Preface

This report provides information on English as a second language (ESL) programs and support services for 2010. It is based on:

- **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.

**Part 1** provides contextual information and broad data relating to students from language backgrounds other than English. 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.

Six appendices provide supplementary information.

## Acronyms and abbreviations

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSW</td>
<td>Barwon South Western Region</td>
</tr>
<tr>
<td>EFT</td>
<td>Equivalent full-time</td>
</tr>
<tr>
<td>EMR</td>
<td>Eastern Metropolitan Region</td>
</tr>
<tr>
<td>ESL</td>
<td>English as a second language</td>
</tr>
<tr>
<td>GIP</td>
<td>Gippsland Region</td>
</tr>
<tr>
<td>GRM</td>
<td>Grampians Region</td>
</tr>
<tr>
<td>HME</td>
<td>Hume Region</td>
</tr>
<tr>
<td>LBOTE</td>
<td>Language background other than English</td>
</tr>
<tr>
<td>LMR</td>
<td>Loddon Mallee Region</td>
</tr>
<tr>
<td>LMERC</td>
<td>Languages and Multicultural Education Resource Centre</td>
</tr>
<tr>
<td>MEA</td>
<td>Multicultural education aide</td>
</tr>
<tr>
<td>NMR</td>
<td>Northern Metropolitan Region</td>
</tr>
<tr>
<td>SMR</td>
<td>Southern Metropolitan Region</td>
</tr>
<tr>
<td>SRP</td>
<td>Student Resource Package</td>
</tr>
<tr>
<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
</tr>
<tr>
<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
</tr>
<tr>
<td>VELS</td>
<td>Victorian Essential Learning Standards</td>
</tr>
<tr>
<td>VFST</td>
<td>Victorian Foundation for Survivors of Torture</td>
</tr>
<tr>
<td>WMR</td>
<td>Western Metropolitan Region</td>
</tr>
</tbody>
</table>
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Part 1: Students from Language Backgrounds Other Than English

Students' language backgrounds

In 2010, 123,474 students in government schools (22.8 per cent) were identified as coming from language backgrounds other than English (LBOTE) (based on the August census, 2009). A student is defined as having a language background other than English if either the student or one or both parents speaks another language at home.

Figure 1: Main languages spoken at home by LBOTE students, government schools, Victoria, 2010.

![Pie chart showing the main languages spoken at home by LBOTE students]

Source: LBOTE Census 2009.

The regional distribution of students from language backgrounds other than English in 2010 appears in Table 1, following.
Table 1: LBOTE Students by main language spoken at home, by region - government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>Language</th>
<th>Total</th>
<th>WMR</th>
<th>NMR</th>
<th>EMR</th>
<th>SMR</th>
<th>BSW</th>
<th>GRM</th>
<th>LMR</th>
<th>HME</th>
<th>GIP</th>
</tr>
</thead>
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<td>37,408</td>
<td>8,045</td>
<td>8,535</td>
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<td>862</td>
<td>311</td>
<td>641</td>
<td>645</td>
<td>398</td>
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<tr>
<td>Vietnamese</td>
<td>10,002</td>
<td>5,045</td>
<td>1,191</td>
<td>1,389</td>
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<td>47</td>
<td>17</td>
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<td>Arabic</td>
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<td>1,716</td>
<td>4,594</td>
<td>1,001</td>
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<td>47</td>
<td>17</td>
<td>17</td>
<td>8</td>
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</tr>
<tr>
<td>Chinese</td>
<td>5,386</td>
<td>698</td>
<td>549</td>
<td>2,886</td>
<td>1,119</td>
<td>37</td>
<td>33</td>
<td>21</td>
<td>24</td>
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<tr>
<td>Cantonese</td>
<td>5,011</td>
<td>907</td>
<td>415</td>
<td>2,759</td>
<td>871</td>
<td>17</td>
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<td>Mandarin</td>
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<td>1</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Samoan</td>
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<td>28</td>
<td>750</td>
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<td>36</td>
<td>41</td>
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<tr>
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<td>21,578</td>
<td>21,373</td>
<td>21,683</td>
<td>1,191</td>
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<td>1,027</td>
<td>1,542</td>
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<tr>
<td>Other languages&lt;sup&gt;1&lt;/sup&gt;</td>
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<td>11,025</td>
<td>790</td>
<td>225</td>
<td>476</td>
<td>384</td>
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<tr>
<td>Total</td>
<td>123,474</td>
<td>29,146</td>
<td>27,448</td>
<td>27,327</td>
<td>32,708</td>
<td>1,981</td>
<td>644</td>
<td>1,503</td>
<td>1,926</td>
<td>791</td>
</tr>
</tbody>
</table>

