



*Every
child,
every
opportunity*



Published by: Student Learning Programs Division
Office for Government School Education
Department of Education and Early Childhood Development

33 St Andrews Place
East Melbourne VIC 3002
December 2008

Also published on: [http://www.education.vic.gov.au/
studentlearning/programs/esl/resources/onlineeslreports.htm](http://www.education.vic.gov.au/studentlearning/programs/esl/resources/onlineeslreports.htm)

© Copyright State of Victoria 2008

This publication is copyright. No part may be reproduced by any process except in accordance with the provisions of the *Copyright Act 1968*.

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

ISBN: 978-0-7594-0519-6

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

English as a second language
in
Victorian government schools
2007

Department of Education and Early Childhood Development
Victoria

Preface

This report provides information on English as a second language (ESL) programs and support services for 2007. It is based on:

- data from the Language Background other than English census conducted in all government schools in August 2007
- new arrivals data for the Commonwealth funding period from 1 November 2006 to 31 October 2007
- data from the ESL Survey completed in August 2007 by all schools in receipt of ESL index funding and/or multicultural education aide funding in their 2007 Student Resource Package (SRP) allocations
- data from the interpreting and translating service for 2007.

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>

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
GRM	Grampians Region
HME	Hume Region
LBOTE	Language Background other than English census
LMR	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
VCAL	Victorian Certificate of Applied Learning
VFST	Victorian Foundation for Survivors of Torture
WMR	Western Metropolitan Region

Contents

Preface	3
Acronyms and abbreviations	4
Contents	5
List of tables and figures	6
Part 1: Introduction	7
ESL and the broader education and training context.....	7
Defining the student group	7
Data collection	8
Students' language backgrounds.....	9
Students' country of birth.....	11
Support services	12
Part 2: ESL for newly arrived students	14
Countries of birth of newly arrived students.....	15
Regional distribution of newly arrived students	15
Students' language backgrounds.....	16
Programs for newly arrived students	18
English language schools and centres	18
Summary data	25
Part 3: ESL in mainstream schools	26
ESL index funding	26
ESL programs in mainstream schools	29
Multicultural Education Aides	35
Support for parents and schools	36
ESL Professional Learning, 2007	38
Appendices	40
Appendix 1: ESL resources.....	40
Appendix 2: ESL newly arrived students by country of birth and region, government schools, Victoria, 2007.....	41
Appendix 3: ESL newly arrived students by eligibility and region, government schools, Victoria, 2007.....	44
Appendix 4: ESL newly arrived students by language and region, government schools, Victoria, 2007.....	45
Appendix 5: English language schools and centres, Victoria, 2007.....	49
Appendix 6: Location of intensive outposting and visiting outposting programs, government schools, Victoria, 2007	50
Appendix 7: ESL index funding levels, government schools, Victoria, 2007.....	54
Appendix 8: Government primary schools receiving ESL index funding, Victoria, 2007.....	55
Appendix 9: Government secondary schools receiving ESL index funding, Victoria, 2007	60
Appendix 10: Interpreting and translating assignments, government schools, Victoria, 2007.....	62

List of tables and figures

Figure 1:	Main language spoken at home by students from language backgrounds other than English, government schools, Victoria, 2007.....	9
Figure 2:	Students eligible for ESL Index funding by country of birth, government schools, Victoria, 2007.....	11
Figure 3:	ESL newly arrived students by country of birth, government schools, Victoria, 2007.....	15
Figure 4:	ESL newly arrived students by residency status and region, government schools, Victoria, 2007.....	16
Figure 5:	Language backgrounds of ESL newly arrived students, government schools, Victoria, 2007.....	17
Figure 6:	Primary ESL program types, government schools, Victoria, 2007.....	30
Figure 7:	Primary teachers with ESL qualifications or currently undertaking ESL qualifications teaching in ESL programs, government schools, Victoria, 2007.....	31
Figure 8:	Secondary ESL program types, government schools, Victoria, 2007.....	32
Figure 9:	Secondary teachers with ESL qualifications or currently undertaking ESL qualifications teaching in ESL programs, government schools, Victoria, 2007.....	33
Figure 10:	Number of students in ESL programs by type and year level, government primary schools, Victoria, 2007.....	34
Figure 11:	Types of students in ESL programs by type and year level, government secondary schools, Victoria, 2007.....	35
Table 1:	Students from language backgrounds other than English by main language spoken at home by region, government schools, Victoria, 2007.....	10
Table 2:	Students from language backgrounds other than English by country of birth and region, government schools, Victoria, 2007.....	12
Table 3:	Outreach services provided to schools and students, government schools, Victoria, 2007.....	20
Table 4:	Number of students accessing the isolated ESL student support program by sector, region and visa type, Government schools, Victoria, 2007.....	21
Table 5:	Students in ESL new arrival programs, government schools, Victoria, 2001–07.....	25
Table 6:	ESL programs by school type and funding allocation, government schools, Victoria, 2007.....	27
Table 7:	ESL contingency funding allocations by school type, government schools, Victoria, 2007.....	27
Table 8:	ESL index funding by region, government schools, Victoria, 2007.....	28
Table 9:	Multicultural Education Aides by region, government schools, Victoria, 2007.....	36
Table 10:	Multicultural Education Aides by school type, government schools, Victoria, 2007.....	36

Part 1: Introduction

ESL and the broader education 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, particularly those from a refugee background with little or no schooling.

Blueprint for Education and Early Childhood Development

The Government's Blueprint for Education and Early Childhood Development, released in September 2008, sets out a vision where every young Victorian thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

The Blueprint, which builds on the 2003 *Blueprint for Victorian Government Schools*, also highlights the need to develop the unique talent and abilities of every young Victorian.

This includes recognising the different needs of individual young people, and providing additional support where necessary.

Department's priorities

The corporate plan of the Department of Education and Early Childhood Development (DEECD) sets out strategic priorities to ensure a high quality, coherent, birth to adulthood learning and development system to build the capability of every young Victorian.

The ESL program supports and contributes to the following corporate priorities:

- achieve public confidence in a world class school education system with a strong and vibrant government school sector at its core
- integrate services for children and families
- improve outcomes for disadvantaged young Victorians.

Defining the student group

In 2007, 110,383 students in government schools (20.5 per cent) were from language backgrounds other than English (LBOTE). 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. Of this broad group, 39,341 (35.6 per cent) met the criteria for ESL index funding. 5549 of LBOTE students were newly arrived in Australia and approximately 188 languages were spoken in their homes.

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 schools
- 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).

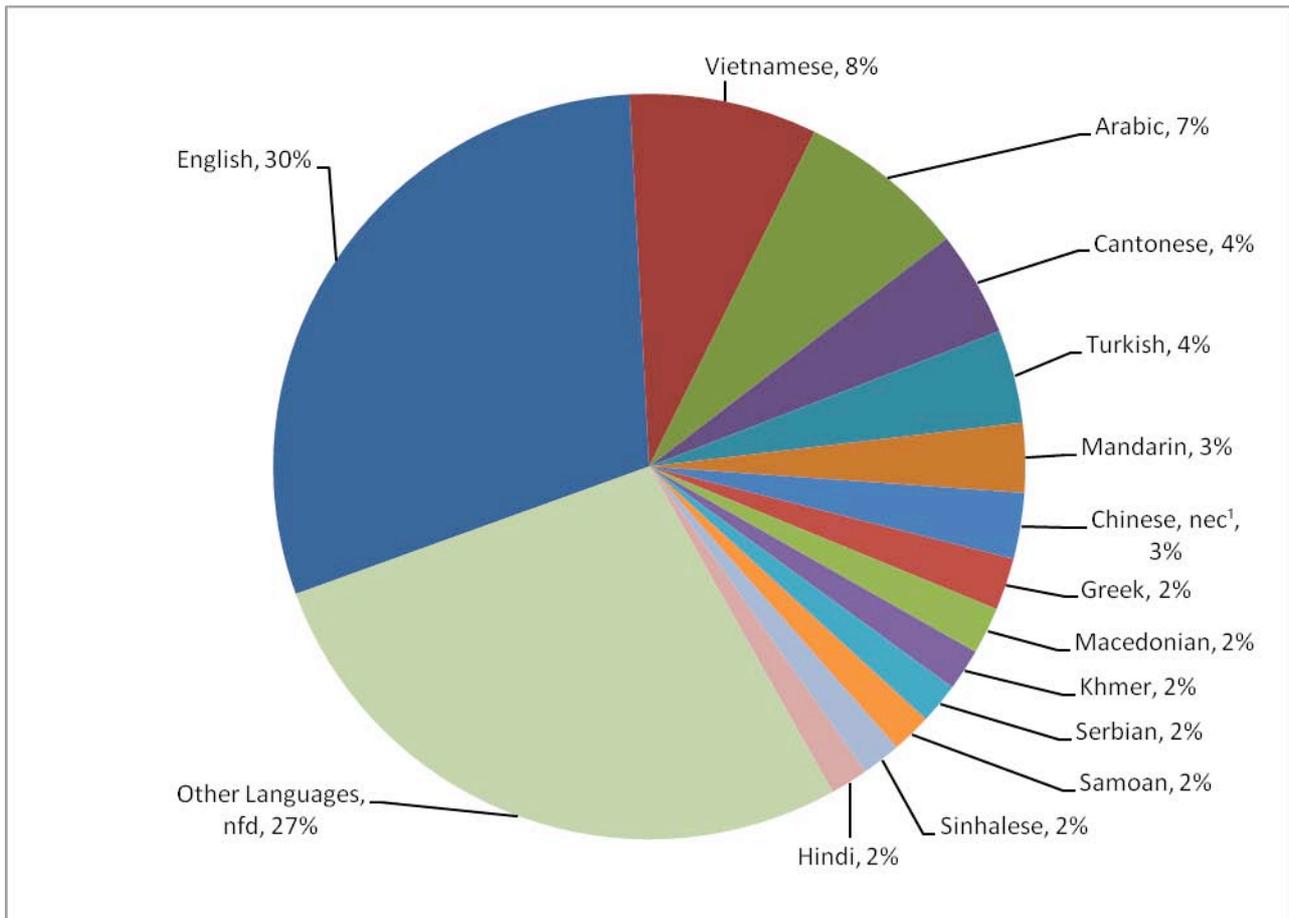
3. ESL survey

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, 2007



¹Not elsewhere classified
Source: LBOTE Census 2007

The regional distribution of students from language backgrounds other than English in 2007 appears in Table 1.

Table 1: Students from language backgrounds other than English by main language spoken at home by region, government schools, Victoria, 2007

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Arabic	8021	1598	4390	451	1102	34	18	27	392	9
Cantonese	5040	915	439	2741	880	18	10	16	6	15
Chinese, nec ¹	3153	450	329	1539	782	27	6	6	4	10
English	32,814	6550	7493	8445	7649	770	299	606	620	382
Greek	2498	484	856	593	516	16	5	13	13	2
Hindi	1814	352	319	451	655	21	2	5	8	1
Khmer	1994	29	91	237	1610	7	-	15	-	5
Macedonian	2240	949	1069	44	104	64	2	1	4	3
Mandarin	3327	316	428	1828	703	21	13	9	5	4
Samoan	1895	425	624	38	718	-	-	51	37	2
Serbian	1951	571	208	192	885	74	14	-	7	-
Sinhalese	1852	207	327	505	785	9	4	5	7	3
Turkish	4449	824	2652	160	531	39	4	93	146	-
Vietnamese	8921	4595	1086	1108	2039	47	12	18	3	13
Subtotal	79,969	18,265	20,311	18,332	18,959	1147	389	865	1252	449
Other languages ²	30,414	7627	5348	5329	10459	583	157	380	393	138
Total	110,383	25,892	25,659	23,661	29,418	1730	546	1245	1645	587

