State Government Victoria

Department of Education and
Early Childhood Development

English as a second language
in Victorian government
schools 2008

Every child, every opportunity

Preface

This report provides information on English as a second language (ESL) programs and support services for 2008. 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 2007 to 31 October 2008
• data from the ESL Survey completed in August 2008 by all schools in receipt of ESL index funding and/or multicultural education aide funding in their 2008 Student Resource Package (SRP) allocations
• interpreting and translating data for 2008.

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
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
VELS	Victorian Essential Learning Standards
VFST	Victorian Foundation for Survivors of Torture
WMR	Western Metropolitan Region

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Part 1: Introduction

ESL and the broader education and training context

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

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

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

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

The challenge is to ensure funding is targeted to meet the learning needs of ESL students, particularly those from a refugee background with little or no schooling.

Department's priorities

The Department of Education and Early Childhood Development (DEECD) has set out strategic priorities to ensure high quality provision in its corporate plan. The ESL program supports and contributes to the following priorities:

- increasing access to high-quality early childhood health, education and care services
- strengthening public confidence in a world-class school education system, with a strong and vibrant government school sector at its core
- integrating services for children and families
- improving outcomes for disadvantaged young Victorians.

Blueprint for Education and Early Childhood Development

Released in September 2008 and building on the first *Blueprint*, the *Blueprint for Education and Early Childhood Development* reflects the corporate priorities. One of its priority areas, *improving outcomes for disadvantaged young Victorians*, is particularly relevant to ESL students. The new *Blueprint* has clear implications for the wide range of ESL learners and for programs and support services for students

from language backgrounds other than English to ensure they have the best educational opportunities to achieve their best.

The work of the ESL Unit contributes to all Strategies for reform: System improvement, Partnerships with parents and communities and Workforce reform. A contribution is being made to the action areas of integration and transitions, excellent school education, opportunity for all Victorians, a culture of strong leadership and professional learning.

Defining the student group

From the 2007 school census there were 113,224 students in government schools (22 per cent) who 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 speaks another language at home. 6,125 of LBOTE students were newly arrived in Australia and approximately 130 languages were spoken in their homes.

The ESL index funding for 2008, based on the 2007 census figure of 113,224, resulted in 39,341 students (34.7 per cent) meeting the criteria for ESL index funding.

The criteria for 2008 ESL index funding eligibility, are that:

- students have a LBOTE background
- English is not the main language spoken at home
- students have been enrolled in an Australian school for less than five years
- students are eligible for SRP funding.

Extending services to government school students for whom English is a second language is a 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 DEECD collects three main sources of data. These are used to maintain accurate records of students for whom English is a second language for planning and funding purposes and for State and Commonwealth accountability requirements.

- **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.

- **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).

- **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, based on parents, as well as students' language use (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, 2008**

- English, 30%
- Vietnamese, 8%
- Arabic, 7%
- Cantonese, 4%
- Turkish, 4%
- Mandarin, 3%
- Chinese, nec[1], 3%
- Greek, 2%
- Macedonian, 2%
- Khmer, 2%
- Serbian, 2%
- Samoan, 2%
- Sinhalese, 2%
- Hindi, 2%
- Other Languages, nfd, 27%
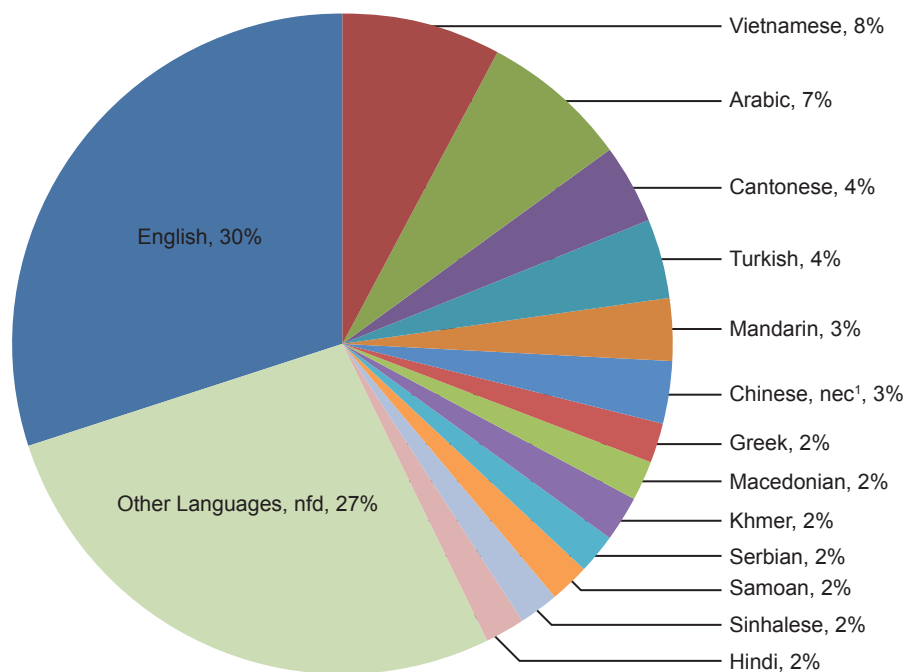
[1]Not elsewhere classified
Source: LBOTE Census 2007

The regional distribution of students from language backgrounds other than English in 2008 appears in Table 1.

Table 1: Students from language backgrounds other than English by main language spoken at home by region, government schools, Victoria, 2008

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Arabic	8,064	1,604	4,413	459	1,108	34	18	27	392	9
Cantonese	5,144	923	443	2,819	894	18	10	16	6	15
Chinese, nec[1]	3,376	473	338	1,696	814	27	6	8	4	10
English	33,423	6,610	7,562	8,670	7,826	797	312	617	632	397
Greek	2,499	485	856	593	516	16	5	13	13	2
Hindi	1,842	361	325	458	661	21	2	5	8	1
Khmer	2,014	29	92	239	1,627	7	-	15	-	5
Macedonian	2,240	948	1,069	44	104	65	2	1	4	3
Mandarin	3,693	325	531	1,999	778	22	13	12	5	8
Samoan	1,898	428	624	38	718	-	-	51	37	2
Serbian	1,952	571	208	192	886	74	14	-	7	-
Sinhalese	1,873	211	332	511	791	9	4	5	7	3
Turkish	4,454	825	2,654	160	532	39	4	93	147	-
Vietnamese	9,315	4,742	1,135	1,209	2,134	47	12	19	3	14
Subtotal	81,787	18,535	20,582	19,087	19,389	1,176	402	882	1,265	469
Other languages[2]	31,437	7,701	5,477	5,847	10,734	589	173	383	394	139
Total	**113,224**	**26,236**	**26,059**	**24,934**	**30,123**	**1,765**	**575**	**1,265**	**1,659**	**608**

[1] Not elsewhere classified
[2] This group comprises more than 170 languages with fewer than 1,500 speakers per language.
Source: LBOTE census 2007

Students' country of birth

Figure 2 is based on data collected from the LBOTE census and shows the percentage distribution of the country of birth of students. The high percentage of Australian-born students who are eligible for ESL Index funding is due to the definition of a LBOTE student being based on language use rather than country of birth (see page 8).

Figure 2: Students eligible for ESL Index funding by country of birth, government schools, Victoria, 2008
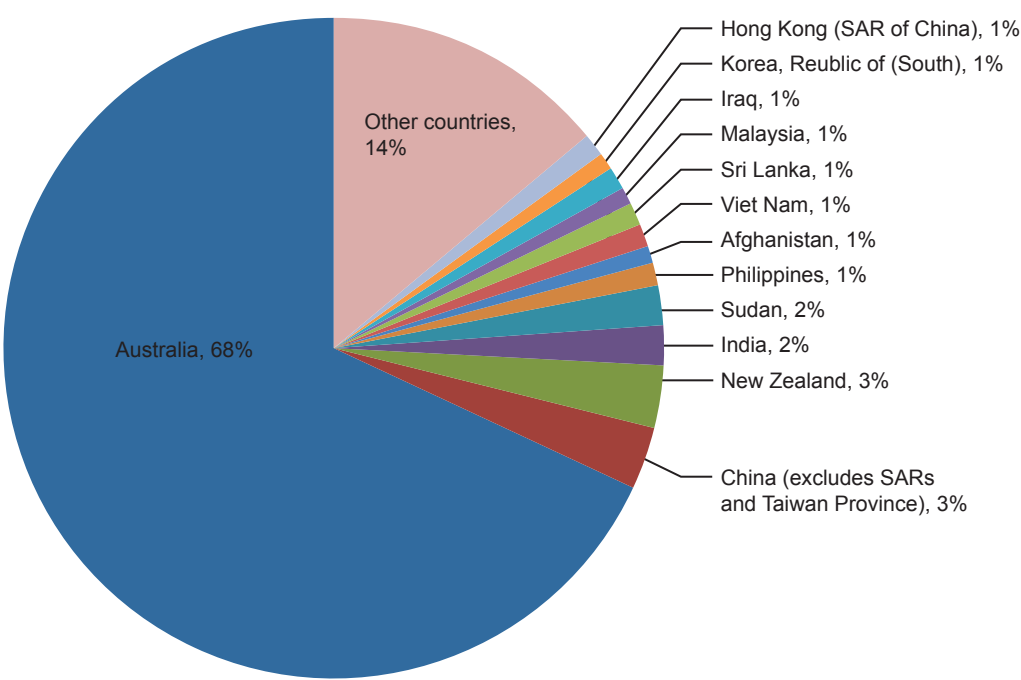
Source: LBOTE Census 2007

The regional distribution of students from language backgrounds other than English by country of birth in 2008 appears in Table 2.

Table 2: Students from language backgrounds other than English by country of birth and region, government schools, Victoria, 2008

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Australia	76,508	18,593	19,907	16,038	18,369	1,088	326	826	939	422
China (excludes SARs and Taiwan Province)	3,601	358	505	1,743	844	49	44	17	13	28
New Zealand	3,113	763	611	467	1,083	26	12	102	42	7
India	2,215	372	322	666	766	24	13	22	22	8
Sudan	2,160	818	191	212	820	43	24	6	26	20
Philippines	1,642	651	208	202	397	100	20	22	20	22
Afghanistan	1,470	50	56	64	1,107	4	-	63	126	-
Viet Nam	1,426	631	198	245	334	7	2	5		4
Sri Lanka	1,208	100	177	439	454	12	7	6	11	2
Malaysia	1,107	131	110	641	189	14	5	8	8	1
Iraq	1,001	36	735	17	50	3	-	15	145	-
Korea, Republic of (South)	918	36	62	610	202	2	5	-	-	1
Hong Kong (SAR of China)	754	130	46	459	106	3	-	5	1	4
Subtotal	97,123	22,669	23,128	21,803	24,721	1,375	458	1,097	1,353	519
Other countries[2]	16,101	3,552	2,928	3,125	5,388	390	117	168	306	89
Total	**113,2243**	**26,221**	**26,056**	**24,928**	**30,109**	**1,765**	**575**	**1,265**	**1,659**	**608**

[1] Excludes SARs and Taiwan Province.

[2] This group comprises more than 160 countries with fewer than 750 students per country.

[3] Figure includes 38 students not included in the regional breakdown.

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. The ESL Unit works closely with the Regional ESL Program Officers to respond to regional ESL needs.

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

In 2008, the *ESL Developmental Continuum* was published on the ESL website at **http://www.education.vic.gov.au/studentlearning/teachingresources/esl/default.htm**. The *ESL Developmental Continuum* provides indicators of progress for each of the Stages of the ESL VELS. Indicators of progress are points on the learning continuum that highlight critical understandings required by students in order to progress through the standards. The indicators will provide teachers with additional information as they assess their students on the *ESL Companion to VELS*. Student writing and speaking samples are also included.