<sup>1</sup> This group comprises more than 190 languages with fewer than 1,800 speakers per language. Source: LBOTE census 2009.

Students’ countries of birth

Figure 2: LBOTE Students by country of birth, government schools, Victoria, 2010.

Source: LBOTE Census 2009.

The regional distribution of students from language backgrounds other than English by country of birth in 2010 appears in Table 2, following.
Table 2: LBOTE Students by country of birth and region, government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>Language</th>
<th>Total</th>
<th>WMR</th>
<th>NMR</th>
<th>EMR</th>
<th>SMR</th>
<th>BSW</th>
<th>GRM</th>
<th>LMR</th>
<th>HME</th>
<th>GIP</th>
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<tbody>
<tr>
<td>Australia</td>
<td>80,628</td>
<td>19,984</td>
<td>20,602</td>
<td>16,689</td>
<td>19,678</td>
<td>1,094</td>
<td>355</td>
<td>836</td>
<td>989</td>
<td>401</td>
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<tr>
<td>China</td>
<td>4,476</td>
<td>423</td>
<td>565</td>
<td>2,313</td>
<td>965</td>
<td>56</td>
<td>40</td>
<td>45</td>
<td>38</td>
<td>31</td>
</tr>
<tr>
<td>New Zealand</td>
<td>3,439</td>
<td>932</td>
<td>634</td>
<td>534</td>
<td>1,129</td>
<td>29</td>
<td>8</td>
<td>104</td>
<td>59</td>
<td>10</td>
</tr>
<tr>
<td>India</td>
<td>3,366</td>
<td>705</td>
<td>507</td>
<td>845</td>
<td>1,170</td>
<td>33</td>
<td>17</td>
<td>35</td>
<td>45</td>
<td>9</td>
</tr>
<tr>
<td>Philippines</td>
<td>2,313</td>
<td>881</td>
<td>295</td>
<td>296</td>
<td>546</td>
<td>140</td>
<td>37</td>
<td>45</td>
<td>41</td>
<td>32</td>
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<tr>
<td>Sudan</td>
<td>1,846</td>
<td>712</td>
<td>164</td>
<td>150</td>
<td>612</td>
<td>42</td>
<td>23</td>
<td>7</td>
<td>51</td>
<td>85</td>
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<tr>
<td>Afghanistan</td>
<td>1,835</td>
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<td>42</td>
<td>51</td>
<td>1,361</td>
<td>3</td>
<td>0</td>
<td>113</td>
<td>224</td>
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<tr>
<td>Vietnam</td>
<td>1,723</td>
<td>749</td>
<td>247</td>
<td>297</td>
<td>415</td>
<td>4</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sri Lanka</td>
<td>1,652</td>
<td>164</td>
<td>262</td>
<td>578</td>
<td>585</td>
<td>26</td>
<td>8</td>
<td>14</td>
<td>13</td>
<td>2</td>
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<tr>
<td>Malaysia</td>
<td>1,531</td>
<td>167</td>
<td>226</td>
<td>874</td>
<td>204</td>
<td>27</td>
<td>1</td>
<td>7</td>
<td>17</td>
<td>8</td>
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<tr>
<td>Thailand</td>
<td>1,171</td>
<td>482</td>
<td>90</td>
<td>196</td>
<td>220</td>
<td>82</td>
<td>8</td>
<td>52</td>
<td>19</td>
<td>22</td>
</tr>
<tr>
<td>Korea</td>
<td>1,124</td>
<td>53</td>
<td>80</td>
<td>739</td>
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<td>5</td>
<td>5</td>
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<td>Iraq</td>
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<td>19</td>
<td>59</td>
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<td>28</td>
<td>110</td>
<td>0</td>
</tr>
<tr>
<td>Singapore</td>
<td>779</td>
<td>114</td>
<td>64</td>
<td>397</td>
<td>144</td>
<td>41</td>
<td>1</td>
<td>9</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>Subtotal</td>
<td>106,886</td>
<td>25,451</td>
<td>24,515</td>
<td>23,978</td>
<td>27,329</td>
<td>1,587</td>
<td>505</td>
<td>1,299</td>
<td>1,613</td>
<td>609</td>
</tr>
<tr>
<td>Other</td>
<td>16,588</td>
<td>3,695</td>
<td>2,933</td>
<td>3,349</td>
<td>5,379</td>
<td>394</td>
<td>139</td>
<td>204</td>
<td>313</td>
<td>182</td>
</tr>
<tr>
<td>countries¹</td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Total</td>
<td>123,474</td>
<td>29,146</td>
<td>27,448</td>
<td>27,327</td>
<td>32,708</td>
<td>1,981</td>
<td>644</td>
<td>1,503</td>
<td>1,926</td>
<td>791</td>
</tr>
</tbody>
</table>