¹ Not elsewhere classified

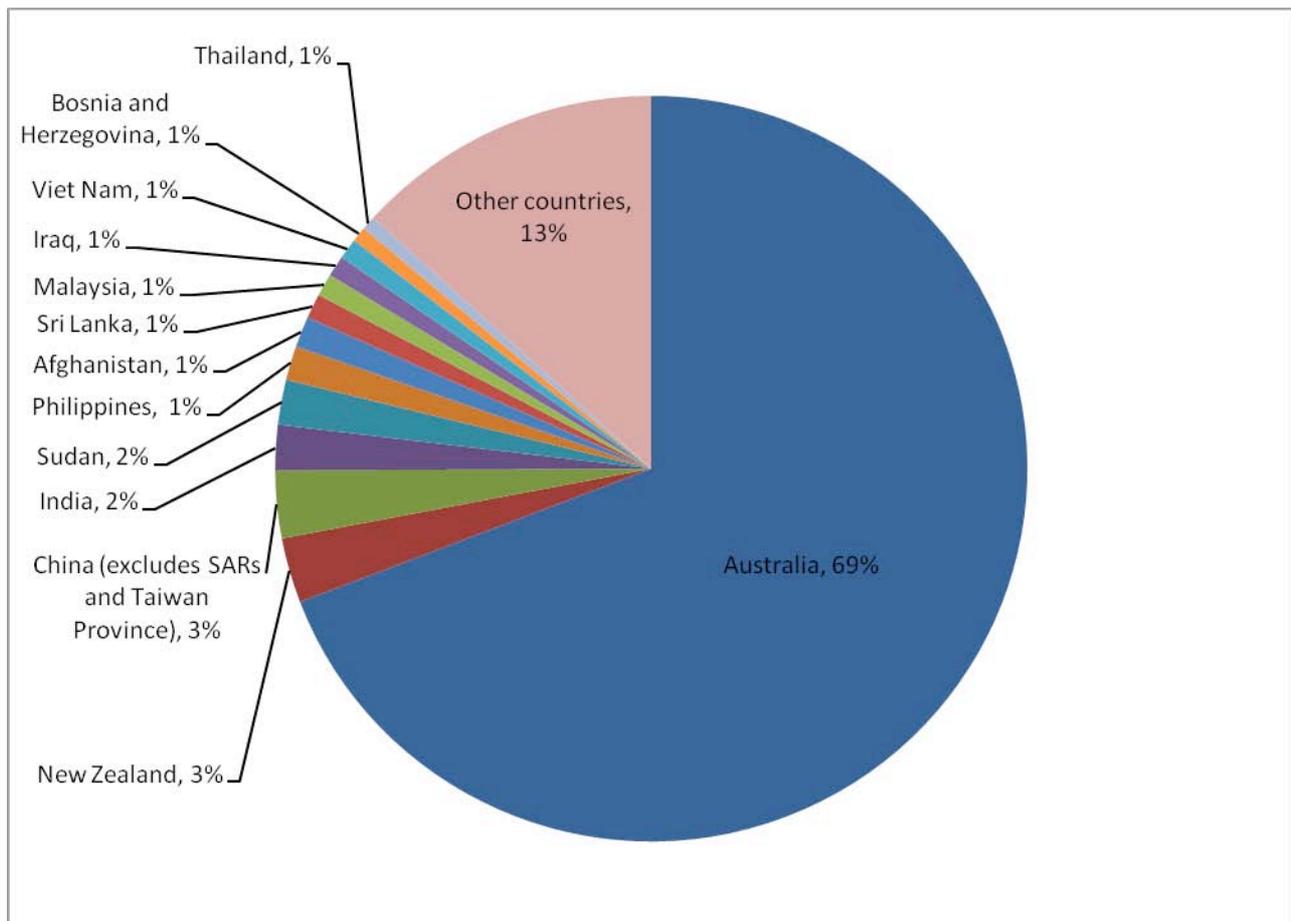
² This group comprises more than 170 languages with fewer than 1500 speakers per language.

Source: LBOTE census 2007

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, 2007



The regional distribution of students from language backgrounds other than English by country of birth in 2007 appears in Table 2.

Table 2: Students from language backgrounds other than English by country of birth and region, government schools, Victoria, 2007

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Australia	76,365	18577	19898	15983	18315	1086	326	823	936	421
New Zealand	3112	762	611	467	1083	26	12	102	42	7
China ¹	3231	420	381	1606	715	44	19	14	14	18
India	2160	359	307	654	751	24	13	22	22	8
Sudan	2155	817	191	212	816	43	24	6	26	20
Philippines	1635	649	208	200	394	100	20	22	20	22
Afghanistan	1469	50	56	64	1106	4	-	63	126	-
Sri Lanka	1181	95	172	430	446	12	7	6	11	2
Malaysia	1076	128	106	623	183	14	5	8	8	1
Iraq	998	36	734	17	48	3	-	15	145	-
Vietnam	995	475	136	118	249	7	2	5	-	3
Bosnia and Herzegovina	724	224	77	35	345	40	-	1	2	-
Thailand	659	255	88	108	168	11	1	9	10	9
Other countries ²	14,623	3045	2694	3144	4799	316	117	149	283	76
Total	110,383	25,892	25,659	23,661	29,418	1,730	546	1,245	1,645	587

¹ Excludes SARs and Taiwan Province.

² This group comprises more than 160 countries with fewer than 650 students per country.

Source: LBOTE census 2007

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 school 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 coordinates 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* (<http://vels.vcaa.vic.edu.au/support/esl/esl.html>) 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.

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.

Other publications

A whole-school approach to curriculum planning forms the basis for curriculum development across the domains for ESL students. A range of publications and material is available to assist schools and teachers to plan and teach appropriate programs for the diverse groups of ESL learners in schools. Details of other publications are listed in Appendix 1 and are also detailed at <http://www.education.vic.gov.au/studentlearning/programs/esl/resources/default.htm>

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.education.vic.gov.au/studentlearning/programs/lmerc/default.htm>

Interpreting and translating services

See ‘Support for parents and schools’ in Part 3.

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
- 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 Program; 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 2008; 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 \$5,277 in 2007 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.

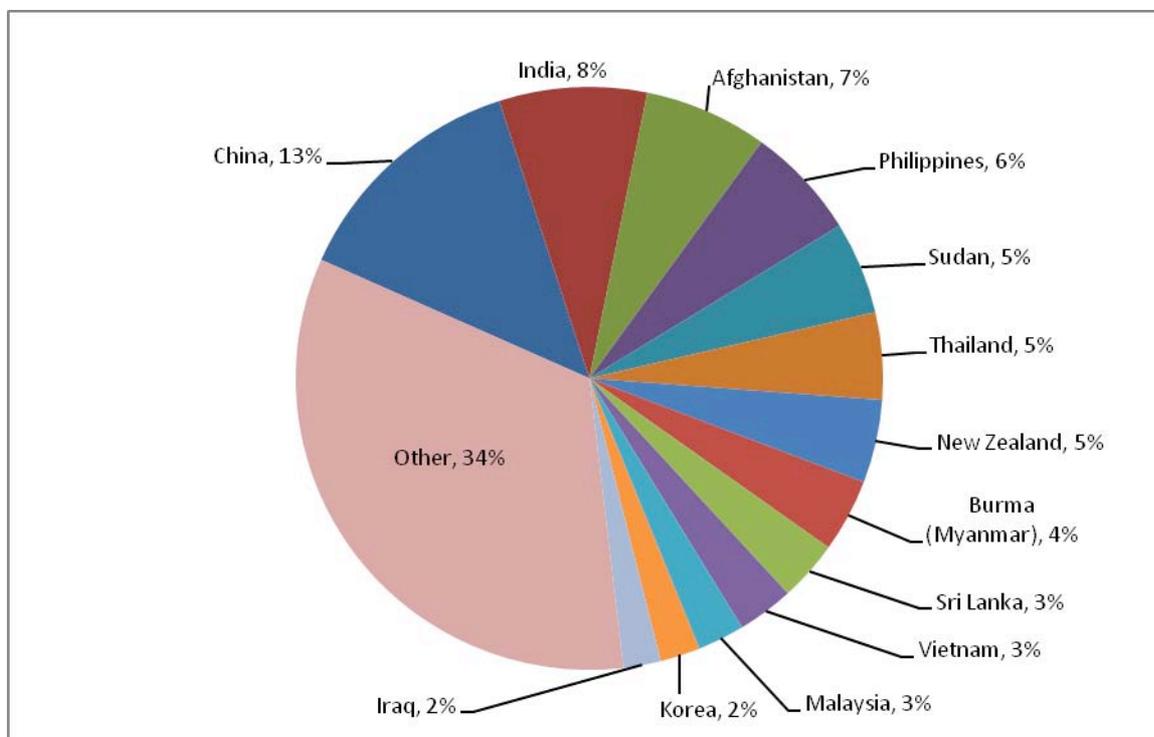
In 2007, 5549 new arrivals from more than 130 countries enrolled in Victorian government schools, an increase of 563 students (11.3 per cent) from 2006. The majority, 3911 (70 per cent), including 639 on temporary visas, met Commonwealth eligibility criteria. The other 1640 students (30 per cent) did 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 2007, the highest numbers of students were born in China, India, Afghanistan, Philippines and Sudan, 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, 2007

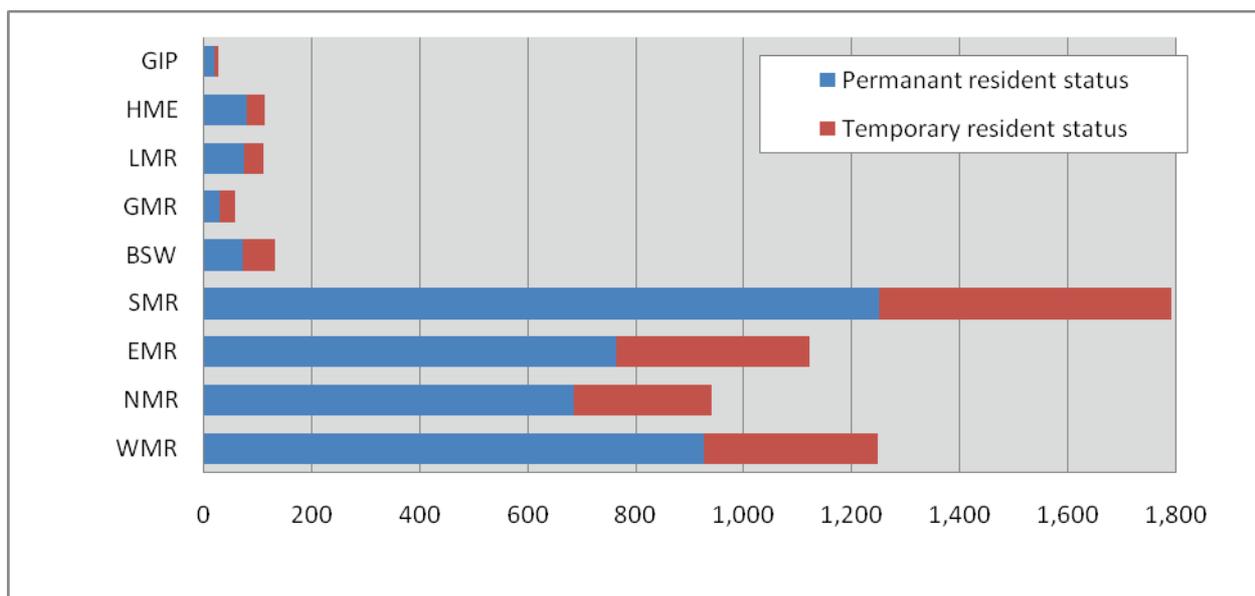


Source: New Arrivals Data Collection 2007

Regional distribution of newly arrived students

In 2007, 5102 (92 per cent) of newly arrived students were enrolled in schools in the four metropolitan regions and 449 (8 per cent) in non-metropolitan regions. Figure 4 shows the regional distribution of newly arrived students in 2007. 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, 2007



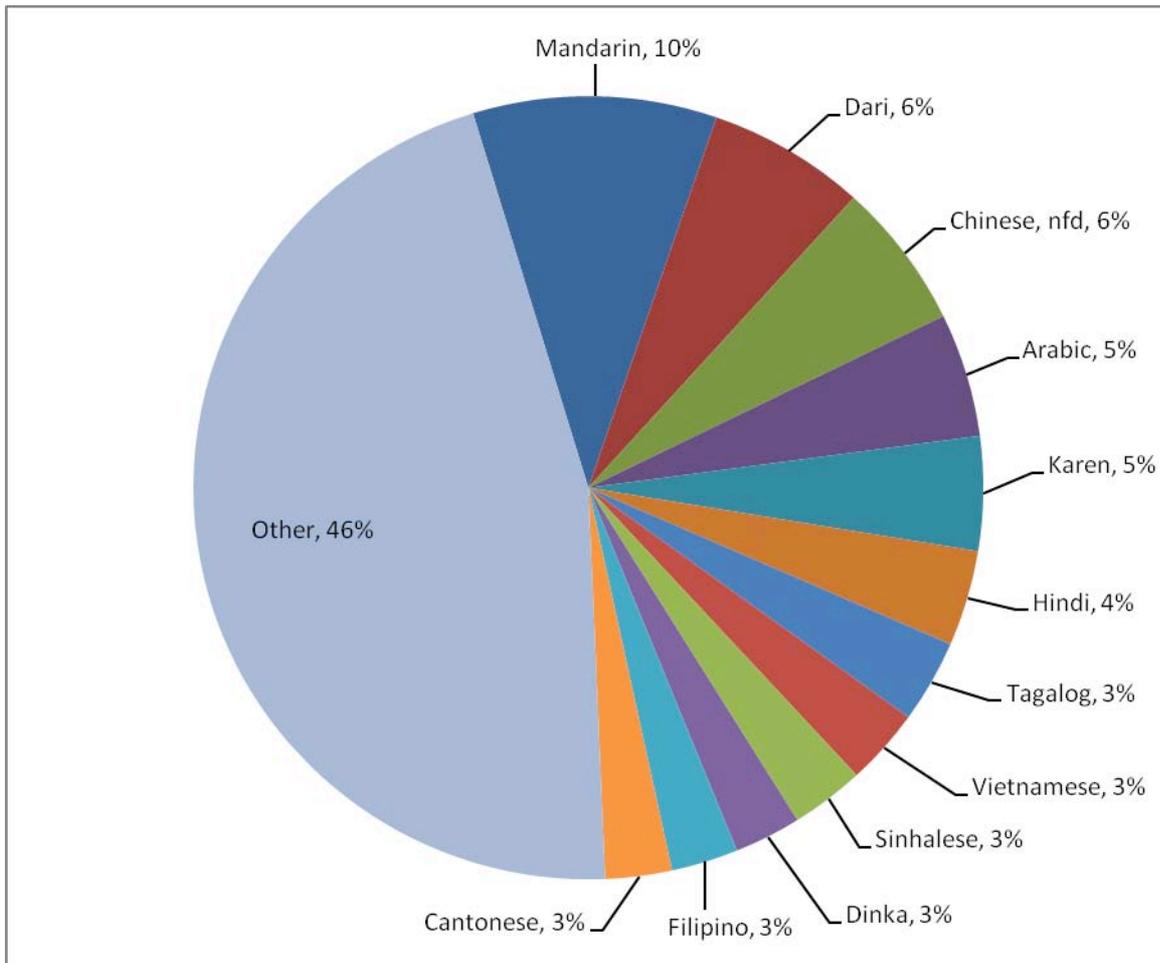
Source: New Arrivals Data Collection 2007