The *ESL Developmental Continuum* also provides teachers with practical teaching strategies to support the development of effective learning programs for the ESL students.

The ESL Developmental Continuum P–10 will assist teachers to:

- deepen understandings of the broad stages of English language development
- enhance teaching skills to enable purposeful teaching
- identify the range of student learning levels
- monitor individual student progress
- develop a shared language to describe and discuss student progress.

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:

- Australian citizens or hold permanent residency status; or
- be minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction) and
  - accepted as a temporary migrant under any part of the Australian Government's Humanitarian Program; 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 Program; 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 Program within 18 months of arrival in Australia or being granted a temporary visa under the Humanitarian Program; or
- if entering any other year of schooling, have enrolled in an intensive English class funded under this Program within six months of arrival in Australia or being granted a temporary visa under the Humanitarian Program.

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 $5,786 in 2008 for each eligible newly arrived student or $11,572 per humanitarian new arrival. 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 2008, 6,125 new arrivals from more than 130 countries enrolled in Victorian government schools, an increase of 576 students (10.4 per cent) from 2007. The majority, 4,092 (66 per cent), including 842 on temporary visas and 1,232 on humanitarian visas, met Commonwealth eligibility criteria. The other 2,033 students (33 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 2008, the highest numbers of students were born in China, India, the Philippines, Afghanistan, and Thailand, 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, 2008

India 10%
China 13%
Philippines 6%
Afghanistan 5%
Thailand 5%
Burma (Myanmar) 5%
Sri Lanka 4%
Malaysia, 4%
New Zealand 4%
Iraq 3%
Korea 2%
Vietnam 2%
Sudan 2%
Other 35%
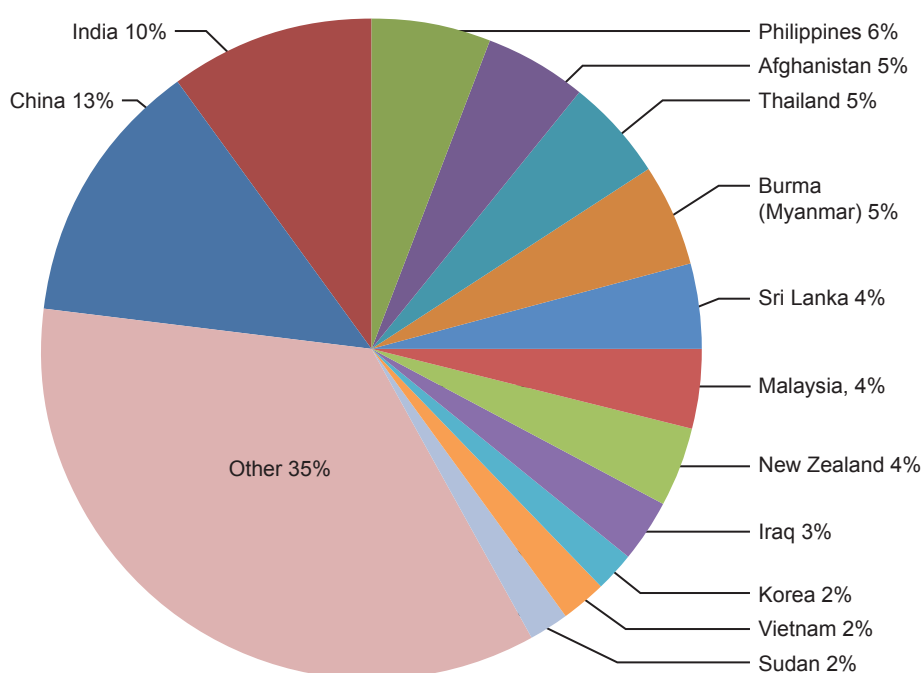
Source: New Arrivals Data Collection 2008

Regional distribution of newly arrived students

In 2008 5,571 (91 per cent) of newly arrived students were enrolled in schools in the four metropolitan regions and 554 (9 per cent) in non-metropolitan regions. Figure 4 shows the regional distribution of newly arrived students in 2008. 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, 2008**
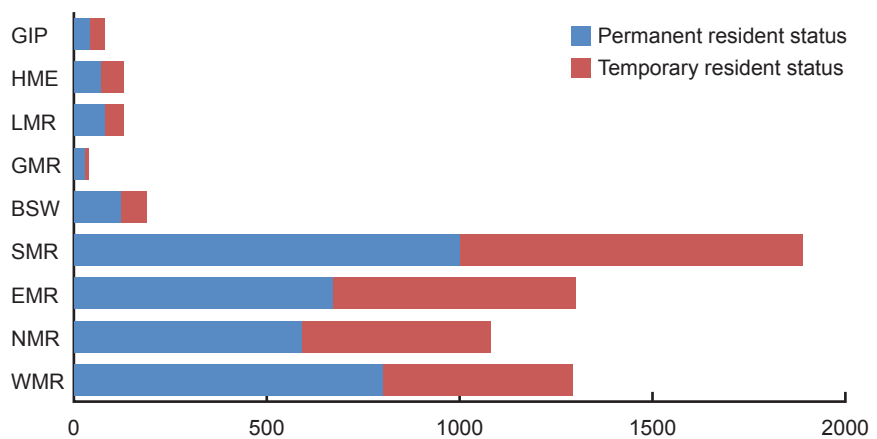
Source: New Arrivals Data Collection 2008

Students' language backgrounds

The 6,125 ESL new arrivals who enrolled in Victorian government schools in 2008 spoke more than 130 languages. The top five language groups were Mandarin (674 students), Chinese (377 students), Karen (311 students), Arabic (284 students), and Dari (278 students).

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, 2008

- Chinese, nfd, 6%
- Karen 5%
- Arabic 5%
- Dari, 4%
- Hindi, 4%
- Sinhalese, 4%
- Tagalog, 4%
- Korean, 3%
- Vietnamese, 3%
- Filipino, 2%
- Cantonese, 2%
- Mandarin, 11%
- Other, 47%
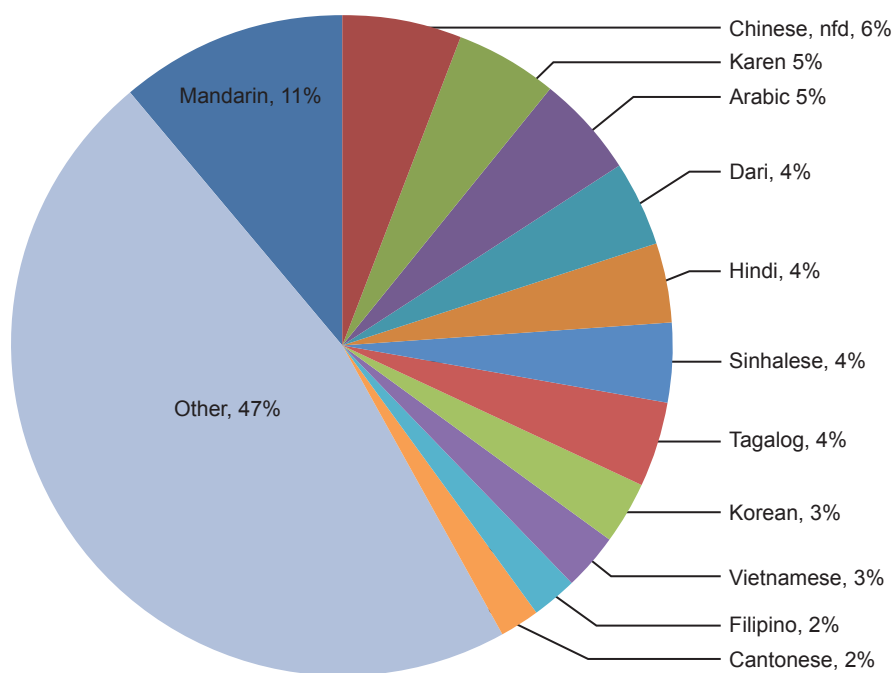
*nfd - Chinese not further defined
Source: New Arrivals Data Collection 2008

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, if spaces are available. 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 2008, 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, the Mildura English Language Program and the Shepparton English Language 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 be referred by a mainstream school or community organisation.

Of the 6,125 new arrivals in 2008, a total of 1,727 (28.2 per cent) enrolled in English language schools or centres. Of these, 650 were primary students (15.9 per cent of total primary newly arrived students) and 1,077 were secondary students (52.9 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 2008, 517 primary newly arrived students (12.6 per cent of total primary new arrivals) received an intensive ESL program through outposting in a total of 18 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 2008, 463 primary newly arrived students (11.3 per cent of total primary new arrivals) received a visiting outposting program in a total of 122 locations.

See Appendix 6 for a list of intensive outposting and visiting outposting locations in 2008.

Outreach services

In 2008, 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:

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

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

Table 3: Outreach services provided to schools and students, government schools, Victoria, 2008

English language School and Region	Number of students assessed				Total
	Term 1	Term 2	Term 3	Term 4	
Blackburn (EMR)	48	65	57	60	230
Collingwood (NMR)	34	18	61	34	147
Noble Park (SMR)	40	40	58	24	162
Western (WMR)	50	51	45	29	175
Total	**172**	**174**	**221**	**147**	714

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.

Thirteen schools participated in the mentor scheme in 2008.

Table 4 shows that a total of 147 students from 64 schools accessed the program during 2008.

Table 4: **Number of students accessing the isolated ESL student support program by sector, region and visa type, Government schools, Victoria, 2008**

Region	Primary				Secondary				Total
	Number of schools	Number of students			Number of schools	Number of students			
		Permanent	Temporary	Total		Permanent	Temporary	Total	
BSW	4	2	8	10	-	-	-	-	10
GIP	11	10	18	28	6	11	7	18	46
GRM	4	4	2	6	-	-	-	-	6
HME	12	8	17	25	1	-	1	1	26
LMR	10	13	14	27	5	6	4	10	37
EMR	1	-	1	1	-	-	-	-	1
NMR	3	-	6	6	-	-	-	-	6
SMR	6	6	4	10	-	-	-	-	10
WMR	1	5	-	5	-	-	-	-	5
TOTALS	52	48	70	118	12	17	12	29	147

New Arrivals Kit

Schools in non-metropolitan and outer-metropolitan areas with isolated new arrivals can borrow the New Arrivals Kit from the 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 2008, approximately 65 kits were made available to schools. The kit can be kept in schools for one term. The materials and resources included in each kit depends on the age, first language, and stage of English language development of the students.

Several DEECD 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 team of teachers working with the Ballarat English Language Centre provided support for new arrivals in the Ballarat area. In 2008, 1.2 EFT primary teachers and 0.5 EFT secondary teachers provided ESL program support to 21 primary and 7 secondary students.

Geelong English Language Program

A team of teachers working with the Geelong English Language Centre provided support for new arrivals in the Geelong area. In 2008, 6.9 EFT primary teachers and 3.2EFT secondary teacher provided ESL program support to 76 primary and 43 secondary students.

Mildura English Language Centre

A team of teachers working with the Mildura English Language Centre provided support for new arrivals in the Mildura area. In 2008, 3.6 EFT primary teachers and 4.2 EFT secondary teachers provided ESL program support to17 primary and 13 secondary students.

Shepparton New Arrivals Program

A team of teachers working with the Shepparton English Language Centre provided support for new arrivals in the Shepparton area. In 2008, 3.6 EFT primary teachers and 3.0 EFT secondary teachers provided ESL program support to 55 primary and 35 secondary students.

