funding for teaching and Multicultural Education Aides (MEAs). An additional 25 per cent of the ESL Index funding was allocated to support the provision of MEAs. For the first time in 2006, a school's ESL and MEA allocation also included a weighting to reflect the differing densities of Student Family Occupations. This weighting reflects the high correlation between student outcomes and family occupation. This was done to target funding to those schools with ESL learners with greatest need. See Appendix 7 for ESL and MEA index levels, weightings and per-student funding rates for 2006.

### Allocation of resources

Table 6 indicates that in 2006 more than \$41 million of ESL and MEA index funding was allocated to government schools via their student resource packages to provide ESL programs. During 2006, ESL contingency funding totalling \$390,632 was also allocated to six primary schools, five secondary schools and one primary-secondary school to assist them to provide support for ESL students who had enrolled since the August 2005 census. All but one of these schools were already receiving ESL index funding and had their allocations augmented, while the one school reached the funding threshold through the contingency process.

**Table 6: ESL programs by school type and funding allocation, government schools, Victoria, 2006**

School type	Number of schools	Funding (\$)
Primary	351	26,635,913
Primary–secondary (primary programs) <sup>1</sup>	9	871,350
Subtotal primary	360	27,507,264
Secondary	99	12,898,726
Primary–secondary (secondary programs) <sup>1</sup>	8	656,795
Subtotal secondary	107	13,555,521
<b>Total</b>	<b>467</b>	<b>41,062,785</b>

<sup>1</sup> Of the ten primary-secondary schools who received ESL Index funding, seven received both primary and secondary allocations,

Source: Department of Education 2006

For a listing of schools that received ESL index funding in 2006, see Appendix 8 (primary schools) and Appendix 9 (secondary schools).

**Table 7: ESL contingency funding allocations by school type, government schools, Victoria, 2006**

School type	Number of schools	Funding (\$)
Primary	6	153,351
Secondary	5	187,251
Primary–secondary (secondary programs)	1	50,030
<b>Total</b>	<b>467</b>	<b>390,632</b>

Source: Department of Education 2006

## Regional distribution

Table 8 shows the distribution of ESL-MEA index funding to regions for primary and secondary ESL programs.

**Table 8: ESL index funding by region, government schools, Victoria, 2006**

Region	Primary programs		Secondary programs		Total programs	
	Number	Funding (\$)	Number	Funding (\$)	Number	Funding (\$)
WMR	86	7,850,912	29	3,478,969	115	11,329,881
NMR	91	7,723,069	22	2,515,391	113	10,238,459
EMR	80	3,224,342	22	2,245,502	102	5,469,844
SMR	88	7,976,547	30	4,838,463	118	12,815,011
BSW	5	200,118	1	173,047	6	373,165
GMP	-	-	-	-	-	-
LMR	5	176,788	-	-	5	176,788
HME	5	355,488	3	304,150	8	659,638
GIP	-	-	-	-	-	-
<b>Total</b>	<b>360</b>	<b>27,507,264</b>	<b>107</b>	<b>13,555,522</b>	<b>467</b>	<b>41,062,786</b>

Source: Department of Education 2006

## ESL programs in mainstream schools

There are several possible models for the organisation of ESL programs in mainstream schools. The choice of model depends on factors such as students' age and maturity, length of time in Australia, fluency and literacy in their first or other languages, educational background prior to arrival in Australia, migration or refugee experiences, and relative familiarity with English and instruction in English.

Schools used the following broad program types to describe their ESL programs in the annual ESL Survey in 2006:

- **Direct intensive instruction** – direct intensive ESL teaching in similar-needs or parallel classes in which the ESL teacher uses content from the mainstream program, including transition classes for students who have recently exited from an English language school or centre.
- **Team teaching** – team teaching, support teaching, or both, where ESL and mainstream teachers plan and teach together.
- **Other** – programs not covered by the above.

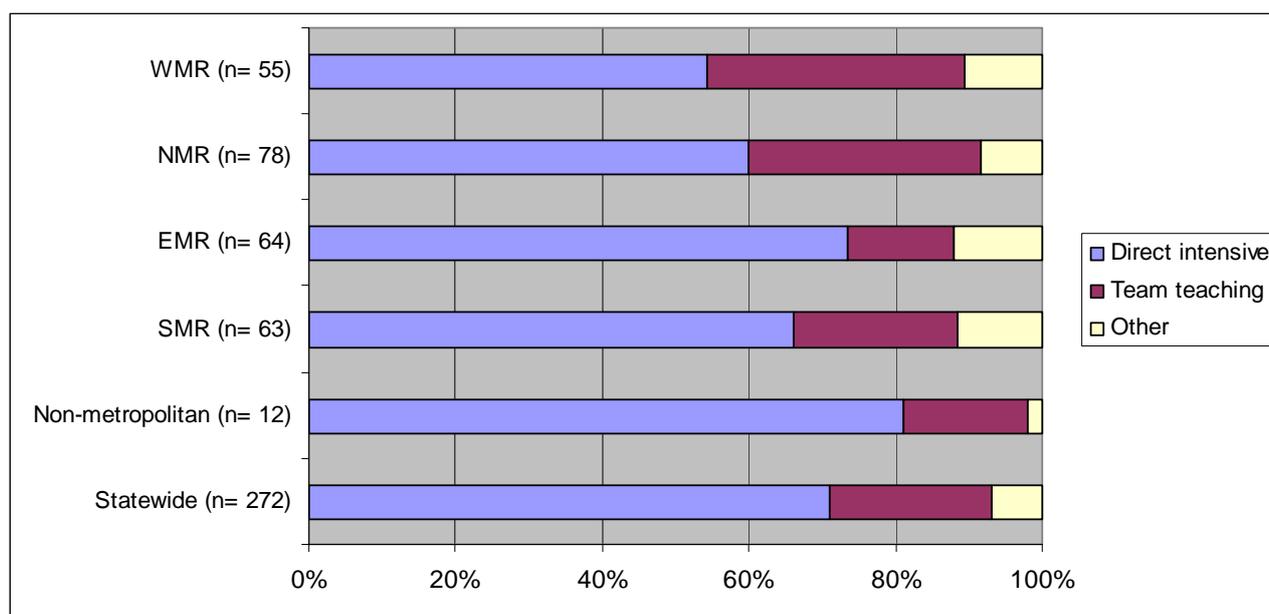
## Programs in primary schools

A total of 351 primary schools, as well as nine primary–secondary schools, received ESL index funding and were required to complete the 2006 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 69.2 per cent of surveyed primary schools reflected the needs of ESL students in a specific way in their school charter, and 48.7 per cent of schools reported that ESL students were being assessed and reported against the *ESL Companion to the Victorian Essential Learning Standards* where appropriate.

On a statewide basis, direct intensive instruction (71 per cent) and team teaching (22 per cent) were the preferred ESL program types in primary schools. Other program types made up the remaining 7 per cent. Figure 6 shows a breakdown of program types by region.