Students' language backgrounds

The 5549 ESL new arrivals who enrolled in Victorian government schools in 2007 spoke more than 130 languages. The top five language groups were Mandarin (554 students), Dari (359 students), Chinese (not further defined) (336 students), Arabic (283), and Karen (262).

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, 2007



*nfd – Chinese not further defined

Source: New Arrivals Data Collection 2007

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, 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 2007, the New Arrivals Program was delivered principally through four English language schools, five English language centres, the Ballarat English Language Program, 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 5549 new arrivals in 2007, a total of 1672 (30.1 per cent) enrolled in English language schools or centres. Of these, 678 were primary students (18.4 per cent of total primary newly arrived students and 994 were secondary students (53.2 per cent of total secondary newly arrived students).

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 the 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 2007, 512 primary newly arrived students (13.9 per cent of total primary new arrivals) received an intensive ESL program through outposting in a total of 25 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 2007, 306 primary newly arrived students (8.3 per cent of total primary new arrivals) received a visiting outposting program in a total of 89 locations.

See Appendix 6 for a list of intensive outposting and visiting outposting locations in 2007.

Outreach services

In 2007, 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 551 students were assessed in their schools by outreach services coordinators. This figure represents a substantial increase from 2006 figures (506), reflecting the number of families settling in outer metropolitan areas.

Table 3: Outreach services provided to schools and students, government schools, Victoria, 2007

English language School and Region	Number of students assessed				Total
	Term 1	Term 2	Term 3	Term 4	
Blackburn (EMR)	51	48	37	41	177
Collingwood (NMR)	57	25	35	14	131
Noble Park (SMR)	35	38	53	30	156
Western (WMR)	31		56		87
Total	285		266		551

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.

Twelve schools participated in the mentor scheme in 2007.

Table 4 shows that a total of 107 students from 56 schools accessed the program during 2007.

Table 4: Number of students accessing the isolated ESL student support program by sector, region and visa type, Government schools, Victoria, 2007

Region	Primary				Secondary				Total
	Number of schools	Number of students			Number of schools	Number of students			
		Permanent	Temporary	Total		Permanent	Temporary	Total	
BSW	8	3	11	14	2	-	7	7	21
GIP	6	4	6	10	1	2	-	2	12
GRM	6	2	8	10	-	-	-	-	10
HME	5	8	5	13	1	-	1	1	14
LMR	9	9	13	22	5	5	2	7	29
SMR	8	4	9	13	2	2	1	3	16
WMR	3	3	2	5	-	-	-	-	5
TOTALS	45	33	54	87	11	9	11	20	107

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 2007, approximately 60 kits were made available to schools.

Several Department of Education and Early Childhood Development publications were provided free to schools with the kit, including:

- *Where's English?*
- *Beginning ESL: Support material for primary new arrivals*
- *No English: Don't panic*
- *No English 2: Questions and answers*
- *Language games for ESL students*

Ballarat English Language Program

A new arrivals program was established in the Ballarat area in 2007 to provide ESL support to new arrivals. In 2007, 1.8 EFT primary teachers and 2.1 EFT secondary teachers provided ESL program support to 19 primary students at Macarthur Street primary school and 6 secondary students at Ballarat Secondary College.

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 2007, 3.3 EFT primary teachers and 1.0 EFT secondary teacher provided ESL program support to 46 primary and 16 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 2007, 2.7 EFT teachers working in a cluster of primary and secondary schools provided a program for 58 primary and 31 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 2778 newly arrived ESL students in 2007. 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 2007, 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, which 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
(<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf>)
- 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>)
- the continuation of funding for Bridging Programs in approximately 60 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)
- support for 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 (e.g. 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
- 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.

ESL regional project officers are available to discuss issues relating to new arrival students in intensive or mainstream classes. Teachers can discuss issues over the telephone or by email. Contact the relevant regional office and ask to speak to the ESL regional project officer (RPO). For regional office contact details, see the Regions page at <http://www.education.vic.gov.au/about/structure/regions.htm>

Summary data

Summary 2007 data for the various components of the ESL New Arrivals Program appears in Table 5 below. The previous six years are shown for comparative purposes.

Table 5: Students in ESL new arrival programs, government schools, Victoria, 2001–07

Program	2001	2002	2003	2004	2005	2006	2007	Difference 2006 – 2007
Primary								
English language schools and centres	348	497	618	579	613	667	678	11
Ballarat English Language Program	-	-	-	-	-	-	19	19
Geelong English Language Program	26	21	17	36	23	35	46	11
Shepparton New Arrivals Program	12	72	47	15	20	63	58	-5
Outposting – intensive	337	267	251	312	369	460	512	52
Outposting – visiting	37	151	178	192	231	368	306	-62
Isolated support	48	36	50	38	55	76	87	11
In-school	1,260	1,015	1,014	1,124	1,365	1,494	1,976	482
Subtotal	2,068	2,059	2,175	2,296	2,676	3,163	3,682	519
Secondary								
English language schools and centres	708	816	878	881	897	1,098	994	-104
Ballarat English Language Program	-	-	-	-	-	-	6	6
Geelong English Language Program	20	29	8	15	21	17	16	-1
Shepparton New Arrivals Program	4	23	31	7	21	50	31	-19
Isolated support	8	4	23	10	13	26	20	-6
In-school	516	469	558	553	695	634	802	168
Subtotal	1,256	1,341	1,498	1,466	1,647	1,825	1,869	44
Primary and secondary								
English language schools and centres	1,056	1,313	1,496	1,460	1,510	1,765	1,672	-93
Ballarat English Language Program	-	-	-	-	-	-	25	25
Geelong English Language Program	46	50	25	51	44	52	62	10
Shepparton New Arrivals Program	16	95	78	22	41	113	89	-24
Outposting – intensive	337	267	251	312	369	460	512	52
Outposting – visiting	37	151	178	192	231	368	306	-62
Isolated support	56	40	73	48	68	102	107	5
In-school	1,776	1,484	1,572	1,677	2,060	2,128	2,778	650
Total	3,324	3,400	3,673	3,762	4,323	4,988	5,551	563

Source: New Arrivals data collections 2001–2007

Part 3: ESL in mainstream schools

In 2007, 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 campuses, 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 2007 school year, funding was based on data collected from the Language Background other than English census conducted in all government schools in August 2006. 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, 39,341 of a total of 110,383 students from language backgrounds other than English were identified as eligible for ESL support in 2007. 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 \$17, 041 (primary) and \$33,658 (secondary) before being eligible for ESL index funding.

From 2006, the ESL index funding included funding for teaching and Multicultural Education Aides (MEAs). Approximately 25 per cent of the ESL Index funding allocated is 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 2007.

Allocation of resources

Table 6 indicates that in 2007 more than \$42.5 million of ESL and MEA index funding was allocated to government schools via their student resource packages to provide ESL programs. During 2007, ESL contingency funding totalling \$771,969.55 was also allocated to ten primary schools, nine secondary schools and two primary-secondary schools to assist them to provide support for ESL students who had enrolled since the August 2006 census (Table 7).

Table 6: ESL programs by school type and funding allocation, government schools, Victoria, 2007

School type	Number of schools	Funding (\$)
Primary	349	27,679,591
Primary–secondary (primary programs) ¹	8	87,3243
Subtotal primary	360	28,552,834
Secondary	98	13,385,609
Primary–secondary (secondary programs) ¹	8	660,498
Subtotal secondary	107	14,046,107
Total	467	42,598,941

¹ Of the 11 primary-secondary schools who received ESL Index funding, seven received both primary and secondary allocations.
Source: Department of Education 2007

For a listing of schools that received ESL index funding in 2007, see Appendix 8 (primary schools) and Appendix 9 (secondary schools).

Table 7: ESL contingency funding allocations by school type, government schools, Victoria, 2007

School type	Number of schools	Funding (\$)
Primary	10	282,718.05
Secondary	9	350,351.68
Primary-secondary (combined)	2	138,899.82
Total	21	771,969.55

Source: Department of Education 2007

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, 2007

Region	Primary programs		Secondary programs		Total programs	
	Number	Funding (\$)	Number	Funding (\$)	Number	Funding (\$)
WMR	87	8,057,219	27	3,443,399	112	11,500,618
NMR	87	7,664,496	23	2,537,294	107	10,201,790
EMR	80	3,416,276	24	2,473,545	104	5,889,821
SMR	90	8,614,032	25	4,965,756	113	13,579,788
BSW	6	220,048	2	241,313	8	461,361
GRM	-	-	-	-	-	-
LMR	4	173,931	2	87,558	6	261,489
HME	5	406,832	3	297,242	8	704,074
GIP	-	-	-	-	-	-
Total	359	28,552,834	106	14,046,107	458	42,598,941

Source: Department of Education 2007

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 program types to describe their ESL programs in the annual ESL Survey in 2007:

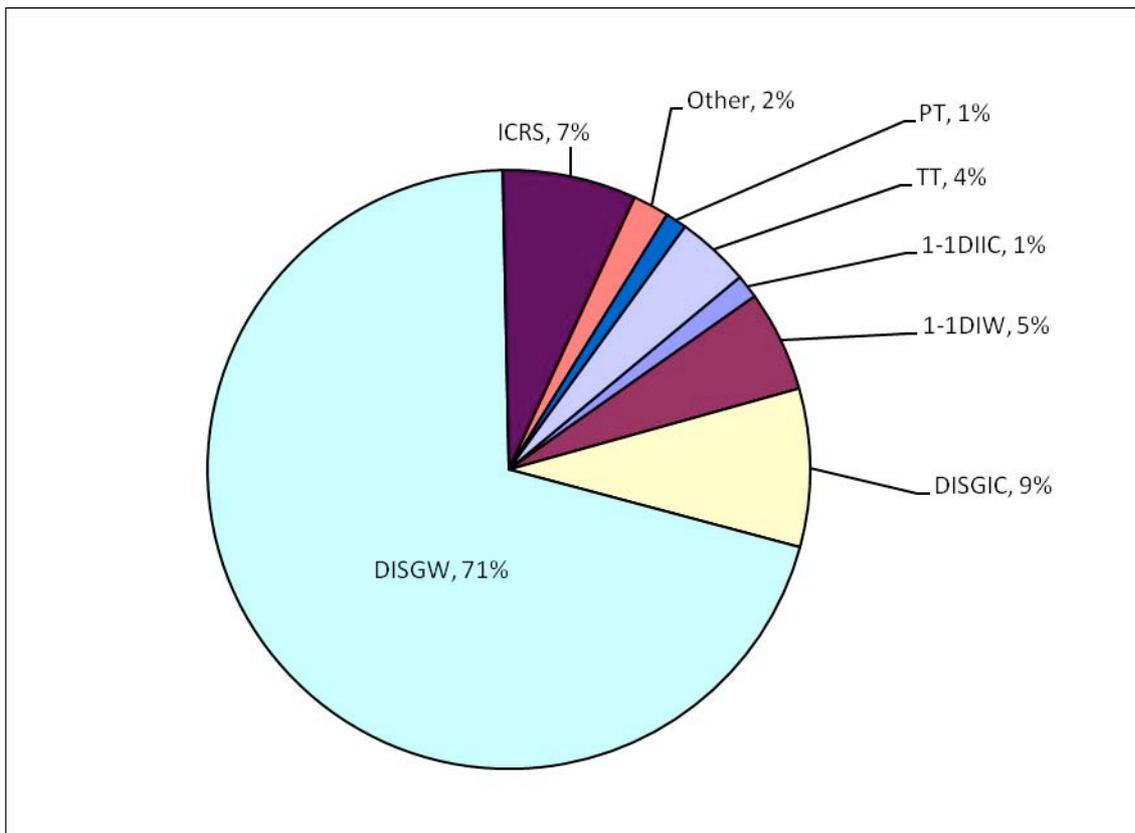
- DISGW – direct instruction small group withdrawal
- DISGIC – direct instruction small group in class
- TT – team teaching
- PT – parallel teaching
- 1-1DIW – one-to-one direct instruction withdrawal
- 1-1DIIC – one-to-one direct instruction in class
- ICRS – in class roving support
- O – other.

