

ESL Report 2009

English as a Second Language
in Victorian Government Schools



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Preface

This report provides information on English as a second language (ESL) programs and support services for 2009. It is based on:

- data from the Language background other than English census conducted in all government schools in August 2009
- New Arrivals data for the Commonwealth funding period from 1 November 2008 to 31 October 2009
- data from the ESL Survey completed in August 2009 by all schools in receipt of ESL Index funding in their 2009 Student Resource Package (SRP) allocations
- interpreting and translating data for 2009.

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 ESL 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 who are learning English as a second or additional language.

The challenge is to ensure appropriate programs are targeted to meet the learning needs of ESL students, particularly those from refugee backgrounds 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.

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 coming from a language background other than English, the provision of appropriate ESL programs in Victorian government schools for those students who need ESL teaching is an essential element of the education system.

ESL Unit

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

Newly arrived students

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

Additional support for refugee students

Additional support for refugee students is outlined in Part 2.

Post-newly arrived ESL students

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

Support for teachers

Regional professional learning opportunities

Regional professional learning opportunities are outlined in Part 3.

Curriculum materials

In 2009, 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 Victorian Essential Learning Standards (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 included.

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

The *ESL Developmental Continuum* P–10 assists 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 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.

Data collection

The Department collects data from three main sources. 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 languages 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 on newly arrived ESL students is collected twice a year, 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).

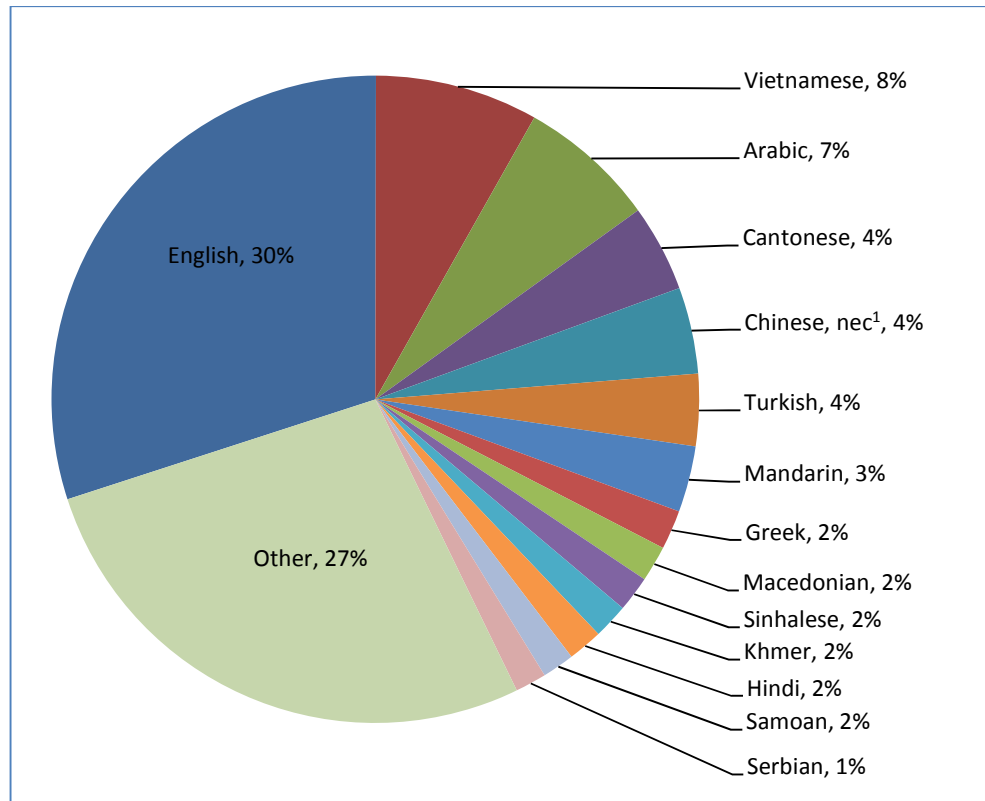
- **ESL survey**

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, following, 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 LBOTE students. The broad definition of language background other than English, based on parents', as well as students' language use (see **Defining the student group** following), 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, 2009



¹Not elsewhere classified

Source: LBOTE Census 2008

The regional distribution of students from language backgrounds other than English in 2009 appears in Table 1.

Table 1: Students from language backgrounds other than English by main language spoken at home, by region, government schools, Victoria, 2009

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
English	35,539	7,331	8,120	9,022	8,256	848	322	602	650	388
Vietnamese	9,639	4,903	1,143	1,284	2,205	50	16	14	7	17
Arabic	8,164	1,650	4,490	424	1,028	43	18	49	428	34
Cantonese	5,137	923	432	2,804	913	16	10	17	4	18
Chinese, nec ¹	5,112	700	502	2,681	1,094	47	36	14	14	24
Turkish	4,251	781	2,574	154	481	35	3	76	147	0
Mandarin	3,907	364	512	2,159	796	28	13	13	16	6
Greek	2,309	428	786	563	484	21	5	10	11	1
Macedonian	2,121	888	1,027	43	101	54	2	1	3	2
Sinhalese	2,101	247	375	576	868	14	2	7	9	3
Khmer	2,082	34	90	244	1,679	7	0	19	0	9
Hindi	2,043	437	347	488	717	21	3	10	15	5
Samoan	1,911	450	630	31	709	3	0	47	39	2
Serbian	1,839	546	188	173	844	72	10	0	5	1
Subtotal	86,155	19,682	21,216	20,646	20,175	1,259	440	879	1,348	510
Other languages ²	32,184	7,944	5,505	5,482	11,261	628	177	474	511	202
Total	118,339	27,626	26,721	26,128	31,436	1,887	617	1,353	1,859	712

¹ Not elsewhere classified

² This group comprises more than 170 languages with fewer than 1,800 speakers per language.

Source: LBOTE census 2008

Defining the student group

From the 2008 school census, 118,339 students in government schools (22 per cent) were identified as coming from language backgrounds other than English (LBOTE) (August census, 2008). A student is defined as having a language background other than English if either the student or one or both parents speaks another at language home. Of these students, 6,455 were newly arrived in Australia, and 130 languages were spoken in their homes.

Amongst the 118,339 LBOTE students, 41,170 (34.8 per cent) met the criteria for ESL Index funding.

The criteria for 2009 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.

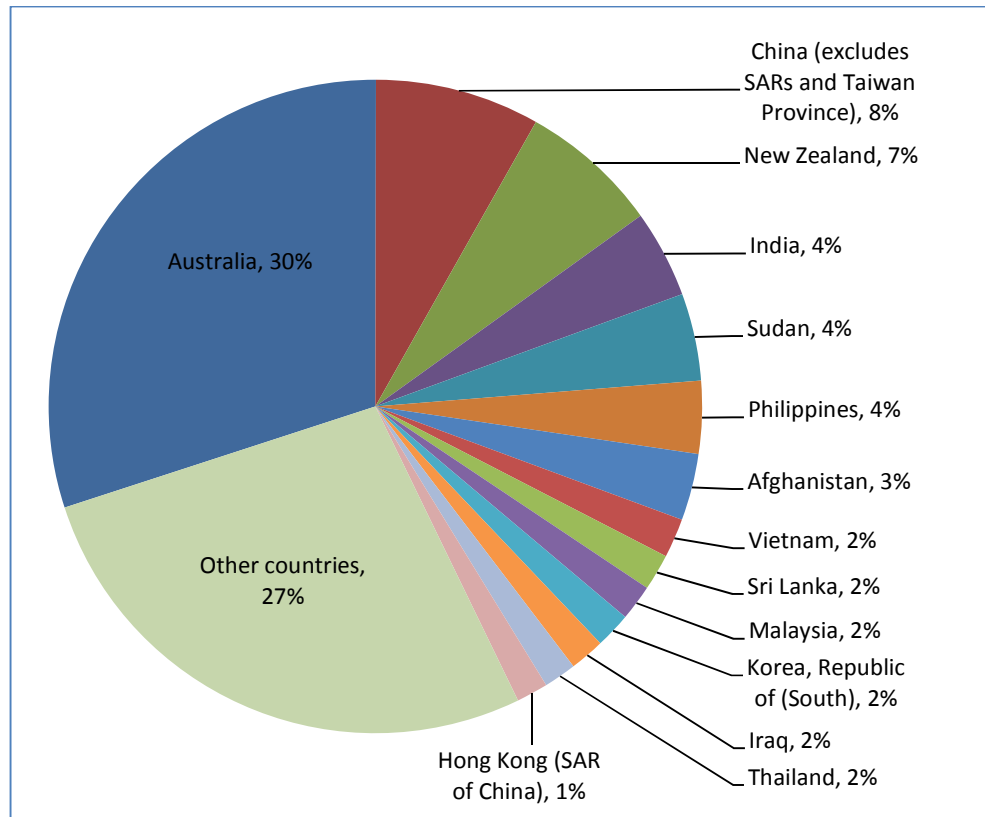
Extending services to government school students for whom English is a second language is a Government priority. Included in these services is the provision of specific ESL programs to improve the educational opportunities and outcomes of these students. Services include:

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

Students' countries of birth

Figure 2 is based on data collected from the LBOTE census and shows the percentage distribution of the countries 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 **Defining the student group**).

Figure 2: Students from language backgrounds other than English by country of birth, government schools, Victoria, 2009



Source: LBOTE Census 2008

The regional distribution of students from language backgrounds other than English by country of birth in 2009 appears in Table 2.

Table 2: Students from language backgrounds other than English by country of birth and region, government schools, Victoria, 2009

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Australia	78,784	19,246	20,413	16,433	19,004	1,120	345	842	978	403
China (excludes SARs and Taiwan Province)	4,061	394	519	2,036	927	60	49	19	28	29
New Zealand	3,292	872	605	504	1,108	28	10	100	51	14
India	2,678	504	379	752	940	27	7	24	37	8
Sudan	2,005	785	170	158	700	43	29	11	47	62
Philippines	1,955	758	234	250	499	108	20	28	31	27
Afghanistan	1,708	47	53	50	1,260	4	0	99	195	0
Vietnam	1,550	688	213	253	377	6	1	2	4	6
Sri Lanka	1,426	146	215	510	502	22	5	10	14	2
Malaysia	1,277	145	165	729	193	21	3	7	10	4
Korea, Republic of (South)	1,026	44	56	681	234	3	7	0	0	1
Iraq	989	39	719	18	54	3	0	23	133	0
Thailand	895	388	80	135	199	41	0	22	15	15
Hong Kong (SAR of China)	718	112	43	439	106	3	0	5	1	9
Subtotal	102,364	24,168	23,864	22,948	26,103	1,489	476	1,192	1,544	580
Other countries ¹	15,975	3,458	2,857	3,180	5,333	398	141	161	315	132
Total	118,339	27,626	26,721	26,128	31,436	1,887	617	1,353	1,859	712

¹This group comprises more than 170 countries with fewer than 750 students per country.

Source: LBOTE Census 2008

Part 2: Provision for newly arrived ESL students

Newly arrived ESL students 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
- minors (under 18 years of age at the time of enrolling in the initial course of intensive English language instruction) and be:
- 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 provisional visa granted under the General Skilled 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 newly arrived ESL students who did 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 an initial grant of \$5786 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.