**Figure 6: Primary ESL program types, government schools, Victoria, 2006**

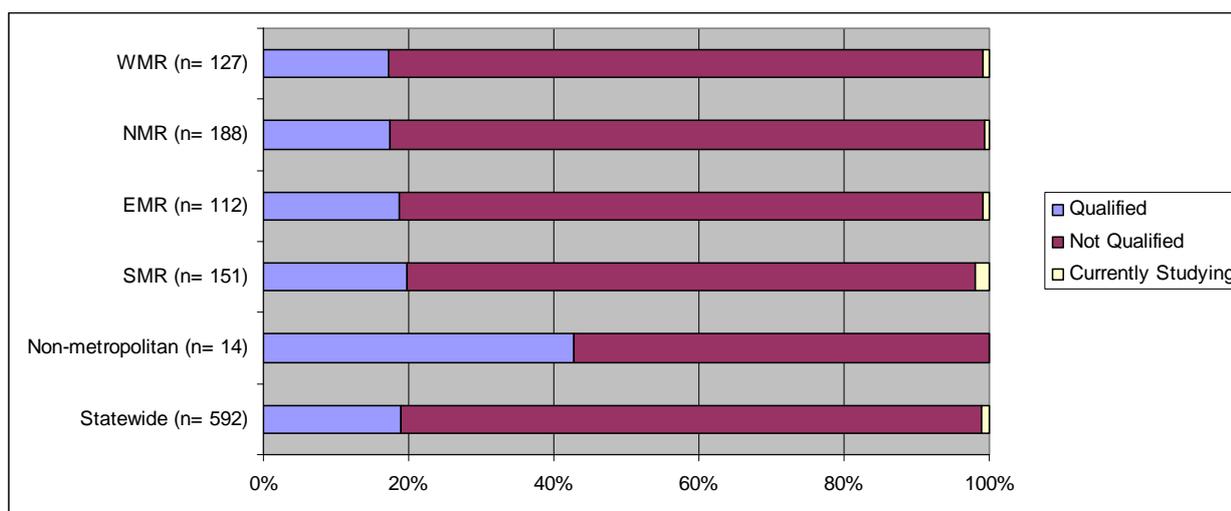


n = the number of schools with primary ESL programs  
Source: ESL Survey 2005

## Primary ESL teacher qualifications

Of the 592 teachers involved in delivering primary ESL programs statewide, 18.9 per cent of teachers had a specialist ESL qualification, 1.0 per cent were studying for an ESL qualification and 80.1 per cent had no specialist ESL qualification. Figure 7 provides a regional breakdown of teachers and their level of ESL qualification working in ESL programs in primary schools. The higher incidence of ESL-qualified primary teachers in ESL programs in non-metropolitan regions compared with metropolitan regions occurred in the context of a relatively small number of ESL teachers (14) in non-metropolitan regions. Nevertheless, where ESL programs existed, non-metropolitan schools were more likely to assign a qualified ESL teacher to the program than metropolitan schools.

**Figure 7: Primary teachers with ESL qualifications or currently undertaking ESL qualifications teaching in ESL programs, government schools, Victoria, 2006**



n = the number of teachers working in primary ESL programs

Source: ESL Survey 2006

## Programs in secondary schools

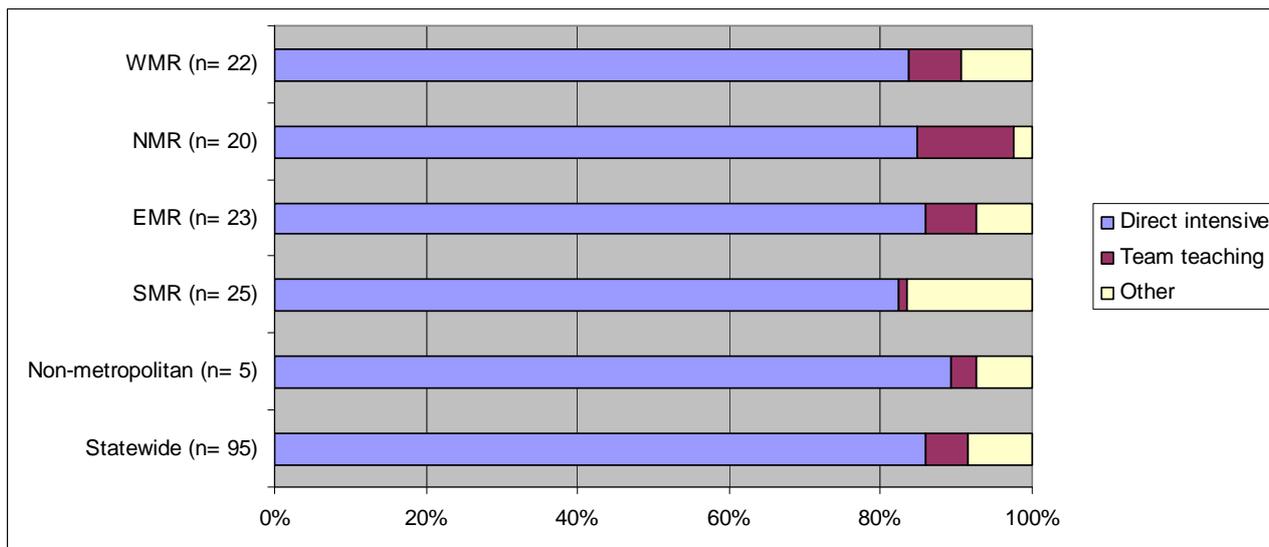
A total of 99 secondary schools, as well as eight primary–secondary schools, received ESL index funding and were required to complete the 2006 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 65.4 per cent of surveyed secondary schools reflected the needs of ESL students in a specific way in their school charter, and 77.6 per cent of schools reported that ESL students were being assessed and reported against the *ESL Companion to the Victorian Essential Learning Standards* where appropriate.

On a statewide basis, direct intensive programs accounted for 86.0 per cent of secondary ESL programs, team teaching 5.6 per cent and other program types made up the remaining 8.4 per cent.

Figure 8 shows a percentage breakdown of program types by region. Direct intensive ESL programs were more common in secondary schools than primary schools. This reflected the different teaching contexts of primary and secondary schools.

**Figure 8: Secondary ESL program types, government schools, Victoria, 2006**



n = the number of schools with secondary ESL programs

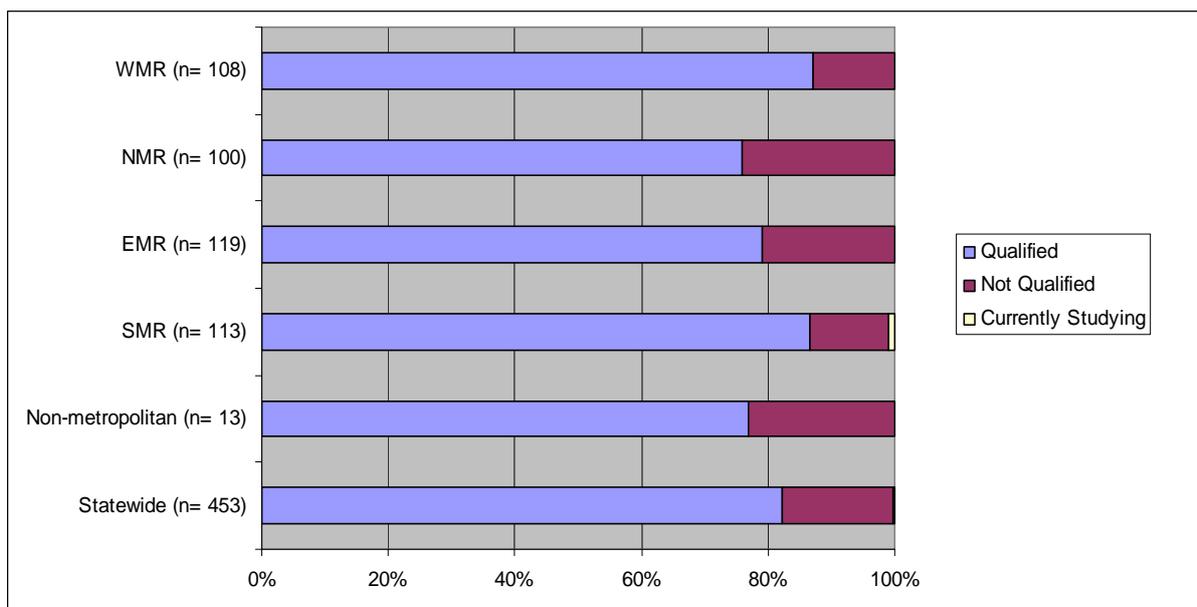
Source: ESL Survey 2006

### Secondary ESL teacher qualifications

Of the 453 teachers involved in delivering secondary ESL programs statewide, 82.1 per cent of teachers had a specialist ESL qualification, 17.6 per cent did not have an ESL qualification and 0.3 per cent were studying for an ESL qualification.

Figure 9 provides a regional breakdown of teachers and their level of ESL qualification working in ESL programs in secondary schools. Unlike the situation in primary schools, teachers working in ESL programs in metropolitan regions were more likely to be ESL qualified than their primary counterparts.