¹This group comprises more than 170 countries with fewer than 750 students per country.
Source: LBOTE Census 2009.
Part 2: Provision for newly arrived ESL students

In Victoria, the English as a Second Language - New Arrivals (ESL-NA) Program provides intensive English language tuition to newly arrived ESL students eligible to enrol in government schools as non-fee-paying.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their transition to participation in mainstream education.

All newly arrived ESL students on permanent and temporary visa subclasses that do not attract fees are eligible for intensive English language programs, provided they are:

- at the time of enrolling in the initial course of intensive English language instruction, undertaking primary or secondary education at a 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, 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, 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 2010, 4,790 newly arrived ESL students from more than 130 countries enrolled in Victorian Government schools, a decrease of 1,665 students (25.8 per cent) from 2009.

The National Education Agreement (NEA) between the Commonwealth and State Governments provides funding for the New Arrivals Program in Victorian Government schools.

See Appendix 7 for further eligibility details.
Students' language backgrounds

Figure 3 shows the percentage breakdown of the main languages spoken by newly arrived ESL students in Victoria. See Appendix 1 for a distribution of these students, by language, among the nine regions.

**Figure 3: Language backgrounds of newly arrived ESL students, government schools, Victoria, 2010.**

[Diagram of language backgrounds]

Source: New Arrivals Data Collection 2010. nfd* - Chinese not further defined.

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 2010, the highest numbers of students were born in China, India, New Zealand*, the Philippines, Sri Lanka and Malaysia, as shown in Figure 4. A complete list of newly arrived ESL students by country of birth and region can be found in Appendix 2.

**Figure 4: Newly arrived ESL students by country of birth, government schools, Victoria, 2010.**

[Diagram of countries of birth]


*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 2010, 4,311 (90 per cent) of newly arrived ESL students were enrolled in schools in the four metropolitan regions and 479 (10 per cent) in non-metropolitan regions. Figure 5 shows the regional distribution of newly arrived ESL students in 2010. Data by region relating to eligibility is provided in Appendix 3.

**Figure 5: Newly arrived ESL students by residency status and region, government schools, Victoria, 2010.**

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.

Table 3 shows that a total of 147 students from 68 schools accessed the program during 2010.

**Table 3: Number of students accessing the Isolated ESL Student Support Program by sector, region and visa type, Government schools, Victoria, 2010.**

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary</th>
<th></th>
<th></th>
<th>Secondary</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. of schools</td>
<td>Number of students</td>
<td></td>
<td>No. of schools</td>
<td>Number of students</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Permanent</td>
<td>Temporary</td>
<td>Total</td>
<td>Permanent</td>
<td>Temporary</td>
<td>Total</td>
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<td>9</td>
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<td>1</td>
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<td>LMR</td>
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</tr>
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<td>3</td>
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<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
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<td>64</td>
<td>39</td>
<td>103</td>
<td>19</td>
<td>29</td>
<td>15</td>
</tr>
</tbody>
</table>
Summary data

Summary 2010 data for the various components of the ESL New Arrivals Program appears in Table 4 below. The previous six years are shown for comparative purposes.