In-school support programs

In-school support programs were provided for 3,004 newly arrived ESL students in 2008. 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 2008, 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 existing 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:

• an online resource, *Strengthening Outcomes – Refugee Students in Government Schools* developed in response to requests from schools for information on how to more effectively support refugee students, particularly those with little or no schooling. Available online at **http:// www.education.vic.gov.au/studentlearning/programs/esl/refugees**

• an online resource, T*he MEA Handbook* distributed to all ESL index-funded schools and intensive English language settings. This handbook outlines the role of the multicultural education aide and provides guidelines for aides and school administrators.

- $3 million for the continuation of funding for Transition Initiative Programs in over 80 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, including professional learning for teachers

- **School Support for Refugees initiatives**
  $6.5million for two initiatives over four years:
  - **Out of School Hours Learning Support Program (OSHLSP)** in partnership with The Centre for Multicultural Youth (CMY). Training and resources available for volunteers.
  - **School support for refugees (SSR)** Foundation House in partnership with DEECD supporting clusters of schools in networks to provide professional learning for schools with significant numbers of refugee students.

- 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)

- Changes made to CASES21 to identify refugee students as a cohort in order to examine how refugees compare to other students in the State and in their school.

Ongoing support includes:

- additional funding to English language schools and centres for literacy support, which allows students with disrupted schooling and low literacy levels to stay up to 12 months instead of the normal six months

- 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

- 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.

- 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 provide targeted ESL support for metropolitan regions and 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.
- DEEP modules

ESL 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 2008 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, 2002–2008

Program	2002	2003	2004	2005	2006	2007	2008	Difference 2007–2008
Primary								
English language schools and centres	497	618	579	613	667	678	650	-28
Ballarat English Language Program	-	-	-	-	-	19	21	2
Geelong English Language Program	21	17	36	23	35	46	76	30
Mildura English Language Program	-	-	-	-	-	-	17	17
Shepparton New Arrivals Program	72	47	15	20	63	58	55	-3
Outposting – intensive	267	251	312	369	460	512	517	5
Outposting – visiting	151	178	192	231	368	306	463	157
Isolated support	36	50	38	55	76	87	118	31
In-school	1,015	1,014	1,124	1,365	1,494	1,976	2,099	123
Subtotal	2,059	2,175	2,296	2,676	3,163	3,682	4,016	334
Secondary								
English language schools and centres	816	878	881	897	1,098	994	1,077	83
Ballarat English Language Program	-	-	-	-	-	6	7	1
Geelong English Language Program	29	8	15	21	17	16	43	27
Mildura English Language Program	-	-	-	-	-	-	13	13
Shepparton New Arrivals Program	23	31	7	21	50	31	35	4
Isolated support	4	23	10	13	26	20	29	9
In-school	469	558	553	695	634	802	905	103
Subtotal	1,341	1,498	1,466	1,647	1,825	1,869	2,109	240
Primary and secondary								
English language schools and centres	1,313	1,496	1,460	1,510	1,765	1,672	1,727	55
Ballarat English Language Program	-	-	-	-	-	25	28	3
Geelong English Language Program	50	25	51	44	52	62	119	57
Mildura English Language Program	-	-	-	-	-	-	30	30
Shepparton New Arrivals Program	95	78	22	41	113	89	90	1
Outposting – intensive	267	251	312	369	460	512	517	5
Outposting – visiting	151	178	192	231	368	306	463	157
Isolated support	40	73	48	68	102	107	147	40
In-school	1,484	1,572	1,677	2,060	2,128	2,778	3,004	226
Total	**3,400**	**3,673**	**3,762**	**4,323**	**4,988**	**5,551**	**6,125**	**574**

Source: New Arrivals data collections 2002–2008

Part 3: ESL in mainstream schools

In 2008, 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 474 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 2008 school year, funding was based on data collected from the Language Background other than English census conducted in all government schools in August 2007. 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, 41,170 of a total of 115,145 students from language backgrounds other than English were identified as eligible for ESL support in 2008. 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). An additional 25 per cent of the ESL Index funding was allocated to support the provision of MEAs. For the first time in 2006, a school's ESL and MEA allocation also included a weighting to reflect the differing densities of Student Family Occupations. This weighting reflects the high correlation between student outcomes and family occupation. This was done to target funding to those schools with ESL learners with greatest need. See Appendix 7 for ESL and MEA index levels, weightings and per-student funding rates for 2008.

Allocation of resources

Table 6 indicates that in 2008 more than $47.2 million of ESL and MEA index funding was allocated to government schools via their student resource packages to provide ESL programs. During 2008, ESL contingency funding totalling $410,575.39 was also allocated to 12 primary schools and five secondary schools to assist them to provide support for ESL students who had enrolled since the August 2007 census (Table 7).

Table 6: ESL programs by school type and funding allocation, government schools, Victoria, 2008

School type	Number of schools	Funding ($)
Primary	350	29,766,789
Primary–secondary (primary programs) [1]	7	1,054,727
Subtotal primary	357	30,821,516
Secondary	110	15,642,865
Primary–secondary (secondary programs) [1]	6	793,265
Subtotal secondary	116	16,436,130
Total	**473**	**47,257,646**

[1] Of the 13 primary-secondary schools who received ESL Index funding, six received both primary and secondary allocations,
Source: Department of Education and Early Childhood Development 2007

For a listing of schools that received ESL index funding in 2008, see Appendix 8 (primary schools) and Appendix 9 (secondary schools).

Table 7: ESL contingency funding allocations by school type, government schools, Victoria, 2008

School type	Number of schools	Funding ($)
Primary	12	207,902.35
Secondary	5	202,673.04
Total	**17**	**410,575.39**

Source: Department of Education and Early Childhood Development 2008

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, 2008

Region	Primary programs		Secondary programs		Primary/ Secondary programs		Total programs	
	Number	Funding ($)	Number	Funding ($)	Number	Funding ($)	Number	Funding ($)
WMR	83	8,253,976	29	3,989,769	6	896,679	118	13,140,424
NMR	84	7,947,327	20	2,458,361	4	293,194	108	10,698,882
EMR	75	3,402,637	24	2,634,718	-	-	99	6,037,355
SMR	89	9,154,228	26	5,502,709	3	658,119	118	15,315,056
BSW	6	208,511	2	237,498	-	-	8	446,009
GRM	1	18,515	1	33,640	-	-	2	52,155
LMR	6	262,826	3	196,570	-	-	9	459,396
HME	5	500,257	4	551,920	-	-	9	1,052,177
GIP	1	18,512	1	37,680	-	-	2	56,192
Total	350	29,766,789	110	15,642,865	13	1,847,992	473	47,257,646

Source: Department of Education and Early Childhood Development 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 2008:

- 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 350 primary schools, as well as nine primary–secondary schools, received ESL index funding and were required to complete the 2008 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 71.3 per cent of surveyed primary schools reflected the needs of ESL students in a specific way in their Annual Implementation Plan, and 70.3 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 state wide basis, DISGW (73.6 per cent) and DISCGIC (9.1 per cent) were the preferred ESL program types in primary schools. Other program types made up the remaining 17.3 per cent. Figure 6 shows a breakdown of program types for the state.

Figure 6: Primary ESL program types, government schools, Victoria, 2008
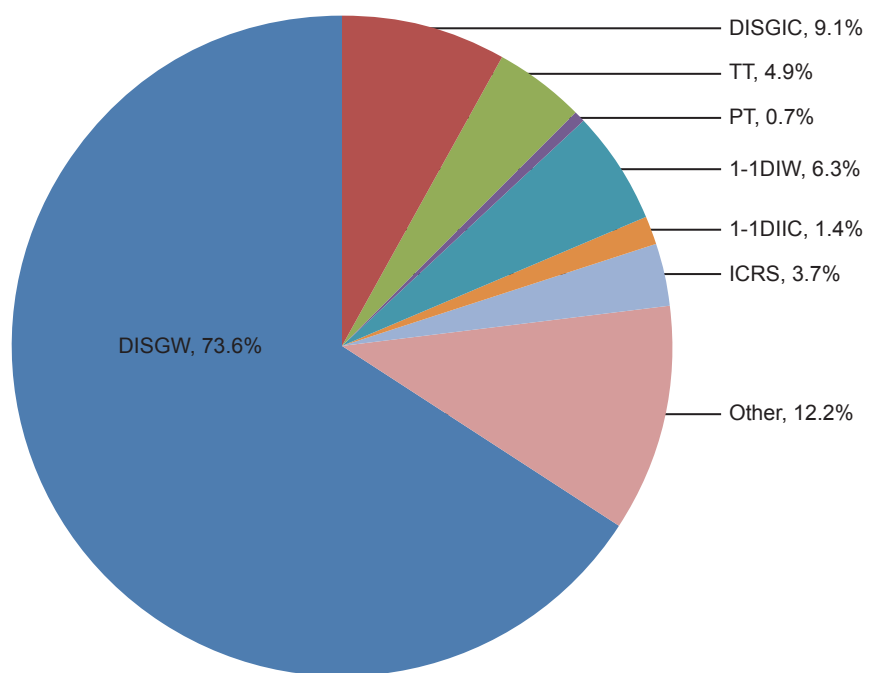
Source: ESL Survey 2008

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; (ICRS) in class roving support.

Primary ESL teacher qualifications

Of the 472 teachers involved in delivering primary ESL programs state wide, 20.8 per cent of teachers had a specialist ESL qualification, 5.9 per cent were studying for an ESL qualification and 73.3 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.

Figure 7: Primary teachers with ESL qualifications or currently undertaking ESL qualifications teaching in ESL programs, government schools, Victoria, 2008
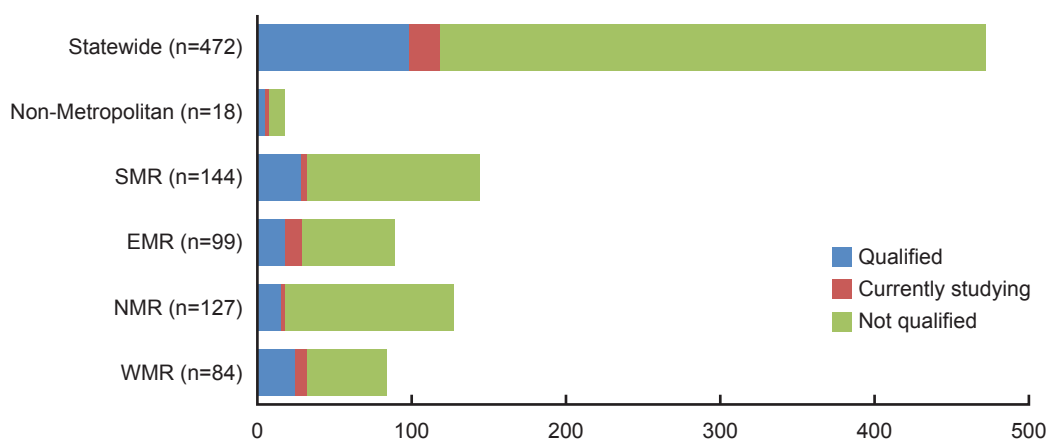
n = the number of teachers working in primary ESL programs
Source: ESL Survey 2008

Student types – primary

The 2008 ESL survey requested information on the types of ESL students in ESL programs based on length of time in Australia and previous educational background. Figure 8 provides 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 primary programs.