**Figure 9: Secondary teachers with ESL qualifications or currently undertaking ESL qualifications teaching in ESL programs, government schools, Victoria, 2006**



n = the number of teachers working in secondary ESL programs

Source: ESL Survey 2006

## ESL student types

The 2006 ESL survey requested information on the types of ESL students in ESL programs based on length of time in Australia and previous educational background. Table 9 provides a description of the student types and shows the percentage of students in each of the student types for both primary and secondary programs. The survey indicated that there had been significant increases in some areas compared to the previous year. (See percentage change from previous year in brackets)

**Table 9: Types of students in ESL programs, government schools, Victoria, 2006**

Student type	Primary (Per cent)	Secondary (Per cent)	Overall (Per cent)
Students starting school in Australia with the same amount of schooling in their first language as their Australian born peers have had in English.	16.1% (-1.3%)	33.1% (-0.2%)	20.1% (-1.9%)
Students starting school in Australia who have had severely disrupted schooling or no previous formal schooling in any country.	8.9% (+0.2%)	11.7% (+1.1%)	9.6% (+0.3%)
Students who have been in Australia for more than two years (as at census) and enrolled in an Australian school for less than five years.	75.0% (+1.1%)	55.2% (-1.0%)	70.3% (+1.6%)

<sup>1</sup> Percentages in brackets indicate the increase or decrease on 2005 figures.

Source: ESL Survey 2006

## Multicultural education aides

Multicultural Education Aide funding is included in the overall ESL index funding. All schools reaching the funding thresholds have a funding component for the employment of Multicultural Education Aides (MEAs). The MEA component is around 25 per cent of the ESL allocation.

In 2006, an MEA funding component of more than \$10 million was allocated to government schools for the employment of multicultural education aides to assist with communication between the school and parents of students from language backgrounds other than English. They also assist students in the classroom in small groups or on a one-to-one basis. The language backgrounds of multicultural education aides reflect the diversity of the student population.

Table 10 indicates that a total of 210.15 EFT multicultural education aide positions were funded in 460 schools in 2006. The majority of MEAs were located in the metropolitan regions.

**Table 10: Multicultural Education Aides by region, government schools, Victoria, 2006**

Region	Number of schools receiving MEA funding	EFT positions
NMR	110	52.4
WMR	113	58.0
EMR	102	28.0
SMR	116	65.6
BSW	6	1.9
LMR	5	0.9
HME	8	3.4
<b>Total</b>	<b>460</b>	<b>210.2</b>

Source: Department of Education 2006

These figures do not include English Language Schools and Centres or Special Schools which receive a special purpose SRP under the diverse settings provisions. In 2006, 10 English Language Schools (including Geelong English Language Program) had 26 EFT MEA positions based on a 50:1 student MEA ratio.

The distribution of multicultural education aides by school type is shown in Table 11.

**Table 11: Multicultural education aides by school type, government schools, Victoria, 2005**

School type	Number of schools receiving MEA funding	EFT positions
Primary schools	351	136.4
Secondary colleges	100	66.3
Primary-secondary schools	9	7.6
<b>Total</b>	<b>460</b>	<b>210.2</b>

Source: Department of Education 2006

## Support for parents and schools

### Interpreting and translating services

Schools with students and families from language backgrounds other than English need to ensure that information relating to school programs and student progress is made available to parents in their first language. To facilitate this, the Department provides schools with access to qualified or accredited interpreters, in line with Victorian Government policy to help Victorians from culturally and linguistically diverse communities deal with government departments and agencies. All schools have been provided with the guidelines and booking forms. Advice on working with interpreters and organising translations, as well as current guidelines and booking forms, are available on the ESL website at: <<http://www.education.vic.gov.au/studentlearning/programs/esl/default.htm>>.

See Appendix 10 for a summary listing of all interpreting and translating assignments by language.

#### On-site interpreting services

Interpreters are available to schools to assist with:

- student enrolments
- parent–teacher interviews
- information dissemination about specific school programs
- individual student issues relating to discipline or welfare, or to assist with an educational assessment.

Training sessions are also available to schools on a fee-for-service basis.

In 2006, a total of 6817 on-site interpreting engagements in 70 languages were provided to schools.

#### Telephone interpreting service

A telephone interpreting service is also available for use by schools. This service can be pre-booked or provided on demand.

In 2006, a total of 1195 telephone interpreting engagements were provided to schools in 55 languages.

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## Translating services

Translating services are available to schools for the following categories of communication. A word limit is set for each category.

- key items for newsletters: 500 words
- notices to parents: 150 words
- information on a program or activity: 250 words.

In 2006, 243 documents were translated into 31 languages for schools.

## Multilingual notices

Twenty-three commonly used notices have been translated into 21 languages and are available on the ESL web page. See:

<<http://www.education.vic.gov.au/management/schooloperations/interpret/multilingual.htm>>

They include notices for parent–teacher meetings, school excursions and camps, fees and levies, Education Maintenance Allowance, preparatory year intakes and medical and health matters.

Other translated material for parents is available at:

<<http://www.education.vic.gov.au/management/schooloperations/interpret/translated.htm>>.

## ESL Professional Learning, 2006

### ESL and the Victorian Essential Learning Standards

In December 2005, the *ESL Companion to the Victorian Essential Learning Standards* was published. It provides a framework for assessing student achievement and developing effective learning programs for students who are learning English as a second language. As a key document, the ESL VELS became the focus for professional development in 2006. Workshops were presented in both metropolitan and country regions to introduce regional staff and teachers to this new resource.

Multicultural Education Aides (MEAs) were introduced to the ESL VELS and its use in assessing and reporting the progress of ESL students at the MEA Conference in October.

Workshops were also presented at the VATE conference and to students at Latrobe University and the University of Melbourne.

### Developing Effective ESL Programs (DEEP)

New resources for teacher professional learning were developed and trialled in 2006. *Developing Effective ESL Programs: Primary* was trialled with teachers from 31 schools across metropolitan regions. Western and Southern regions used the materials for further workshops in their regions. *Developing Effective ESL Programs: Disrupted Schooling* was also written and had limited trialling during 2006. *DEEP: Primary* will be available on CD-ROM in 2007.

During Refugee Week a workshop titled ‘Engaging Refugee Families in Schools’ was held at the Languages and Multicultural Education Resource Centre.

### Teaching ESL students in Mainstream Classrooms: Tutor training

Teaching ESL students in Mainstream Classrooms is a Teacher Professional Development Course consisting of 25 hours of face-to-face learning in nine modules. It provides teachers working across

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the curriculum with successful classroom strategies for improving the learning achievements of all their students and with a particular focus on their ESL students.

Twenty-two teachers and consultants from eight regions, including representatives from the Catholic Education Office and the Association of Independent Schools Victoria, completed the Tutor Training Course for *Teaching ESL students in Mainstream Classrooms*. The Course will be presented to teachers in eight regions across Victoria in 2007.