Programs in primary schools

A total of 349 primary schools, as well as ten primary–secondary schools, received ESL index funding and were required to complete the 2007 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 69.5 per cent of surveyed primary schools reflected the needs of ESL students in a specific way in their Annual Implementation Plan, and 71.3 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, DISGW (70.5 per cent), DISGIC (8.5 per cent) and ICRS (7.2 per cent) were the preferred ESL program types in primary schools. Other program types made up the remaining 13.8 per cent. Figure 6 shows a breakdown of program types for the state.

Figure 6: Primary ESL program types, government schools, Victoria, 2007

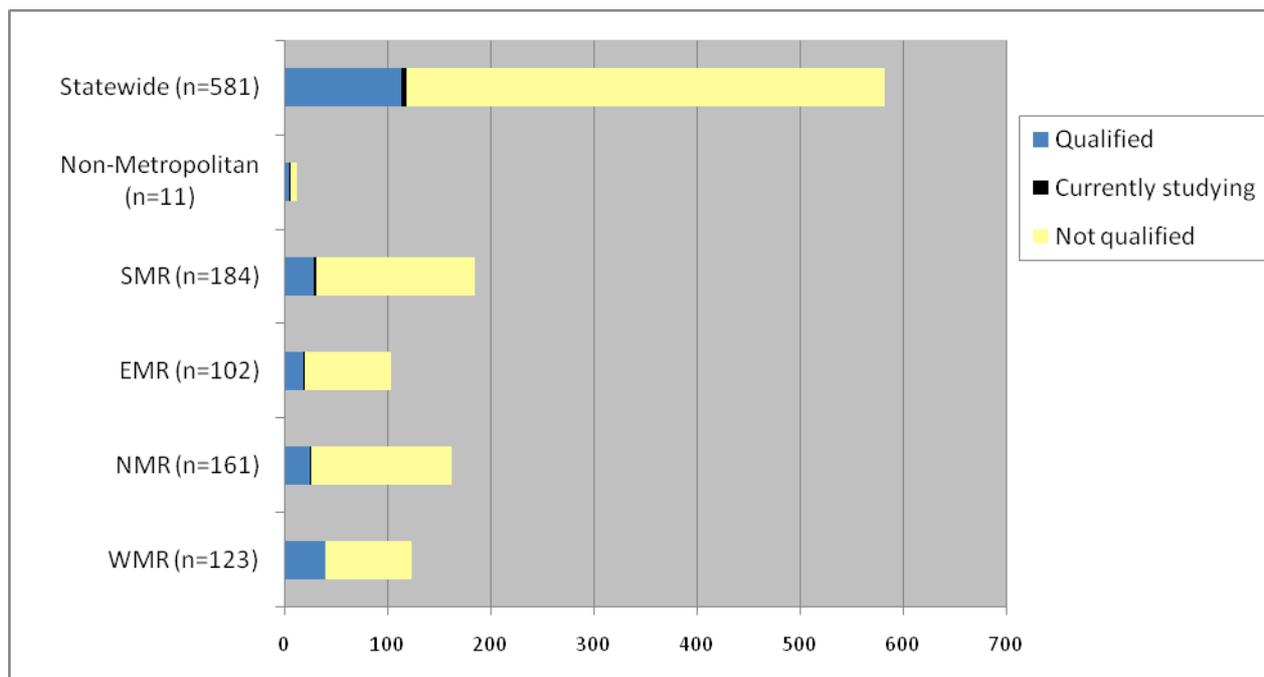
Source: ESL Survey 2007

Key: (DISGW) direct instruction small group withdrawal; (DISGIC) direct instruction small group in class; (TT) team teaching; (PT) parallel teaching; (1-1DIW) one-to-one direct instruction withdrawal, (1-1DIIC) one-to-one direct instruction in class and (ICRS) in class roving support.

Primary ESL teacher qualifications

Of the 581 teachers involved in delivering primary ESL programs statewide, 19.3 per cent had a specialist ESL qualification, 1.0 per cent were studying for an ESL qualification and 79.7 per cent had no specialist ESL qualification. Figure 7 provides a regional breakdown of teachers working in ESL programs in primary schools and their level of ESL qualification. 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 (11) 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, 2007



n = the number of teachers working in primary ESL programs

Source: ESL Survey 2007

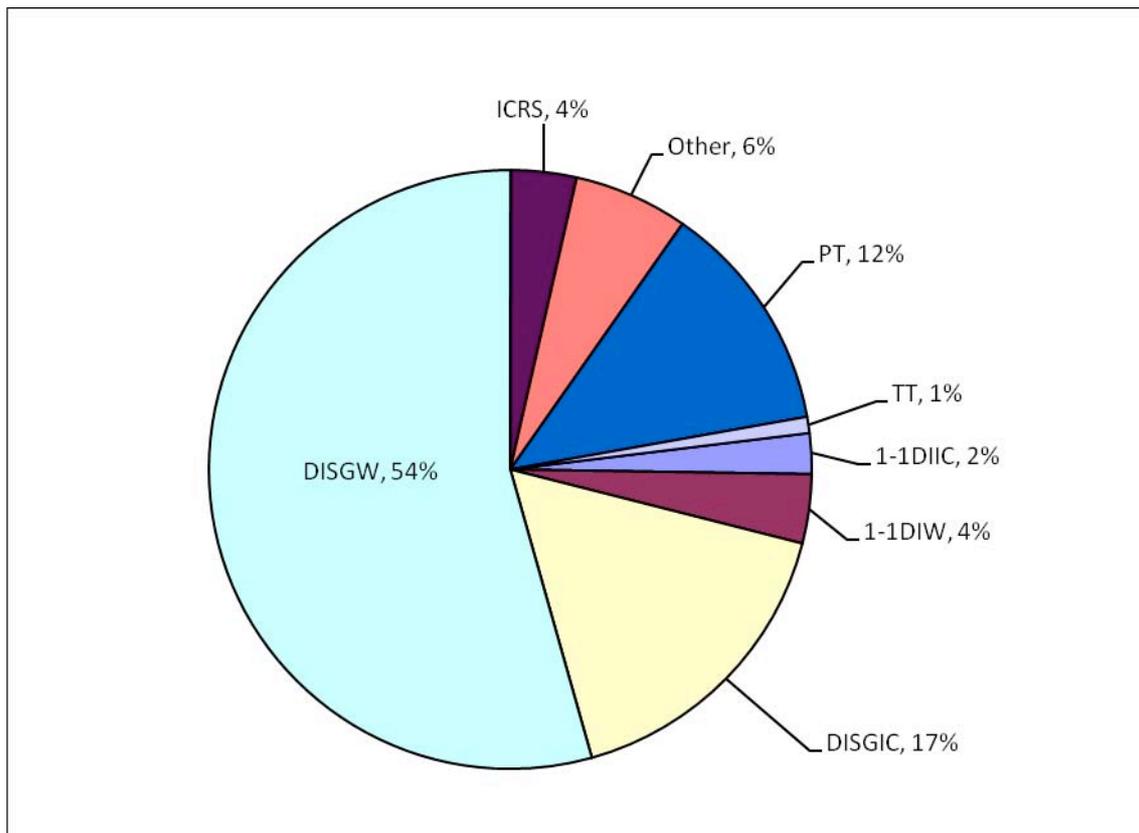
Programs in secondary schools

A total of 98 secondary schools, as well as eight primary–secondary schools, received ESL index funding and were required to complete the 2007 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 66.3 per cent of surveyed secondary schools reflected the needs of ESL students in a specific way in their school charter, and 85.7 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 state-wide basis, DISGIW accounted for 54.4 per cent of secondary ESL programs, DISGIC 16.7 per cent and other program types made up the remaining 28.9 per cent.

Figure 8 shows a percentage breakdown of program types by region.

Figure 8: Secondary ESL program types, government schools, Victoria, 2007

Source: ESL Survey 2007

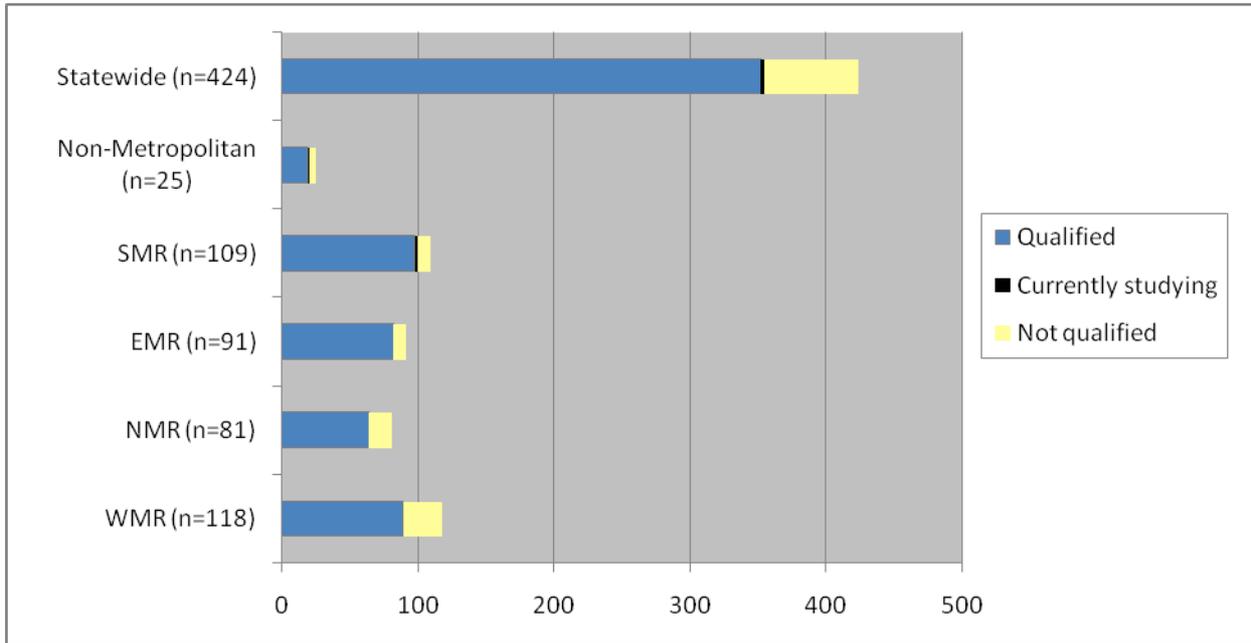
Key: (DISGW) direct instruction small group withdrawal; (DISGIC) direct instruction small group in class; (TT) team teaching; (PT) parallel teaching; (1-1DIW) one-to-one direct instruction withdrawal, (1-1DIIC) one-to-one direct instruction in class and (ICRS) in class roving support.

Secondary ESL teacher qualifications

Of the 424 teachers involved in delivering secondary ESL programs statewide, 83.0 per cent had a specialist ESL qualification, 16.3 per cent did not have an ESL qualification and 0.7 per cent were studying for an ESL qualification.