Figure 8: Number of students in ESL programs by type and year level, government primary schools, Victoria, 2008
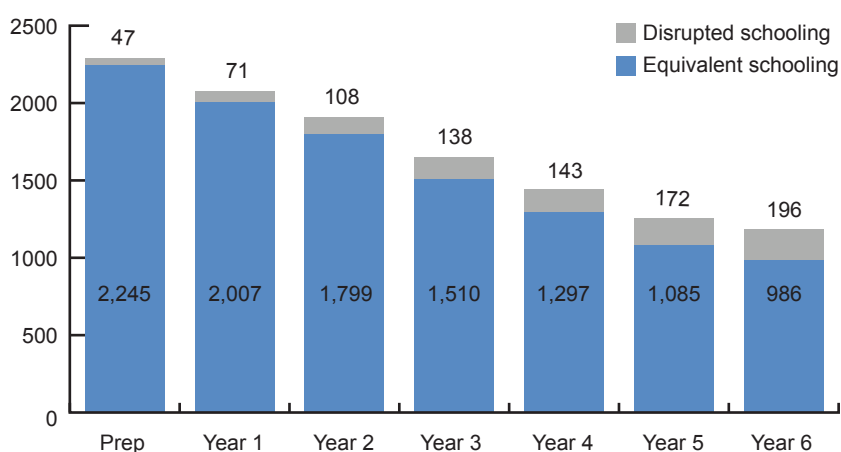
Source: ESL Survey 2008

Secondary ESL teacher qualifications

Of the 416 teachers involved in delivering secondary ESL programs state wide, 81.7 of teachers had a specialist ESL qualification, 16.1 per cent did not have an ESL qualification and 2.2 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, 2008
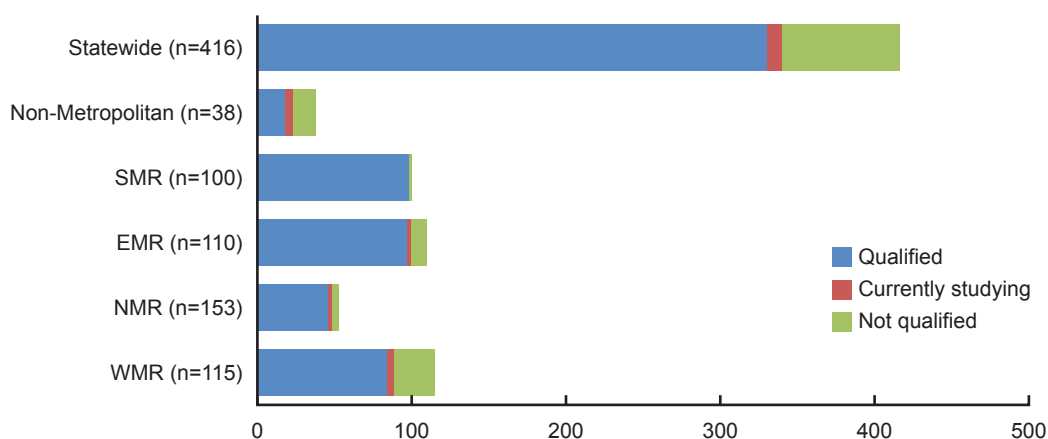
n = the number of teachers working in secondary ESL programs
Source: ESL Survey 2008

Programs in secondary schools

A total of 110 secondary schools, as well as eight primary–secondary schools, received ESL index funding and were required to complete the 2008 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 70.3 per cent of surveyed secondary schools reflected the needs of ESL students in a specific way in their school charter, and 81.4 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 51 per cent of secondary ESL programs, DISGIC 17.4 per cent, PT 16.6 per cent, with other program types making up the remaining 15 per cent.

Figure 10 shows a percentage breakdown of program types for the state.

Figure 10: Secondary ESL program types, government schools, Victoria, 2008
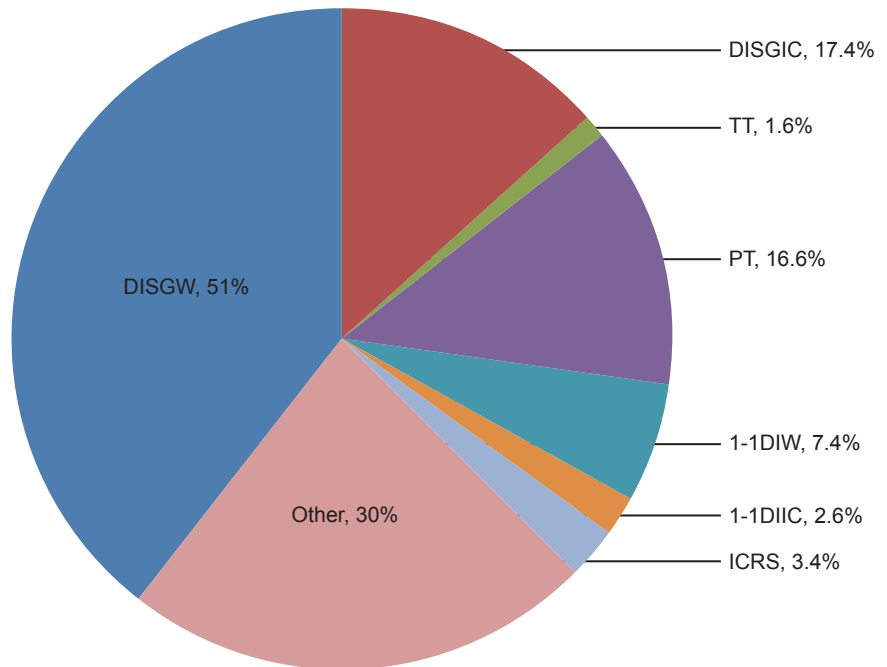
Source: ESL Survey 2008

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; (ICRS) in class roving support.

Student types – secondary

The 2008 ESL survey requested information on the types of ESL students in ESL programs based on length of time in Australia and previous educational background. Figure 11 provides 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 secondary programs.

Figure 11: Number of students in ESL programs by type and year level, government secondary schools, Victoria, 2008
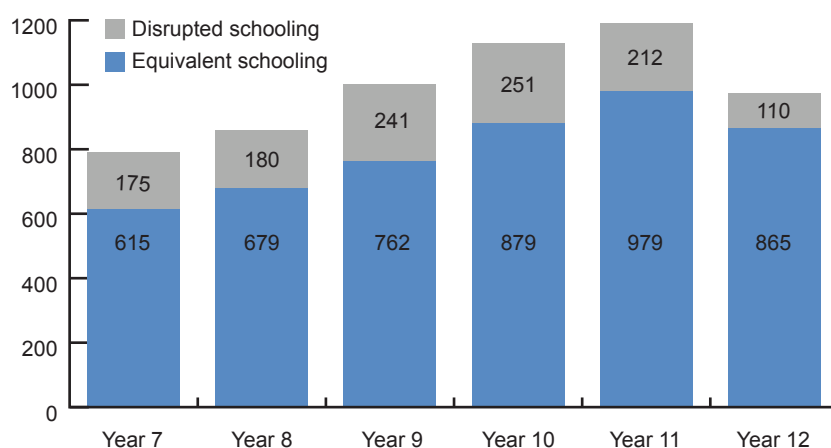
Source: ESL Survey 2008

Victorian Certificate of Education (VCE) ESL Unit 3 - 4 sequence students

In order to enrol in VCE ESL Units 3 and 4, students must meet the following requirements, as stipulated by Victorian Curriculum and Assessment Authority (VCAA).

Enrolment in English (ESL) is available only to students who have approved English as a Second Language (ESL) status.

A student may be eligible for ESL status if they meet both conditions 1 and 2 as set out below:

1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years. Note: The period of seven (7) years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the Date of Last Arrival plus any previous periods of time spent in Australia or any predominantly English speaking country. Time spent out of Australia during school vacations should be included as no disruption to education occurs during these periods. or

(b) He/she is an Aboriginal student whose first language is not English.

AND

2. English has been the student's major language of instruction for a total period of not more than seven (7) years over the period of his/her education.

Special Circumstances

If the student is from a non-English-speaking background the following special circumstances could be considered by the VCAA in determining the student's eligibility for ESL status, namely:

- *minimal or no primary school education*
- *material interruptions to schooling during primary years, particularly if there were changes to the language of instruction*
- *material interruptions to schooling after arrival in Australia.*

(*VCE And VCAL Administrative Handbook*)

In 2008, within the VCE English group, 1,805 students were enrolled in VCE ESL Units 3 and 4, representing 3.7 per cent of the student group (Table 9). Enrolments in VCE ESL units were higher in metropolitan regions, between 3.6 and 4.7 per cent, than in regional areas where ESL enrolments represented between 0.6 and 1.4 per cent of the VCE English group.

Table 10 shows the number of students enrolled in the ESL Unit 3 and 4 sequence between 2000 and 2008 by region.

Table 9:   Number and percentage of students[1] enrolled in VCE ESL Unit 3 and 4 sequence in government schools as compared to all students enrolled in the VCE English group[2] by region, 2008

REGION	ESL	English Group	Percentage in ESL
BSW	28	3,549	0.8
EMR	478	11,438	4.2
GIP	13	2,164	0.6
GRM	13	2,114	0.6
HME	32	2,327	1.4
LMR	20	2,883	0.7
NMR	240	6,592	3.6
Off-shore Providers	238	238	100.0
SMR	397	10,673	3.7
WMR	346	7,352	4.7
Total	**1,805**	**49,330**	**3.7**

[1] Excludes full-fee paying overseas students.
[2] Number of unique students (headcounts) enrolled in one or more VCE English group (that is, ESL, English, English Language and Literature) at the 3/4 sequence.

Table 10: Number of students[1] enrolled in VCE ESL Unit 3 and 4 sequence by region, 2000-2008

REGION	2000	2001	2002	2003	2004	2005	2006	2007	2008
BSW	16	17	23	8	15	27	17	14	21
EMR	275	289	299	244	238	292	305	299	335
GIP	4	3	1		3	4	4	1	10
GRM	1	1	3	2		4	1	4	8
HME	11	11	9	15	19	20	13	13	27
LMR	14	5	5	11	8	9	7	5	13
NMR	225	249	249	203	197	209	157	141	194
SMR	291	352	338	272	279	295	275	308	308
WMR	280	249	284	241	246	218	212	202	201
Total	**1,117**	**1,176**	**1,211**	**996**	**1,005**	**1,078**	**991**	**987**	**1,117**

[1] Excludes full-fee paying overseas students.

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 11 indicates that a total of 236.2 EFT MEA positions were funded in 473 schools in 2008. The majority of MEAs were located in schools in the metropolitan regions.

Table 11: Multicultural Education Aides by region, government schools, Victoria, 2008

Region	Number of schools receiving MEA funding	EFT positions
NMR	108	53.7
WMR	118	65.8
EMR	99	29.9
SMR	118	76.5
BSW	8	2.2
GRP	2	0.3
LMR	9	2.3
HME	9	5.3
GIP	2	0.3
Total	**473**	**236.2**

Source: Department of Education and Early Childhood Development 2008

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 2008, 13 English Language Schools and Centres/Programs had 34 EFT MEA positions based on a 50:1 student MEA ratio.

The distribution of multicultural education aides by school type is shown in Table 12.

Table 12: Multicultural Education Aides by school type, government schools, Victoria, 2008

School type	Number of schools receiving MEA funding	EFT positions
Primary schools	347	147.9
Secondary colleges	106	76.1
Primary-secondary schools	20	12.2
Total	**473**	**236.2**

Source: Department of Education and Early Childhood Development 2008

MEA Traineeships

In 2008 traineeships for a one-year course to gain a Certificate III in Education (Language and Literacy) were offered to MEAs employed in schools, to enable them to upgrade their skills. Traineeships were granted to 45 MEAs. The MEAs attended classes for one day each fortnight, in Semester 2 which continued for Semester 1 in 2009. Their schools received a grant to cover the cost of:

- tuition fees
- 5 days replacement costs for study leave
- 2 days CRT for an ESL supervisor from their school to attend a professional development activity at Adult Multicultural Education Services (AMES)
- public transport for travel to the training venue.

The MEA Conference

During both 2007 and 2008 an MEA conference was held. The conference was a one-day program, held in November.