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# Appendices

## Appendix 1: ESL publications

### Key publications

*ESL Companion to the Victorian Essential Learning Standards* (VCAA, available at <http://vels.vcaa.vic.edu.au/support/esl/esl.html>)

*ESL Companion to the English Curriculum and Standards Framework II* (VCAA)

*Teacher Support Material* available on *curriculum@work*

[www.eduweb.vic.gov.au/curriculumatwork/Index.htm](http://www.eduweb.vic.gov.au/curriculumatwork/Index.htm)

- *ESL Stage A1: Teacher Support Material for lower primary new arrivals, Years P–2*
- *ESL Stages B1 and BL: Teacher Support Material for primary new arrivals, Years 3–6*
- *ESL Stages A2, B2 and B3: Teacher Support Material for primary post-new arrivals, Years P–6*
- *ESL Stages S1 and S2: Teacher Support Material for secondary new arrivals, Years 7–10*
- *ESL Stages S3 and S4: Teacher Support Material for secondary post-new arrivals, Years 7–10*

### Other publications

*Beginning ESL: Support material for primary new arrivals*

*Beginning ESL – Secondary: Support material for teachers of secondary new arrivals*

PDF format is available at

<<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubsecesl.htm#3>>

*ESL learners in the middle years: Strategies for the mainstream classroom* (video)

*ESL Students in the Early Years: A multimedia resource for teachers of ESL students in the early years (P–2)* (CD-ROM)

*ESL Study Guide Text Response: Literature*

*First Language Assessment Tasks* (Arabic, Khmer, Somali and Vietnamese)

*Language games for ESL students – classroom activities for students learning English as a second language*

*Moving in new directions: Literacy strategies for ESL learners with disrupted schooling* (video) Support materials are available at

<<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/pubdisrupted.htm#2>>

*No English: Don't panic*

*No English 2: Questions and answers*

*Not a Matter of Choice: Information about refugees for schools and teachers* (video)

*Talking in Tune: A guide to working with interpreters in schools* (video)

*The ESL handbook: Advice to schools on programs for supporting students learning English as a second language.*

*The Journey: Teachers' Guide to the Long Room at the Immigration Museum*

*Where's English?: An interactive multimedia resource for students at the beginning stages of learning English as a second language*

*Word Study for New arrivals: Practical word-study materials for teachers of primary and secondary ESL students, beginning their English language learning*

See <<http://www.education.vic.gov.au/studentlearning/programs/esl/resources/default.htm>> for further information about these publications.

## Appendix 2: ESL newly arrived students by country of birth and region, government schools, Victoria, 2006

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Afghanistan	432	8	10	3	325	3	-	30	50	3
Albania	33	8	7	2	-	-	-	-	16	-
Algeria	1	-	1	-	-	-	-	-	-	-
Argentina	20	3	2	4	8	-	3	-	-	-
Australia	29	5	11	4	6	-	-	2	1	-
Austria	1	-	-	-	1	-	-	-	-	-
Bahrain	2	-	2	-	-	-	-	-	-	-
Bangladesh	28	5	12	3	7	-	-	-	-	1
Belarus	1	-	-	-	1	-	-	-	-	-
Belgium	6	-	-	-	4	2	-	-	-	-
Bhutan	1	-	1	-	-	-	-	-	-	-
Bolivia	1	-	-	-	1	-	-	-	-	-
Bosnia and Herzegovina	4	2	1	-	1	-	-	-	-	-
Brazil	12	-	2	3	1	-	-	4	-	2
Brunei Darussalam	2	-	-	2	-	-	-	-	-	-
Bulgaria	5	1	1	2	-	1	-	-	-	-
Burma (Myanmar)	124	83	2	27	12	-	-	-	-	-
Burundi	11	4	-	-	7	-	-	-	-	-
Cambodia	71	1	1	3	63	3	-	-	-	-
Canada	6	-	-	3	2	-	-	1	-	-
Chile	7	1	1	1	4	-	-	-	-	-
China	559	58	107	220	142	13	10	1	2	6
Colombia	4	1	1	1	1	-	-	-	-	-
Congo	8	-	1	1	6	-	-	-	-	-
Congo, Democratic Republic of	4	4	-	-	-	-	-	-	-	-
Cook Islands	8	-	-	1	7	-	-	-	-	-
Côte d'Ivoire	11	4	7	-	-	-	-	-	-	-
Croatia	1	-	-	-	1	-	-	-	-	-
Cyprus	4	4	-	-	-	-	-	-	-	-
Czech Republic	5	-	-	-	5	-	-	-	-	-
Denmark	7	-	-	6	-	1	-	-	-	-
East Timor	9	7	1	-	1	-	-	-	-	-
Egypt	24	4	5	6	9	-	-	-	-	-
El Salvador	1	-	-	1	-	-	-	-	-	-
England	4	1	1	-	-	2	-	-	-	-
Eritrea	25	14	11	-	-	-	-	-	-	-
Estonia	3	-	1	-	1	1	-	-	-	-
Ethiopia	81	48	20	2	10	1	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Fiji	28	5	5	6	10	-	-	1	1	-
Finland	7	-	4	-	3	-	-	-	-	-
France	23	1	-	5	15	2	-	-	-	-
Georgia	1	-	-	-	1	-	-	-	-	-
Germany	47	5	10	5	18	3	2	-	1	3
Ghana	8	4	-	1	3	-	-	-	-	-
Greece	18	1	11	3	3	-	-	-	-	-
Guinea	4	2	-	-	2	-	-	-	-	-
Honduras	3	-	-	-	3	-	-	-	-	-
Hong Kong	63	2	3	49	6	-	-	-	-	3
Iceland	1	-	-	-	1	-	-	-	-	-
India	330	63	58	59	124	14	3	6	3	-
Indonesia	89	16	14	43	13	-	2	1	-	-
Iran	86	3	22	21	25	5	-	-	10	-
Iraq	171	5	129	6	14	-	-	3	13	1
Ireland	2	-	2	-	-	-	-	-	-	-
Israel	27	-	1	1	25	-	-	-	-	-
Italy	19	2	4	2	8	3	-	-	-	-
Japan	40	2	9	15	13	1	-	-	-	-
Jordan	6	-	2	2	2	-	-	-	-	-
Kazakhstan	1	-	1	-	-	-	-	-	-	-
Kenya	48	24	2	6	13	1	1	-	1	-
Korea	149	5	9	95	34	1	5	-	-	-
Korea, Democratic People's Republic of (North)	1	-	-	1	-	-	-	-	-	-
Kuwait	9	1	2	2	1	-	-	-	3	-
Laos	7	1	6	-	-	-	-	-	-	-
Lebanon	51	7	29	8	6	-	-	-	1	-
Liberia	15	5	-	1	2	7	-	-	-	-
Luxembourg	2	-	-	2	-	-	-	-	-	-
Macedonia (FYROM)	24	8	11	1	2	2	-	-	-	-
Malawi	2	-	1	-	1	-	-	-	-	-
Malaysia	112	10	23	68	7	1	1	-	2	-
Malta	6	6	-	-	-	-	-	-	-	-
Mauritius	22	4	6	2	10	-	-	-	-	-
Mexico	8	2	-	-	6	-	-	-	-	-
Micronesia	2	2	-	-	-	-	-	-	-	-
Moldova	2	-	-	-	2	-	-	-	-	-
Mozambique	1	-	-	1	-	-	-	-	-	-
Nauru	2	-	1	-	1	-	-	-	-	-
Nepal	22	6	3	10	3	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Netherlands	30	1	2	8	13	4	2	-	-	-
New Zealand	224	65	51	31	55	2	-	13	6	1
Norway	7	1	1	-	5	-	-	-	-	-
Oman	8	-	-	6	2	-	-	-	-	-
Pakistan	57	12	21	7	15	2	-	-	-	-
Papua New Guinea	28	17	4	1	6	-	-	-	-	-
Paraguay	1	-	1	-	-	-	-	-	-	-
Peru	10	4	3	1	2	-	-	-	-	-
Philippines	238	111	33	22	50	11	4	1	4	2
Poland	11	1	1	3	5	-	-	-	-	1
Portugal	4	-	-	1	3	-	-	-	-	-
Qatar	1	-	-	-	1	-	-	-	-	-
Romania	19	6	1	7	5	-	-	-	-	-
Russian Federation	27	7	1	5	14	-	-	-	-	-
Rwanda	1	1	-	-	-	-	-	-	-	-
Samoa	29	7	8	-	11	2	-	1	-	-
Samoa, American	1	-	-	1	-	-	-	-	-	-
Saudi Arabia	18	2	11	5	-	-	-	-	-	-
Sierra Leone	11	4	6	-	1	-	-	-	-	-
Singapore	56	10	4	20	13	1	-	3	4	1
Slovakia	3	2	1	-	-	-	-	-	-	-
Somalia	31	13	15	-	3	-	-	-	-	-
South Africa	47	3	7	15	11	4	-	5	1	1
Spain	2	2	-	-	-	-	-	-	-	-
Sri Lanka	150	12	25	45	60	6	-	2	-	-
Sudan	476	124	49	26	265	9	3	-	-	-
Swaziland	1	-	1	-	-	-	-	-	-	-
Sweden	18	-	-	7	5	5	-	-	-	1
Switzerland	4	-	1	-	2	-	-	-	-	1
Syria	3	-	3	-	-	-	-	-	-	-
Taiwan	43	2	7	31	3	-	-	-	-	-
Tanzania	20	6	4	-	10	-	-	-	-	-
Thailand	106	53	6	23	18	3	-	-	1	2
Tonga	3	3	-	-	-	-	-	-	-	-
Turkey	25	4	9	-	6	3	-	-	3	-
UAE	17	1	9	6	-	1	-	-	-	-
Uganda	7	1	1	2	3	-	-	-	-	-
UK	5	2	-	2	1	-	-	-	-	-
Ukraine	10	-	2	1	7	-	-	-	-	-
Uruguay	7	4	-	3	-	-	-	-	-	-
USA	20	5	4	8	3	-	-	-	-	-
Vanuatu	1	-	-	-	-	-	-	-	-	1