Figure 9 provides a regional breakdown of teachers working in ESL programs in secondary schools and their level of ESL qualification. 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, 2007



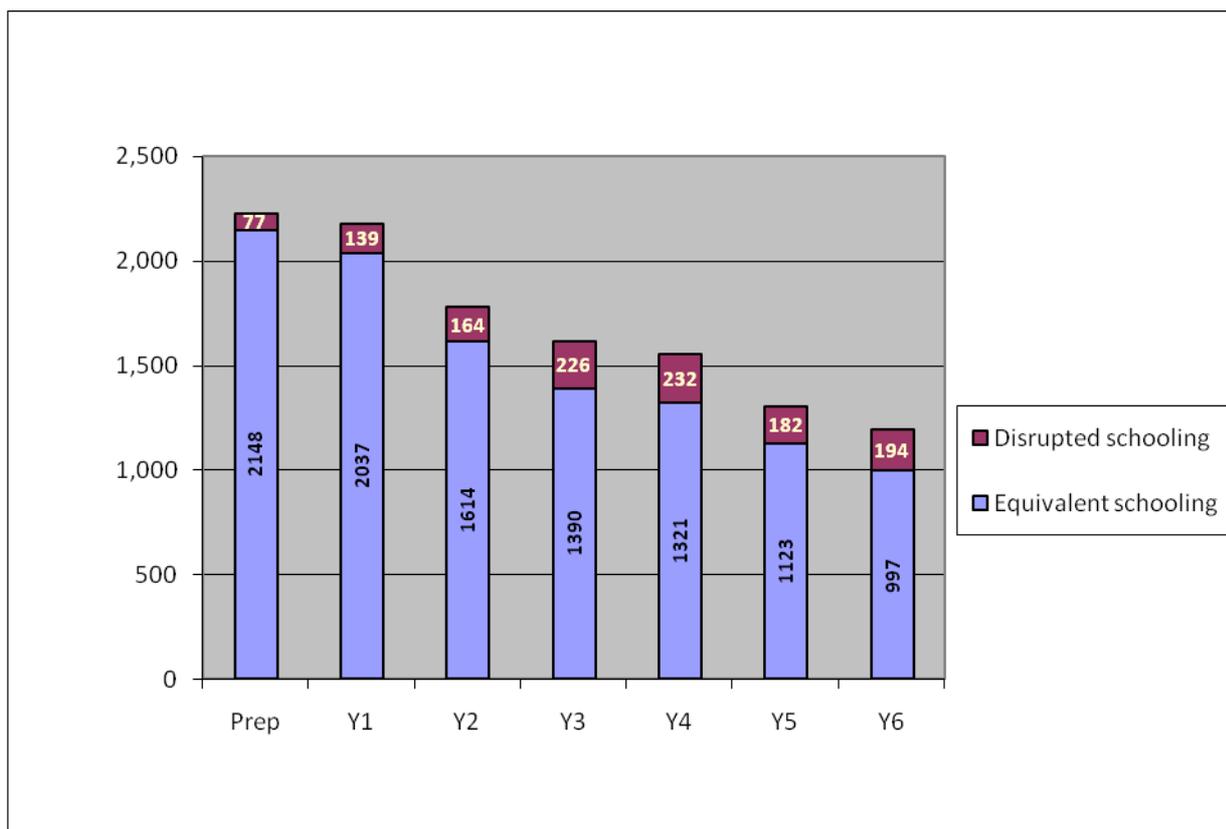
n = the number of teachers working in secondary ESL programs

Source: ESL Survey 2007

ESL student types

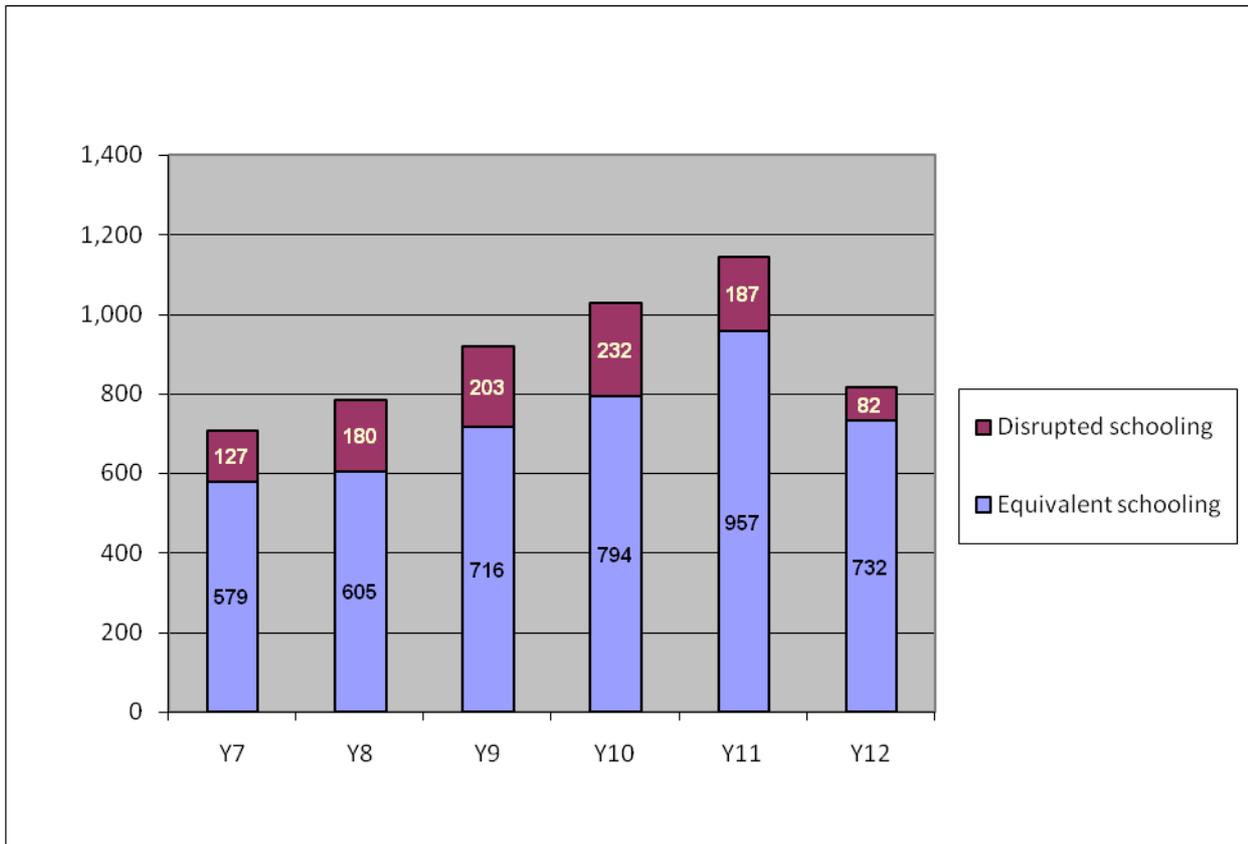
The 2007 ESL survey requested information on the types of ESL students in ESL programs based on length of time in Australia and previous educational background. Figures 10 and 11 provide a description of the student types (those with disrupted or equivalent schooling) and shows the number of students in each of the student types for both primary and secondary programs.

Figure 10: Number of students in ESL programs by type and year level, government primary schools, Victoria, 2007



Source: ESL Survey 2007

Figure 11: Types of students in ESL programs by type and year level, government secondary schools, Victoria, 2007



Source: ESL Survey 2007

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 total ESL allocation. Employment of MEAs assists 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 MEAs reflect the diversity of the student population.

Table 9 indicates that a total of 212.42 EFT MEA positions were funded in 458 schools in 2007. The majority of MEAs were located in the metropolitan regions.

Table 9: Multicultural Education Aides by region, government schools, Victoria, 2007

Region	Number of schools receiving MEA funding	EFT positions
NMR	107	50.89
WMR	112	57.47
EMR	104	29.13
SMR	113	67.79
BSW	8	2.31
LMR	6	1.31
HME	8	3.52
Total	458	212.42

Source: Department of Education 2007

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 2007, 10 English Language Schools (including the Ballarat, Geelong and Shepparton English Language Programs/Centres) had 32 EFT MEA positions based on a 50:1 student MEA ratio.

The distribution of multicultural education aides by school type is shown in Table 10.

Table 10: Multicultural Education Aides by school type, government schools, Victoria, 2007

School type	Number of schools receiving MEA funding	EFT positions
Primary schools	348	137.8
Secondary colleges	98	66.7
Primary–secondary schools	12	8.0
Total	458	212.4

Source: Department of Education 2007

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 Department website at:

<http://www.education.vic.gov.au/management/schooloperations/interpret/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 2007, a total of 7489 on-site interpreting engagements in 66 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 2007, a total of 1616 telephone interpreting engagements were provided to schools in 58 languages.

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 2007, 325 documents were translated into 28 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, 2007

Regional support for professional learning

In 2007, funding was provided for four ESL Regional Program Officer positions in Metropolitan Melbourne regions. Non Metropolitan regions were provided with ESL professional development grants to support teachers.

ESL Teacher Professional Learning was coordinated with the Regional ESL Program Officers throughout 2007. Activities included the establishment of ESL Networks, Multicultural Aide Networks, professional learning opportunities on the *ESL Companion to the Victorian Essential Learning Standards* which provides a framework for assessing student achievement and developing effective learning programs for students who are learning English as a second language. Other workshops included changes to VCE ESL and ESL teaching strategies. Professional learning opportunities were planned and conducted in regions to meet the needs of the ESL and mainstream classroom teachers.

Transition Officers report 2007

There are eleven Transition Officers based at English Language Schools and Centres in the metropolitan area. Their roles have included supporting students and their families in selecting and enrolling in educational settings that are best able to cater for the student's specific learning needs and visiting the students in their new settings when they have had time to settle in. As well as providing support to the student these visits provide an opportunity for their teachers to discuss how the student is settling in and to gain more information about the student and useful teaching and learning resources. Other roles have included liaison with external support agencies.

Transition Officers met once a term in during 2007. They shared and discussed experiences and effective strategies. Topics for discussion have included: bridging programs and transition initiatives. Transition Officers also provided advice to Regional ESL Program Officers about the transition needs of their students and the schools in which they were enrolled.

Teaching ESL Students in Mainstream Classrooms (TESMC)

Funding was provided to support the running of the *Teaching ESL students in mainstream classrooms (TESMC): language in learning across the curriculum* program. TESMC Tutors met each term for professional learning and to share strategies for the delivery of the program.

The course aims to develop teachers' awareness of the need to take into account the cultural and linguistic diversity and experiences of ESL students and ways in which they can differentiate their curriculum to support these students to improve their English language learning as well as learning across the curriculum in English.

Eight regions ran the program of 9 modules, which included 25 contact hours and between module readings and between module classroom activities. In total more than 130 teachers around the state completed TESMC training in 2007.

Programs

Developing Effective ESL Programs: Primary

This program consists of three modules for mainstream primary teachers.

- Module One: Understanding the ESL Learner
- Module Two: Overcoming barriers to success: Classroom Strategies
- Module Three: Assessment and Reporting

This program was conducted with a number of regions with targeted primary schools.

Refugee Week 2007

During Refugee Week a professional learning activity was conducted at LMERC for primary and secondary teachers on developing a whole school approach to supporting ESL students. The session provided participants with information and strategies for schools to engage in the planning and the implementation of support to meet the needs of refugee new arrival students and their families.

Appendices

Appendix 1: ESL resources

Key publications

ESL Companion to the Victorian Essential Learning Standards (VCAA)

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

These two publications are available online at

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

The ESL Handbook: The handbook provides advice to schools on programs for supporting students learning English as second language. This is the key document for schools requiring information about supporting ESL programs in schools. View online at

<http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf>

Other publications and online resources

The publications and online resources pages on the ESL website details a range of print materials which support teachers of ESL students under the following categories:

- 1) all ESL students
- 2) primary ESL students
- 3) secondary ESL students
- 4) primary and secondary ESL students with disrupted schooling.

It also provides information about availability and purchase of these materials.

The website provides a variety of resources and information for schools and teachers to use when planning curriculum and for providing support to students and their families. Specific information is available to schools for newly arrived students and support for refugees, along with professional learning, resources for teachers and students and a list of contacts who may be able to assist schools.