In 2008, around 150 MEAs attended the conference. The MEA Conference is a professional development opportunity for MEAs to participate in workshops and learning activities, which cover a range of topics relating to their work with students, teachers and families. It also provided them with an opportunity to meet with and discuss their roles and responsibilities with other MEAs.

The MEA handbook

In 2008 a new publication, *The MEA handbook,* was launched at the MEA Conference. All participants were given a copy, and it was sent to the principals of all schools receiving ESL index funding. The handbook will help school communities to ensure that the best use is made of the skills and expertise of MEAs. It:

- outlines the role of the MEA and provides guidelines for aides and school administrators provides advice on implementing effective MEA support for a school's ESL student cohort
- provides information for MEAs about education in Victorian government schools
- provides links and resources, including links to professional development for MEAs.

The MEA handbook can be downloaded as a PDF from:
http://www.education.vic.gov.au/studentlearning/programs/esl/mea.htm

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 and translators, 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/ accessserv.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 2008, a total of 7,878 on-site interpreting engagements in 67 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 2008, a total of 1,733 telephone interpreting engagements were provided to schools in 55 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
- special school/ integration student reports : 500 words

In 2008, 333 documents were translated into 41 languages for schools.

Multilingual notices

Some commonly used notices have been translated into a range of languages and
are available on the ESL web page. See:
**http://www.education.vic.gov.au/management/schooloperations/interpret/
multilingual.htm**

The translated documents include notices for parent–teacher meetings, parent
participation and preparatory year intakes.

Other translated material for parents is available at:
**http://www.education.vic.gov.au/management/schooloperations/interpret/
translated.htm**

ESL professional learning, 2008

Regional support for professional learning

In 2008, funding was provided for Regional ESL Program Officer positions in
Metropolitan Melbourne regions. Non Metropolitan regions were provided with
funding for Regional ESL and Multicultural Education Program Officer positions. All
regions received professional development grants to support teachers.

ESL Teacher Professional Learning was coordinated with the Regional ESL
Program Officers throughout 2008. An important focus was the development of the
ESL Developmental Continuum. The *Developing Effective ESL Programs: Primary*
CD was updated to include professional learning materials on using the ESL
Developmental Continuum for assessment and reporting purposes.

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 (including The ESL Continuum).

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

Teaching ESL Students in Mainstream Classrooms (TESMC)

The *Teaching ESL Students in Mainstream Classrooms* program was run in all regions in 2008. Teachers have 25 contact hours, reflecting on module readings and classroom activities. Despite the heavy workload, evaluations of the program continue to be positive. In total more than 150 teachers around the state completed TESMC training in 2008.

TESMC Tutors participated in ongoing professional learning one day per term.

Term 1: Carmel Sandiford: Scaffolding Writing Development Through Teaching
Term 2: Dr Sarah Culican: Scaffolding Literacy through Reading to Learn:
              An Introduction and Overview
Term 3: Professor Beverley Derewianka: Applications of Functional Grammar for
              Early Years ESL Classrooms
Term 4: Evaluation and Planning for 2009.

The sessions focused on ways teachers can use knowledge and understanding of English language and literacy to enrich ESL teaching.

Pauline Gibbons Workshop

Learning through talk in a high challenge, high support classroom

60 teachers attended this workshop which focused on the kinds of scaffolding that support ESL learners to be successful learners and classroom participants.

Transition Officers report 2008

The number of Transition Officers based at English Language Schools and Centres in the metropolitan area has grown to 15 with the addition of Transition Officers from country regions. They support students and their families in the transition from an intensive English Language Centre to a mainstream setting. They engage with a range of community agencies and school personnel to provide on-going support as required to facilitate a smooth transition.

Transition Officers met once a term in during 2008. The group includes members from Foundation House who are also working with schools to provide additional support for students from refugee backgrounds. They shared and discussed experiences, effective strategies and curriculum resources.

Refugee Week 2008

During Refugee Week a professional learning activity was conducted at LMERC on *Education and training pathway options for recently arrived ESL learners aged 15-18 with disrupted schooling.* The session provided participants with information and examples of pathway options and support available to schools. A number of presenters highlighted how they have networked with schools, communities and agencies to support students, issues and barriers they have identified in relation to understanding education pathways and effective strategies for engaging young people and their families. The session was attended by 60 participants from schools and a range of agencies which support recently arrived young people.

Appendices

Appendix 1:   ESL resources

Key publications

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

The ESL Developmental Continuum available at
**http://www.education.vic.gov.au/studentlearning/teachingresources/esl/
default.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
**http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/
eslhandbook.pdf**

The MEA Handbook available at
http://www.education.vic.gov.au/studentlearning/programs/esl/mea.htm

The publications and online resources pages on the ESL website

**http://www.education.vic.gov.au/studentlearning/programs/esl/resources/
default.htm** details a range of print materials which support teachers of ESL
students under the four categories listed below. It also provides information about
availability and purchase of these materials.

1) All ESL students
2) Primary ESL students
3) Secondary ESL students
4) Primary and secondary ESL students with disrupted schooling

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

Appendix 2: Newly arrived ESL students by country of birth and region, government schools, Victoria, 2008

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Afghanistan	327	1	6	-	248	-	-	39	33	-
Albania	12	2	1	-	3	-	-	-	6	-
Argentina	8	1	-	-	5	-	-	-	2	-
Australia	77	12	21	14	18	-	2	3	6	1
Austria	2	-	-	-	2	-	-	-	-	-
Bahrain	2	-	1	1	-	-	-	-	-	-
Bangladesh	43	13	12	3	14	-	-	-	1	-
Belarus	4	-	-	-	4	-	-	-	-	-
Belgium	7	3	-	2	2	-	-	-	-	-
Benin	5	-	-	-	-	-	5	-	-	-
Bermuda	1	-	1	-	-	-	-	-	-	-
Bhutan	3	-	3	-	-	-	-	-	-	-
Bosnia and Herzegovina	13	3	-	-	8	2	-	-	-	-
Botswana	1	-	-	1	-	-	-	-	-	-
Brazil	15	2	3	-	8	1	-	-	-	1
Bulgaria	7	2	2	1	2	-	-	-	-	-
Burma (Myanmar)	279	119	7	73	44	29	-	3	-	4
Burundi	1	-	-	-	1	-	-	-	-	-
Cambodia	56	-	2	5	46	3	-	-	-	-
Canada	12	2	3	2	5	-	-	-	-	-
Channel Islands	1	-	-	1	-	-	-	-	-	-
Chile	6	3	-	-	2	-	1	-	-	-
China	813	98	153	317	216	11	1	8	5	4
Chinese Asia (includes Mongolia)	4	-	1	3	-	-	-	-	-	-
Colombia	5	1	1	1	2	-	-	-	-	-
Congo, Democratic Republic of	3	3	-	-	-	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Cook Islands	6	-	1	1	4	-	-	-	-	-
Costa Rica	2	-	1	1	-	-	-	-	-	-
Côte d'Ivoire	25	9	8	-	4	4	-	-	-	-
Croatia	3	3	-	-	-	-	-	-	-	-
Cyprus	2	-	-	2	-	-	-	-	-	-
Czech Republic	1	-	-	-	1	-	-	-	-	-
Denmark	20	-	-	11	7	1	-	-	1	-
Djibouti	3	-	3	-	-	-	-	-	-	-
Dominican Republic	1	-	-	-	1	-	-	-	-	-
East Timor	3	1	1	1	-	-	-	-	-	-
Ecuador	1	-	1	-	-	-	-	-	-	-
Egypt	30	6	6	13	2	3	-	-	-	-
El Salvador	4	2	-	-	2	-	-	-	-	-
England	11	1	3	4	3	-	-	-	-	-
Eritrea	18	10	5	-	3	-	-	-	-	-
Ethiopia	72	39	17	-	11	2	-	-	2	1
Fiji	80	14	13	2	44	-	-	7	-	-
Finland	6	1	3	2	-	-	-	-	-	-
France	49	1	-	15	28	4	1	-	-	-
Georgia	2	-	-	-	2	-	-	-	-	-
Germany	53	12	6	17	13	4	-	-	1	-
Ghana	2	-	-	1	-	-	1	-	-	-
Greece	22	3	7	4	6	-	-	-	2	-
Grenada	1	-	-	-	-	-	-	-	1	-
Guam	1	-	-	1	-	-	-	-	-	-
Guinea	4	1	-	-	2	1	-	-	-	-
Hong Kong	64	5	1	39	14	2	-	1	-	2
Hungary	9	-	-	1	8	-	-	-	-	-
India	617	147	96	130	218	5	4	6	9	2
Indonesia	81	23	9	25	20	1	1	-	-	2
Iran	54	7	17	22	3	-	-	4	1	-
Iraq	179	11	121	10	25	-	-	9	3	-
Ireland	2	-	-	-	2	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Israel	63	-	-	9	50	4	-	-	-	-
Italy	22	3	11	4	2	-	-	-	2	-
Japan	70	5	5	32	26	-	-	1	1	-
Jordan	8	-	6	2	-	-	-	-	-	-
Kazakhstan	2	-	2	-	-	-	-	-	-	-
Kenya	44	5	13	4	22	-	-	-	-	-
Korea	150	3	12	98	34	2	1	-	-	-
Korea, Democratic People's Republic of (North)	1	-	-	1	-	-	-	-	-	-
Kuwait	5	-	3	-	2	-	-	-	-	-
Kyrgyz Republic	1	-	-	-	1	-	-	-	-	-
Laos	5	-	3	2	-	-	-	-	-	-
Latvia	1	1	-	-	-	-	-	-	-	-
Lebanon	36	15	16	2	3	-	-	-	-	-
Liberia	24	6	2	-	5	11	-	-	-	-
Libya	3	1		1	1	-	-	-	-	-
Macedonia (FYROM)	21	12	6	-	3	-	-	-	-	-
Malaysia	254	30	81	95	34	6	-	1	3	4
Maldives	1	-	-	1	-	-	-	-	-	-
Malta	7	2	3	-	2	-	-	-	-	-
Mauritius	42	2	6	8	19	3	-	2	-	2
Mexico	3	-	1	1	1	-	-	-	-	-
Moldova	1	-	-	-	1	-	-	-	-	-
Mongolia	2	1	-	1	-	-	-	-	-	-
Morocco	3	2	-	-	1	-	-	-	-	-
Mozambique	4	-	2	-	2	-	-	-	-	-
Nauru	2	-	-	-	2	-	-	-	-	-
Nepal	13	1	5	3	4	-	-	-	-	-
Netherlands	28	2		11	10	3	2	-	-	-
New Caledonia	2	-	-	2	-	-	-	-	-	-
New Zealand	217	63	31	40	74	-	-	5	2	2
Nigeria	20	5	4	-	5	-	-	-	1	5
Norway	11	-	3	1	4	3	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Oman	8	1	5	1	1	-	-	-	-	-
Pakistan	73	19	25	-	18	6	1	-	-	4
Papua New Guinea	42	18	7	3	14	-	-	-	-	-
Peru	4	-	1	1	2	-	-	-	-	-
Philippines	367	145	43	44	89	18	-	11	11	6
Poland	3	1	-	-	2	-	-	-	-	-
Portugal	6	-	1	-	5	-	-	-	-	-
Qatar	3	-	2	1	-	-	-	-	-	-
Romania	13	-	3	2	8	-	-	-	-	-
Russian Federation	35	3	1	11	18	-	2	-	-	-
Rwanda	1	-	-	1	-	-	-	-	-	-
Samoa	33	9	13	-	11	-	-	-	-	-
Saudi Arabia	46	4	21	3	18	-	-	-	-	-
Seychelles	1	-	-	-	1	-	-	-	-	-
Sierra Leone	14	11	3	-	-	-	-	-	-	-
Singapore	55	14	9	23	8	1	-	-	-	-
Slovakia	2	-	-	2	-	-	-	-	-	-
Slovenia	4	-	-	-	4	-	-	-	-	-
Solomon Islands	1	1	-	-	-	-	-	-	-	-
Somalia	22	5	17	-	-	-	-	-	-	-
South Africa	95	9	4	31	28	3	2	4	11	3
Southern and East Africa, nec*	1	-	-	-	1	-	-	-	-	-
Spain	2	-	-	-	1	-	-	-	-	1
Sri Lanka	266	32	65	57	91	10	-	6	1	4
Sudan	124	44	3	4	50	1	2	3	7	10
Sweden	15	-	5	3	7	-	-	-	-	-
Switzerland	7	1	-	1	2	1	-	-	-	2
Syria	1	-	1	-	-	-	-	-	-	-
Taiwan	17	2	3	8	4	-	-	-	-	-
Tanzania	6	-	-	1	3	-	-	-	-	2
Thailand	302	154	15	25	46	37	-	10	4	11
Togo	10	-	-	-	-	-	10	-	-	-
Tokelau	1	1	-	-	-	-	-	-	-	-