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Venezuela	9	2	1	4	2	-	-	-	-	-
Vietnam	147	63	18	11	47	3	-	3	-	2
Yugoslavia (FRY)	16	5	-	3	8	-	-	-	-	-
Zambia	1	-	1	-	-	-	-	-	-	-
Zimbabwe	21	-	2	4	15	-	-	-	-	-
<b>Total</b>	<b>4988</b>	<b>1014</b>	<b>891</b>	<b>1019</b>	<b>1673</b>	<b>123</b>	<b>36</b>	<b>77</b>	<b>123</b>	<b>32</b>

Source: New Arrivals Data Collection 2006

### Appendix 3: ESL newly arrived students by eligibility and region, government schools, Victoria, 2006

Eligibility	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Eligible for C'wealth ESL - New Arrivals Programme funding	3424	716	588	660	1208	87	16	45	94	10
Temporary	1564	298	303	362	462	36	20	32	29	22
<b>Total</b>	<b>4988</b>	<b>1014</b>	<b>891</b>	<b>1022</b>	<b>1670</b>	<b>123</b>	<b>36</b>	<b>77</b>	<b>123</b>	<b>32</b>

Source: New Arrivals Data Collection 2006

See p. 14 for eligibility criteria

## Appendix 4: ESL newly arrived students by language and region, government schools, Victoria, 2006

Language	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Acholi	2	–	1	–	1	–	–	–	–	–
African Languages, nec*	245	82	27	16	110	9	–	–	1	–
African Languages, nfd**	7	3	1	–	2	1	–	–	–	–
Afrikaans	21	1	2	7	7	2	–	2	–	–
Akan	4	2	–	1	1	–	–	–	–	–
Albanian	32	8	6	2	–	–	–	–	16	–
Amharic	17	14	–	–	3	–	–	–	–	–
Arabic	418	29	161	30	163	5	2	1	26	1
Assyrian	90	3	83	–	4	–	–	–	–	–
Australian Indigenous Languages, nfd	1	–	–	–	1	–	–	–	–	–
Bengali	31	5	12	4	9	–	–	–	–	1
Bisaya	5	–	1	–	3	1	–	–	–	–
Bosnian	5	2	–	1	2	–	–	–	–	–
Bulgarian	4	1	–	2	–	1	–	–	–	–
Burmese	52	22	4	14	12	–	–	–	–	–
Burmese and Related Languages, nec	82	81	–	1	–	–	–	–	–	–
Cantonese	150	17	20	81	27	1	1	–	–	3
Chinese, nec	111	8	14	52	26	6	1	–	–	4
Chinese, nfd	90	12	5	46	18	4	1	–	1	3
Croatian	4	–	1	–	3	–	–	–	–	–
Czech	5	–	–	–	5	–	–	–	–	–
Danish	7	–	–	6	–	1	–	–	–	–
Dari	175	6	2	–	134	–	–	9	24	–
Dinka	93	52	4	10	27	–	–	–	–	–
Dutch	28	2	2	7	9	6	2	–	–	–
Estonian	2	–	2	–	–	–	–	–	–	–
Fijian	7	–	2	3	1	–	–	1	–	–
Filipino	50	29	8	2	9	1	–	–	1	–
Finnish	3	–	2	–	1	–	–	–	–	–
Finnish and Related Languages, nec	1	1	–	–	–	–	–	–	–	–
French	58	7	10	6	31	2	–	1	–	1
German	53	5	9	7	21	4	2	–	1	4
Greek	26	5	15	3	3	–	–	–	–	–
Gujarati	24	6	–	12	3	–	3	–	–	–
Gurindji	1	–	–	–	1	–	–	–	–	–
Hakka	8	5	–	2	1	–	–	–	–	–

Language	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Hebrew	23	-	-	-	22	-	-	-	1	-
Hindi	160	34	28	30	57	7	-	2	2	-
Hmong	5	-	5	-	-	-	-	-	-	-
Hmong-Mien, nec	1	-	1	-	-	-	-	-	-	-
Hokkien	7	2	1	-	4	-	-	-	-	-
Hungarian	1	-	-	-	1	-	-	-	-	-
Icelandic	1	-	-	-	1	-	-	-	-	-
Indo-Aryan, nec	1	-	-	-	1	-	-	-	-	-
Indo-Aryan, nfd	2	-	-	-	-	-	-	2	-	-
Indonesian	90	15	14	46	12	-	2	1	-	-
Iranic, nec	1	-	1	-	-	-	-	-	-	-
Italian	22	2	7	2	8	3	-	-	-	-
Japanese	41	-	9	17	14	1	-	-	-	-
Kannada	13	3	-	3	7	-	-	-	-	-
Karen	30	21	-	9	-	-	-	-	-	-
Khmer	80	1	1	5	70	3	-	-	-	-
Konkani	9	3	1	3	2	-	-	-	-	-
Korean	152	5	9	99	33	1	5	-	-	-
Kurdish	7	4	-	-	1	-	-	2	-	-
Lao	1	1	-	-	-	-	-	-	-	-
Macedonian	23	8	10	1	2	2	-	-	-	-
Malay	50	11	13	12	5	-	-	3	6	-
Malayalam	40	3	11	4	21	-	-	1	-	-
Maltese	6	6	-	-	-	-	-	-	-	-
Mandarin	475	36	91	231	103	4	8	1	1	-
Maori (Cook Island)	12	3	-	1	8	-	-	-	-	-
Maori (New Zealand)	13	9	2	-	2	-	-	-	-	-
Marathi	13	-	1	4	7	-	-	1	-	-
Mauritian creole	2	-	1	-	1	-	-	-	-	-
Nauruan	1	-	1	-	-	-	-	-	-	-
Ndebele	1	-	-	-	1	-	-	-	-	-
Nepali	23	6	4	11	2	-	-	-	-	-
Niue	1	-	-	-	1	-	-	-	-	-
Norwegian	5	1	-	-	4	-	-	-	-	-
Nuer	22	-	-	-	21	1	-	-	-	-
Obsolete - previously Afrikaans	19	2	-	8	1	3	-	3	1	1
Obsolete - previously Amharic	20	15	4	-	1	-	-	-	-	-
Obsolete - previously Asante	2	2	-	-	-	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Obsolete - previously Finnish	3	-	2	-	1	-	-	-	-	-
Obsolete - previously Papuan Languages	2	2	-	-	-	-	-	-	-	-
Obsolete - previously Persian	234	3	10	14	163	3	-	12	26	3
Obsolete - previously Tagalog (Filipino)	130	58	19	14	24	6	4	1	2	2
Obsolete - previously Tigrinya	24	17	7	-	-	-	-	-	-	-
Oceanian Pidgins and Creoles, nec	1	1	-	-	-	-	-	-	-	-
Oromo	22	9	7	-	6	-	-	-	-	-
Other Eastern Asian Languages, nec	3	1	1	-	1	-	-	-	-	-
Other Eastern European Languages, nec	1	-	-	-	1	-	-	-	-	-
Other Southeast Asian Languages	1	-	-	1	-	-	-	-	-	-
Other Southern Asian Languages	1	-	-	-	-	-	1	-	-	-
Pacific Austronesian Languages, nec	2	2	-	-	-	-	-	-	-	-
Papua New Guinea Papuan Languages, nfd	1	-	1	-	-	-	-	-	-	-
Pashto	71	-	10	2	50	3	-	6	-	-
Persian (excluding Dari)	27	-	5	11	8	3	-	-	-	-
Polish	13	1	2	4	5	-	-	-	-	1
Portuguese	15	-	2	4	3	-	-	4	-	2
Punjabi	65	20	11	10	13	7	-	1	3	-
Romanian	21	6	1	7	7	-	-	-	-	-
Russian	38	7	3	5	23	-	-	-	-	-
Samoan	127	21	42	2	49	2	-	9	2	-
Serbian	13	5	-	3	5	-	-	-	-	-
Shona	14	-	2	4	8	-	-	-	-	-
Sindhi	2	-	-	1	1	-	-	-	-	-
Sinhalese	141	11	21	44	58	5	-	2	-	-
Slovak	3	2	1	-	-	-	-	-	-	-
Somali	62	33	24	-	5	-	-	-	-	-
Southeast Asian Austronesian Languages, nec	2	-	-	1	-	1	-	-	-	-
Southeast Asian Austronesian Languages, nfd	2	1	-	1	-	-	-	-	-	-
Southern Asian Languages, nfd	6	-	3	1	2	-	-	-	-	-
Spanish	73	18	8	16	27	-	3	-	-	1