### Table 4: Students in ESL New Arrival Programs, government schools, Victoria, 2004–2010.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<td><strong>Primary</strong></td>
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</tr>
<tr>
<td>Metropolitan English language schools and centres</td>
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<td>667</td>
<td>678</td>
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<td>664</td>
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<td>46</td>
<td>76</td>
<td>53</td>
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<tr>
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<tr>
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<td>63</td>
<td>58</td>
<td>55</td>
<td>37</td>
<td>44</td>
<td>7</td>
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<tr>
<td>Latrobe English Language Centre</td>
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<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Outpost program – intensive</td>
<td>312</td>
<td>369</td>
<td>460</td>
<td>512</td>
<td>517</td>
<td>802</td>
<td>656</td>
<td>-146</td>
</tr>
<tr>
<td>Outpost program – visiting</td>
<td>192</td>
<td>231</td>
<td>368</td>
<td>306</td>
<td>463</td>
<td>282</td>
<td>390</td>
<td>108</td>
</tr>
<tr>
<td>Isolated support</td>
<td>38</td>
<td>55</td>
<td>76</td>
<td>87</td>
<td>118</td>
<td>141</td>
<td>103</td>
<td>-38</td>
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<td>In-school</td>
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<td>1,976</td>
<td>2,099</td>
<td>2,469</td>
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<td><strong>Subtotal</strong></td>
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<td>3,682</td>
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<td>3,205</td>
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<td></td>
<td></td>
<td></td>
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<td></td>
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<td>Metropolitan English language schools and centres</td>
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<td>897</td>
<td>1,098</td>
<td>994</td>
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<td>1,100</td>
<td>1,351</td>
<td>251</td>
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<td>0</td>
<td>7</td>
<td>2</td>
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<td>6</td>
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<td>46</td>
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<td>0</td>
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<td>Shepparton English Language Centre</td>
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<td>31</td>
<td>35</td>
<td>9</td>
<td>50</td>
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<td>0</td>
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<td>0</td>
<td>0</td>
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<td>20</td>
</tr>
<tr>
<td>Isolated support</td>
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<td>13</td>
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<td>20</td>
<td>29</td>
<td>45</td>
<td>44</td>
<td>-1</td>
</tr>
<tr>
<td>In-school</td>
<td>553</td>
<td>695</td>
<td>634</td>
<td>802</td>
<td>905</td>
<td>794</td>
<td>750</td>
<td>-44</td>
</tr>
<tr>
<td><strong>Subtotal</strong></td>
<td>1,466</td>
<td>1,647</td>
<td>1,825</td>
<td>1,869</td>
<td>2,109</td>
<td>1,981</td>
<td>1,585</td>
<td>-396</td>
</tr>
<tr>
<td><strong>Primary and secondary combined</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Metropolitan English language schools and centres</td>
<td>1,460</td>
<td>1,510</td>
<td>1,765</td>
<td>1,672</td>
<td>1,727</td>
<td>1,764</td>
<td>2,098</td>
<td>334</td>
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<tr>
<td>Ballarat English Language Centre</td>
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<td>0</td>
<td>0</td>
<td>0</td>
<td>25</td>
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<td>0</td>
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<td>19</td>
<td>16</td>
<td>-3</td>
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<tr>
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<td>22</td>
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<td>113</td>
<td>89</td>
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<td>46</td>
<td>94</td>
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<tr>
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<td>0</td>
<td>40</td>
<td>40</td>
</tr>
<tr>
<td>Outpost program – intensive</td>
<td>312</td>
<td>369</td>
<td>460</td>
<td>512</td>
<td>517</td>
<td>802</td>
<td>656</td>
<td>-146</td>
</tr>
<tr>
<td>Outpost program – visiting</td>
<td>192</td>
<td>231</td>
<td>368</td>
<td>306</td>
<td>463</td>
<td>282</td>
<td>390</td>
<td>108</td>
</tr>
<tr>
<td>Isolated support</td>
<td>48</td>
<td>68</td>
<td>102</td>
<td>107</td>
<td>147</td>
<td>186</td>
<td>147</td>
<td>-39</td>
</tr>
<tr>
<td>In-school</td>
<td>1,677</td>
<td>2,060</td>
<td>2,128</td>
<td>2,778</td>
<td>3,004</td>
<td>3,263</td>
<td>3,109</td>
<td>-2,154</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>3,762</td>
<td>4,323</td>
<td>4,988</td>
<td>5,551</td>
<td>6,125</td>
<td>6,455</td>
<td>4,790</td>
<td>-1,665</td>
</tr>
</tbody>
</table>