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GMP	LMR	HME	GIP
Tonga	2	2	-	-	-	-	-	-	-	-
Turkey	44	4	26	3	6	-	-	-	5	-
Tuvalu	1	-	-	1	-	-	-	-	-	-
UAE	27	7	4	9	6	-	1	-	-	-
Uganda	11	4	1	5	1	-	-	-	-	-
UK	14	3	7	1	2	1	-	-	-	-
Ukraine	9	-	-	1	6	1	-	1	-	-
Unknown	23	5	3	-	12	3	-	-	-	-
USA	34	10	8	2	12	1	-	-	1	-
Uzbekistan	2	-	-	-	2	-	-	-	-	-
Venezuela	5	-	-	5	-	-	-	-	-	-
Vietnam	147	63	25	7	48	-	-	-	3	1
Yemen	2	1	1	-	-	-	-	-	-	-
Yugoslavia (FRY)	3	2	-	-	1	-	-	-	-	-
Zimbabwe	20	3	4	6	1	3	1	2	-	-
Total	6,125	1,298	1,077	1,306	1,890	191	38	126	125	74

Source: New Arrivals Data Collection 2008
*nec - not elsewhere classified

Appendix 3: ESL newly arrived students by eligibility and region, government schools, Victoria, 2008

Eligibility	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Eligible for C'wealth ESL - New Arrivals Programme funding	4,091	891	719	882	1,224	129	30	87	75	54
Temporary	2,034	407	358	424	666	62	8	39	50	20
Total	**6,125**	**1,298**	**1,077**	**1,306**	**1,890**	**191**	**38**	**126**	**125**	**74**

Source: New Arrivals Data Collection 2008
See p. 17 for eligibility criteria

Appendix 4: ESL newly arrived students by language and region, government schools, Victoria, 2008

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Acholi	3	-	-	-	3	-	-	-	-	-
African Languages, nec*	29	9	3	4	7	6	-	-	-	-
African Languages, nfd**	49	14	8	1	10	13	-	-	-	3
Afrikaans	81	6	4	27	21	3	2	4	11	3
Albanian	28	4	4	-	12	-	-	-	8	-
Amharic	25	15	5	-	2	-	-	-	2	1
Arabic	284	51	116	28	57	4	-	10	15	3
Assyrian	77	2	74	1	-	-	-	-	-	-
Bandjalang	1	-	-	-	1	-	-	-	-	-
Bardi	5	-	-	-	-	-	-	5	-	-
Bengali	52	18	12	4	17	-	-	-	1	-
Bikol	1	1	-	-	-	-	-	-	-	-
Bisaya	3	-	-	-	3	-	-	-	-	-
Bosnian	6	3	-	-	3	-	-	-	-	-
Bulgarian	7	2	2	1	2	-	-	-	-	-
Burmese	102	22	6	15	57	1	-	1	-	-
Burmese and Related Languages, nec*	9	2	-	4	3	-	-	-	-	-
Burmese and Related Languages, nfd**	1	1	-	-	-	-	-	-	-	-
Cantonese	125	19	17	46	35	3	-	5	-	-
Cebuano	4	-	-	-	3	-	-	-	1	-
Chinese, nec*	2	-	1	1	-	-	-	-	-	-
Chinese, nfd**	377	78	28	188	64	11	1	3	1	3
Creole, nfd**	10	1	3	3	3	-	-	-	-	-
Croatian	3	3	-	-	-	-	-	-	-	-
Czech	2	-	-	-	2	-	-	-	-	-
Danish	21	1	-	10	9	1	-	-	-	-
Dari	278	-	5	-	203	1	-	39	30	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Dinka	86	43	8	7	23	-	-	-	1	4
Dutch	31	2	-	11	13	3	2	-	-	-
Dutch and Related Languages, nfd**	1	-	-	1	-	-	-	-	-	-
English	2	-	-	-	2	-	-	-	-	-
Ewe	10	-	-	-	-	-	10	-	-	-
Fijian	24	-	4	1	14	-	-	5	-	-
Filipino	154	61	29	15	36	5	-	2	4	2
Finnish	4	1	-	2	1	-	-	-	-	-
French	103	5	7	24	54	7	2	2	-	2
Georgian	2	-	-	-	2	-	-	-	-	-
German	59	10	5	20	16	5	-	-	1	2
German and Related Languages, nfd**	1	-	-	1	-	-	-	-	-	-
Gilbertese	1	-	-	-	1	-	-	-	-	-
Greek	19	2	7	4	6	-	-	-	-	-
Gujarati	58	15	6	19	14	-	1	-	1	2
Gurindji	1	-	-	-	1	-	-	-	-	-
Hakka	3	-	1	2	-	-	-	-	-	-
Harari	6	2	4	-	-	-	-	-	-	-
Hausa	2	-	-	-	-	-	-	-	2	-
Hebrew	59	-	-	5	50	4	-	-	-	-
Hindi	249	68	52	41	76	3	2	3	2	2
Hmong	1	-	1	-	-	-	-	-	-	-
Hokkien	13	6	3	3	1	-	-	-	-	-
Hungarian	12	1	-	1	10	-	-	-	-	-
Icelandic	1	-	1	-	-	-	-	-	-	-
Igbo	5	1	4	-	-	-	-	-	-	-
Indo-Aryan, nfd**	5	2	1	2	-	-	-	-	-	-
Indonesian	75	22	9	23	18	1	1	-	-	1
Italian	23	2	12	4	3	-	-	-	2	-
Japanese	66	5	6	27	26	-	-	1	1	-
Kannada	21	3	-	3	15	-	-	-	-	-
Karen	311	192	-	34	6	61	-	11	-	7

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Khmer	67	2	2	4	56	3	-	-	-	-
Kikuyu	1	-	1	-	-	-	-	-	-	-
Konkani	3	1	-	-	2	-	-	-	-	-
Korean	160	3	12	107	35	2	1	-	-	-
Krio	5	4	-	-	1	-	-	-	-	-
Kurdish	3	-	-	-	-	-	-	3	-	-
Kuuku-Ya'u	1	-	1	-	-	-	-	-	-	-
Lao	6	1	3	2	-	-	-	-	-	-
Luganda	3	-	1	2	-	-	-	-	-	-
Macedonian	21	12	7	-	2	-	-	-	-	-
Malay	124	17	58	19	19	3	-	3	1	4
Malayalam	118	13	20	18	62	1	1	2	-	1
Maltese	7	2	3	-	2	-	-	-	-	-
Mandarin	674	73	141	286	163	3	-	2	5	1
Maori (Cook Islands)	11	-	1	1	9	-	-	-	-	-
Maori (New Zealand)	12	5	-	1	6	-	-	-	-	-
Marathi	32	8	-	14	10	-	-	-	-	-
Mauritian creole	1	1	-	-	-	-	-	-	-	-
Mayali	3	2	-	-	-	-	-	-	1	-
Mongolian	2	1	-	1	-	-	-	-	-	-
Motu	2	-	-	2	-	-	-	-	-	-
Nauruan	2	-	-	-	2	-	-	-	-	-
Ndebele	1	1	-	-	-	-	-	-	-	-
Nepali	14	1	6	3	4	-	-	-	-	-
Niue	1	-	-	-	1	-	-	-	-	-
Norwegian	11	-	3	1	4	3	-	-	-	-
Nuer	31	-	-	-	28	-	2	-	-	1
Nyanja (Chichewa)	4	-	1	3	-	-	-	-	-	-
Obs - prev Tagalog (Filipino)	2	-	-	-	-	2	-	-	-	-
Oromo	18	11	3	-	4	-	-	-	-	-
Other Languages, nfd**	3	3	-	-	-	-	-	-	-	-
Other Southern Asian Languages	2	-	2	-	-	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Papua New Guinea Papuan Languages, nec*	1	-	1	-	-	-	-	-	-	-
Pashto	63	1	6	-	53	-	-	-	3	-
Persian (excluding Dari)	51	7	13	25	6	-	-	-	-	-
Pidgeon, nfd**	26	8	5	1	12	-	-	-	-	-
Polish	6	3	-	1	2	-	-	-	-	-
Portuguese	31	2	10	2	14	2	-	-	-	1
Punjabi	124	28	31	23	37	-	1	-	4	-
Romanian	11	-	3	4	4	-	-	-	-	-
Russian	64	5	3	15	37	1	2	1	-	-
Samoan	124	44	36	-	42	-	-	1	1	-
Serbian	26	7	2	1	11	5	-	-	-	-
Shona	12	1	2	3	1	2	1	2	-	-
Sinhalese	237	31	53	56	80	6	-	6	1	4
Slovak	2	-	-	2	-	-	-	-	-	-
Slovene	4	-	-	-	4	-	-	-	-	-
Somali	44	11	29	2	2	-	-	-	-	-
Southeast Asian Austronesian Languages, nfd**	3	2	-	-	-	1	-	-	-	-
Southern Asian Languages, nfd**	19	1	5	2	7	4	-	-	-	-
Spanish	51	10	6	9	20	-	2	-	2	2
Swahili	12	3	4	-	3	-	-	-	-	2
Swedish	14	-	5	2	7	-	-	-	-	-
Tagalog	219	93	17	30	49	11	-	9	6	4
Tamil	108	13	13	31	48	-	-	-	3	-
Telugu	49	8	5	12	22	-	1	-	1	-
Teochew	5	-	1	-	4	-	-	-	-	-
Tetum	1	1	-	-	-	-	-	-	-	-
Thai	87	19	17	13	20	4	-	2	4	8
Tibetan	1	-	-	1	-	-	-	-	-	-
Tigrinya	30	21	5	-	4	-	-	-	-	-
Timorese	1	-	-	1	-	-	-	-	-	-
Tok Pisin	11	8	1	-	2	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Tokelauan	1	1	-	-	-	-	-	-	-	-
Tongan	22	13	3	2	1	-	-	3	-	-
Torres Strait Creole	1	-	-	-	-	-	-	-	1	-
Tswana	3	-	-	1	2	-	-	-	-	-
Tulu	2	1	-	-	-	-	-	1	-	-
Turkish	56	6	35	4	6	-	-	-	5	-
Tuvaluan	7	-	1	6	-	-	-	-	-	-
Ukrainian	5	-	-	1	4	-	-	-	-	-
Unknown	5	-	-	-	1	-	4	-	-	-
Urdu	73	22	25	1	13	6	1	-	1	4
Uygur	1	-	1	-	-	-	-	-	-	-
Vietnamese	158	68	24	8	51	-	1	-	3	3
West Slavic, nfd**	1	-	-	-	1	-	-	-	-	-
Wu	2	-	2	-	-	-	-	-	-	-
Yoruba	11	4	-	-	3	-	-	-	-	4
Zulu	2	-	-	-	2	-	-	-	-	-