Language	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Swahili	32	8	5	2	17	-	-	-	-	-
Swedish	20		1	7	5	6	-	-	-	1
Tagalog	52	28	2	5	14	2	-	-	1	-
Tamil	58	11	11	16	15	4	1	-	-	-
Telugu	25	5	3	5	9	1	-	2	-	-
Tetum	2	2	-	-	-	-	-	-	-	-
Thai	47	5	6	14	16	3	-	-	1	2
Tigrinya	27	19	6	2	-	-	-	-	-	-
Tok Pisin	29	19	3	1	6	-	-	-	-	-
Tongan	20	12	1	-	-	-	-	4	3	-
Turkic, nec	1	-	-	-	1	-	-	-	-	-
Turkish	32	6	15	-	5	3	-	-	3	-
Ukrainian	2	-	1	-	1	-	-	-	-	-
Urdu	70	14	24	13	13	2	-	3	1	-
Vietnamese	157	66	19	11	53	3	-	3	-	2
Wu	1	-	1	-	-	-	-	-	-	-
Xhosa	2	-	-	-	2	-	-	-	-	-
Zulu	4	-	2	-	2	-	-	-	-	-
<b>Total</b>	<b>4,988</b>	<b>1,014</b>	<b>891</b>	<b>1022</b>	<b>1,670</b>	<b>123</b>	<b>36</b>	<b>77</b>	<b>123</b>	<b>32</b>

Source: New Arrivals Data Collection 2006

\* nec – not elsewhere classified

\*\*nfd – not further defined

## Appendix 5: English language schools and centres, Victoria, 2006

English language school/centre (region)	Principal/coordinator	Telephone number	Fax number	Address	P/S <sup>1</sup>
<b>English language schools</b>					
Blackburn (EMR)	Robert Colla	(03) 9803 4022	(03) 9802 4806	120 Eley Road Burwood East 3151	P, S
Collingwood (NMR)	Laima Novackis	(03) 9419 7633	(03) 9419 0698	19 Cambridge Street Collingwood 3066	P, S
Noble Park (SMR)	Enza Calabro	(03) 9546 9578	(03) 9558 5683	21–35 Thomas Street Noble Park 3174	P, S
Western (WMR)	Yolette De Zilwa	(03) 9311 9325	(03) 9312 5410	46 South Road Braybrook 3019	P, S
<b>Primary English language centre</b>					
Springvale (SMR)	Mark Melican	(03) 9548 3496	(03) 9546 9694	355A Springvale Road Springvale 3171	P
<b>Secondary English language centres</b>					
Broadmeadows (NMR)	Christine Pipka	(03) 9309 1488	(03) 9302 1336	Belfast Street Broadmeadows 3047	S
Brunswick (NMR)	Toula Arkoudis	(03) 9380 6889	(03) 9381 2756	47 Dawson Street Brunswick 3056	S
Glen Eira (SMR)	Kamal Monsour	(03) 9572 5877	(03) 9571 0079	76 Booran Road Caulfield 3162	S
Westall (SMR)	Eva Kesidis	(03) 9546 1732	(03) 9547 5785	Rosebank Avenue Clayton South 3169	S
<b>Non-metropolitan programs</b>					
Geelong (BSW)	Peter Macer 0419 870 439	(03) 5278 3548	(03) 5278 4418	Barton Street Bell Park 3215	P, S
Shepparton (GNE)	Alan McLean	(03) 5821 4322	(03) 5821 5595	31–71 Hawdon Street Shepparton 3630	P, S

<sup>1</sup> Primary (P), Secondary (S)

## Appendix 6: Location of intensive outposting and visiting outposting programs, government schools, Victoria, 2006

Intensive Outposting program		Term 1	Term 2	Term 3	Term 4
<b>Collingwood English Language School</b>					
5186	Bethal Primary School				
2837	Moreland Primary School				
4764	Preston North East Primary School				
3960	Reservoir Primary School				
631	Thomastown Primary School				
4993	Upfield Primary School				
<b>Noble Park English Language School</b>					
4902	Belvedere Park Primary School				
2897	Carnegie Primary School				
3820	Caulfield Junior College				
5292	Coral Park Primary School				
1403	Dandenong Primary School				
4810	Dandenong South Primary School				
4217	Dandenong West Primary School				
5424	Doveton Heights Primary School				
5136	James Cook Primary School				
4771	Lyndale Primary School				
2950	Mentone Primary School				
8839	Narre Warren South P-12				
5232	Rangebank Primary School				
5235	Southern Cross Primary School				
<b>Western English Language School</b>					
5450	Dinjerra Primary School				
2374	Kensington Primary School				
2969	St Albans Primary School				
649	Werribee Primary School				
<b>Springvale English Language Centre</b>					
4723	Dandenong North Primary School				
2870	Elsternwick Primary School				
3703	Glen Huntly Primary School				
4366	McKinnon Primary School				
5130	River Gum Primary School				
<b>Intensive outposting locations per term</b>		<b>24</b>	<b>25</b>	<b>25</b>	<b>26</b>
<b>Total intensive outposting locations</b>					<b>100</b>

<b>Visiting Outposting Program</b>		<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Blackburn English Language School</b>					
5428	Amsleigh Park Primary School				
4973	Bayswater South Primary School				
5011	Bimbadeen Heights Primary School				
2923	Blackburn Primary School				
5288	Boroondara Park Primary School				
5038	Brandon Park Primary School				
4747	Clayton Primary School				
734	Clayton North Primary School				
2900	Croydon Primary School				
197	Doncaster Primary School				
4961	Donvale Primary School				
5010	Glendal Primary School				
5425	Glen Waverley Primary School				
4986	Highvale Primary School				
293	Hawthorn West Primary School				
5295	Karoo Primary School				
4990	Knox Park Primary School				
2904	Mitcham Primary School				
5059	Mooroolbark East Primary School				
2172	Mulgrave Primary School				
1601	Oakleigh Primary School				
4715	Old Orchard Primary School				
4874	Pinewood Primary School				
4120	Ringwood North Primary School				
5168	Serpell Primary School				
4924	Syndal South Primary School				
3841	Wattle Park Primary School				
5012	Wattle View Primary School				
<b>5094</b>	<b>Wheelers Hill Primary School</b>				
<b>Collingwood English Language School</b>					
5029	Broadmeadows West Primary School				
5034	Campbellfield Heights Primary School				
1477	Epping Primary School				
5128	Greenbrook Primary School				
2062	Greensborough Primary School				
5074	Lalor West Primary School				
5098	Meadowfair North Primary School				
5227	Meadow Heights Primary School				
4925	Montmorency South Primary School				
1915	Plenty Parklands Primary School				
4827	Thomastown East Primary School				