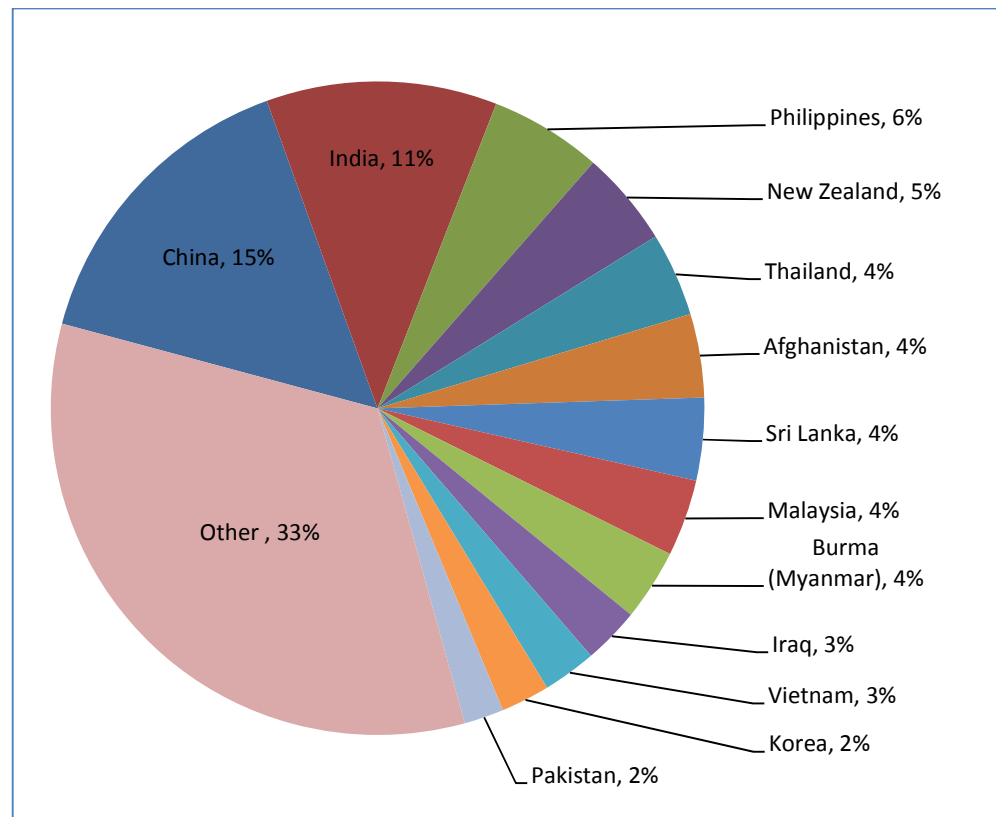
In 2009, 6455 newly arrived ESL students from 136 countries enrolled in Victorian government schools, an increase of 330 students (5.4 per cent) from 2008.

The majority, (4232 or 65.6 per cent), including 910 on temporary visas and 1,112 on humanitarian visas, met Commonwealth eligibility criteria. The other 2223 (34.4 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 ESL students

The countries of birth of newly arrived ESL students vary from year to year and reflect world events and Commonwealth immigration policy. In 2009, the highest numbers of students were born in China, India, the Philippines, New Zealand*, 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.

Figure 3: Newly arrived ESL students by country of birth, government schools, Victoria, 2009



Source: New Arrivals Data Collection 2009

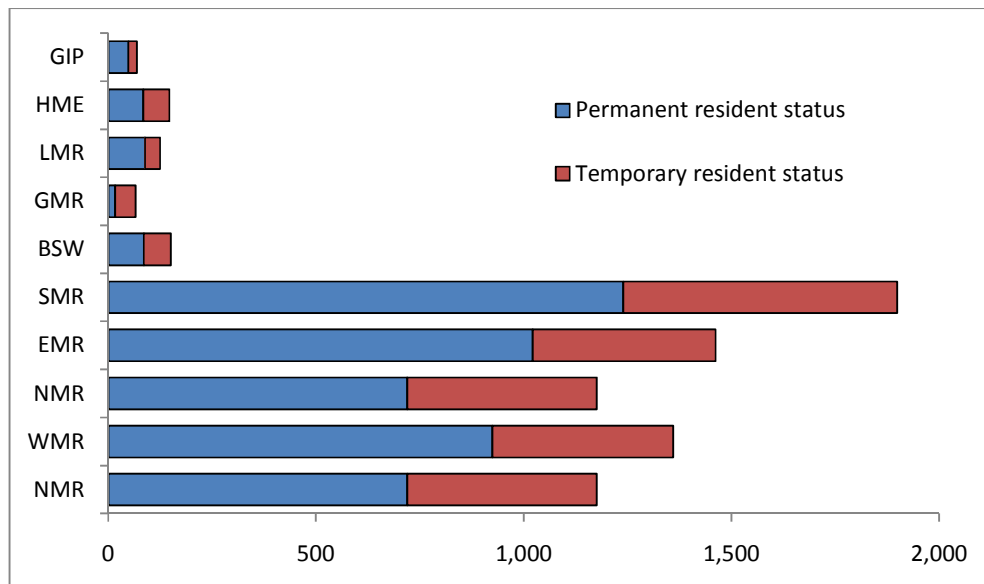
*Language backgrounds of newly arrived ESL students born in New Zealand include Samoan, Tongan, Hindi, Khmer, Mandarin and Punjabi.

Regional distribution of newly arrived ESL students

In 2009, 5897 (91.3 per cent) of newly arrived ESL students were enrolled in schools in the four metropolitan regions and 558 (8.7 per cent) in non-metropolitan regions.

Figure 4 shows the regional distribution of newly arrived ESL students in 2009. Data by region relating to eligibility is provided in Appendix 3.

Figure 4: Newly arrived ESL students by residency status and region, government schools, Victoria, 2009



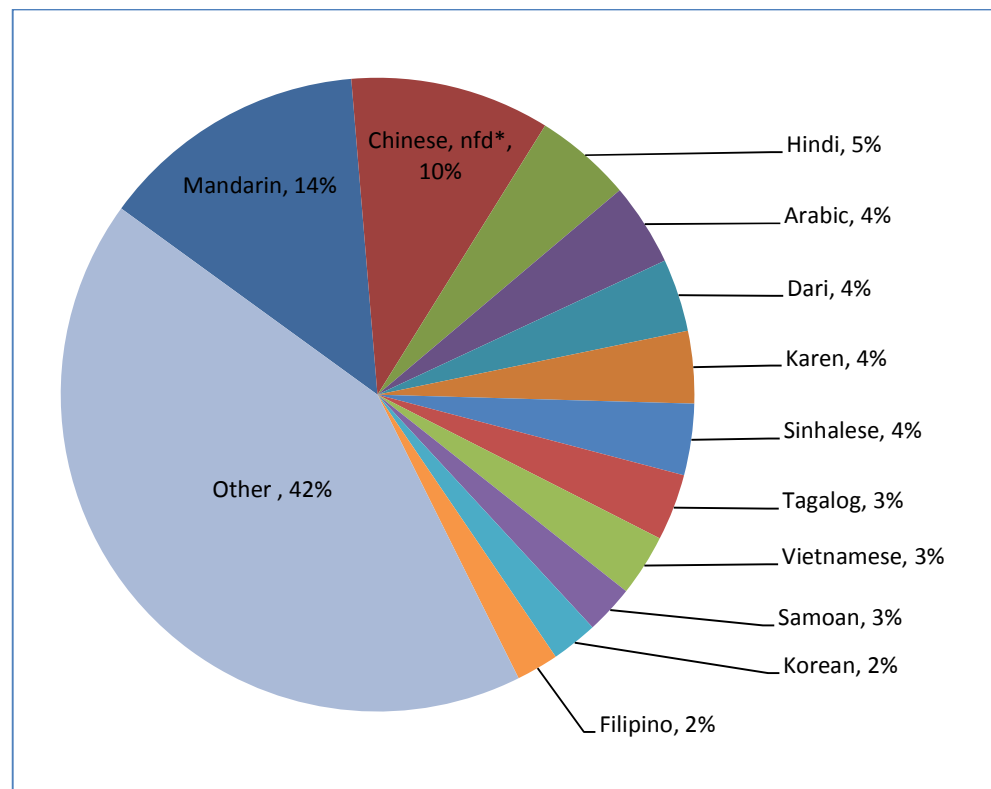
Source: New Arrivals Data Collection 2009

Students' language backgrounds

The 6455 newly arrived ESL students who enrolled in Victorian government schools in 2009 spoke more than 130 languages. The top five language groups were Mandarin (750 students), Chinese (424 students), Hindi (293 students), Arabic (278 students), and Dari (260 students).

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

Figure 5: Language backgrounds of newly arrived ESL students, government schools, Victoria, 2009



nfd* - Chinese not further defined

Source: New Arrivals Data Collection 2009

Programs for newly arrived ESL 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.

Four broad categories of students are 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.

English language schools and centres

In 2009, 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 6455 newly arrived ESL students in 2009, a total of 1922 (29.7 per cent) enrolled in English language schools or centres. Of these, 780 were primary students (17.8 per cent of total primary newly arrived ESL students) and 1142 were secondary students (54.8 per cent of total secondary newly arrived ESL students). In 2009, to reflect the increasing settlement of newly arrived ESL students in metropolitan areas, a campus of the Western English Language School was opened in Werribee and the Maroondah campus of Blackburn English Language School was opened in Croydon.

Outpost programs

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

Two types of outpost programs, coordinated by the English language schools and centres, provide 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 Arrival 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 2009, 802 primary newly arrived ESL students (18.3 per cent of total primary newly arrived ESL students) received an intensive ESL program through outpost programs in a total of 19 locations.

In 2009, intensive outpost program enrolments increased by 285 primary students. This indicates a change in settlement patterns of newly arrived ESL students, with more students living in the outer suburbs of Melbourne.

- **Visiting** – primary teachers from an English language school or centre visit a number of primary schools within a serviceable geographical area. These teachers divide their week among the schools following a timetable that best meets the needs of the targeted students.

In 2009, 282 primary newly arrived ESL students (6.45 per cent of total primary level newly arrived ESL students) participated in a visiting outpost program in a total of 105 locations.

There has been a significant drop in enrolments in the visiting outpost program cohort in 2009, with a 4.9 per cent decline. This is possibly due to higher enrolment numbers in the intensive outpost programs.

See Appendix 6 for a list of intensive outpost and visiting outpost program locations in 2009.

Outreach services

In 2009, enrolments of newly arrived ESL students continued to spread to outer metropolitan schools. Many newly arrived ESL 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 ESL students
- recommend the most suitable support program available, such as attendance at an English language school or centre, or an outpost program or visiting outpost 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 761 students were assessed in their schools by outreach services coordinators in 2009. This figure represents an increase from the 2008 figures (714), reflecting the number of families settling in outer metropolitan areas.

Table 3: Outreach services provided to schools and students, government schools, Victoria, 2009

English language school and region	Number of students assessed				Total
	Term 1	Term 2	Term 3	Term 4	
Blackburn (EMR)	21	64	61	37	183
Collingwood (NMR)	57	56	40	31	184
Noble Park (SMR)	87	46	39	44	216
Western (WMR)	52	42	46	38	178
Total	217	208	186	150	761

Transition officer support in 2009

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

Transition officers met once a term during 2009. They shared and discussed experiences and effective strategies. Topics for discussion included: a new proposal for developing a curriculum for refugee bridging programs; assessment of newly arrived ESL students; and Transition Surveys for Student and Teacher. Transition officers also provided advice to

regional ESL program officers about the transition needs of their students and the schools in which they were enrolled.

Isolated ESL Student Support Program

Eligible primary and secondary newly arrived ESL 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 ESL student.

Table 4 shows that a total of 186 students from 78 schools accessed the program during 2009.

Table 4: Number of students accessing the Isolated ESL Student Support Program by sector, region and visa type, Government schools, Victoria, 2009

Region	Primary				Secondary				Total
	No. of schools	Number of students			No. of schools	Number of students			
		Permanent	Temporary	Total		Permanent	Temporary	Total	
BSW	4	2	4	6	0	0	0	0	6
GIP	16	23	13	36	5	8	7	15	51
GRM	8	2	13	15	1	0	2	2	17
HME	13	21	10	31	4	8	1	9	40
LMR	15	22	12	34	4	16	2	18	52
SMR	3	2	5	7	1	0	1	1	8
WMR	2	7	0	7	0	0	0	0	7
EMR	1	4	0	4	0	0	0	0	4
NMR	1	0	1	1	0	0	0	0	1
Total	63	83	58	141	15	32	13	45	186

New Arrivals Kit

Schools in non-metropolitan and outer-metropolitan areas with isolated newly arrived ESL students can borrow a New Arrivals Kit from the Languages and Multicultural Education Resource Centre (LMERC). The kit consists of a selection of ESL resources and materials that are appropriate for the age, first language, and stage of English language development of the student. Kits are sent from LMERC on request, and can be kept in schools for one term. In 2009, approximately 65 kits were made available to schools.