Part 3: Provision for ESL students in mainstream schools

Amongst the 123,474 LBOTE students identified in Part 1 of this report, 43,504 (35.2 per cent) met the criteria for ESL Index funding. The criteria for 2010 ESL Index funding eligibility, were 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.

In 2010, 478 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 more than one campus, but not necessarily every campus. In all, 503 programs received ESL funding in a total of 478 schools. See Appendix 4 for definitions of ESL Index funding levels in 2010.

Allocaiton of resources

Table 5 indicates that in 2010 more than $59.1 million of ESL Index funding was allocated to government schools via their student resource packages to provide ESL programs and provides a breakdown of ESL Index funding for primary and secondary ESL programs, by region. ESL contingency funding totalling $1,325,834 was also allocated to 18 primary schools, 18 secondary schools and 3 primary/secondary schools to assist them to provide support for ESL students who had enrolled since the August 2009 census (Table 6).

Table 5: ESL Index funding by region and program numbers, government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>Region</th>
<th>Primary programs</th>
<th>Secondary programs</th>
<th>Primary/secondary programs</th>
<th>Total programs</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Funding ($)</td>
<td>Number</td>
<td>Funding ($)</td>
</tr>
<tr>
<td>SMR</td>
<td>92</td>
<td>10,928,088</td>
<td>29</td>
<td>6,825,717</td>
</tr>
<tr>
<td>WMR</td>
<td>82</td>
<td>9,468,719</td>
<td>29</td>
<td>5,027,652</td>
</tr>
<tr>
<td>NMR</td>
<td>85</td>
<td>9,041,100</td>
<td>24</td>
<td>3,129,044</td>
</tr>
<tr>
<td>EMR</td>
<td>82</td>
<td>4,038,745</td>
<td>25</td>
<td>3,859,888</td>
</tr>
<tr>
<td>HME</td>
<td>7</td>
<td>605,137</td>
<td>3</td>
<td>719,867</td>
</tr>
<tr>
<td>LMR</td>
<td>8</td>
<td>389,903</td>
<td>4</td>
<td>378,779</td>
</tr>
<tr>
<td>BSW</td>
<td>5</td>
<td>280,525</td>
<td>3</td>
<td>575,127</td>
</tr>
<tr>
<td>GIP</td>
<td>4</td>
<td>140,808</td>
<td>2</td>
<td>138,901</td>
</tr>
<tr>
<td>GRM</td>
<td>1</td>
<td>19,361</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>366</td>
<td>34,912,386</td>
<td>119</td>
<td>20,654,974</td>
</tr>
</tbody>
</table>

Source: Department of Education and Early Childhood Development 2009.

Table 6: ESL contingency funding allocations by school type, government school campuses, Victoria, 2010.

<table>
<thead>
<tr>
<th>School type</th>
<th>Number of programs</th>
<th>Funding ($)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>18</td>
<td>497,175</td>
</tr>
<tr>
<td>Secondary</td>
<td>18</td>
<td>763,057</td>
</tr>
<tr>
<td>Primary / Secondary</td>
<td>3</td>
<td>65,602</td>
</tr>
<tr>
<td>Total</td>
<td>31</td>
<td>1,325,834</td>
</tr>
</tbody>
</table>

Source: Department of Education and Early Childhood Development 2009.

For a listing of schools that received ESL Index Funding in 2010, see Appendix 5 (primary schools) and Appendix 6 (secondary schools).
Victorian Certificate of Education (VCE) ESL Unit 3–4 sequence students

As the satisfactory completion of an English study is a compulsory 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 the necessary conditions. Table 7, following, details the numbers of students who enrolled in ESL in 2010, as a percentage of the whole English group, while Table 8, following, details numbers of ESL students by region, between 2004 and 2010.