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

Appendix 2: ESL newly arrived students by country of birth and region, government schools, Victoria, 2007

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Afghanistan	378	2	10	1	289	-	-	36	40	-
Albania	8	-	-	-	3	-	-	-	5	-
Argentina	2	-	-	-	2	-	-	-	-	-
Australia	35	6	17	6	6	-	-	-	-	-
Austria	4	1	-	-	3	-	-	-	-	-
Bahrain	3	1	1	-	1	-	-	-	-	-
Bangladesh	31	6	5	3	17	-	-	-	-	-
Belarus	2	1	-	1	-	-	-	-	-	-
Belgium	5	-	-	-	5	-	-	-	-	-
Benin	2	-	-	-	-	-	2	-	-	-
Bosnia and Herzegovina	15	2	-	-	13	-	-	-	-	-
Brazil	21	4	1	4	10	-	1	-	-	1
Bulgaria	1	-	-	1	-	-	-	-	-	-
Burma (Myanmar)	225	107	14	51	46	1	-	6	-	-
Burundi	8	-	1	-	5	-	-	-	2	-
Cambodia	62	-	4	3	55	-	-	-	-	-
Canada	9	5	-	1	3	-	-	-	-	-
Central Asia	1	-	-	-	1	-	-	-	-	-
Chile	9	3	1	1	4	-	-	-	-	-
China	742	82	148	265	201	26	8	5	3	4
Colombia	9	3	3	-	-	1	-	2	-	-
Congo	11	7	3	-	1	-	-	-	-	-
Congo, Democratic Republic of	11	4	-	-	7	-	-	-	-	-
Cook Islands	3	-	1	-	2	-	-	-	-	-
Côte d'Ivoire	7	3	2	-	-	-	-	-	2	-
Croatia	6	1	-	1	4	-	-	-	-	-
Cuba	2	-	-	-	2	-	-	-	-	-
Cyprus	2	-	2	-	-	-	-	-	-	-
Czech Republic	3	1	-	1	1	-	-	-	-	-
Denmark	18	2	3	7	5	1	-	-	-	-
Djibouti	2	1	1	-	-	-	-	-	-	-
East Timor	2	1	1	-	-	-	-	-	-	-
Egypt	26	6	7	9	4	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
El Salvador	2	1	-	-	1	-	-	-	-	-
England	6	3	1	1	1	-	-	-	-	-
Eritrea	10	5	4	-	1	-	-	-	-	-
Ethiopia	83	44	16	-	17	4	-	-	-	2
Fiji	49	8	5	8	20	-	1	3	2	2
Finland	11	5	1	2	2	-	-	1	-	-
France	40	2	1	7	27	-	-	1	2	-
Georgia	1	-	-	-	1	-	-	-	-	-
Germany	49	8	7	14	13	3	1	3	-	-
Ghana	13	4	3	-	2	1	3	-	-	-
Greece	16	1	3	3	8	-	-	1	-	-
Guinea	3	-	-	-	1	2	-	-	-	-
Honduras	1	1	-	-	-	-	-	-	-	-
Hong Kong	62	12	2	47	1	-	-	-	-	-
Hungary	5	-	3	1	1	-	-	-	-	-
India	451	107	78	116	128	4	5	5	5	3
Indonesia	71	14	12	25	16	2	-	2	-	-
Iran	66	4	15	26	13	1	1	5	1	-
Iraq	114	3	86	1	7	-	-	6	11	-
Israel	33	-	-	2	31	-	-	-	-	-
Italy	14	3	7	1	2	-	-	1	-	-
Japan	59	6	10	18	18	5	-	1	1	-
Jordan	8	1	3	2	2	-	-	-	-	-
Kazakhstan	2	-	2	-	-	-	-	-	-	-
Kenya	57	15	13	5	24	-	-	-	-	-
Korea	122	3	6	77	35	1	-	-	-	-
Korea, Democratic People's Republic of (North)	3	-	-	2	1	-	-	-	-	-
Kuwait	3	-	3	-	-	-	-	-	-	-
Kyrgyz Republic	1	-	1	-	-	-	-	-	-	-
Laos	9	3	2	-	3	1	-	-	-	-
Lebanon	37	7	20	5	4	-	-	1	-	-
Liberia	12	3	2	1	5	1	-	-	-	-
Libya	2	2	-	-	-	-	-	-	-	-
Macau	1	-	1	-	-	-	-	-	-	-
Macedonia (FYROM)	24	4	17	1	2	-	-	-	-	-
Malaysia	144	10	27	69	32	1	-	-	4	1
Malta	10	7	-	-	3	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Mauritius	36	7	4	2	23	-	-	-	-	-
Mexico	3	1	-	-	1	-	-	1	-	-
Moldova	3	2	-	-	1	-	-	-	-	-
Mongolia	4	2	-	-	2	-	-	-	-	-
Morocco	2	2	-	-	-	-	-	-	-	-
Mozambique	1	-	1	-	-	-	-	-	-	-
Namibia	2	2	-	-	-	-	-	-	-	-
Nauru	2	-	-	-	2	-	-	-	-	-
Nepal	12	2	3	2	2	2	1	-	-	-
Netherlands	18	1	2	9	4	2	-	-	-	-
Netherlands Antilles	1	-	-	1	-	-	-	-	-	-
New Zealand	256	63	35	41	91	4	-	10	12	-
Nigeria	3	2	-	-	1	-	-	-	-	-
Niue	2	-	-	-	2	-	-	-	-	-
North Africa, nec	1	1	-	-	-	-	-	-	-	-
Norway	5	-	-	1	3	1	-	-	-	-
Oman	3	-	-	1	2	-	-	-	-	-
Pakistan	75	7	24	8	25	1	10	-	-	-
Papua New Guinea	36	14	4	15	2	-	1	-	-	-
Peru	4	-	1	-	3	-	-	-	-	-
Philippines	347	125	42	37	83	27	14	5	7	7
Poland	12	5	-	1	5	-	-	-	1	-
Portugal	5	3	-	1	1	-	-	-	-	-
Qatar	1	-	1	-	-	-	-	-	-	-
Romania	17	2	-	2	13	-	-	-	-	-
Russian Federation	26	3	2	12	8	-	1	-	-	-
Rwanda	4	-	3	-	1	-	-	-	-	-
Samoa	33	10	9	-	11	-	-	3	-	-
Saudi Arabia	45	8	30	2	4	-	-	1	-	-
Sierra Leone	13	4	-	2	7	-	-	-	-	-
Singapore	46	4	4	18	8	8	-	4	-	-
Slovenia	5	-	-	4	1	-	-	-	-	-
Somalia	36	16	16	4	-	-	-	-	-	-
South Africa	61	5	3	24	16	2	3	5	3	-
Spain	5	-	2	-	3	-	-	-	-	-
Sri Lanka	186	29	40	48	65	2	-	-	2	-
Sudan	285	108	30	10	106	18	2	-	3	8
Sweden	18	-	-	8	10	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Switzerland	7	1	-	3	2	-	-	1	-	-
Syria	13	1	12	-	-	-	-	-	-	-
Taiwan	31	2	5	20	4	-	-	-	-	-
Tanzania	13	3	4	-	6	-	-	-	-	-
Thailand	268	167	22	20	48	9	-	1	1	-
Togo	4	-	-	-	-	-	4	-	-	-
Tonga	4	3	-	-	-	-	-	1	-	-
Turkey	16	-	13	-	2	-	-	-	1	-
Tuvalu	1	-	1	-	-	-	-	-	-	-
UAE	26	10	4	6	6	-	-	-	-	-
Uganda	18	11	1	3	3	-	-	-	-	-
UK	14	4	1	5	3	-	-	-	-	1
Ukraine	7	-	-	2	4	-	-	1	-	-
Unknown	7	-	1	1	5	-	-	-	-	-
Uruguay	2	1	-	-	1	-	-	-	-	-
USA	22	8	4	3	7	-	-	-	-	-
Uzbekistan	5	-	1	-	4	-	-	-	-	-
Venezuela	10	-	-	5	5	-	-	-	-	-
Vietnam	172	70	32	10	59	-	-	1	-	-
Wales	1	-	-	-	1	-	-	-	-	-
Yemen	10	-	2	1	-	-	-	-	7	-
Yugoslavia (FRY)	10	3	2	1	4	-	-	-	-	-
Zimbabwe	17	1	3	2	8	2	1	-	-	-
Total	5549	1247	940	1124	1789	133	59	113	115	29

Source: New Arrivals Data Collection 2007

Appendix 3: ESL newly arrived students by eligibility and region, government schools, Victoria, 2007

Eligibility	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Eligible for C'wealth ESL - New Arrivals Programme funding	3911	926	686	765	1251	73	31	76	82	21
Temporary	1640	322	254	359	539	60	28	37	33	8
Total	5549	1247	940	1124	1789	133	59	113	115	29

Source: New Arrivals Data Collection 2007

See p. 15 for eligibility criteria

Appendix 4: ESL newly arrived students by language and region, government schools, Victoria, 2007

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Acholi	11	-	-	-	11	-	-	-	-	-
African Languages, nec*	46	14	9	1	21	1	-	-	-	-
African Languages, nfd**	38	17	3	4	8	2	-	-	2	2
Afrikaans	54	5	3	19	15	2	3	5	2	-
Akan	6	2	3	-	1	-	-	-	-	-
Albanian	21	2	5	-	9	-	-	-	5	-
Amharic	29	17	10	-	2	-	-	-	-	-
Arabic	283	72	122	22	34	7	-	7	17	2
Assyrian	51	-	44	2	5	-	-	-	-	-
Auslan	1	-	-	1	-	-	-	-	-	-
Australian Indigenous Languages, nfd**	1	-	-	1	-	-	-	-	-	-
Belorussian	2	1	-	1	-	-	-	-	-	-
Bengali	38	7	7	4	20	-	-	-	-	-
Bikol	1	-	-	1	-	-	-	-	-	-
Bisaya	3	1	-	-	-	-	2	-	-	-
Bosnian	9	1	-	-	8	-	-	-	-	-
Bulgarian	1	-	-	1	-	-	-	-	-	-
Burarra	1	1	-	-	-	-	-	-	-	-
Burmese	87	29	5	3	50	-	-	-	-	-
Burmese and Related Languages, nec*	11	1	-	6	2	2	-	-	-	-
Cantonese	151	38	18	74	18	3	-	-	-	-
Cebuano	3	3	-	-	-	-	-	-	-	-
Chinese, nec*	12	-	2	9	-	-	-	1	-	-
Chinese, nfd**	336	74	28	156	50	15	5	2	3	3
Creole, nfd**	7	4	-	-	3	-	-	-	-	-
Croatian	9	4	-	1	4	-	-	-	-	-
Czech	3	1	-	1	1	-	-	-	-	-
Danish	18	2	3	7	5	1	-	-	-	-
Dari	359	3	3	-	281	-	-	32	40	-
Dhangu, nfd**	1	1	-	-	-	-	-	-	-	-
Dinka	152	73	13	13	48	5	-	-	-	-
Dutch	19	1	2	10	4	2	-	-	-	-
Estonian	1	-	-	-	1	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Ewe	9	-	-	-	-	-	9	-	-	-
Fijian	6	1	-	-	5	-	-	-	-	-
Filipino	152	55	23	10	32	15	6	6	4	1
Finnish	10	2	1	3	3	-	-	1	-	-
French	78	4	4	11	54	2	-	1	2	-
Ga	1	1	-	-	-	-	-	-	-	-
Georgian	2	-	-	-	2	-	-	-	-	-
German	50	7	6	15	15	3	1	3	-	-
Greek	18	1	3	3	10	-	-	1	-	-
Gujarati	48	12	5	17	14	-	-	-	-	-
Gurindji	9	-	1	-	8	-	-	-	-	-
Haka	1	-	-	1	-	-	-	-	-	-
Hakka	6	3	-	2	1	-	-	-	-	-
Harari	3	-	3	-	-	-	-	-	-	-
Hebrew	34	-	3	1	30	-	-	-	-	-
Hindi	219	48	41	67	50	3	2	3	3	2
Hokkien	6	1	1	1	2	-	-	1	-	-
Hungarian	9	-	3	1	5	-	-	-	-	-
Icelandic	1	-	-	-	1	-	-	-	-	-
Indo-Aryan, nec*	1	-	-	-	1	-	-	-	-	-
Indo-Aryan, nfd**	6	3	3	-	-	-	-	-	-	-
Indonesian	67	12	10	24	17	2	-	2	-	-
Irish	1	-	-	-	-	-	-	-	-	1
Italian	16	2	8	1	4	-	-	1	-	-
Japanese	51	5	8	12	19	5	-	1	1	-
Kannada	7	2	-	2	3	-	-	-	-	-
Karen	262	186	22	21	20	7	-	6	-	-
Khmer	72	-	3	3	65	1	-	-	-	-
Konkani	5	1	2	1	1	-	-	-	-	-
Korean	127	2	6	82	36	1	-	-	-	-
Krio	10	4	-	2	3	-	-	-	1	-
Kurdish	7	-	2	-	-	-	-	-	5	-
Lao	9	3	2	-	3	1	-	-	-	-
Luganda	2	-	-	-	2	-	-	-	-	-
Macedonian	23	4	17	1	1	-	-	-	-	-
Malay	73	5	20	15	14	10	-	4	4	1
Malayalam	63	9	12	11	24	-	1	5	-	1
Maltese	10	7	-	-	3	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Mandarin	554	37	121	215	165	9	3	3	-	1
Maori (Cook Island)	4	-	-	-	4	-	-	-	-	-
Maori (New Zealand)	23	7	2	-	14	-	-	-	-	-
Marathi	16	5	-	4	7	-	-	-	-	-
Mongolian	4	2	-	-	2	-	-	-	-	-
Nauruan	1	-	-	-	1	-	-	-	-	-
Nepali	9	2	3	1	-	2	1	-	-	-
Niue	3	-	-	-	3	-	-	-	-	-
Norwegian	5	-	-	1	3	1	-	-	-	-
Nuer	54	-	3	-	38	5	2	-	-	6
Obs - prev Persian	3	-	-	-	3	-	-	-	-	-
Obs - prev Tagalog (Filipino)	9	4	3	-	-	-	2	-	-	-
Oriya	2	1	-	1	-	-	-	-	-	-
Oromo	17	6	2	-	9	-	-	-	-	-
Other Eastern Asian Languages, nfd**	1	1	-	-	-	-	-	-	-	-
Other Languages, nfd**	8	3	-	5	-	-	-	-	-	-
Papua New Guinea Papuan Languages, nec*	3	-	1	2	-	-	-	-	-	-
Pashto	34	-	10	-	22	-	1	1	-	-
Persian (excluding Dari)	67	5	14	28	11	1	1	7	-	-
Pidgeon, nfd**	17	8	2	6	1	-	-	-	-	-
Polish	15	7	-	1	6	-	-	-	1	-
Portuguese	26	7	2	5	10	-	1	-	-	1
Punjabi	100	29	29	11	21	-	3	-	7	-
Romanian	22	2	2	3	15	-	-	-	-	-
Rotuman	2	2	-	-	-	-	-	-	-	-
Russian	46	6	6	16	17	-	1	-	-	-
Samoan	124	36	27	-	53	-	-	7	1	-
Serbian	24	6	3	2	13	-	-	-	-	-
Serbo-Croatian/Yugoslavian	1	-	-	-	1	-	-	-	-	-
Shona	13	-	1	2	7	2	1	-	-	-
Sindhi	4	-	1	3	-	-	-	-	-	-
Sinhalese	167	26	30	46	64	1	-	-	-	-
Slovene	5	-	-	4	1	-	-	-	-	-
Somali	76	34	35	5	2	-	-	-	-	-