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 Centre

A team of teachers working with the Ballarat English Language Centre provided support for newly arrived ESL students in the Ballarat area. In 2009, 3.5 EFT primary teachers and 1.5 EFT secondary teachers provided ESL program support to 14 primary students and 1 secondary student.

Due to changes in the settlement patterns of newly arrived ESL students in the Ballarat area, fewer students were enrolled in the New Arrivals Program during 2009. The New Arrivals Program in this period provided support to students across the Ballarat area in their mainstream primary and secondary schools. Transition support was provided to students in mainstream schools, and professional learning opportunities to support the teaching and learning of post-newly arrived ESL students were conducted by the new arrival teaching staff.

Geelong English Language Centre

A team of teachers working with the Geelong English Language Centre provided support for newly arrived ESL students in the Geelong area. In 2009, 3.5 EFT primary teachers and 3 EFT secondary teacher provided ESL program support to 53 primary and 20 secondary students.

Mildura English Language Centre

A team of teachers working with the Mildura English Language Centre provided support for newly arrived ESL students in the Mildura area. In 2009, 2.5 EFT primary teachers and 3 EFT secondary teachers provided ESL program support to 8 primary and 11 secondary students.

Due to changes in settlement patterns of newly arrived ESL students in the Mildura area, fewer students were enrolled in the new arrival program during 2009. The New Arrivals Program in this period provided support to students across the Mildura area in their mainstream primary and secondary schools. Transition support was provided to students in mainstream schools and professional learning opportunities to support the teaching and learning of post-newly arrived ESL students were conducted by the new arrival teaching staff.

Shepparton New Arrivals Centre

A team of teachers working with the Shepparton English Language Centre provided support for newly arrived ESL students in the Shepparton area. In 2009, 3.5 EFT primary teachers and 3 EFT secondary teachers provided ESL program support to 36 primary and 9 secondary students.

In-school support programs

In-school support programs were provided for 3263 newly arrived ESL students in 2009. They included one or more of the following types of support in flexible combinations so that the needs of newly arrived ESL 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)
- the ESL website
- New Arrivals Kits
- access to LMERC
- interpreting and translating services (see Appendix 10)
- targeted teacher professional learning.

Additional support for refugee students

During 2009, the number of newly arrived ESL students entering primary and secondary schools on refugee and humanitarian visas with no, little, or severely disrupted schooling, continued to increase.

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

- increase the capacity of school communities to understand and meet the needs of students with no, little, or severely disrupted schooling
- further strengthen existing ESL programs and provision
- increase understanding of the education needs of refugee students and the factors that influence their educational outcomes.

Initiatives included:

- support for Refugee Week, including professional learning programs for teachers
- **School support for refugees initiatives**
 - \$6.5 million for two programs over four years has been provided for:
 - **Out of School Hours Learning Support Program (OSHLSP)** The Centre for Multicultural Youth (CMY), in partnership with the Department, provides program coordination across Melbourne, delivers training to volunteers and develops resources to support program providers.
 - **School support for refugees (SSR)** Foundation House, in partnership with the Department, supports schools in networks with significant numbers of refugee students through the provision of professional learning opportunities.
 - 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).

Other support includes:

- \$3.4 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. Information about this program is available at <http://www.education.vic.gov.au/studentlearning/programs/esl/refugees/safetransition.htm>.
- additional funding to English language schools and centres for literacy support, which allows students with disrupted schooling and low literacy levels to stay for 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, and available at <http://www.eduweb.vic.gov.au/edulibrary/public/teachlearn/student/eslhandbook.pdf>.
- Transition officers, originally appointed in 2005, have continued to work in all English language schools and centres. When students have completed their intensive English language programs, officers 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 schools. Transition officers 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 and non-metropolitan regions.

All regions received funds for professional learning activities and network support. ESL regional program officers and teachers in regions have attended professional learning sessions including:

- Teaching ESL students in mainstream classrooms
- Developing effective ESL programs: Primary
- Developing effective ESL programs: Secondary
- ESL and the Victorian Essential Learning Standards.

ESL regional program officers are available to discuss issues relating to newly arrived ESL students in intensive or mainstream classes. Teachers can raise issues with these officers by email, or contact the relevant regional office of the Department and ask to speak to the ESL regional project officer (RPO).

For regional office contact details, see the regional information page on the Department's website at <http://www.education.vic.gov.au/about/contact/regions.htm>.

Summary data

Summary 2009 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, 2003–2009

Program	2003	2004	2005	2006	2007	2008	2009	Difference 2008–2009
Primary								
English language schools and centres	618	579	613	667	678	650	664	14
Ballarat English Language Centre	0	0	0	0	19	21	18	-3
Geelong English Language Centre	17	36	23	35	46	76	53	-23
Mildura English Language Centre	0	0	0	0	0	17	8	-9
Shepparton New Arrivals Centre	47	15	20	63	58	55	37	-18
Outpost program – intensive	251	312	369	460	512	517	802	285
Outpost program – visiting	178	192	231	368	306	463	282	-181
Isolated support	50	38	55	76	87	118	141	23
In-school	1,014	1,124	1,365	1,494	1,976	2,099	2,469	370
Subtotal	2,175	2,296	2,676	3,163	3,682	4,016	4,474	458
Secondary								
English language schools and centres	878	881	897	1,098	994	1,077	1100	23
Ballarat English Language Centre	0	0	0	0	6	7	2	-5
Geelong English Language Centre	8	15	21	17	16	43	20	-23
Mildura English Language Centre	0	0	0	0	0	13	11	-2
Shepparton New Arrivals Centre	31	7	21	50	31	35	9	-26
Isolated support	23	10	13	26	20	29	45	16
In-school	558	553	695	634	802	905	794	-111
Subtotal	1,498	1,466	1,647	1,825	1,869	2,109	1,981	-128
Primary and secondary								
English language schools and centres	1,496	1,460	1,510	1,765	1,672	1,727	1,764	37
Ballarat English Language Centre	0	0	0	0	25	28	20	-8
Geelong English Language Centre	25	51	44	52	62	119	73	-46
Mildura English Language Centre	0	0	0	0	0	30	19	-11
Shepparton New Arrivals Centre	78	22	41	113	89	90	46	-44
Outpost program – intensive	251	312	369	460	512	517	802	285
Outpost program – visiting	178	192	231	368	306	463	282	-181
Isolated support	73	48	68	102	107	147	186	39
In-school	1,572	1,677	2,060	2,128	2,778	3,004	3,263	259
Total	3,673	3,762	4,323	4,988	5,551	6,125	6,455	330

Source: New Arrivals data collections 2003–2009.

Part 3: Provision for ESL students in mainstream schools

In 2009, eligible 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, 497 programs received ESL funding in a total of 479 schools.

ESL Index funding

ESL Index funding, to provide ESL programs and support, is allocated to schools through their student resource package. For the 2009 school year, funding was based on data collected from the Language background other than English census conducted in all government schools in August 2008. 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, over 41,170 of a total of 118,339 students from language backgrounds other than English were identified as eligible for ESL support in 2009. A weighted formula reflecting both the length of time in an Australian school and the stage of schooling was then applied to the identified students. Schools were required to meet a funding threshold of \$18,565 (primary) and \$35,872 (secondary) before being eligible for ESL Index funding.

From 2006, the ESL Index funding has 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 based on the differing densities of Student Family Occupations. This weighting reflects the high correlation between student outcomes and family occupation, and is designed to target funding to those schools with ESL learners with the greatest educational needs. See Appendix 7 for ESL and MEA Index levels, weightings and per-student funding rates for 2009.

Allocation of resources

Table 6 indicates that in 2009 more than \$53.4 million of ESL Index funding was allocated to government schools via their student resource packages to provide ESL programs. ESL contingency funding totalling \$886,577.97 was also allocated to 11 primary schools and 20 secondary schools to assist them to provide support for ESL students who had enrolled since the August 2008 census (Table 7).

Table 6: ESL programs by school type and funding allocation, government school campuses, Victoria, 2009

School type	Number of programs	Funding (\$)
Primary	366	32,819,703
Primary-secondary (primary programs) ¹	15	1,562,838
Subtotal primary	381	34,382,541
Secondary	114	17,933,307
Primary-secondary (secondary programs) ¹	10	1,155,879
Subtotal secondary	124	19,089,186
Total	497	53,471,727

¹Of the 17 primary-secondary schools which received ESL Index funding, 15 received funding at the primary level and 10 at the secondary level. Overall, 10 schools received funding at both the primary and secondary levels.

Source: Department of Education and Early Childhood Development 2008

For a listing of schools that received ESL Index funding in 2009, see Appendix 8 (primary schools) and Appendix 9 (secondary schools).

Table 7: ESL contingency funding allocations by school type, government school campuses, Victoria, 2009

School type	Number of programs	Funding (\$)
Primary	11	317,656.75
Secondary	20	568,921.22
Total	31	886,577.97

Source: Department of Education and Early Childhood Development 2008

Regional distribution

Table 8 shows the breakdown of ESL Index funding for primary and secondary ESL programs, by region.

Table 8: ESL Index funding by region and program numbers, government schools, Victoria, 2009

	Primary programs		Secondary programs		Primary/secondary programs		Total programs	
	Number	Funding (\$)	Number	Funding (\$)	Number	Funding (\$)	Number	Funding (\$)
WMR	85	9,127,141	29	4,602,111	9	1,426,022	123	15,155,274
NMR	87	8,607,795	23	2,872,731	4	396,760	114	11,877,286
EMR	78	3,612,835	25	3,202,428	0	0	103	6,815,263
SMR	91	10,081,489	26	5,740,488	3	850,570	120	16,672,547
BSW	7	294,849	2	397,396	0	0	9	692,245
GRM	1	44,128	0	0	0	0	1	44,128
LMR	8	350,672	3	262,939	1	45,365	12	658,976
HME	6	597,285	4	737,160	0	0	10	1,334,445
GIP	3	103,509	2	118,054	0	0	5	221,563
Total	366	32,819,703	114	17,933,307	17	2,718,717	497	53,471,727

Source: Department of Education and Early Childhood Development 2008

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' ages 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 2009:

- SGW – Direct instruction, small group withdrawal
- MSIC – Direct instruction, small group in mainstream class
- ESLC – Timetabled ESL class
- 1-1W – one to one direct instruction, withdrawal
- O - Other

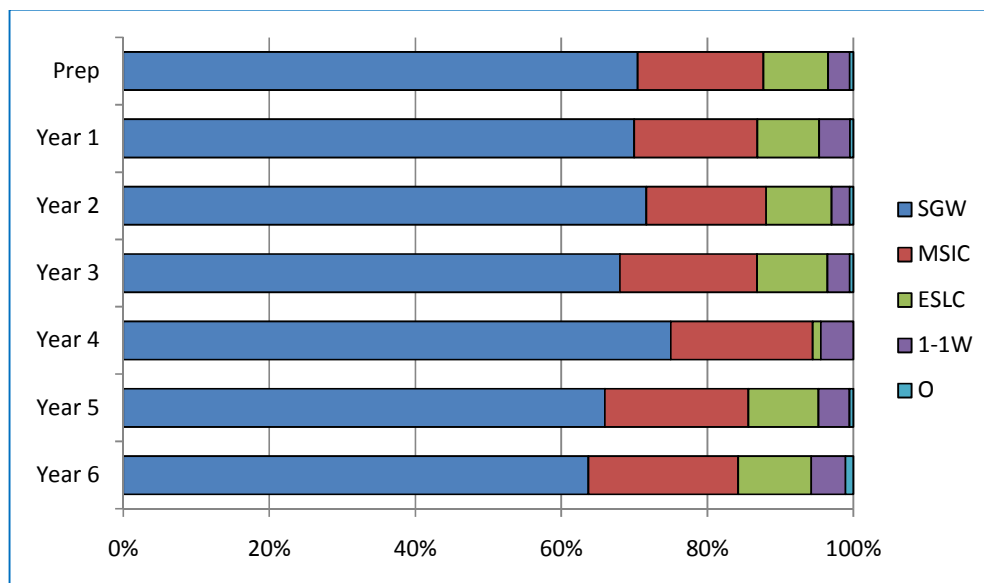
Programs in primary schools

A total of 363 primary schools, as well as 15 primary–secondary schools, received ESL Index funding and were required to complete the 2009 ESL Survey. As some schools were multi-campus schools, the number of primary programs to receive funding totalled 381.