Table 7: Number and percentage of students\(^1\) enrolled in VCE ESL Unit 3 and 4 sequence in government schools as compared to all students enrolled in the VCE English group\(^2\) by region, 2010.

<table>
<thead>
<tr>
<th>Region</th>
<th>ESL</th>
<th>English Group</th>
<th>Percentage in ESL</th>
</tr>
</thead>
<tbody>
<tr>
<td>GIP</td>
<td>14</td>
<td>2,189</td>
<td>0.6</td>
</tr>
<tr>
<td>GRM</td>
<td>12</td>
<td>2,016</td>
<td>0.6</td>
</tr>
<tr>
<td>LMR</td>
<td>19</td>
<td>2,820</td>
<td>0.7</td>
</tr>
<tr>
<td>BSW</td>
<td>34</td>
<td>3,498</td>
<td>1.0</td>
</tr>
<tr>
<td>HME</td>
<td>46</td>
<td>2,451</td>
<td>1.9</td>
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<tr>
<td>NMR</td>
<td>245</td>
<td>6,556</td>
<td>3.7</td>
</tr>
<tr>
<td>SMR</td>
<td>427</td>
<td>10,881</td>
<td>3.9</td>
</tr>
<tr>
<td>EMR</td>
<td>481</td>
<td>11,603</td>
<td>4.1</td>
</tr>
<tr>
<td>WMR</td>
<td>317</td>
<td>7,470</td>
<td>4.2</td>
</tr>
<tr>
<td>Off-shore providers</td>
<td>299</td>
<td>305</td>
<td>98.0</td>
</tr>
<tr>
<td>Total</td>
<td>1,894</td>
<td>49,789</td>
<td>3.8</td>
</tr>
</tbody>
</table>

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

Table 8: Number of students\(^1\) enrolled in VCE ESL Unit 3 and 4 sequence by region, 2004-2010.

<table>
<thead>
<tr>
<th>Region</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRM</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>8</td>
<td>13</td>
<td>8</td>
<td>12</td>
</tr>
<tr>
<td>GIP</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>5</td>
<td>13</td>
<td>22</td>
<td>14</td>
</tr>
<tr>
<td>LMR</td>
<td>8</td>
<td>10</td>
<td>8</td>
<td>20</td>
<td>20</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>BSW</td>
<td>24</td>
<td>33</td>
<td>22</td>
<td>24</td>
<td>28</td>
<td>20</td>
<td>34</td>
</tr>
<tr>
<td>HME</td>
<td>20</td>
<td>22</td>
<td>20</td>
<td>18</td>
<td>32</td>
<td>48</td>
<td>46</td>
</tr>
<tr>
<td>NMR</td>
<td>246</td>
<td>255</td>
<td>204</td>
<td>191</td>
<td>240</td>
<td>204</td>
<td>245</td>
</tr>
<tr>
<td>Off-shore Providers</td>
<td>47</td>
<td>146</td>
<td>153</td>
<td>189</td>
<td>238</td>
<td>287</td>
<td>299</td>
</tr>
<tr>
<td>WMR</td>
<td>336</td>
<td>321</td>
<td>324</td>
<td>323</td>
<td>346</td>
<td>378</td>
<td>317</td>
</tr>
<tr>
<td>SMR</td>
<td>351</td>
<td>355</td>
<td>357</td>
<td>384</td>
<td>397</td>
<td>411</td>
<td>427</td>
</tr>
<tr>
<td>EMR</td>
<td>348</td>
<td>400</td>
<td>450</td>
<td>426</td>
<td>478</td>
<td>511</td>
<td>481</td>
</tr>
<tr>
<td>Total</td>
<td>1,386</td>
<td>1,554</td>
<td>1,546</td>
<td>1,575</td>
<td>1,805</td>
<td>1,907</td>
<td>1,894</td>
</tr>
</tbody>
</table>

\(^1\) Excludes full-fee paying overseas students.
Multicultural Education Aides (MEAs)

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. Table 9 indicates that a total of 335.6 EFT MEA positions were funded for 503 programs in 2010. The majority of MEAs were located in schools in the metropolitan regions, while Table 10 shows that a majority of MEAs were employed at the primary level.