<b>Noble Park English Language School</b>					
1542	Brighton Primary School				
4712	Coatesville Primary School				
3449	Murrumbeena Primary School				
4687	Tucker Road Bentleigh Primary School				
5005	Ballam Park Primary School				
3631	Black Rock Primary School				
3613	Carrum Downs Primary School				
3729	Chelsea Primary School				
4996	Derinya Primary School				
1464	Frankston Primary School				
5135	Kingsley Park Primary School				
3531	Langwarrin Primary School				
846	Mordialloc Primary School				
4780	Overport Primary School				
4171	Parkdale Primary School				
3897	Gardenvale Primary School				
1896	Stonnington Primary School				
5350	Kilberry Valley Primary School				
5422	Le Page Primary School				
5087	Rosewood Downs Primary School				
3942	Elwood Primary School				
4989	Wooranna Park Primary School				
5294	Thomas Mitchell Primary School				
<b>Western English Language School</b>					
5408	Altona Gate Primary School				
5172	Altona Meadows Primary School				
4931	Altona North Primary School				
4862	Altona West Primary School				
5315	Derrimut Heath Primary School				
5187	Glen Orden Primary School				
5187	Glen Orden Primary School				
5091	Manorvale Primary School				
5091	Manorvale Primary School				
5002	Mossfiel Primary School				
5002	Mossfiel Primary School				
5480	Parkwood Green Primary School				
4440	Seaholme Primary School				
8783	The Grange P-12 College				
1409	Williamstown North Primary School				
5049	Woodville Primary School				
5049	Woodville Primary School				
5287	Altona Green Primary School				

5084	Deer Park North Primary School				
5032	Deer Park West Primary School				
5152	Iramoo Primary School				
4877	Keilor Heights Primary School				
2857	Laverton Primary School				
5297	Mackellar Primary School				
3559	Sydenham - Hillside Primary School				
4852	Tullamarine Primary School				
<b>Springvale English Language Centre</b>					
4318	Bentleigh West Primary School				
2048	Brighton Beach Primary School				
1542	Brighton Primary School				
2870	Elsternwick Primary School				
4366	Mckinnon Primary School				
2460	St Kilda Park Primary School				
1479	St Kilda Primary School				
4778	Valkstone Primary School				
<b>Visiting outpost locations per term</b>		<b>51</b>	<b>54</b>	<b>58</b>	<b>61</b>
<b>Total visiting outpost locations</b>			<b>224</b>		

## Appendix 7: ESL index funding levels, government schools, Victoria, 2006

The following table shows index levels and level descriptions

Level	Level Description	Weighting
1	In year Prep	1.0
2	2 – 5 years in Australian school Years 1-6	2.00
3	< 2 years in Australian school Years 1 – 6	4.00
4	2 – 5 years in Australian school Years 7 – 12	5.09
5	< 2 years in Australian school Years 7 – 12	7.64

A school's ESL allocation included a weighting to reflect the differing densities of Student Family Occupations. This weighting reflects the high correlation between student outcomes and family occupation in order to target funding to those schools with ESL learners with greatest need.

Table 2 below shows the weightings applied to schools which have differing densities of Student Family Occupations.

Level	Description	Weighting
1	SFO density less than 40%	0.6
2	SFO density from 40 to 50%	1.0
3	SFO density 50% and above	1.4

The combined effect of the above tables results in the following allocation matrix:

Level	Level Description	Weighting	SFO Weighting		
			0.6	1.0	1.4
1	In year Prep	1.0	\$178	\$296	\$414
2	2 – 5 years in Australian school Years 1- 6	2.00	\$356	\$592	\$828
3	< 2 years in Australian school Years 1 – 6	4.00	\$710	\$1184	\$1658
4	2 – 5 years in Australian school Years 7 – 12	5.09	\$903	\$1507	\$2109
5	< 2 years in Australian school Years 7 – 12	7.64	\$1357	\$2261	\$3166

All schools that reached the funding thresholds were allocated a Multicultural Education Aide (MEA) funding component expressed as 24.56 per cent of the ESL allocation. This appears as a separate budget line for 2006 only and will be subsequently included in the *ESL Levels 1-5* component of the budget.

The MEA component was calculated through the following allocation matrix:

Level	Level Description	Weighting	SFO Weighting		
			0.6	1.0	1.4
1	In year Prep	1.0	\$43	\$72	\$101
2	2 – 5 years in Australian school Years 1- 6	2.00	\$86	\$144	\$201
3	< 2 years in Australian school Years 1 – 6	4.00	\$173	\$288	\$403
4	2 – 5 years in Australian school Years 7 – 12	5.09	\$220	\$366	\$512
5	< 2 years in Australian school Years 7 – 12	7.64	\$330	\$549	\$769

A school was required to reach a threshold before funding applies. The combined ESL and MEA thresholds were \$14,800 for primary schools and \$31,400 for secondary schools.

ESL funding is made available to schools to staff ESL programs.

## Appendix 8: Government primary schools receiving ESL index funding, Victoria, 2006

<b>Western Metropolitan Region</b>		5297	Mackellar Primary School
4220	Aberfeldie Primary School	5091	Manorvale Primary School
5179	Albanvale Primary School	3717	Melton South Primary School
4855	Albion North Primary School	5036	Melton West Primary School
4265	Albion Primary School	4969	Milleara Primary School
5408	Altona Gate Primary School	5336	Monmia Primary School
5287	Altona Green Primary School	5002	Mossfiel Primary School
5172	Altona Meadows Primary School	5139	Movelle Primary School
4931	Altona North Primary School	113	Newport Lakes Primary School
4862	Altona West Primary School	5410	Niddrie Primary School
4848	Ardeer Primary School	1402	North Melbourne Primary School
5064	Ardeer South Primary School	5480	Parkwood Green Primary School
2608	Ascot Vale Primary School	5337	Seabrook Primary School
4025	Ascot Vale West Primary School	583	South Yarra Primary School
4812	Avondale Primary School	4741	St Albans East Primary School
5254	Bellbridge Primary School	4948	St Albans Heights Primary School
5486	Boardwalk Primary School	5118	St Albans Meadows Primary School
1102	Braybrook Primary School	4811	St Albans North Primary School
5102	Calder Rise Primary School	2969	St Albans Primary School
5312	Cambridge Primary School	4945	St Albans South Primary School
2605	Carlton Gardens Primary School	5047	Stevensville Primary School
4980	Carlton Primary School	4612	Strathmore Primary School
5483	Caroline Springs College	4645	Sunshine East Primary School
5068	Debnay Meadows Primary School	4744	Sunshine Heights Primary School
5084	Deer Park North Primary School	4745	Sunshine North Primary School
1434	Deer Park Primary School	3113	Sunshine Primary School
5032	Deer Park West Primary School	4818	Sunvale Primary School
5315	Derrimut Heath Primary School	3559	Sydenham - Hillside Primary School
5450	Dinjerra Primary School	5258	Taylor's Lakes Primary School
4805	Eastona Park Primary School	8783	The Grange P-12 College
4015	Essendon North Primary School	5343	Thomas Chirnside Primary School
483	Essendon Primary School	4852	Tullamarine Primary School
1912	Footscray City Primary School	4788	Wembley Primary School
4160	Footscray North Primary School	649	Werribee Primary School
253	Footscray Primary School	5365	Westgrove Primary School
3890	Footscray West Primary School	5049	Woodville Primary School
4914	Glen Devon Primary School	2832	Yarraville West Primary School
5187	Glen Orden Primary School		
5050	Glengala/Sunshine West Primary School	<b>Northern Metropolitan Region</b>	
4665	Hobsons Bay Primary School	1886	Abbotsford Primary School
5152	Iramoo Primary School	4309	Bell Primary School
5242	Keilor Downs Primary School	5453	Belle Vue Park Primary School
4877	Keilor Heights Primary School	4656	Bellfield Primary School
2374	Kensington Primary School	5186	Bethal Primary School
5236	Kings Park Primary School	4875	Broadmeadows Primary School
3988	Kingsville Primary School	5029	Broadmeadows West Primary School
5256	Kurunjang Primary School	3585	Brunswick North Primary School
5374	Laverton Plains Primary School	4304	Brunswick South West Primary School
2857	Laverton Primary School	4917	Burbank Primary School