As a measure of whole-school planning for ESL, responses indicated that 59.9 per cent of surveyed primary schools reflected the needs of ESL students in a specific way in their Annual Implementation Plan, and 50.8 per cent of schools reported that ESL students were being assessed and reported against the *ESL Companion to the Victorian Essential Learning Standards* where appropriate.

On a statewide basis, SGW (68.3 per cent) and MSIC (18.1 per cent) were the preferred ESL program types in primary schools. Other program types made up the remaining 13.6 per cent, with ESLC programs at 9.4%, 1-1W programs at 3.7% and Other programs at 0.5%. Figure 6 shows a breakdown of program types across the state by year level.

Figure 6: Primary ESL programs types, government schools, Victoria, 2009



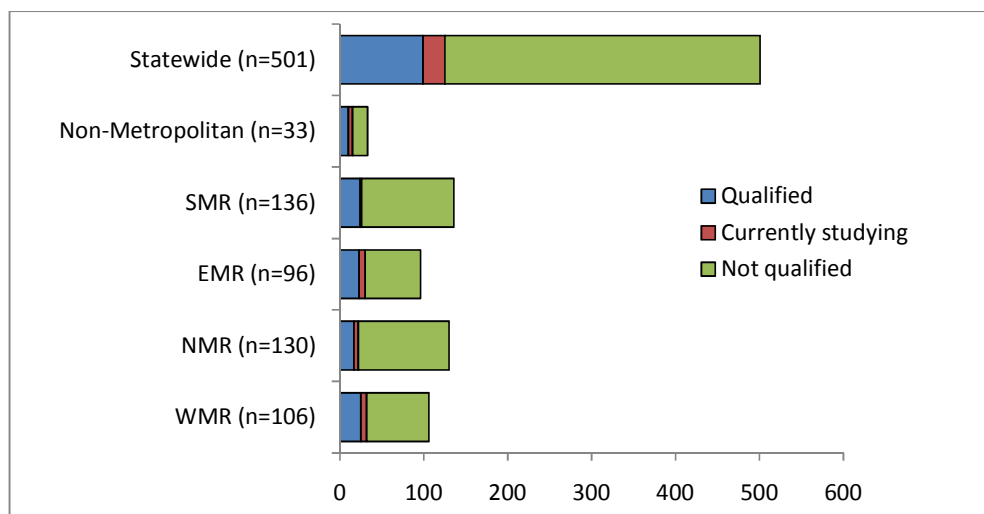
Source: ESL survey 2009

Key: (SGW) Direct instruction, small group withdrawal; (MSIC) Direct instruction, small group in mainstream class; (ESLC) Timetabled ESL class; (1-1W) one to one direct instruction, withdrawal; (O) Other.

Primary ESL teacher qualifications

Of the 501 teachers involved in delivering primary ESL programs state wide, 19.8 per cent had a specialist ESL qualification, 5.2 per cent were studying for an ESL qualification and 75 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, 2009



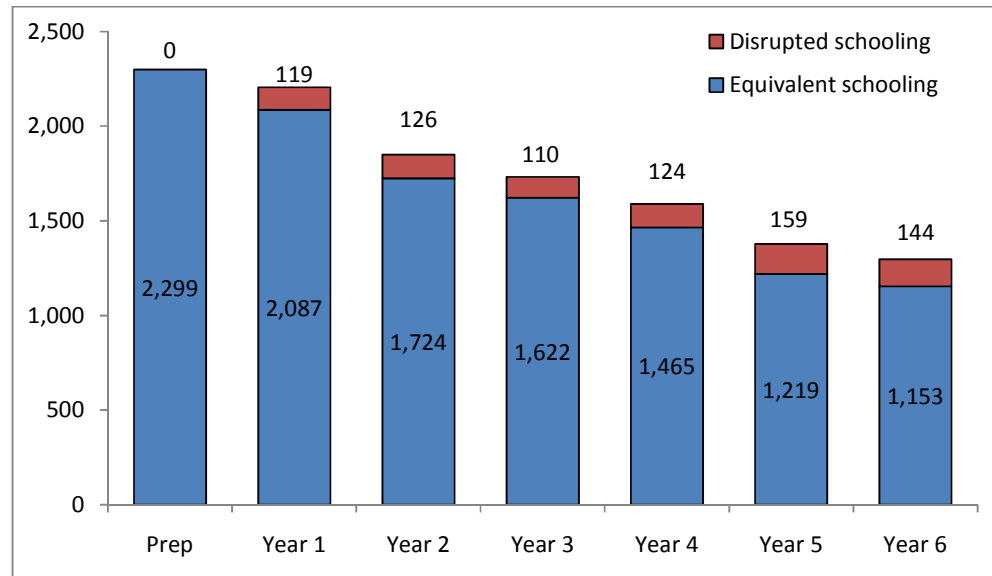
N= the number of teachers working in primary ESL programs

Source: ESL Survey 2009

Student types – primary

The 2009 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, 2009



Source: ESL survey 2009

Programs in secondary schools

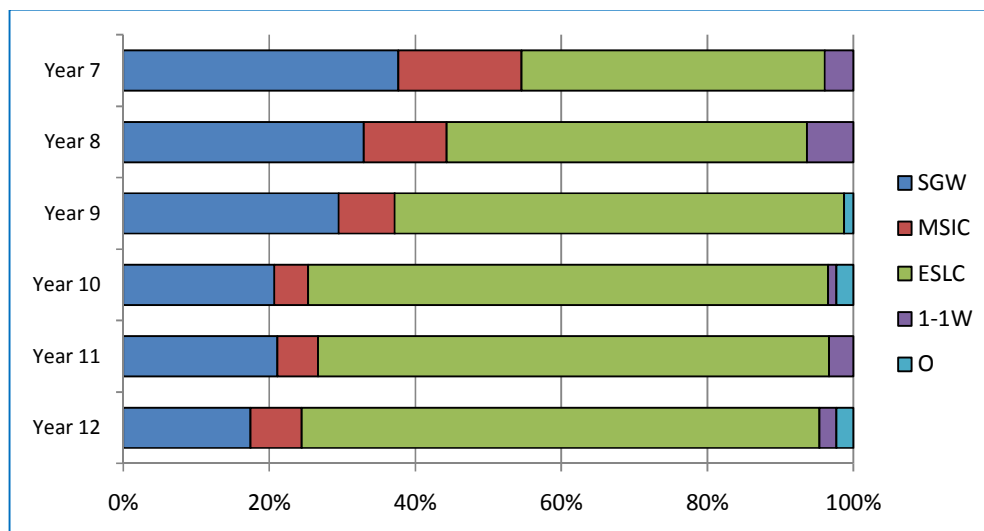
A total of 114 secondary schools, as well as 10 primary–secondary schools, received ESL Index funding and were required to complete the 2009 ESL Survey.

As a measure of whole-school planning for ESL, responses indicated that 52.3 per cent of surveyed secondary schools reflected the needs of ESL students in a specific way in their School Strategic Plan and Annual Implementation Plan, and 61.4 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 statewide basis, ESLC accounted for 61.4 per cent of secondary ESL programs, SGW 26.2 per cent, MSIC 8.6 per cent, 1-1W 2.8 per cent, with Other program types making up the remaining 1 per cent.

Figure 9 shows a percentage breakdown of program types for the state by year level.

Figure 9: Secondary ESL program types, government schools Victoria, 2009



Source: ESL survey 2009

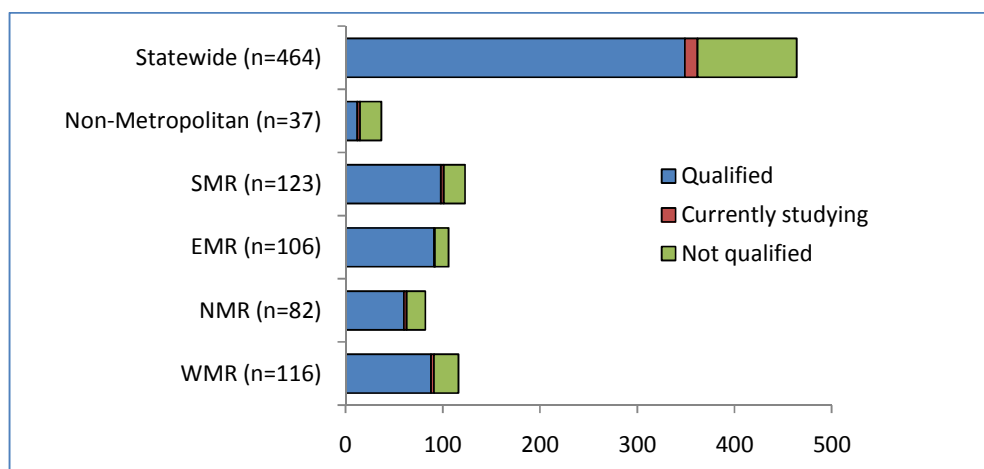
Key: (SGW) Direct instruction, small group withdrawal; (MSIC) Direct instruction, small group in mainstream class; (ESLC) Timetabled ESL class; (1-1W) one to one direct instruction, withdrawal; (O) Other.

Secondary ESL teacher qualifications

Of the 464 teachers involved in delivering secondary ESL programs state wide, 75.2 of teachers had a specialist ESL qualification, 22 per cent did not have an ESL qualification and 2.8 per cent were studying for an ESL qualification.

Figure 10 provides a regional breakdown of teachers working in ESL programs in secondary schools and their level of ESL qualification. Secondary teachers working in ESL programs in metropolitan regions were more likely to be ESL qualified than their primary counterparts.

Figure 10: Secondary teachers with ESL qualifications or currently undertaking ESL qualifications, teaching in ESL programs, government schools, Victoria, 2009



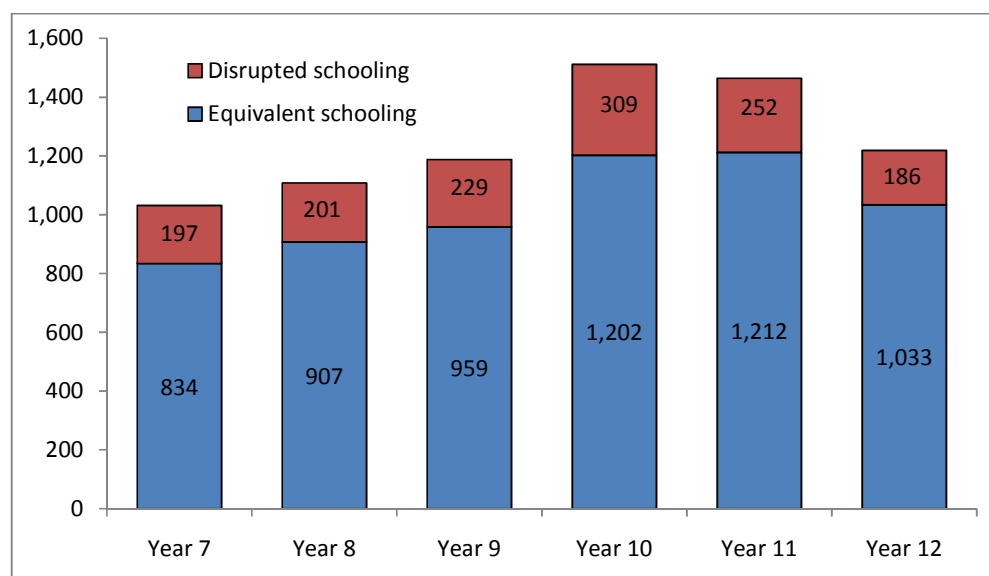
N = the number of teachers working in secondary ESL programs

Source: ESL Survey 2009

Student types – secondary

The 2009 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, 2009



Source: ESL Survey 2009

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

The following advice to schools regarding VCE ESL Units 3-4 sequence students is from the *VCE and VCAL Administrative Handbook, 2009*.

Eligibility – non-English-speaking-background

As the satisfactory completion of an English study is a requirement of achieving the VCE, students who are unfamiliar with the English language because they are from non-English-speaking backgrounds, or are hearing-impaired, may have access to enrolment in ESL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet condition 2 below.