Table 9: Multicultural education aides by region, government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>Region</th>
<th>Number of ESL Index-funded programs</th>
<th>EFT funded positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRM</td>
<td>1</td>
<td>0.1</td>
</tr>
<tr>
<td>GIP</td>
<td>6</td>
<td>1.6</td>
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<tr>
<td>BSW</td>
<td>8</td>
<td>4.9</td>
</tr>
<tr>
<td>HME</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td>LMR</td>
<td>13</td>
<td>4.9</td>
</tr>
<tr>
<td>EMR</td>
<td>107</td>
<td>44.8</td>
</tr>
<tr>
<td>NMR</td>
<td>113</td>
<td>71.4</td>
</tr>
<tr>
<td>WMR</td>
<td>121</td>
<td>93.1</td>
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<td>124</td>
<td>107.4</td>
</tr>
<tr>
<td>Total</td>
<td>503</td>
<td>335.6</td>
</tr>
</tbody>
</table>

Source: Department of Education and Early Childhood Development 2010.

Table 10: Multicultural education aides by school type, government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>School type</th>
<th>Number of campuses receiving ESL Index funding</th>
<th>EFT funded positions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools</td>
<td>366</td>
<td>198.1</td>
</tr>
<tr>
<td>Secondary colleges</td>
<td>119</td>
<td>117.2</td>
</tr>
<tr>
<td>Primary-secondary schools</td>
<td>18</td>
<td>20.3</td>
</tr>
<tr>
<td>Total</td>
<td>503</td>
<td>335.6</td>
</tr>
</tbody>
</table>

Source: Department of Education and Early Childhood Development 2010.

The above figures do not include English language schools and centres, or special schools which receive a special purpose SRP under the diverse settings provisions. In 2010, English language schools and centres (including non-metropolitan English language programs/centres) had 37 EFT MEA positions based on a 50:1 student/MEA ratio.
Appendices

Appendix 1: Newly arrived ESL students by country of birth and region, government schools, Victoria, 2010.