Southeast Asian Austronesian Languages, nfd**	7	2	1	3	1	-	-	-	-	-
Southern Asian Languages, nfd**	15	3	3	3	4	-	-	-	2	-
Southwest and Central Asian Languages, nfd**	1	-	-	-	1	-	-	-	-	-
Spanish	55	10	8	9	24	1	-	3	-	-
Swahili	38	13	14	2	7	-	-	-	2	-
Swedish	18	4	-	7	7	-	-	-	-	-
Swiss	1	-	-	-	-	-	-	1	-	-
Tagalog	190	70	18	27	50	12	4	-	3	6
Tamil	80	10	14	24	29	1	-	-	-	2
Telugu	30	4	5	7	14	-	-	-	-	-
Teochew	4	-	-	-	4	-	-	-	-	-
Tetum	1	-	1	-	-	-	-	-	-	-
Thai	52	14	10	8	18	-	-	1	1	-
Tigrinya	27	20	6	-	1	-	-	-	-	-
Tok Pisin	8	3	1	2	1	-	1	-	-	-
Tongan	34	10	-	7	2	1	-	6	8	-
Tswana	2	1	-	-	1	-	-	-	-	-
Turkic, nfd**	2	-	2	-	-	-	-	-	-	-
Tuvaluan	1	-	1	-	-	-	-	-	-	-
Ukrainian	1	-	-	-	-	-	-	1	-	-
Unknown	11	1	-	2	2	6	-	-	-	-
Urdu	65	11	22	7	15	1	9	-	-	-
Uygur	1	-	-	-	1	-	-	-	-	-
Uzbek	2	-	-	-	2	-	-	-	-	-
Vietnamese	175	77	31	9	57	-	-	1	-	-
Welsh	2	-	-	-	2	-	-	-	-	-
Xhosa	4	1	-	2	1	-	-	-	-	-
Yoruba	3	2	-	-	1	-	-	-	-	-
Total	5549	1247	940	1124	1789	133	59	113	115	29

Source: New Arrivals Data Collection 2007

* nec – not elsewhere classified

**nfd – not further defined

Appendix 5: English language schools and centres, Victoria, 2007

English language school/centre (region)	Principal/coordinator	Telephone number	Fax number	Address	P/S ¹
English language schools					
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
Primary English language centre					
Springvale (SMR)	Mark Melican	(03) 9548 3496	(03) 9546 9694	355A Springvale Road Springvale 3171	P
Secondary English language centres					
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 Duyen Vo	(03) 9546 1732	(03) 9547 5785	Rosebank Avenue Clayton South 3169	S
Non-metropolitan programs					
Ballarat (GRM)	Effie Litras	(03) 5337 8444	(03) 5333 2135	1/1220 Sturt Street Ballarat 3350	P, S
Geelong (BSW)	Peter Macer 0419 870 439	(03) 5278 3548	(03) 5278 4418	Barton Street Bell Park 3215	P, S
Shepparton (HME)	Alan McLean	(03) 5821 4322	(03) 5821 5595	31–71 Hawdon Street Shepparton 3630	P, S

¹ Primary (P), Secondary (S)

Appendix 6: Location of intensive outposting and visiting outposting programs, government schools, Victoria, 2007

Intensive Outposting program		Term 1	Term 2	Term 3	Term 4
Collingwood ELS					
5186	Bethal Primary School				
3590	Fawkner Primary School				
2837	Moreland Primary School				
4764	Preston North East Primary School				
631	Thomastown Primary School				
4993	Upfield Primary School				
Noble Park ELS					
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				
5136	James Cook Primary School				
4771	Lyndale Primary School				
2950	Mentone Primary School				
Western ELS					
2605	Carlton Gardens Primary School				
5450	Dinjerra Primary School				
5187	Glen Orden Primary School				
2374	Kensington Primary School				
2969	St Albans Primary School				
649	Werribee Primary School				
Springvale ELC					
4723	Dandenong North Primary School				
2870	Elsternwick Primary School				
3703	Glen Huntly Primary School				
4366	McKinnon Primary School				
Intensive outposting locations per term		22	22	20	19
Total intensive outposting locations			83		

Visiting Outposting Program		Term 1	Term 2	Term 3	Term 4
Blackburn English Language School					
5428	Amsleigh Park Primary School				
5288	Boroondara Park Primary School				
5426	Carrington Primary School				
734	Clayton North Primary School				
4747	Clayton Primary School				
2900	Croydon Primary School				
197	Doncaster Primary School				
4961	Donvale Primary School				
4702	Eastwood Primary School				
4903	Essex Heights Primary School				
3982	Gladysdale Primary School				
5425	Glen Waverley Primary School				
5010	Glendal Primary School				
5478	Great Ryrie Primary School				
293	Hawthorn West Primary School				
4986	Highvale Primary School				
4716	Huntingdale Primary School				
5121	Kalinda Primary School				
5234	Knox Gardens Primary School				
4863	Laburnum Primary School				
5057	Lilydale West Primary School				
2904	Mitcham Primary School				
5059	Mooroolbark East Primary School				
4808	Mount Pleasant Road Nunawading Primary School				
4923	Mount View Primary School				
1601	Oakleigh Primary School				
5281	Park Ridge Primary School				
4874	Pinewood Primary School				
5131	Regency Park Primary School				
4120	Ringwood North Primary School				
5168	Serpell Primary School				
4924	Syndal South Primary School				

Collingwood English Language School					
4399	Brunswick North West Primary School				
4833	Campmeadows Primary School				
3941	Coburg West Primary School				
4952	Coolaroo South Primary School				
1477	Epping Primary School				
3590	Fawkner Primary School				
4782	Glenroy North Primary School				
5098	Meadowfair North Primary School				
5286	Meadowglen Primary School				
5325	Mill Park Heights Primary School				
4876	Moomba Park Primary School				
2837	Moreland Primary School				
3618	Norris Bank Primary School				
5134	Thomastown Meadows Primary School				
Noble Park English Language School					
5301	Aspendale Gardens Primary School				
4318	Bentleigh West Primary School				
3613	Carrum Downs Primary School				
5231	Chalcot Lodge Primary School				
4996	Derinya Primary School				
3790	Edithvale Primary School				
3942	Elwood Primary School				
4682	Frankston East Primary School				
1464	Frankston Primary School				
5418	Kananook Primary School				
4922	Karingal Primary School				
5422	Le Page Primary School				
5494	Lynbrook Primary School				
3449	Murrumbeena Primary School				
4780	Overport Primary School				
4171	Parkdale Primary School				
1896	Stonnington Primary School				
2460	St Kilda Park Primary School				
1479	St Kilda Primary School				
5235	Southern Cross Primary School				
5294	Thomas Mitchell Primary School				
4687	Tucker Road Primary School				

Western English Language School					
5408	Altona Gate Primary School				
5172	Altona Meadows Primary School				
4931	Altona North Primary School				
4812	Avondale Primary School				
2605	Carlton Gardens Primary School				
5486	Carranballac P-9 College				
1434	Deer Park Primary School				
5032	Deer Park West Primary School				
5315	Derrimut Heath Primary School				
4805	Eastona Park Primary School				
5152	Iramoo Primary School				
4877	Keilor Heights Primary School				
2857	Laverton Primary School				
5297	Mackellar Primary School				
5480	Parkwood Green Primary School				
5337	Seabrook Primary School				
4440	Seaholme Primary School				
3559	Sydenham – Hillside PS				
4852	Tullamarine Primary School				
Springvale English Language School					
5482	Hillsmeade Primary School				
4778	Valkstone Primary School				
Visiting outposting locations per term		43	52	56	57
Total visiting outposting locations			208		

Appendix 7: ESL index funding levels, government schools, Victoria, 2007

The following table (Table 1) 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 will include 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 or equal to 0.3912	0.6
2	SFO density 0.3912 but less than or equal to 0.5660	1.0
3	SFO density greater than 0.5660	1.4

The combined effect of Tables 1 and 2 results in the following allocation matrix for total ESL index funding plus MEA:

Level	Level Description	Weighting	SFO Weighting		
			0.6	1.0	1.4
1	In year Prep	1.0	\$226	\$378	\$529
2	2 – 5 years in Australian school Years 1– 6	2.00	\$454	\$756	\$1,058
3	< 2 years in Australian school Years 1 – 6	4.00	\$908	\$1,512	\$2,117
4	2 – 5 years in Australian school Years 7 – 12	5.09	\$1,154	\$1,924	\$2,692
5	< 2 years in Australian school Years 7 – 12	7.64	\$1,733	\$2,886	\$4,042

All schools reaching the funding thresholds have a funding component for employment of Multicultural Education Aides (MEAs). The MEA funding component is around 25 per cent of the ESL allocation. In 2007 this funding is included in the ESL Levels 1–5 component of the budget.

A school is required to reach a threshold before funding will apply. The combined ESL and MEA thresholds are \$17,401 for primary schools and \$33,658 for secondary schools.

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

Appendix 8: Government primary schools receiving ESL index funding, Victoria, 2007

Western Metropolitan Region			
4220	Aberfeldie Primary School	5297	Mackellar Primary School
5179	Albanvale Primary School	5091	Manorvale Primary School
4855	Albion North Primary School	3717	Melton South Primary School
4265	Albion Primary School	5036	Melton West Primary School
5408	Altona Gate Primary School	4969	Milleara Primary School
5287	Altona Green Primary School	5336	Monmia Primary School
5172	Altona Meadows Primary School	2901	Moonee Ponds West Primary School
4931	Altona North Primary School	5002	Mossfiel Primary School
3923	Altona Primary School	5139	Movelle Primary School
4862	Altona West Primary School	113	Newport Lakes Primary School
4848	Ardeer Primary School	5410	Niddrie Primary School
5064	Ardeer South Primary School	1402	North Melbourne Primary School
4025	Ascot Vale West Primary School	5480	Parkwood Green Primary School
4812	Avondale Primary School	5337	Seabrook Primary School
5254	Bellbridge Primary School	583	South Yarra Primary School
1102	Braybrook Primary School	3659	Spotswood Primary School
5102	Calder Rise Primary School	4741	St Albans East Primary School
5312	Cambridge Primary School	4948	St Albans Heights Primary School
2605	Carlton Gardens Primary School	5118	St Albans Meadows Primary School
4980	Carlton Primary School	4811	St Albans North Primary School
5483	Caroline Springs College	2969	St Albans Primary School
5486	Carranballac P-9 College	4945	St Albans South Primary School
5068	Debney Meadows Primary School	5047	Stevensville Primary School
5084	Deer Park North Primary School	4612	Strathmore Primary School
1434	Deer Park Primary School	4645	Sunshine East Primary School
5032	Deer Park West Primary School	4744	Sunshine Heights Primary School
5315	Derrimut Heath Primary School	4745	Sunshine North Primary School
5450	Dinjerra Primary School	3113	Sunshine Primary School
4805	Eastona Park Primary School	4818	Sunvale Primary School
4015	Essendon North Primary School	3559	Sydenham – Hillside Primary School
1912	Footscray City Primary School	5258	Taylor's Lakes Primary School
4160	Footscray North Primary School	8783	The Grange P-12 College
253	Footscray Primary School	4852	Tullamarine Primary School
3890	Footscray West Primary School	4788	Wembley Primary School
4914	Glen Devon Primary School	649	Werribee Primary School
5187	Glen Orden Primary School	5365	Westgrove Primary School
5050	Glengala/Sunshine West Primary School	5049	Woodville Primary School
4665	Hobsons Bay Primary School	2832	Yarraville West Primary School
5152	Iramoo Primary School		
5242	Keilor Downs Primary School		
4877	Keilor Heights Primary School		
2374	Kensington Primary School		
5236	Kings Park Primary School		
3988	Kingsville Primary School		
5256	Kurunjang Primary School		
5374	Laverton Plains Primary School		
2857	Laverton Primary School		