Where the student clearly meets the criteria below, the principal has the authority to grant this provision. Such applications are not sent to the VCAA, but retained on the school file. Where the decision is not as clear, the principal may apply to the VCAA for a determination using the **Application for Enrolment in 2009 English as a Second Language Units 3 and 4** form.

The ESL application form is designed to assist schools to evaluate a student's ESL status. Schools should maintain a record of all completed applications. Only where a determination is sought from the VCAA should the completed application forms, together with all supporting documentation, be forwarded to the Student Records and Results Unit.

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

1. (a) He/she has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than 7 years. Note: The period of 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 not be excluded from the count as no disruption to education occurs during these periods.

or

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

2. English has been the student's major language of instruction for a total period of not more than 7 years over the period of his/her education. If the student is from a non-English-speaking background, the following circumstances may be considered by the VCAA in determining the students' eligibility for ESL status:

- 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.*

If both conditions 1 and 2 are met, the student will be granted ESL status.

The following are not grounds for a special application for ESL status:

- the language spoken in the student's home*
- the standard of the student's spoken and written English*
- failure of the student's school to provide ESL assistance to the student.*

Eligibility – hearing impaired students

Students seeking ESL status on the grounds of hearing impairment must:

- Produce evidence of a hearing test administered by the Australian Hearing Service or an equivalent body not more than two calendar years prior to 1 January of the year of enrolment in a Unit 3 and 4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in the better ear. Other aspects of hearing loss such as issues relating to sound frequencies should be noted in the report. The report should be written in accessible language, with the implications of the audiogram results clearly explained.*
- Have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of hearing impairment, **or** be enrolled in a school for the hearing impaired, **or** be enrolled in a recognised unit or facility for the hearing impaired attached to a regular school.*

The school will make decisions about the eligibility of a hearing impaired student for ESL status on the basis of the above.

If necessary, advice may be sought from the VCAA Student Records and Results Unit.

Where the principal has approved the student's application, the student's status can be entered on VASS. In cases where the principal is uncertain whether the student is eligible they should apply to the VCAA using the ESL application form.

All evidence as described above must be supplied with the application.

In order to satisfy the requirements of English Unit 3, students may undertake an alternative assessment task to that specified in the English study design. For those students who are hearing impaired and with a limited capacity for oral communication, an alternative may be a datashow presentation (for example, Microsoft PowerPoint) or a presentation using signing translated into speech by an interpreter.

School-based arrangements for ESL

Studies have been designed so teachers can develop courses appropriate to the needs of their students. The flexibility in the study design should be used to take account of a student's comparative unfamiliarity with the English language (VCE and VCAL Administrative Handbook, 2009).

In 2009, within the VCE English group, 1,907 students were enrolled in VCE ESL Units 3 and 4, representing 3.9 per cent of the student group (Table 9). Enrolments in VCE ESL units were higher in metropolitan regions between 3.3 and 5.2 per cent, than in regional areas, where ESL enrolments represented between 0.4 and 2.0 per cent of the VCE English group.

Table 10 shows the number of students enrolled in the ESL Unit 3 and 4 sequence between 2003 and 2009 by region.

Table 9: Number and percentage of students¹ enrolled in VCE ESL Unit 3 and 4 sequence in government schools as compared to all students enrolled in the VCE English group² by region, 2009

Region	ESL	English Group	Percentage in ESL
BSW	20	3,439	0.6
EMR	511	11,248	4.5
GIP	22	2,258	1.0
GRM	8	1,916	0.4
HME	48	2,368	2.0
LMR	18	2,927	0.6
NMR	204	6,274	3.3
Off-shore providers	287	289	99.3
SMR	411	10,583	3.9
WMR	378	7,216	5.2
Total	1,907	48,518	3.9

¹Excludes 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 students¹ enrolled in VCE ESL Unit 3 and 4 sequence by region, 2003-2009

Region	2003	2004	2005	2006	2007	2008	2009
BSW	11	24	33	22	24	28	20
EMR	371	348	400	450	426	478	511
GIP	1	3	5	6	5	13	22
GRM	5	3	7	2	8	13	8
HME	17	20	22	20	18	32	48
LMR	13	8	10	8	7	20	18
NMR	257	246	255	204	191	240	204
Off shore providers	13	47	146	153	189	238	287
SMR	339	351	355	357	384	397	411
WMR	352	336	321	324	323	346	378
Total	1,379	1386	1,554	1,546	1,575	1,805	1,907

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). MEA funding, which is included in the overall ESL Index funding, but not shown separately since 2007, equates to approximately a quarter of the total funding. The employment of MEAs assists with communication between the school and parents of students from language backgrounds other than English. MEAs 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 250.5 EFT MEA positions were funded in 497 schools in 2009. The majority of MEAs were located in schools in the metropolitan regions.

Table 11: Multicultural education aides by region, government schools, Victoria, 2009

Region	Number of ESL Index-funded programs	EFT funded positions
NMR	114	55.6
WMR	123	71
EMR	103	31.9
SMR	120	78.1
BSW	9	3.2
GRM	1	0.2
LMR	12	3.1
HME	10	6.3
GIP	5	1
Total	497	250.4

Source: Department of Education and Early Childhood Development 2009

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 2009, English language schools and centres (including non-metropolitan English language programs/centres) had 35 EFT MEA positions based on a 50:1 student/MEA ratio.

Table 12: Multicultural education aides by school type, government schools, Victoria, 2009

School type	Number of campuses receiving ESL Index funding	EFT funded positions
Primary schools	366	153.8
Secondary colleges	114	84
Primary-secondary schools	17	12.7
Total	497	250.4

The MEA Conference

In 2009, approximately 150 MEAs attended the MEA Conference, a one-day program, held on 30 November. The 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. The program also provided a chance for MEAs to network, and discuss their roles and responsibilities with colleagues.

MEA traineeships

In 2009, 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. Thirty-three MEAs successfully completed their courses in Semester 2, 2009. Certificates were awarded at a special ceremony following the MEA Conference in November. Seventeen MEAs were awarded traineeships for 2009–2010.

The MEAs attend classes for one day each fortnight, and their schools receive 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)
- travel to the training venue by public transport.

The MEA handbook

The MEA handbook is available to help school communities to ensure that the best use is made of the skills and expertise of MEAs. The handbook:

- 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 about school programs and student progress is made available to parents in their first language. To facilitate this process, 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 backgrounds deal with government departments and agencies. All schools have been provided with the guidelines for accessing these services, and booking forms. Advice on working with interpreters and organising translations, as well as current guidelines and booking forms, can be located on the Department website at

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

In 2009:

- **Onsite Interpreting** was provided on 9333 occasions in 99 languages (up from 67 in 2008). This constitutes an increase of 18.5% in assignments from 2008 (excluding cancellations).
- **Telephone interpreting** was provided on 1955 occasions in 63 languages (up from 55 in 2008), an increase of 12.8% in assignments from 2008 (excluding cancellations).
- **Translations** were provided on 321 occasions in 36 languages (down from 41 in 2008), reflecting a slight decrease in translation requests from 2008.

The increase in the number of languages requested for interpreting assignments reflects the changing cultural and linguistic diversity of Victorian government school communities, as well as the increasing availability of interpreters in emerging languages such as Karen, Dinka, Somali and Chin.

The distribution of the top 10 languages for onsite interpreting, telephone interpreting and translations are shown in Table 13.

Table 13: Top 10 languages for onsite interpreting, telephone interpreting and translations, government schools, Victoria, 2009

	Onsite	Telephone	Translations
1	Vietnamese	Vietnamese	Vietnamese
2	Arabic	Dinka	Mandarin
3	Mandarin	Arabic	Arabic
4	Cantonese	Mandarin	Turkish
5	Turkish	Dari	Karen
6	Auslan	Karen	Chin
7	Dari	Cantonese	Dari, Korean
8	Dinka	Sudanese Arabic	Cambodian, Macedonian
9	Cambodian	Chin	Dinka
10	Karen, Somali	Burmese, Korean	Tigrinya

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

ESL professional learning, 2009

Regional support for professional learning

In 2009, funding was provided for regional ESL program officer positions in metropolitan regions. Non-metropolitan regions were provided with funding for regional ESL and multicultural education program officer positions. All regions also received grants for the provision of professional development programs to support teachers.

ESL teacher professional learning was coordinated with the regional ESL program officers throughout 2009. Workshops included presentations on recent Department initiatives including new policies and resources such as *Education for Global and Multicultural Citizenship*, and the *E5 Instructional Model* which focuses on how teachers use what they know in the classroom.

Across the regions, regional ESL program officers delivered professional development in a range of areas including: a five-day pilot program targeting ESL leaders in schools; moderation of secondary writing samples for inclusion on the *ESL Developmental Continuum*; understanding and using the *ESL Developmental Continuum*; assessment and reporting; and supporting refugee and high-need students.

Developing effective ESL programs: Primary

This program consists of three modules for mainstream primary teachers:

- Module One: Understanding the ESL learner
- Module Two: Overcoming barriers to success: Classroom strategies
- Module Three: Assessment and reporting.

This program was conducted in two regions for a total of 55 participants.

Teaching ESL students in mainstream classrooms (TESMC)

The *Teaching ESL students in mainstream classrooms (TESMC): Language in learning across the curriculum* program was conducted in most regions on 2009. In total, more than 110 teachers around the state completed TESMC training in 2009.

TESMC tutors participated in the *Language and literacy: Classroom applications of functional grammar*, a nine-module professional development program for teachers which supports them to improve language and literacy outcomes for all students, irrespective of whether English is their first or additional language. The program deals with the English language in a highly systematic way focusing on the language patterns of the subject areas. The nine modules involve 27 hours of face-to-face professional development and additional 'between module' activities (approximately 23 hours).

In 2009, the *Language and literacy: Classroom applications of functional grammar* program was offered to primary and secondary teachers (mainstream teachers, ESL teachers in mainstream schools and teachers in English language schools or centres) in the Western Metropolitan and Hume Regions. These regions were involved in exploring ways of strengthening student outcomes, particularly for students from low socioeconomic backgrounds. ESL Tutors who deliver the professional learning program TESMC (*Teaching ESL to students in mainstream classrooms*) were also invited to participate.

The delivery of the *Language and literacy: Classroom applications of functional grammar* program was a joint literacy and ESL pilot project, with funding provided by the Learning and Teaching Branch and the Targeted Programs Branch (ESL Unit).

Victorian ESL Conference 2009

The Department of Education and Early Childhood Development was the principal sponsor of a two-day ESL conference in September 2009 organised and hosted by VicTESOL (formerly VATME). This professional learning opportunity was opened by Hon Bronwyn Pike MP, Minister for Education. Under the title of *Transforming ESL pedagogy: Educating for success in learning*, the program featured four keynote speakers, 20 workshops, 16 papers and five special interest groups and addressed a wide range of ESL issues with over 350 participants.

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, and is located at <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 Department's ESL website at <http://www.education.vic.gov.au/studentlearning/programs/esl/resources/default.htm> detail a range of print materials which support teachers of ESL students under the four categories listed below. Information is also provided about the 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 also provides a variety of resources and information for schools and teachers to use when planning curriculum, and to assist with the provision of support to students and their families. Specific information is available to schools concerning newly arrived ESL students and support for refugees, along with professional learning, resources for teachers and students and a list of contacts who may be able to assist schools.