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3675 Noble Park Primary School  
4856 Oakwood Park Primary School  
5363 Oatlands Primary School  
3074 Ormond Primary School  
5190 Patterson Lakes Primary School  
2932 Port Melbourne Primary School  
5232 Rangebank Primary School  
5130 River Gum Primary School  
5087 Rosewood Downs Primary School  
5313 Rowellyn Park Primary School  
5120 Silverton Primary School  
5235 Southern Cross Primary School  
4859 Southvale Primary School  
5070 Spring Valley Primary School  
5373 Springvale Heights Primary School  
3507 Springvale Primary School  
5015 Springvale South Primary School  
4966 Springvale West Primary School  
1896 Stonnington Primary School  
5463 Strathaird Primary School  
5294 Thomas Mitchell Primary School  
5479 Timbarra Primary School  
3016 Toorak Primary School  
4687 Tucker Road Bentleigh Primary School  
4778 Valkstone Primary School  
5055 Wallarano Primary School

4851 Westall Primary School  
4989 Wooranna Park Primary School  
4807 Yarraman Park Primary School

**Barwon South Western Region**

4962 Bell Park North Primary School  
4927 Corio South Primary School  
769 Lara Lake Primary School  
4880 Norlane West Primary School  
4867 Rollins Primary School

**Loddon Mallee Region**

2915 Mildura Primary School  
4389 Mildura South Primary School  
3983 Mildura West Primary School  
5346 Ranfurly Primary School  
6251 Robinvale Consolidated School

**Hume Region**

4742 Bouchier Street Primary School Shepparton  
6209 Cobram Primary School  
4657 Gowrie Street Primary School Shepparton  
4666 St Georges Road Primary School Shepparton  
4943 Wilmot Road Primary School Shepparton

## Appendix 9: Government secondary schools receiving ESL index funding, Victoria, 2006

### Western Metropolitan Region

7510	Altona Secondary College
8800	Bayside Secondary College
7645	Braybrook College
7340	Brimbank College
5483	Caroline Springs College
8799	Copperfield College
7763	Debney Park Secondary College
7764	Deer Park Secondary College
8806	Essendon East Keilor District College
8836	Footscray City College
7402	Galvin Park Secondary College
7841	Gilmore College For Girls
8710	Hoppers Crossing Secondary College
7942	Kealba Secondary College
8715	Keilor Downs Secondary College
7988	Laverton Secondary College
8015	Maribyrnong Secondary College
8330	St Albans Secondary College
8790	Sunshine College
8787	Taylor's Lakes Secondary College
8783	The Grange P-12 College
8405	University High School
8465	Werribee Secondary College

### Northern Metropolitan Region

8721	Banksia Secondary College
8805	Box Forest Secondary College
7660	Broadmeadows Secondary College
8807	Brunswick Secondary College
6212	Collingwood College
8705	Craigieburn Secondary College
7858	Gladstone Park Secondary College
7980	Lakeside Secondary College
7986	Lalor North Secondary College
7985	Lalor Secondary College
6242	Macleod College
8819	Melbourne Girls College
6240	Merrilands College
8775	Mill Park Secondary College
8180	Northcote High School
7217	Peter Lalor Secondary College
8240	Preston Girls Secondary College
8245	Princes Hill Secondary College
8708	Reservoir District Secondary College
8407	Roxburgh College
8383	Thomastown Secondary College
8797	Thornbury High School

### Eastern Metropolitan Region

8743	Ashwood Secondary College
7550	Balwyn High School
7610	Blackburn High School
7635	Box Hill High School
7647	Brentwood Secondary College
7680	Camberwell High School
7690	Canterbury Girls Secondary College
7776	Doncaster Secondary College
7773	East Doncaster Secondary College
8724	Forest Hill College
8808	Glen Waverley Secondary College
7934	Hawthorn Secondary College
7918	Highvale Secondary College
7950	Kew High School
8105	Mount Waverley Secondary College
8744	Mullauna Secondary College
8734	Rowville Secondary College
8801	South Oakleigh Secondary College
8823	Templestowe College
8420	Vermont Secondary College
8462	Wellington Secondary College

### Southern Metropolitan Region

8733	Albert Park College
7650	Brighton Secondary College
5435	Carwatha College P-12
7712	Chandler Secondary College
7720	Cheltenham Secondary College
7723	Cleeland Secondary College
8326	Coomoora Secondary College
7747	Cranbourne Secondary College
7760	Dandenong High School
7810	Elwood College
8496	Eumemmerring Secondary College
7850	Frankston High School
8704	Glen Eira College
8709	Hampton Park Secondary College
7903	Heatherhill Secondary College
8421	Kambrya College
8835	Karingal Park Secondary College
8000	Lyndale Secondary College
8125	Mckinnon Secondary College
8025	Melbourne High School
8809	Monterey Secondary College
8075	Mordialloc College
8839	Narre Warren South P-12 College

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8813 Noble Park Secondary College  
8225 Parkdale Secondary College  
8325 Springvale Secondary College  
8470 Westall Secondary College

**Barwon South Western Region**

7856 North Geelong Secondary College

**Hume Region**

7725 Cobram Secondary College

7331 Mc Guire College

8320 Shepparton High School

## Appendix 10: Interpreting and translating assignments, government schools, Victoria, 2006

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Albanian	67	10	1
Amharic	54	5	1
Arabic	825	159	29
Armenian	0	2	0
Assyrian	85	10	0
Auslan	266	0	0
Bari	3	0	0
Bengali	2	0	0
Bosnian	82	14	2
Bulgarian	1	1	0
Burmese	23	8	0
Cambodian	256	26	7
Cantonese	495	53	0
Chaldean	27	8	0
Chin	12	5	0
Croatian	43	5	2
Dari	244	58	8
Dinka	260	42	0
French	3	2	0
German	1	0	0
Greek	49	5	3
Hakka	107	21	0
Hebrew	2	0	0
Hindi	19	8	0
Hmong	12	0	3
Hokkien	1	0	0
Hungarian	5	0	0
Indonesian	11	2	4
Italian	7	3	1
Japanese	35	4	0
Karen	21	12	2
Kirundi	5	0	0
Kiswahili	81	33	0
Korean	81	17	0
Kurdish	10	0	0
Lao	17	1	0
Liberian English	3	3	0
Macedonian	81	8	9
Malaysian	2	0	0

	<b>On-site interpreting assignments</b>	<b>Telephone interpreting assignments</b>	<b>Translating assignments</b>
Maltese	5	0	0
Mandarin	434	80	28
Nuer	95	19	0
Oromo	27	5	1
Pashtu	43	7	2
Persian	76	19	6
Polish	16	4	1
Portuguese	13	4	2
Punjabi	29	4	0
Romanian	9	0	1
Russian	21	3	0
Samoan	18	4	2
Serbian	147	20	3
Shanghainese	1	0	0
Sindhi	1	0	0
Sinhalese	30	9	1
Somali	245	44	5
Spanish	130	11	2
Sudanese/Arabic	176	51	0
Swahili	0	1	0
Tagalog	23	1	2
Tamil	22	3	1
Teo chew	16	0	0
Tetum	2	1	0
Thai	41	3	0
Tigre	5	2	0
Tigrinya	114	27	2
Timorese Hakka	11	1	0
Tongan	1	1	0
Turkish	439	48	12
Ukrainian	2	0	0
Urdu	14	2	1
Vietnamese	1313	296	99
<b>Total</b>	<b>6817</b>	<b>1195</b>	<b>243</b>

Source: All Graduates Interpreting and Translating Services Annual Report 2006