Source: New Arrivals Data Collection 2008
* nec – not elsewhere classified
**nfd – not further defined

Appendix 5: English language schools and centres, Victoria, 2008

English language school/centre (region)	Principal/ coordinator	Telephone number	Fax number	Address	P/S1
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)	Kay Rothstadt and Theresa Mancuso	(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)	Ivana Janousek	(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
Mildura (LMR)	Jane Moglia	(03) 5021 6625		Deakin Avenue Mildura 3500	P,S
Shepparton (HME)	Heidi Perry	(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, 2008

Intensive Outposting program		Term 1	Term 2	Term 3	Term 4
Collingwood ELS					
5186	Bethal Primary School				
5325	Mill Park Heights PS				
4764	Preston North East Primary School				
631	Thomastown Primary School				
4993	Upfield Primary School				
Noble Park ELS					
3820	Caulfield Junior College				
5292	Coral Park Primary School				
1403	Dandenong Primary School				
4810	Dandenong South Primary School				
4217	Dandenong West Primary School				
1896	Stonnington PS				
Western ELS					
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				
4366	McKinnon Primary School				
Intensive outposting locations per term		16	18	18	18
Total intensive outposting locations		70			

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	●	●		●
4717	Box Hill North Primary School				
5426	Carrington Primary School	●	●	●	
734	Clayton North Primary School	●		●	●
4747	Clayton Primary School	●	●		
2900	Croydon Primary School			●	●
4890	Croydon South Primary School				●
197	Doncaster Primary School	●	●		
4702	Eastwood Primary School	●			
3381	Emerald Primary School		●	●	
4903	Essex Heights Primary School	●	●	●	
3982	Gladysdale Primary School	●	●		
5425	Glen Waverley Primary School	●	●	●	●
5478	Great Ryrie Primary School	●	●	●	●
4055	Hartwell Primary School		●	●	
849	Healesville Primary School	●	●		
4986	Highvale Primary School	●	●	●	●
4716	Huntingdale Primary School	●	●	●	●
5121	Kalinda Primary School	●			
5295	Karoo Primary School				●
1078	Kew Primary School				●
3645	Kilsyth Primary School			●	
5113	Livingstone Primary School				●
5212	Milgate Primary School	●	●	●	●
2259	Montrose Primary School			●	●
5059	Mooroolbark East Primary School	●	●	●	●
4905	Mountain Gate Primary School	●	●	●	
4808	Mount Pleasant Road Nunawading Primary School	●	●	●	●
4923	Mount View Primary School				
4886	Mullum Primary School				●
1601	Oakleigh Primary School	●	●	●	●

Visiting Outposting Program		Term 1	Term 2	Term 3	Term 4
4911	Ringwood Heights Primary School	■	■	■	
4916	Ruskin Park Primary School			■	
4924	Syndal South Primary School			■	
5004	Templestowe Heights Primary School		■	■	
4894	Upwey South Primary School			■	■
5094	Wheelers Hill Primary School		■	■	
Collingwood English Language School					
5453	Belle Vue Park Primary School			■	■
5034	Campbellfield Heights Primary School				■
4833	Campmeadows Primary School	■	■		
3941	Coburg West Primary School	■	■		
4952	Coolaroo South Primary School	■			
4900	Dallas Primary School				■
2711	Fairfield Primary School		■	■	
4782	Glenroy North Primary School				■
3118	Glenroy Primary School			■	■
4809	Glenroy West Primary School	■			
2062	Greensborough Primary School			■	
4976	Lalor East Primary School		■	■	
4709	Lalor Primary School	■	■		
5035	Lalor North Primary School	■			■
5074	Lalor West Primary School			■	
5452	Meadowbank Primary School			■	■
5098	Meadowfair North Primary School	■	■	■	
5286	Meadowglen Primary School	■	■	■	
5325	Mill Park Heights Primary School	■		■	
4876	Moomba Park Primary School	■		■	
3618	Norris Bank Primary School			■	
1401	Northcote Primary School			■	
4956	Ruthven Primary School			■	
4827	Thomastown East Primary School				■
5134	Thomastown Meadows Primary School	■	■	■	■

Visiting Outposting Program		Term 1	Term 2	Term 3	Term 4
Noble Park English Language School					
4803	Beaumaris North Primary School		✓	✓	✓
4318	Bentleigh West Primary School	✓	✓	✓	✓
3631	Black Rock Primary School	✓	✓		
1542	Brighton Primary School	✓	✓		
2897	Carnegie Primary School			✓	✓
3613	Carrum Downs Primary School	✓	✓	✓	
3385	Carrum Primary School			✓	✓
5231	Chalcot Lodge Primary School	✓			
84	Cheltenham Primary School		✓	✓	✓
2068	Cranbourne Primary School				✓
5189	Cranbourne West Primary School				✓
4996	Derinya Primary School	✓			
3790	Edithvale Primary School	✓	✓		
5072	Fountain Gate Primary School		✓	✓	✓
4682	Frankston East Primary School			✓	✓
1464	Frankston Primary School	✓	✓	✓	✓
3897	Gardenvale Primary School		✓	✓	
4062	Hampton Park Primary School			✓	✓
3754	Hampton Primary School		✓	✓	✓
5136	James Cook Primary School	✓	✓	✓	
4922	Karingal Primary School			✓	✓
5350	Kilberry Valley Primary School			✓	✓
4771	Lyndale Primary School			✓	✓
2950	Mentone Primary School	✓	✓	✓	✓
876	Mordialloc Primary School		✓	✓	
3449	Murrumbeena Primary School		✓	✓	✓
8839	Narre Warren South P-12 College	✓	✓	✓	✓
4780	Overport Primary School	✓		✓	✓
4171	Parkdale Primary School	✓	✓	✓	✓
5130	River Gum Primary School		✓	✓	✓
4429	Sandringham East Primary School			✓	✓
4974	Seaford North Primary School		✓	✓	✓

Visiting Outposting Program		Term 1	Term 2	Term 3	Term 4
1896	Stonnington Primary School	■			
5294	Thomas Mitchell Primary School	■	■	■	■
Western English Language School					
5287	Altona Green Primary School			■	■
4931	Altona North Primary School	■	■	■	■
4812	Avondale Primary School		■	■	
4980	Carlton Primary School			■	
5483	Caroline Springs College			■	
5486	Carranballac P-9 College	■	■		
1434	Deer Park Primary School	■	■		
4805	Eastona Park Primary School	■	■		
250	Flemington Primary School			■	
5242	Keilor Downs Primary School			■	■
4877	Keilor Heights Primary School	■			
8861	Laverton P – 12 College	■	■	■	
5337	Seabrook Primary School	■	■	■	
4440	Seaholme Primary School	■	■	■	
4821	Strathmore North Primary School	■	■	■	
4744	Sunshine Heights Primary School		■		
3559	Sydenham - Hillside PS	■	■		
5258	Taylors Lakes Primary School		■	■	
4852	Tullamarine Primary School	■	■	■	■
Springvale English Language School					
3703	Glen Huntly Primary School			■	
244	Hallam Primary School			■	■
5482	Hillsmeade Primary School	■	■	■	
2460	St Kilda Park Primary School	■	■		
1479	St Kilda Primary School	■	■	■	
3016	Toorak Primary School				■
Visiting outposting locations per term		**58**	**68**	**84**	**76**
Total visiting outposting locations		**286**			

Appendix 7: ESL index funding levels, government schools, Victoria, 2008

The following table shows index levels and level descriptions

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

A school's ESL allocation 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 44.91 per cent	0.6
2	SFO density greater than 44.92 per cent but less than or equal to 48.96 per cent	1.0
3	SFO density greater than 48.97 per cent	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	$1,057
3	< 2 years in Australian school Years 1 – 6	4.00	$907	$1,511	$2,116
4	2 – 5 years in Australian school Years 7 – 12	5.09	$1,153	$1,923	$2,690
5	< 2 years in Australian school Years 7 – 12	7.64	$1,732	$2,884	$4,040

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. From 2007 this funding has been 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 $17,366 for primary schools and $33,636 for secondary schools.

ESL index funding is made available to schools for employment of appropriately qualified teachers and Multicultural Education Aides to staff ESL programs.

Appendix 8: Government primary schools receiving ESL index funding, Victoria, 2008

Western Metropolitan Region

4220	Aberfeldie Primary School
5179	Albanvale Primary School
4855	Albion North Primary School
4265	Albion Primary School
8857	Altona College
5408	Altona Gate Primary School
5287	Altona Green Primary School
5172	Altona Meadows Primary School
4931	Altona North Primary School
3923	Altona Primary School
4848	Ardeer Primary School
5064	Ardeer South Primary School
4025	Ascot Vale West Primary School
4812	Avondale Primary School
5254	Bellbridge Primary School
1102	Braybrook Primary School
5102	Calder Rise Primary School
5312	Cambridge Primary School
2605	Carlton Gardens Primary School
4980	Carlton Primary School
5483	Caroline Springs College
5486	Carranballac P-9 College
5068	Debney Meadows Primary School
5084	Deer Park North Primary School
1434	Deer Park Primary School
5032	Deer Park West Primary School
5315	Derrimut Heath Primary School
5450	Dinjerra Primary School
4805	Eastona Park Primary School
4015	Essendon North Primary School
250	Flemington Primary School
1912	Footscray City Primary School
4160	Footscray North Primary School
253	Footscray Primary School
3890	Footscray West Primary School
4914	Glen Devon Primary School

5187	Glen Orden Primary School
5050	Glengala/Sunshine West Primary School
4665	Hobsons Bay 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
8861	Laverton Plains Primary School
8861	Laverton Primary School
5297	Mackellar Primary School
5091	Manorvale Primary School
430	Melton Primary School
3717	Melton South Primary School
5036	Melton West Primary School
4969	Milleara Primary School
5336	Monmia Primary School
5002	Mossfiel Primary School
5139	Movelle Primary School
113	Newport Lakes Primary School
1402	North Melbourne Primary School
5480	Parkwood Green Primary School
5337	Seabrook Primary School
583	South Yarra Primary School
4741	St Albans East Primary School
4948	St Albans Heights Primary School
5118	St Albans Meadows Primary School
4811	St Albans North Primary School
2969	St Albans Primary School
4945	St Albans South Primary School
5047	Stevensville Primary School
4612	Strathmore Primary School
4645	Sunshine East Primary School
4744	Sunshine Heights Primary School
4745	Sunshine North Primary School
3113	Sunshine Primary School