Appendix 2: Newly arrived ESL students by country of birth and region, government schools, Victoria, 2009

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Afghanistan	267	8	8	12	201			11	27	
Albania	18	2	5	1	2				8	
Argentina	2		1		1					
Armenia	1			1						
Australia	56	8	11	5	13	4	4		10	1
Austria	6		1		4		1			
Bahrain	2		1				1			
Bangladesh	38	4	13	13	6	1				1
Belarus	1				1					
Belgium	7		2	2	3					
Bhutan	11		1					1	9	
Bolivia	2				2					
Bosnia and Herzegovina	6	2	2		2					
Botswana	2			1	1					
Brazil	20	5	4	3	6					2
Bulgaria	5	1			2	2				
Burma (Myanmar)	227	95	16	58	32	17		9		
Burundi	5				1			2	2	
Cambodia	61	3	1	6	50					1
Canada	11			3	6	2				
Chile	14	4	2	4	4					
China	989	75	153	451	274	6	2	9	11	8
Chinese Asia (includes Mongolia)	3		2		1					
Colombia	10	2	4	3	1					
Congo	4	2							2	
Congo, Democratic Republic of	8	2	1		2				3	
Cook Islands	8	1		1	6					
Côte d'Ivoire	8	6	2							
Croatia	1	1								
Cuba	1	1								
Cyprus	4	1	2	1						
Czech Republic	2				2					
Denmark	12	1			6	5				
Dominican Republic	1	1								
East Timor	1	1								
Egypt	32	10	3	10	8					1
El Salvador	5	4	1							
England	6	1		4	1					

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Eritrea	29	24	3		2					
Ethiopia	91	46	21		17	1	1			5
Fiji	32	5	10	5	8			2		2
Finland	5				4			1		
France	45	3	5	1	34	2				
French Polynesia	1			1						
Gaza Strip and West Bank	3	1	1	1						
Germany	36	3	2	8	10	1	10	1	1	
Ghana	1		1							
Greece	7		2		5					
Guinea	15	9	1		5					
Hong Kong	74	7	3	60	4					
Hungary	6	2		3	1					
India	737	188	132	122	247	7	12	11	16	2
Indonesia	82	31	12	28	10				1	
Iran	76	16	13	34	6	1		4	2	
Iraq	180	20	118	4	25	2		3	8	
Ireland	5	2	1		2					
Israel	43	3	3		37					
Italy	21	6	5	3	4	2	1			
Japan	58	5	2	27	18	2	3			1
Jordan	21	7	7	1	4	2				
Kazakhstan	4		1		3					
Kenya	58	21	23	2	11					1
Korea	156	9	16	98	32	1				
Korea, Democratic People's Republic of (North)	3			3						
Kuwait	2	1	1							
Kyrgyz Republic	3				3					
Latvia	1				1					
Lebanon	13	5	8							
Liberia	17	3	3		2	8	1			
Libya	2		2							
Macedonia (FYROM)	11	3	5		3					
Malaysia	246	27	64	108	23	9			11	4
Maldives	2				2					
Malta	6	3								3
Mauritius	61	8	4	15	34					
Mexico	8	3	2	3						
Moldova	1				1					
Mongolia	12	10	2							
Montenegro	1	1								
Namibia	1			1						

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Nauru	2				2					
Nepal	24		3	2	9				10	
Netherlands	32	7	2	5	8		4	3		3
New Zealand	305	85	61	47	97	4		5	6	
Nigeria	5		2		1	1				1
Norfolk Island	2				2					
Norway	8		2		4			2		
Oman	4			2	2					
Pakistan	127	20	37	10	45	5	1	6		3
Papua New Guinea	36	19	4	8	4	1				
Peru	5		4	1						
Philippines	359	125	60	32	92	23	5	4	13	5
Poland	7				6			1		
Portugal	4		2		2					
Qatar	1				1					
Romania	7				7					
Russian Federation	39	14	3	12	10					
Samoa	67	19	19		29					
Samoa, American	1				1					
Saudi Arabia	47	4	16	1	24				2	
Serbia	9	6		1	2					
Seychelles	2		1		1					
Sierra Leone	6				6					
Singapore	45	7	13	17	6	1	1			
Slovakia	1			1						
Slovenia	2		2							
Solomon Islands	2					1			1	
Somalia	74	30	35	5	4					
South Africa	74	5	4	29	22	4	2	2	2	4
Southern Asia	1			1						
Spain	10	2	2		6					
Sri Lanka	263	24	51	60	121	4		3		
Sudan	113	41	9	9	36	4	1	1	1	11
Sweden	16			6	10					
Switzerland	12			3	9					
Syria	11		11							
Taiwan	24		6	16	2					
Tanzania	5				5					
Thailand	268	108	16	35	40	27	5	30		7
Togo	2						2			
Tonga	15	4	4					7		
Turkey	46	4	33		3		6			
UAE	33	11	3	11	8					

Country of birth	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Uganda	22	18		3	1					
UK	16	1	7	4	4					
Ukraine	8		2		4			2		
Uruguay	1				1					
USA	40	12	5	10	11				1	1
Venezuela	12	5		7						
Vietnam	171	73	40	13	43			2		
Yemen	1	1								
Yugoslavia (FRY)	7	1			4	1		1		
Zimbabwe	28	1	8	4	8		3	2		2
Total	6455	1360	1176	1462	1899	151	66	125	147	69

Source: New Arrivals Data Collection 2009

Appendix 3: Newly arrived ESL students by eligibility and region, government schools, Victoria, 2009

Region	Eligible for C'wealth ESL - New Arrivals Programme funding.	Temporary	Total
Total	4,232	2,223	6,455
WMR	925	435	1,360
NMR	720	456	1,176
EMR	1,022	440	1,462
SMR	1,240	659	1,899
BSW	86	65	151
GRM	17	49	66
LMR	89	36	125
HME	84	63	147
GIP	49	20	69

Source: New Arrivals Data Collection 2009
See **Defining the student group** for eligibility data

Appendix 4: Newly arrived ESL students by language and region, government schools, Victoria, 2009

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Acholi	2	-	-	-	1	-	-	-	-	1
African Languages, nec*	13	6	3	-	3	1	-	-	-	-
African Languages, nfd**	40	21	6	2	6	3	-	-	2	-
Afrikaans	72	5	4	26	23	4	2	2	2	4
Akan	1	-	1	-	-	-	-	-	-	-
Albanian	27	5	5	1	8	-	-	-	8	-
Amharic	28	21	3	-	4	-	-	-	-	-
Arabic	278	56	104	20	62	7	1	6	18	4
Armenian	2	-	-	2	-	-	-	-	-	-
Assyrian	92	2	89	1	-	-	-	-	-	-
Azeri	2	-	-	2	-	-	-	-	-	-
Balochi	2	-	-	-	2	-	-	-	-	-
Bardi	3	3	-	-	-	-	-	-	-	-
Bemba	2	2	-	-	-	-	-	-	-	-
Bengali	43	7	11	14	9	1	-	-	-	1
Bisaya	2	-	-	1	-	-	1	-	-	-
Bosnian	6	3	2	-	1	-	-	-	-	-
Bulgarian	6	1	-	1	2	2	-	-	-	-
Burmese	82	11	13	14	43	-	-	1	-	-
Burmese and Related Languages, nec*	1	1	-	-	-	-	-	-	-	-
Cantonese	150	13	21	83	29	1	-	2	-	1
Cebuano	4	1	-	-	3	-	-	-	-	-
Chinese, nec*	4	-	1	1	-	-	-	-	1	1
Chinese, nfd**	424	65	48	236	59	3	1	6	4	2
Creole, nfd**	11	-	3	2	6	-	-	-	-	-
Czech	1	-	-	-	1	-	-	-	-	-
Danish	12	-	-	1	6	5	-	-	-	-
Dari	260	11	8	7	196	1	-	11	26	-
Dinka	68	44	-	11	10	-	1	-	-	2
Dutch	37	6	3	8	10	-	4	3	-	3
Ewe	2	-	-	-	-	-	2	-	-	-
Fijian	4	1	-	-	-	-	-	1	-	2
Filipino	164	61	24	18	37	7	4	1	10	2
Finnish	5	-	-	-	4	-	-	1	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
French	111	9	7	13	79	3	-	-	-	-
German	42	2	3	8	14	3	11	1	-	-
Greek	11	1	4	1	5	-	-	-	-	-
Gujarati	111	47	5	25	25	1	4	-	4	-
Hakka	6	1	5	-	-	-	-	-	-	-
Harari	1	1	-	-	-	-	-	-	-	-
Hebrew	32	3	-	-	27	-	-	-	2	-
Hindi	293	68	74	54	90	1	1	2	2	1
Hmong	2	-	2	-	-	-	-	-	-	-
Hokkien	13	3	-	7	3	-	-	-	-	-
Hungarian	4	2	-	1	1	-	-	-	-	-
Igbo	1	-	-	-	1	-	-	-	-	-
Indo-Aryan, nfd**	8	2	-	4	2	-	-	-	-	-
Indonesian	77	28	12	26	11	-	-	-	-	-
Irish	1	-	1	-	-	-	-	-	-	-
Italian	19	6	5	4	1	2	1	-	-	-
Japanese	50	2	3	20	16	2	4	-	2	1
Kannada	14	1	3	3	6	-	1	-	-	-
Karen	245	139	-	27	8	39	1	31	-	-
Khmer	73	-	1	6	65	-	-	-	-	1
Kikuyu	1	1	-	-	-	-	-	-	-	-
Koko-Bera	1	-	1	-	-	-	-	-	-	-
Konkani	9	1	2	1	5	-	-	-	-	-
Korean	173	9	16	115	32	1	-	-	-	-
Krio	9	-	-	1	3	5	-	-	-	-
Kurdish	9	-	7	-	-	-	-	2	-	-
Lao	3	3	-	-	-	-	-	-	-	-
Latvian	1	-	-	-	1	-	-	-	-	-
Macedonian	10	4	5	-	1	-	-	-	-	-
Malay	130	12	58	27	10	8	-	-	11	4
Malayalam	124	14	20	23	53	1	5	5	3	-
Maltese	6	3	-	-	-	-	-	-	-	3
Mandarin	750	61	105	361	206	2	2	1	7	5
Maori (Cook Island)	10	1	-	-	9	-	-	-	-	-
Maori (New Zealand)	10	5	-	2	1	2	-	-	-	-
Marathi	23	4	-	8	8	1	1	1	-	-
Mauritian Creole	6	4	-	2	-	-	-	-	-	-
Mayali	1	1	-	-	-	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Mongolian	12	10	2	-	-	-	-	-	-	-
Nauruan	2	-	-	-	2	-	-	-	-	-
Ndebele	4	-	-	1	1	-	2	-	-	-
Nepali	31	-	3	2	10	-	-	-	16	-
Norwegian	10	-	2	-	6	-	-	2	-	-
Nuer	38	-	1	-	23	2	2	-	-	10
Oriya	1	-	-	-	-	-	-	-	-	1
Oromo	37	17	8	-	12	-	-	-	-	-
Other Languages, nfd**	1	-	1	-	-	-	-	-	-	-
Other Southern Asian Languages	7	-	1	2	-	-	-	1	3	-
Pampangan	2	-	-	-	2	-	-	-	-	-
Papua New Guinea Papuan Languages, nec*	3	3	-	-	-	-	-	-	-	-
Papua New Guinea Papuan Languages, nfd**	2	-	-	2	-	-	-	-	-	-
Pashto	27	1	8	1	15	2	-	-	-	-
Persian (excluding Dari)	76	15	8	39	13	1	-	-	-	-
Pidgeon, nfd**	26	13	4	6	2	1	-	-	-	-
Polish	8	-	-	1	6	-	-	1	-	-
Portuguese	27	7	6	3	9	-	-	-	-	2
Punjabi	141	36	32	8	47	-	1	4	12	1
Romanian	11	1	-	-	10	-	-	-	-	-
Russian	68	16	5	13	33	-	-	1	-	-
Samoan	182	59	50	-	71	1	-	-	1	-
Serbian	15	4	-	1	8	1	-	1	-	-
Serbo-Croatian/ Yugoslavian, so described	1	-	-	-	1	-	-	-	-	-
Shona	21	-	7	4	5	-	1	2	-	2
Sindhi	11	-	5	2	3	-	-	1	-	-
Sinhalese	235	20	47	56	104	5	-	3	-	-
Slovak	1	-	-	1	-	-	-	-	-	-
Slovene	2	-	2	-	-	-	-	-	-	-
Solomon Islands Pijin	1	-	-	-	-	1	-	-	-	-
Somali	123	47	64	5	7	-	-	-	-	-
Southeast Asian Austronesian Languages, nfd**	3	-	2	-	-	1	-	-	-	-
Southern Asian Languages, nfd**	24	3	2	7	9	1	-	-	2	-
Spanish	75	24	16	18	17	-	-	-	-	-