Northern Metropolitan Region			
1886	Abbotsford Primary School	4646	Newlands Primary School
5453	Belle Vue Park Primary School	3618	Norris Bank Primary School
4656	Bellfield Primary School	5411	Olympic Village Primary School
5186	Bethal Primary School	4731	Pascoe Vale North Primary School
4875	Broadmeadows Primary School	3081	Pascoe Vale Primary School
5029	Broadmeadows West Primary School	3806	Penders Grove Primary School
3585	Brunswick North Primary School	1915	Plenty Parklands Primary School
4304	Brunswick South West Primary School	4316	Preston East Primary School
4917	Burbank Primary School	4764	Preston North East Primary School
5034	Campbellfield Heights Primary School	1494	Preston Primary School
4833	Campmeadows Primary School	824	Preston South Primary School
4543	Coburg North Primary School	3885	Preston West Primary School
484	Coburg Primary School	2955	Princes Hill Primary School
3941	Coburg West Primary School	4686	Reservoir East Primary School
6212	Collingwood College	3960	Reservoir Primary School
4952	Coolaroo South Primary School	4711	Reservoir West Primary School
4770	Craigieburn Primary School	5044	Richmond West Primary School
5243	Craigieburn South Primary School	4568	Rosanna Primary School
4933	Dallas North Primary School	5443	Roxburgh Homestead Primary School
4900	Dallas Primary School	5485	Roxburgh Park Primary School
1477	Epping Primary School	5493	Roxburgh Rise Primary School
3590	Fawkner Primary School	4956	Ruthven Primary School
5244	Findon Primary School	4827	Thomastown East Primary School
1490	Fitzroy North Primary School	5134	Thomastown Meadows Primary School
450	Fitzroy Primary School	631	Thomastown Primary School
5007	Gladstone Park Primary School	4999	Thomastown West Primary School
5093	Gladstone Views Primary School	3889	Thornbury Primary School
4782	Glenroy North Primary School	4993	Upfield Primary School
3118	Glenroy Primary School	3139	Wales Street Primary School
4809	Glenroy West Primary School	4158	Westbreen Primary School
5128	Greenbrook Primary School	4177	Westgarth Primary School
890	Greenvale Primary School	5154	Westmeadows Heights Primary School
4267	Haig Street Primary School	5342	Willmott Park Primary School
294	Heidelberg Primary School	5271	Yarra Primary School
2436	Ivanhoe Primary School		
4839	Jacana Primary School		
4739	Keon Park Primary School		
4845	Kingsbury Primary School		
4976	Lalor East Primary School		
5035	Lalor North Primary School		
5003	Lalor Park Primary School		
4709	Lalor Primary School		
5074	Lalor West Primary School		
6242	Macleod College		
5227	Meadow Heights Primary School		
5452	Meadowbank Primary School		
5098	Meadowfair North Primary School		
5286	Meadowglen Primary School		
6240	Merrilands College		
5325	Mill Park Heights Primary School		
5160	Mill Park Primary School		
4876	Moomba Park Primary School		
2837	Moreland Primary School		

Eastern Metropolitan Region			
5427	Albany Rise Primary School	4190	Nunawading Primary School
5428	Amsleigh Park Primary School	1601	Oakleigh Primary School
4317	Ashburton Primary School	4823	Oakleigh South Primary School
2948	Auburn Primary School	4715	Old Orchard Primary School
4183	Auburn South Primary School	5285	Orchard Grove Primary School
4638	Balwyn North Primary School	5281	Park Ridge Primary School
1026	Balwyn Primary School	5416	Parkhill Primary School
4143	Bayswater North Primary School	4881	Parkmore Primary School
2163	Bayswater Primary School	4874	Pinewood Primary School
4973	Bayswater South Primary School	5431	Rangeview Primary School
4813	Beverley Hills Primary School	5131	Regency Park Primary School
4991	Birralee Primary School	5000	Rowville Primary School
2923	Blackburn Primary School	1028	Scoresby Primary School
5288	Boroondara Park Primary School	5168	Serpell Primary School
4717	Box Hill North Primary School	2778	Surrey Hills Primary School
5038	Brandon Park Primary School	4832	Sussex Heights Primary School
454	Burwood East Primary School	4924	Syndal South Primary School
4932	Burwood Heights Primary School	5004	Templestowe Heights Primary School
5111	Camelot Rise Primary School	5129	Templestowe Park Primary School
5426	Carrington Primary School	4985	Templestowe Valley Primary School
734	Clayton North Primary School	5196	Templeton Primary School
4747	Clayton Primary School	1022	Vermont Primary School
2900	Croydon Primary School	3841	Wattle Park Primary School
3680	Deepdene Primary School	5012	Wattle View Primary School
5454	Doncaster Gardens Primary School	5105	Waverley Meadows Primary School
197	Doncaster Primary School	5094	Wheelers Hill Primary School
4903	Essex Heights Primary School	5429	Yawarra Primary School
5425	Glen Waverley Primary School		
5436	Glen Waverley South Primary School		
5010	Glendal Primary School		
1508	Glenferrie Primary School		
5478	Great Ryrie Primary School		
4694	Greythorn Primary School		
293	Hawthorn West Primary School		
5345	Heany Park Primary School		
4986	Highvale Primary School		
4716	Huntingdale Primary School		
5295	Karoo Primary School		
4816	Kerrimuir Primary School		
3161	Kew East Primary School		
1075	Kew Primary School		
5234	Knox Gardens Primary School		
4863	Laburnum Primary School		
5113	Livingstone Primary School		
4940	Manningham Park Primary School		
5045	Marlborough Primary School		
5212	Milgate Primary School		
2904	Mitcham Primary School		
3943	Mont Albert Primary School		
4923	Mount View Primary School		
5430	Mount Waverley North Primary School		
3432	Mount Waverley Primary School		
2172	Mulgrave Primary School		

Southern Metropolitan Region			
5301	Aspendale Gardens Primary School	5293	Maramba Primary School
5005	Ballam Park Primary School	4366	Mckinnon Primary School
4902	Belvedere Park Primary School	2950	Mentone Primary School
4318	Bentleigh West Primary School	1111	Moorabbin Primary School
5213	Berwick Lodge Primary School	5205	Mossgiel Park Primary School
5308	Brentwood Park Primary School	3449	Murrumbeena Primary School
1542	Brighton Primary School	8839	Narre Warren South P–12 College
2897	Carnegie Primary School	3675	Noble Park Primary School
3613	Carrum Downs Primary School	4856	Oakwood Park Primary School
5435	Carwatha P–12 College	5363	Oatlands Primary School
3820	Caulfield Junior College	3074	Ormond Primary School
4315	Caulfield South Primary School	4780	Overport Primary School
5231	Chalcot Lodge Primary School	5190	Patterson Lakes Primary School
4941	Chandler Primary School	2932	Port Melbourne Primary School
84	Cheltenham Primary School	5232	Rangebank Primary School
3336	Clarinda Primary School	5130	River Gum Primary School
4384	Clayton South Primary School	5087	Rosewood Downs Primary School
4712	Coatesville Primary School	5313	Rowellyn Park Primary School
5108	Coomoora Primary School	5120	Silverton Primary School
5292	Coral Park Primary School	5235	Southern Cross Primary School
5371	Courtenay Gardens Primary School	4859	Southvale Primary School
5189	Cranbourne West Primary School	5070	Spring Valley Primary School
4723	Dandenong North Primary School	5373	Springvale Heights Primary School
1403	Dandenong Primary School	3507	Springvale Primary School
4810	Dandenong South Primary School	5015	Springvale South Primary School
4217	Dandenong West Primary School	4966	Springvale West Primary School
4257	Dingley Primary School	1896	Stonnington Primary School
5424	Doveton Heights Primary School	5463	Strathaird Primary School
4921	Doveton North Primary School	5294	Thomas Mitchell Primary School
4837	East Bentleigh Primary School	5479	Timbarra Primary School
5116	Eumemmerring Primary School	3016	Toorak Primary School
5072	Fountain Gate Primary School	4687	Tucker Road Bentleigh Primary School
1464	Frankston Primary School	4778	Valkstone Primary School
3897	Gardenvale Primary School	5055	Wallarano Primary School
3703	Glen Huntly Primary School	4851	Westall Primary School
4891	Greenslopes Primary School	4989	Wooranna Park Primary School
244	Hallam Primary School	4807	Yarraman Park Primary School
4407	Hallam Valley Primary School		
4062	Hampton Park Primary School		
4730	Harrisfield Primary School		
4802	Heatherhill Primary School		
5482	Hillsmeade Primary School		
5136	James Cook Primary School		
5192	Keysborough Park Primary School		
5350	Kilberry Valley Primary School		
5135	Kingsley Park Primary School		
5422	Le Page Primary School		
4139	Lloyd Street Primary School		
5494	Lynbrook Primary School		
4771	Lyndale Primary School		
4939	Mahogany Rise Primary School		
1604	Malvern Central School		
5103	Maralinga Primary School		

Barwon South Western Region

4962 Bell Park North Primary School
 4927 Corio South Primary School
 5031 Corio West Primary School
 769 Lara Lake Primary School
 4885 Lara Primary School
 4880 Norlane West Primary 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

Loddon Mallee Region

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

Appendix 9: Government secondary schools receiving ESL index funding, Victoria, 2007

Western Metropolitan Region

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	Taylors 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
7813	Epping Secondary College
7825	Fawkner Secondary College
7858	Gladstone Park 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
8775	Mill Park Secondary College
8180	Northcote High School
8227	Pascoe Vale Girls Secondary College
7217	Peter Lalor Secondary College
8240	Preston Girls Secondary College
8708	Reservoir District Secondary College
8407	Roxburgh College
8383	Thomastown Secondary College
8325	Springvale Secondary College

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
7954	Koonung Secondary College
8017	Maroondah Secondary College
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

7650	Brighton Secondary College
5435	Carwatha P–12 College
7712	Chandler Secondary College
7723	Cleeland Secondary College
8326	Coomoora Secondary College
7747	Cranbourne Secondary College
7760	Dandenong High School
7120	Doveton Secondary College
7810	Elwood College
8496	Eumemmerring Secondary College
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
8075	Mordialloc College
8839	Narre Warren South P–12 College
8813	Noble Park Secondary College
8470	Westall Secondary College

Barwon South Western Region

7585 Belmont High School
7856 North Geelong Secondary College

Hume Region

7725 Cobram Secondary College
7331 Mc Guire College
8320 Shepparton High School

Loddon Mallee Region

7250 Chaffey Secondary College
8275 Robinvale Secondary College

Appendix 10: Interpreting and translating assignments, government schools, Victoria, 2007

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Acholi	0	1	0
Albanian	51	15	1
Amharic	108	21	0
Arabic	940	199	56
Assyrian	97	31	1
Auslan	246	0	0
Bari	0	3	0
Bosnian	80	19	3
Bulgarian	1	0	0
Burmese	76	8	2
Cambodian	269	34	13
Cantonese	499	83	0
Chaldean	2	11	0
Chin	55	10	0
Creole	1	1	0
Croatian	37	0	0
Dari	291	75	7
Dinka	307	103	0
Fiji Hindi	0	1	0
French	14	10	0
Greek	38	3	0
Hakka	114	15	0
Hebrew	1	0	0
Hindi	30	5	6
Hmong	20	12	0
Hokkien	1	0	0
Hungarian	4	1	0
Indonesian	14	2	2
Italian	13	0	2
Japanese	34	3	2
Karen	145	29	0
Khmer	0	1	0
Kirundi	2	2	0
Kiswahili	61	58	0
Korean	95	17	4

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Kurdish	14	1	0
Lao	15	3	0
Macedonian	79	7	5
Mandingo	3	0	0
Malaysian	2	1	0
Maltese	3	0	0
Mandarin	558	109	43
Nuer	76	30	0
Oromo	38	1	0
Pashtu	42	12	5
Persian	100	20	1
Polish	11	1	0
Portuguese	12	3	0
Punjabi	34	2	0
Romanian	7	3	1
Russian	34	5	1
Samoan	26	3	0
Serbian	155	10	6
Shanghainese	0	1	0
Sinhalese	53	5	3
Slovenian	1	0	0
Somali	305	69	16
Spanish	105	17	4
Sudanese Arabic	95	66	0
Tagalog	20	1	2
Tamil	31	2	4
Teo Chew	8	0	0
Tetum	4	0	0
Thai	57	7	0
Tigre	7	0	0
Tigrinya	93	17	4
Timorese Hakka	13	3	0
Tongan	1	1	0
Turkish	390	63	15
Urdu	17	0	4
Vietnamese	1,434	380	112
Total	7,489	1,616	325

Source: All Graduates Interpreting and Translating Services Annual Report 2007