4818	Sunvale Primary School	4267	Haig Street Primary School
3559	Sydenham - Hillside Primary School	294	Heidelberg Primary School
5258	Taylors Lakes Primary School	2436	Ivanhoe Primary School
8783	The Grange P-12 College	4839	Jacana Primary School
5343	Thomas Chirnside Primary School	4739	Keon Park Primary School
4852	Tullamarine Primary School	4845	Kingsbury Primary School
5206	Wedge Park Primary School	4976	Lalor East Primary School
4788	Wembley Primary School	5035	Lalor North Primary School
649	Werribee Primary School	5003	Lalor Park Primary School
5365	Westgrove Primary School	4709	Lalor Primary School
5049	Woodville Primary School	5074	Lalor West Primary School
2832	Yarraville West Primary School	5227	Meadow Heights Primary School
		5452	Meadowbank Primary School
	Northern Metropolitan Region	5098	Meadowfair North Primary School
		5286	Meadowglen Primary School
1886	Abbotsford Primary School	6240	Merrilands College
5453	Belle Vue Park Primary School	5325	Mill Park Heights Primary School
4656	Bellfield Primary School	5160	Mill Park Primary School
5186	Bethal Primary School	4876	Moomba Park Primary School
4875	Broadmeadows Primary School	1975	Morang South Primary School
5029	Broadmeadows West Primary School	2837	Moreland Primary School
3585	Brunswick North Primary School	4646	Newlands Primary School
4944	Bundoora Primary School	3618	Norris Bank Primary School
4917	Burbank Primary School	5411	Olympic Village Primary School
5034	Campbellfield Heights Primary School	4731	Pascoe Vale North Primary School
4833	Campmeadows Primary School	3081	Pascoe Vale Primary School
4543	Coburg North Primary School	3806	Penders Grove Primary School
484	Coburg Primary School	1915	Plenty Parklands Primary School
3941	Coburg West Primary School	4316	Preston East Primary School
4952	Coolaroo South Primary School	4764	Preston North East Primary School
4770	Craigieburn Primary School	1494	Preston Primary School
5243	Craigieburn South Primary School	824	Preston South Primary School
4933	Dallas North Primary School	3885	Preston West Primary School
4900	Dallas Primary School	2955	Princes Hill Primary School
1477	Epping Primary School	4686	Reservoir East Primary School
3590	Fawkner Primary School	3960	Reservoir Primary School
5244	Findon Primary School	4711	Reservoir West Primary School
450	Fitzroy Primary School	5044	Richmond West Primary School
5007	Gladstone Park Primary School	4568	Rosanna Primary School
5093	Gladstone Views Primary School	5443	Roxburgh Homestead Primary School
4782	Glenroy North Primary School	5485	Roxburgh Park Primary School
3118	Glenroy Primary School	5493	Roxburgh Rise Primary School
4809	Glenroy West Primary School	4956	Ruthven Primary School
5128	Greenbrook Primary School	8846	The Lakes South Morang P-9 School
890	Greenvale Primary School	4827	Thomastown East Primary School

5134	Thomastown Meadows Primary School	4986	Highvale Primary School
631	Thomastown Primary School	4716	Huntingdale Primary School
4999	Thomastown West Primary School	5295	Karoo Primary School
3889	Thornbury Primary School	4816	Kerrimuir Primary School
4993	Upfield Primary School	3161	Kew East Primary School
3139	Wales Street Primary School	1075	Kew Primary School
4158	Westbreen Primary School	5234	Knox Gardens Primary School
4177	Westgarth Primary School	4863	Laburnum Primary School
982	Westmeadows Primary School	5113	Livingstone Primary School
5342	Willmott Park Primary School	4940	Manningham Park Primary School
5271	Yarra Primary School	5212	Milgate Primary School
		2904	Mitcham Primary School
		3943	Mont Albert Primary School

Eastern Metropolitan Region

		4923	Mount View Primary School
5427	Albany Rise Primary School	5430	Mount Waverley North Primary School
5428	Amsleigh Park Primary School	3432	Mount Waverley Primary School
4317	Ashburton Primary School	2172	Mulgrave Primary School
2948	Auburn Primary School	4190	Nunawading Primary School
4638	Balwyn North Primary School	1601	Oakleigh Primary School
1026	Balwyn Primary School	4823	Oakleigh South Primary School
2163	Bayswater Primary School	4715	Old Orchard Primary School\
4813	Beverley Hills Primary School	5285	Orchard Grove Primary School
2923	Blackburn Primary School	5281	Park Ridge Primary School
5288	Boroondara Park Primary School	5416	Parkhill Primary School
4717	Box Hill North Primary School	4881	Parkmore Primary School
454	Burwood East Primary School	4874	Pinewood Primary School
4932	Burwood Heights Primary School	5431	Rangeview Primary School
888	Camberwell Primary School	5131	Regency Park Primary School
5111	Camelot Rise Primary School	5419	Roberts McCubbin Primary School
5426	Carrington Primary School	5000	Rowville Primary School
734	Clayton North Primary School	5168	Serpell Primary School
4747	Clayton Primary School	2778	Surrey Hills Primary School
2900	Croydon Primary School	4832	Sussex Heights Primary School
3680	Deepdene Primary School	4924	Syndal South Primary School
5454	Doncaster Gardens Primary School	5004	Templestowe Heights Primary School
197	Doncaster Primary School	5129	Templestowe Park Primary School
4903	Essex Heights Primary School	4985	Templestowe Valley Primary School
5425	Glen Waverley Primary School	5196	Templeton Primary School
5436	Glen Waverley South Primary School	1022	Vermont Primary School
5010	Glendal Primary School	3841	Wattle Park Primary School
1508	Glenferrie Primary School	5012	Wattle View Primary School
5478	Great Ryrie Primary School	5157	Weeden Heights Primary School
4694	Greythorn Primary School	5094	Wheelers Hill Primary School
293	Hawthorn West Primary School	5429	Yawarra Primary School
5345	Heany Park Primary School		

Southern Metropolitan Region

5301	Aspendale Gardens Primary School
5005	Ballam Park Primary School
3899	Beaumaris Primary School
4902	Belvedere Park Primary School
5305	Berwick Fields Primary School
5213	Berwick Lodge Primary School
5308	Brentwood Park Primary School
1542	Brighton Primary School
2897	Carnegie Primary School
3613	Carrum Downs Primary School
5435	Carwatha P-12 College
3820	Caulfield Junior College
4315	Caulfield South Primary School
5231	Chalcot Lodge Primary School
4941	Chandler Primary School
84	Cheltenham Primary School
3336	Clarinda Primary School
4384	Clayton South Primary School
5108	Coomoora Primary School
5292	Coral Park Primary School
5371	Courtenay Gardens Primary School
4887	Cranbourne Park Primary School
5189	Cranbourne West Primary School
4723	Dandenong North Primary School
1403	Dandenong Primary School
4810	Dandenong South Primary School
4217	Dandenong West Primary School
4257	Dingley Primary School
5424	Doveton Heights Primary School
4921	Doveton North Primary School
5116	Eumemmerring Primary School
5072	Fountain Gate Primary School
1464	Frankston Primary School
3897	Gardenvale Primary School
3703	Glen Huntly Primary School
4891	Greenslopes Primary School
244	Hallam 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
4922	Karingal Primary School
5192	Keysborough Park Primary School
5350	Kilberry Valley Primary School
5135	Kingsley Park Primary School
5101	Kingston Heath 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
2586	Malvern Primary School
5103	Maralinga Primary School
5293	Maramba Primary School
4366	Mckinnon Primary School
2950	Mentone Primary School
1111	Moorabbin Primary School
846	Mordialloc Primary School
5205	Mossgiel Park Primary School
3449	Murrumbeena Primary School
8839	Narre Warren South P-12 College
3675	Noble Park Primary School
4856	Oakwood Park Primary School
5363	Oatlands Primary School
3074	Ormond Primary School
4780	Overport Primary School
2932	Port Melbourne Primary School
5130	River Gum Primary School
5087	Rosewood Downs Primary School
5313	Rowellyn Park Primary School
5120	Silverton Primary School
5235	Southern Cross Primary School
4859	Southvale Primary School
5070	Spring Valley Primary School
5373	Springvale Heights Primary School
3507	Springvale Primary School
5015	Springvale South Primary School
4966	Springvale West Primary School
1479	St Kilda Primary School
1896	Stonnington Primary School
5463	Strathaird Primary School
5294	Thomas Mitchell Primary School
3016	Toorak Primary School
4687	Tucker Road Bentleigh Primary School
4778	Valkstone Primary School

5055   Wallarano Primary School
4851   Westall Primary School
4989   Wooranna Park Primary School
4807   Yarraman Park Primary School

Barwon South Western Region

4962   Bell Park North Primary School
4927   Corio South Primary School
769   Lara Lake Primary School
4885   Lara Primary School
4880   Norlane West Primary School
4867   Rollins Primary School

Loddon Mallee Region

2915   Mildura Primary School
4389   Mildura South Primary School
3983   Mildura West Primary School
5346   Ranfurly Primary School
6251   Robinvale Consolidated School
4743   Swan Hill North Primary School

Hume Region

4742   Bourchier 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

Gippsland Region

2022   Macarthur Street Primary School
4975   Morwell Park Primary School

Appendix 9: Government secondary schools receiving ESL index funding, Victoria, 2008

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
8718	Kurunjang Secondary College
8861	Laverton Secondary College
8015	Maribyrnong Secondary College
8027	Melton 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
8862	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
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

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
8307	Scoresby 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 College P-12
7712	Chandler Secondary College
8326	Coomoora Secondary College
7747	Cranbourne Secondary College
8858	Dandenong High School
7810	Elwood College
8496	Eumemmerring Secondary College
7850	Frankston High School
8704	Glen Eira College
8709	Hampton Park Secondary College
7903	Heatherhill Secondary College
8421	Kambrya College
8835	Karingal Park Secondary College
8000	Lyndale Secondary College
7108	Lyndhurst Secondary College
8125	Mckinnon Secondary College
8075	Mordialloc College
8839	Narre Warren South P-12 College
8813	Noble Park Secondary College
8225	Parkdale Secondary College
8325	Springvale Secondary College
8470	Westall Secondary College

Hume Region

7725	Cobram Secondary College
7331	Mc Guire College
8320	Shepparton High School
8422	Wanganui Park Secondary College

Loddon Mallee Region

7250	Chaffey Secondary College
8275	Robinvale Secondary College
8802	Swan Hill College

Barwon South Western Region

7585	Belmont High School
7856	North Geelong Secondary College

Gippsland Region

8803	Traralgon College

Grampians Region

8828	Ballarat Secondary College

Appendix 10: Interpreting and translating assignments, government schools, Victoria, 2008

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Albanian	56	19	3
Amharic	111	28	3
Arabic	933	161	48
Assyrian	82	22	1
Auslan	371	0	0
Bengali	4	2	0
Bosnian	83	13	6
Burmese	120	27	3
Cambodian	265	34	9
Cantonese	561	93	3
Chaldean	7	7	0
Chin	115	37	1
Creole	1	0	0
Croatian	18	2	1
Dari	296	122	12
Dinka	297	108	4
French	14	2	3
German	2	0	0
Greek	17	2	1
Gujarti	0	3	0
Hakka	116	14	0
Harare	2	0	0
Hebrew	1	0	0
Hindi	65	6	6
Hmong	15	4	1
Hokkien	1	0	0
Hungarian	7	0	0

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Indonesian	18	0	1
Italian	10	0	1
Japanese	49	3	2
Karen	242	91	3
Kirundi	9	14	0
Kiswahili	31	19	0
Korean	115	20	16
Kurdish	9	1	0
Lao	14	5	0
Liberian English	0	1	0
Lopit	2	0	0
Macedonian	84	15	4
Malaysian	2	0	2
Mandarin	730	153	47
Mongolian	0	2	0
Nuer	54	54	2
Oromo	44	9	0
Pashtu	35	21	3
Persian	80	11	3
Polish	3	0	0
Portuguese	16	10	0
Punjabi	33	5	2
Romanian	8	1	0
Russian	43	4	1
Samoan	28	5	2
Serbian	148	11	4
Sinhalese	35	8	5
Somali	305	37	11
Spanish	79	6	4
Sudanese Arabic	90	37	0
Tagalog	16	3	7
Tamil	33	9	6

	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Teo Chew	7	1	0
Tetum	8	0	0
Thai	70	14	2
Tigré	2	0	0
Tigrinya	92	19	4
Timorese Hakka	42	5	0
Toisan	1	0	0
Turkish	343	64	17
Ukrainian	1	1	0
Urdu	9	7	2
Vietnamese	1378	361	77
Total	7,878	1,733	333

Source: All Graduates Interpreting and Translating Services Annual Report 2008