Language	Total	WMR	NMR	EMR	SMR	BSW	GRM	LMR	HME	GIP
Swahili	22	5	4	-	6	-	-	2	5	-
Swedish	16	-	-	5	11	-	-	-	-	-
Tagalog	196	66	36	16	52	17	-	3	3	3
Tamil	131	22	19	19	66	4	-	1	-	-
Telugu	41	12	5	9	12	2	1	-	-	-
Teochew	1	-	-	-	1	-	-	-	-	-
Thai	95	18	13	18	25	3	4	7	-	7
Tibetan	5	3	-	-	2	-	-	-	-	-
Tigrinya	45	31	11	-	3	-	-	-	-	-
Tok Pisin	8	6	-	-	1	-	-	-	1	-
Tokelauan	1	1	-	-	-	-	-	-	-	-
Tongan	37	9	13	-	3	-	-	11	1	-
Tswana	1	-	-	1	-	-	-	-	-	-
Tulu	1	-	-	-	1	-	-	-	-	-
Turkish	59	9	38	3	3	-	6	-	-	-
Tuvaluan	1	-	-	1	-	-	-	-	-	-
Ukrainian	1	-	-	-	-	-	-	1	-	-
Urdu	123	32	30	11	36	3	2	5	-	4
Uyghur	2	-	-	1	1	-	-	-	-	-
Vietnamese	194	86	41	15	49	-	-	2	1	-
Wu	1	-	-	1	-	-	-	-	-	-
Yoruba	4	-	2	-	1	-	-	-	-	1

Source: New Arrivals Data Collection 2009

*nec - not elsewhere classified

**nfd - not further defined

Appendix 5: English language schools and centres, Victoria, 2009

English language school/centre (region)	Telephone number	Fax number	Address	Pri/Sec ¹
English language schools				
Blackburn (EMR)	(03) 9803 4022	(03) 9802 4806	120 Eley Road Burwood East 3151	P, S
Collingwood (NMR)	(03) 9419 7633	(03) 9419 0698	19 Cambridge Street Collingwood 3066	P, S
Noble Park (SMR)	(03) 9546 9578	(03) 9558 5683	21-35 Thomas Street Noble Park 3174	P, S
Western (WMR)	(03) 9311 9325	(03) 9312 5410	46 South Road Braybrook 3019	P, S
Primary English language centre				
Springvale (SMR)*	(03) 9546 9604	(03) 9546 9694	355A Springvale Road Springvale 3171	P
Secondary English language centres				
Broadmeadows (NMR)	(03) 9309 1488	(03) 9302 1336	Belfast Street Broadmeadows 3047	S
Brunswick (NMR)	(03) 9380 6889	(03) 9381 2756	47 Dawson Street Brunswick 3056	S
Glen Eira (SMR)	(03) 9572 5877	(03) 9572 5386	76 Booran Road Caulfield 3162	S
Westall (SMR)	(03) 9546 1732	(03) 9547 5785	Rosebank Avenue Clayton South 3169	S
Non-metropolitan programs				
Ballarat (GRM)	(03) 5337 8458	(03) 5333 2135	34-39 Barkly Street Ballarat 3350	P,S
Geelong (BSW)	(03) 5278 3548	(03) 5278 4418	C/- Bell Park North Primary School Bell Park 3500	P,S
Mildura (LMR)	(03) 5021 2911	-	Deakin Avenue Mildura 3500	P,S
Shepparton (HME)	(03) 5822 2266	(03) 5821 5595	31-71 Hawdon Street Shepparton 3630	P,S

¹ Primary (P), Secondary (S)

Appendix 6: Location of intensive outpost and visiting outpost programs, government schools, Victoria, 2009

Intensive outpost program		Term 1	Term 2	Term 3	Term 4
Collingwood English Language School					
5186	Bethal Primary School				
4764	Preston North East Primary School				
631	Thomastown Primary School				
4993	Upfield Primary School				
Noble Park English Language School					
3820	Caulfield Junior College				
1403	Dandenong Primary School				
4810	Dandenong South Primary School				
4217	Dandenong West Primary School				
4771	Lyndale Primary School				
Western English Language School					
5187	Glen Orden Primary School				
2374	Kensington Primary School				
2969	St Albans Primary School				
649	Werribee Primary School				
Springvale English Language Centre					
1542	Brighton Primary School				
4723	Dandenong North Primary School				
3703	Glen Huntly Primary School				
244	Hallam Primary School				
4366	McKinnon Primary School				
3016	Toorak Primary School				
Intensive outpost program locations per term		16	18	16	16
Total intensive outpost program locations		66			

Visiting outpost program		Term 1	Term 2	Term 3	Term 4
Blackburn English Language School					
5428	Amsleigh Park Primary School				
4844	Antonio Park Primary School				
2948	Auburn Primary School				
4638	Balwyn North Primary School				
2163	Bayswater Primary School				
5039	Bayswater West Primary School				
5288	Boroondara Park Primary School				
5111	Camelot Rise Primary School				
5426	Carrington Primary School				
4747	Clayton Primary School				
734	Clayton North Primary School				
197	Doncaster Primary School				
4961	Donvale Primary School				
4903	Essex Heights Primary School				
5010	Glendal Primary School				
5425	Glen Waverley Primary School				
4986	Highvale Primary School				
4716	Huntingdale Primary School				
5295	Karoo Primary School				
4816	Kerrimuir Primary School				
1075	Kew Primary School				
5212	Milgate Primary School				
2904	Mitcham Primary School				
2259	Montrose Primary School				
3642	Mount Evelyn Primary School				
4923	Mount View Primary School				
2172	Mulgrave Primary School				
4190	Nunawading Primary School				
1601	Oakleigh Primary School				
4715	Old Orchard Primary School				
5416	Parkhill Primary School				
4874	Pinewood Primary School				
1028	Scoresby Primary School				
4685	Selby Primary School				
4924	Syndal South Primary School				
5004	Templestowe Heights Primary School				

Visiting outpost program		Term 1	Term 2	Term 3	Term 4
5094	Wheelers Hill Primary School				
3241	Wonga Park Primary School				
Collingwood English Language School					
5453	Belle Vue Park Primary School				
4656	Bellfield Primary School				
5029	Broadmeadows West Primary School				
5098	Broadmeadows Valley Primary School				
5034	Campbellfield Heights Primary School				
4952	Coolaroo South Primary School				
4900	Dallas Primary School				
3590	Fawkner Primary School				
5244	Findon Primary School				
450	Fitzroy Primary School				
3118	Glenroy Primary School				
4809	Glenroy West Primary School				
294	Heidelberg Primary School				
4845	Kingsbury Primary School				
5035	Lalor North Primary School				
5098	Meadowfair North PS				
5524	Meadows Primary School				
5227	Meadow Heights Primary School				
5325	Mill Park Heights Primary School				
4876	Moomba Park Primary School				
4646	Newlands Primary School				
3618	Norris Bank Primary School				
3885	Preston West Primary School				
5485	Roxburgh Park Primary School				
5493	Roxburgh Rise Primary School				
4956	Ruthven Primary School				
4993	Upfield Primary School				
4827	Thomastown East Primary School				
Noble Park English Language School					
1542	Brighton Primary School				
2068	Cranbourne Primary School				
3729	Chelsea Primary School				
3790	Edithvale Primary School				
1464	Frankston Primary School				
244	Hallam Primary School				

Visiting outpost program		Term 1	Term 2	Term 3	Term 4
4062	Hampton Park Primary School				
3754	Hampton Primary School				
5350	Kilberry Valley Primary School				
3449	Murrumbeena Primary School				
1901	Narre Warren North Primary School				
8839	Narre Warren South P-12 College				
4780	Overport Primary School				
5130	River Gum Primary School				
4687	Tucker Road Bentleigh Primary School				
Western English Language School					
5287	Altona Green Primary School				
5172	Altona Meadows Primary School				
4931	Altona North Primary School				
5064	Ardeer South Primary School				
4812	Avondale Primary School				
4980	Carlton Primary School				
5483	Caroline Springs College				
5486	Carranballac P-9 College				
5256	Kurunjang Primary School				
430	Melton Primary School				
5337	Seabrook Primary School				
4852	Tullamarine Primary School				
Springvale English Language Centre					
2048	Brighton Beach Primary School				
1542	Brighton Primary School				
2897	Carnegie Primary School				
2068	Cranbourne Primary School				
4837	East Bentleigh Primary School				
3897	Gardenvale Primary School				
3703	Glen Huntly Primary School				
3754	Hampton Primary School				
4366	McKinnon Primary School				
5205	Mossgiel Park Primary School				
4429	Sandringham East Primary School				
3016	Toorak Primary School				
Intensive outpost program locations per term		53	60	68	58
Total intensive outpost program locations		239			

Appendix 7: ESL Index funding levels, government schools, Victoria, 2009

The following table shows Index levels and level descriptors:

Level	Level description	Weighting
1	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 needs.

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

Level	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 funding for MEAs.

Level	Level description	Weighting	SFO weighting		
			0.6	1.0	1.4
1	Year Prep	1.0	\$242	\$404	\$566
2	2–5 years in Australian school Years 1–6	2.00	\$486	\$809	\$1,132
3	< 2 years in Australian school Years 1–6	4.00	\$971	\$1,617	\$2,264
4	2–5 years in Australian school Years 7–12	5.09	\$1,235	\$2,058	\$2,879
5	< 2 years in Australian school Years 7–12	7.64	\$1,853	\$3,086	\$4,323

All schools reaching the funding thresholds have a funding component for employment of multicultural education aides (MEAs). The MEA funding component is around 25% 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 the funding threshold before funding will apply. The combined ESL and MEA thresholds are \$18,565 for primary schools and \$35,872 for secondary schools.

ESL Index funding is made available to schools for employment of appropriately qualified ESL teachers and multicultural education aides to staff ESL programs.

Appendix 8: Government primary schools receiving ESL Index funding, Victoria, 2009

Western Metropolitan Region		3890	Footscray West Primary School
5179	Albanvale Primary School	4914	Glen Devon Primary School
4855	Albion North Primary School	5187	Glen Orden Primary School
4265	Albion Primary School	5050	Glengala/Sunshine West Primary School
8857	Altona College (interim Name)	4665	Hobsons Bay Primary School
5408	Altona Gate Primary School	5152	Iramoo Primary School
5287	Altona Green Primary School	5242	Keilor Downs Primary School
5172	Altona Meadows Primary School	4877	Keilor Heights Primary School
4931	Altona North Primary School	2374	Kensington Primary School
3923	Altona Primary School	5236	Kings Park Primary School
4848	Ardeer Primary School	3988	Kingsville Primary School
5064	Ardeer South Primary School	5256	Kurunjang Primary School
4025	Ascot Vale West Primary School	8861	Laverton P-12 College
4812	Avondale Primary School	5297	Mackellar Primary School
5315	Baden Powell P-9 College	5091	Manorvale Primary School
5254	Bellbridge Primary School	430	Melton Primary School
5102	Calder Rise Primary School	3717	Melton South Primary School
5312	Cambridge Primary School	5036	Melton West Primary School
2605	Carlton Gardens Primary School	5336	Monmia Primary School
4980	Carlton Primary School	2901	Moonee Ponds West Primary School
5483	Caroline Springs College	5002	Mossfiel Primary School
5486	Carranballac P-9 College	5139	Movelle Primary School
5090	Coburn Primary School	113	Newport Lakes Primary School
5068	Debney Meadows Primary School	5410	Niddrie Primary School
5084	Deer Park North Primary School	1402	North Melbourne Primary School
1434	Deer Park Primary School	5480	Parkwood Green Primary School
5032	Deer Park West Primary School	5337	Seabrook Primary School
5450	Dinjerra Primary School	4440	Seaholme Primary School
4805	Eastona Park Primary School	583	South Yarra Primary School
4015	Essendon North Primary School	4741	St Albans East Primary School
483	Essendon Primary School	4948	St Albans Heights Primary School
250	Flemington Primary School	5118	St Albans Meadows Primary School
1912	Footscray City Primary School	4811	St Albans North Primary School
4160	Footscray North Primary School		
253	Footscray Primary School		

2969	St Albans Primary School	4770	Craigieburn Primary School
4945	St Albans South Primary School	5243	Craigieburn South Primary School
5047	Stevensville Primary School	4933	Dallas North Primary School
4612	Strathmore Primary School	4900	Dallas Primary School
4744	Sunshine Heights Primary School	1477	Epping Primary School
4745	Sunshine North Primary School	3590	Fawkner Primary School
3113	Sunshine Primary School	5244	Findon Primary School
5526	Sunshine/Braybrook/Sunvale Primary School	1490	Fitzroy North Primary School
3559	Sydenham - Hillside Primary School	450	Fitzroy Primary School
5258	Tailors Lakes Primary School	5007	Gladstone Park Primary School
8783	The Grange P-12 College	5093	Gladstone Views Primary School
5343	Thomas Chirnside Primary School	4782	Glenroy North Primary School
4852	Tullamarine Primary School	3118	Glenroy Primary School
4788	Wembley Primary School	4809	Glenroy West Primary School
649	Werribee Primary School	5128	Greenbrook Primary School
5365	Westgrove Primary School	890	Greenvale Primary School
5049	Woodville Primary School	4267	Haig Street Primary School
2832	Yarraville West Primary School	294	Heidelberg Primary School
		2436	Ivanhoe Primary School
		4845	Kingsbury Primary School
		4976	Lalor East Primary School
		5035	Lalor North Primary School
		5003	Lalor Park Primary School
		4709	Lalor Primary School
		5074	Lalor West Primary School
		6242	Macleod College
		5227	Meadow Heights Primary School
		5452	Meadowbank Primary School
		5098	Meadowfair North Primary School
		5286	Meadowglen Primary School
		6240	Merrilands College
		5325	Mill Park Heights Primary School
		5160	Mill Park Primary School
		4876	Moomba Park Primary School
		1975	Morang South Primary School
		2837	Moreland Primary School
		4646	Newlands Primary School
		3618	Norris Bank Primary School
		4721	Oak Park Primary School
Northern Metropolitan Region			
1886	Abbotsford Primary School		
5453	Belle Vue Park Primary School		
4656	Bellfield Primary School		
5186	Bethal Primary School		
4875	Broadmeadows Primary School		
5029	Broadmeadows West Primary School		
3585	Brunswick North Primary School		
4304	Brunswick South West Primary School		
4944	Bundoora Primary School		
5034	Campbellfield Heights Primary School		
4833	Campmeadows Primary School		
4543	Coburg North Primary School		
484	Coburg Primary School		
3941	Coburg West Primary School		
6212	Collingwood College		
4952	Coolaroo South Primary School		

5411 Olympic Village Primary School

4731 Pascoe Vale North Primary School

3081 Pascoe Vale Primary School

3806 Penders Grove Primary School

1915 Plenty Parklands Primary School

4316 Preston East Primary School

4764 Preston North East Primary School

1494 Preston Primary School

824 Preston South Primary School

3885 Preston West Primary School

2955 Princes Hill Primary School

4686 Reservoir East Primary School

3960 Reservoir Primary School

5523 Reservoir Views Primary School

4711 Reservoir West Primary School

5044 Richmond West Primary School

4568 Rosanna Primary School

5443 Roxburgh Homestead Primary School

5485 Roxburgh Park Primary School

5493 Roxburgh Rise Primary School

4956 Ruthven Primary School

8846 The Lakes South Morang P-9 School

4827 Thomastown East Primary School

5134 Thomastown Meadows Primary School

631 Thomastown Primary School

4999 Thomastown West Primary School

3889 Thornbury Primary School

4993 Upfield Primary School

4892 Viewbank Primary School

3139 Wales Street Primary School

4988 Watsonia North Primary School

4838 Watsonia Primary School

4158 Westbreen Primary School

4177 Westgarth Primary School

982 Westmeadows Primary School

5342 Willmott Park Primary School

Eastern Metropolitan Region

5427 Albany Rise Primary School

5428 Amsleigh Park Primary School

4317 Ashburton Primary School

4183 Auburn South Primary School

4638 Balwyn North Primary School

1026 Balwyn Primary School

4143 Bayswater North Primary School

4973 Bayswater South Primary School

4813 Beverley Hills Primary School

2923 Blackburn Primary School

5288 Boroondara Park Primary School

4717 Box Hill North Primary School

454 Burwood East Primary School

4932 Burwood Heights Primary School

888 Camberwell Primary School

5111 Camelot Rise Primary School

5426 Carrington Primary School

734 Clayton North Primary School

4747 Clayton Primary School

2900 Croydon Primary School

3680 Deepdene Primary School

5019 Donburn Primary School

5454 Doncaster Gardens Primary School

197 Doncaster Primary School

4702 Eastwood Primary School

4903 Essex Heights Primary School

5425 Glen Waverley Primary School

5436 Glen Waverley South Primary School

5010 Glendal Primary School

1508 Glenferrie Primary School

5478 Great Ryrie Primary School

4694 Greythorn Primary School

4055 Hartwell Primary School

5345 Heany Park Primary School

4986 Highvale Primary School

4716 Huntingdale Primary School

5176 Jells Park Primary School

5295 Karoo Primary School
 4816 Kerrimuir Primary School
 3161 Kew East Primary School
 1075 Kew Primary School
 5234 Knox Gardens Primary School
 4863 Laburnum Primary School
 5113 Livingstone Primary School
 5009 Manchester Primary School
 4940 Manningham Park Primary School
 5212 Milgate Primary School
 2904 Mitcham Primary School
 3943 Mont Albert Primary School
 4923 Mount View Primary School
 5430 Mount Waverley North Primary School
 3432 Mount Waverley Primary School
 2172 Mulgrave Primary School
 4190 Nunawading Primary School
 1601 Oakleigh Primary School
 4823 Oakleigh South Primary School
 4715 Old Orchard Primary School
 5285 Orchard Grove Primary School
 5281 Park Ridge Primary School
 5416 Parkhill Primary School
 4881 Parkmore Primary School
 4874 Pinewood Primary School
 5431 Rangeview Primary School
 5419 Roberts McCubbin Primary School
 5000 Rowville Primary School
 1028 Scoresby Primary School
 5168 Serpell Primary School
 2778 Surrey Hills Primary School
 4924 Syndal South Primary School
 5004 Templestowe Heights Primary School
 5129 Templestowe Park Primary School
 4985 Templestowe Valley Primary School
 5196 Templeton Primary School
 1022 Vermont Primary School
 3841 Wattle Park Primary School

5105 Waverley Meadows Primary School
 5094 Wheelers Hill Primary School
 5429 Yawarra Primary School

Southern Metropolitan Region

5301 Aspendale Gardens Primary School
 5005 Ballam Park Primary School
 4902 Belvedere Park Primary School
 4318 Bentleigh West 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
 3341 Chelsea Heights Primary School
 3336 Clarinda Primary School
 4384 Clayton South Primary School
 4712 Coatesville Primary School
 5108 Coomoora Primary School
 5292 Coral Park Primary School
 5371 Courtenay Gardens Primary School
 4887 Cranbourne Park Primary School
 2068 Cranbourne 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
 4837 East Bentleigh Primary School

4743 Swan Hill North Primary School
1142 Swan Hill Primary School
7405 Weeroona College Bendigo

Hume Region

4742 Bouchier Street Primary School
Shepparton
6209 Cobram Primary School
4657 Gowrie Street Primary School
Shepparton
5020 Guthrie Street Primary School
Shepparton

4666 St Georges Road Primary School
Shepparton
4943 Wilmot Road Primary School
Shepparton

Gippsland Region

2022 Macarthur Street Primary School
4740 Moe Primary School
4975 Morwell Park Primary School
4700 Traralgon (Liddiard Road) Primary
School

Appendix 9: Government secondary schools receiving ESL Index funding, Victoria, 2009

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 P-12 College
8015	Maribyrnong Secondary College
8027	Melton Secondary College
7275	Rosehill Secondary College
8330	St Albans Secondary College
8790	Sunshine College
8787	Taylor's Lakes Secondary College
8783	The Grange P-12 College
8405	University High School
8465	Werribee Secondary College

Northern Metropolitan Region

8863	Banksia/La Trobe Secondary College
8805	Box Forest 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
8862	Hume Central Secondary College
7980	Lakeside Secondary College
7986	Lalor North Secondary College
7985	Lalor Secondary College
6242	Macleod College
8819	Melbourne Girls College
6240	Merrilands College
8775	Mill Park Secondary College
8180	Northcote High School
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
8797	Thornbury High School
8812	Viewbank 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
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
8270	Ringwood Secondary College
8801	South Oakleigh Secondary College
8823	Templestowe College
8420	Vermont Secondary College
8428	Wantirna College
8462	Wellington Secondary College
8474	Whealers Hill Secondary College

Southern Metropolitan Region

7650	Brighton Secondary College
5435	Carwatha P--2 College
7712	Chandler Secondary College
8326	Coomoora Secondary College
7747	Cranbourne Secondary College
8858	Dandenong High School (interim name)
7810	Elwood College
8871	Endeavour Hills Secondary College
8870	Fountain Gate Secondary College
7850	Frankston High School
8704	Glen Eira College
8869	Gleneagles Secondary College
8868	Hallam Secondary 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
8025	Melbourne High School
8075	Mordialloc College
8839	Narre Warren South P-12 College
8813	Noble Park 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
8045	Mildura Senior College
8802	Swan Hill College

Barwon South Western Region

7585	Belmont High School
7856	North Geelong Secondary College

Gippsland Region

8803	Traralgon College
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Appendix 10: Interpreting and translating assignments, government schools, Victoria, 2009

Language	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Acholi	3	8	0
Akan Twi	1	0	0
Albanian	62	15	0
Amharic	108	37	2
Arabic	985	188	37
Arabic Iraqi	2	5	0
Arabic Lebanese	4	0	0
Assyrian	109	15	0
Auslan	414	0	0
Bari	4	4	0
Bengali	12	0	0
Bosnian	67	2	1
Bulgarian	3	0	0
Burmese	164	46	5
Cambodian	296	28	11
Cantonese	610	80	1
Chaldean	4	3	0
Chin	140	49	13
Chin Falam	2	0	0
Chin Haka	13	14	0
Chin Matu	2	0	0
Chin Zomi	1	2	0
Cook Island Maori	1	1	0
Creole	2	0	0
Croatian	23	2	2
Dari	380	94	12
Dinka	360	207	10
Fijian	2	0	0
French	14	3	2
German	2	0	0
Gio	4	5	0
Greek	19	1	2
Gujarati	23	6	6
Hakka	89	19	0

Language	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Harari	1	0	0
Hebrew	5	0	0
Hindi	137	7	8
Hmong	15	6	0
Hokkien	1	0	0
Hungarian	8	0	0
Indonesian	26	6	0
Italian	17	6	2
Japanese	51	11	3
Karen	284	88	14
Karenni	3	0	0
Khmer	3	0	0
Kinyarwanda	2	2	0
Kirundi	24	12	0
Kiswahili	48	4	0
Korean	168	46	12
Krio	3	0	0
Kurdish	6	1	0
Kurdish Sorani	1	0	0
Lao	17	5	2
Latuka	1	0	0
Latvian	1	0	0
Liberian English	6	8	0
Lopit	2	0	0
Macedonian	65	11	11
Malay	3	0	0
Malayalam	2	0	0
Malaysian	1	0	0
Maltese	2	0	0
Mandarin	801	147	38
Mano	1	0	0
Nepalese	8	0	0
Nuer	55	25	0
Oromo	72	16	0
Pashtu	34	8	2
Persian	116	35	6
Pidgin	2	0	0
Polish	13	0	0

Language	On-site interpreting assignments	Telephone interpreting assignments	Translating assignments
Portuguese	20	10	0
Punjabi	56	3	0
Romanian	4	0	0
Romski	1	0	0
Russian	39	14	6
Samoan	35	5	1
Serbian	145	20	6
Shanghainese	2	1	0
Sindhi	0	1	0
Sinhalese	60	9	4
Somali	282	34	6
Spanish	121	20	4
Sudanese Arabic	85	52	0
Tagalog	25	6	1
Tamil	78	7	2
Telugu	6	0	0
Teo Chew	17	0	0
Tetum	4	0	0
Thai	72	24	2
Tibetan	4	0	0
Tigrinya	114	17	8
Timorese Hakka	57	1	0
Tongan	2	1	0
Turkish	451	64	15
Ukrainian	2	0	0
Urdu	18	1	2
Uyghur	1	0	0
Vietnamese	1702	387	62
Total	9,333	1,955	321

Notes

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Notes