<table>
<thead>
<tr>
<th>Country of birth</th>
<th>Total</th>
<th>WMR</th>
<th>NMR</th>
<th>EMR</th>
<th>SMR</th>
<th>BSW</th>
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Appendix 2: Newly arrived ESL students by language and region
<p>| Language                          | Total | WMR | NMR | EMR | SMR | BSW | GRM | LMR | HME | GIP |
|----------------------------------|-------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Mayali                           | 2     | 0   | 2   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |
| Mongolian                        | 3     | 3   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |
| Nepali                           | 45    | 10  | 20  | 3   | 5   | 2   | 0   | 0   | 0   | 5   |     |
| Norwegian                        | 17    | 3   | 1   | 0   | 12  | 0   | 1   | 0   | 0   |     |     |
| Nuer                             | 10    | 0   | 0   | 2   | 1   | 1   | 0   | 2   | 0   | 4   |     |
| Obs - prev Amharic               | 2     | 0   | 0   | 0   | 0   | 0   | 0   | 1   | 1   | 0   |     |
| Oriya                            | 1     | 0   | 0   | 0   | 1   | 0   | 0   | 0   | 0   |     |     |
| Oromo                            | 25    | 15  | 9   | 0   | 1   | 0   | 0   | 0   | 0   |     |     |
| Other Eastern Asian Languages, **nfd | 1   | 1   | 0   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |
| Other Southern Asian Languages   | 4     | 0   | 3   | 1   | 0   | 0   | 0   | 0   | 0   | 0   |     |
| Papua New Guinea Papuan Languages, *nec | 3 | 1   | 0   | 2   | 0   | 0   | 0   | 0   | 0   |     |
| Papua New Guinea Papuan Languages, **nfd | 1 | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 0   | 1   |     |
| Pashto                           | 23    | 7   | 2   | 0   | 2   | 9   | 0   | 3   | 0   | 0   |     |
| Persian (excluding Dari)         | 86    | 7   | 22  | 36  | 20  | 0   | 0   | 0   | 0   | 1   |     |
| Pintupi                          | 1     | 0   | 1   | 0   | 0   | 0   | 0   | 0   | 0   |     |     |
| Polish                           | 2     | 0   | 0   | 0   | 2   | 0   | 0   | 0   | 0   |     |     |
| Portuguese                       | 21    | 10  | 1   | 8   | 1   | 0   | 0   | 0   | 0   |     |     |
| Punjabi                          | 85    | 28  | 26  | 8   | 21  | 0   | 0   | 2   | 0   | 0   |     |
| Romanian                         | 6     | 2   | 2   | 0   | 2   | 0   | 0   | 0   | 0   |     |     |
| Russian                          | 44    | 7   | 3   | 8   | 24  | 1   | 0   | 0   | 0   | 1   |     |
| Samoan                           | 178   | 65  | 43  | 5   | 56  | 1   | 0   | 6   | 2   | 0   |     |
| Serbian                          | 12    | 3   | 2   | 1   | 5   | 1   | 0   | 0   | 0   | 0   |     |
| Shona                            | 15    | 1   | 1   | 1   | 5   | 6   | 1   | 0   | 0   | 0   |     |
| Sindhi                           | 3     | 0   | 0   | 2   | 1   | 0   | 0   | 0   | 0   | 0   |     |
| Sinhalese                        | 187   | 34  | 32  | 53  | 54  | 3   | 1   | 8   | 0   | 2   |     |
| Somali                           | 113   | 47  | 49  | 2   | 15  | 0   | 0   | 0   | 0   | 0   |     |
| Southeast Asian Austronesian Languages, **nfd | 5 | 1   | 2   | 2   | 0   | 0   | 0   | 0   | 0   |     |
| Southern Asian Languages, **nfd   | 13    | 4   | 3   | 3   | 0   | 0   | 0   | 0   | 0   |     |     |
| Southwest and Central Asian Languages, **nfd | 2 | 0   | 2   | 0   | 0   | 0   | 0   | 0   | 0   |     |
| Spanish                          | 81    | 28  | 19  | 17  | 12  | 3   | 0   | 0   | 2   | 0   |     |
| Swahili                          | 40    | 11  | 1   | 0   | 4   | 20  | 0   | 0   | 4   | 0   |     |
| Swedish                          | 10    | 0   | 2   | 1   | 4   | 0   | 2   | 0   | 0   | 1   |     |
| Tagalog                          | 119   | 46  | 9   | 11  | 21  | 3   | 4   | 20  | 4   | 1   |     |
| Tamil                            | 90    | 10  | 12  | 17  | 49  | 0   | 0   | 1   | 0   | 1   |     |
| Telugu                           | 43    | 17  | 4   | 5   | 16  | 0   | 0   | 1   | 0   | 0   |     |</p>
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<th>BSW</th>
<th>GRM</th>
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<th>HME</th>
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<td>164</td>
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<td>119</td>
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</table>


**nec** - not elsewhere classified.

**nfd** - not further defined.
Appendix 3: Newly arrived ESL students by eligibility and region, government schools, Victoria, 2010.

<table>
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<tr>
<th>Region</th>
<th>National Education Agreement (NEA) Eligible for C’wealth ESL – New Arrivals Program funding.</th>
<th>Temporary*</th>
<th>Total</th>
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<td>Total</td>
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*Students on Temporary visas are not eligible for funding under the National Education Agreement (NEA) between the Commonwealth and the States and Territories, but are supported through State funding. See Defining the student group for eligibility data.
Appendix 4: ESL Index funding levels, government schools, Victoria, 2010.

The following table shows Index levels and level descriptors for 2010:

<table>
<thead>
<tr>
<th>Level</th>
<th>Level description</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Year Prep</td>
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<tr>
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<td>2–5 years in Australian school Years 1–6</td>
<td>2.00</td>
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<td>&lt; 2 years in Australian school Years 1–6</td>
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</tr>
<tr>
<td>4</td>
<td>2–5 years in Australian school Years 7–12</td>
<td>5.09</td>
</tr>
<tr>
<td>5</td>
<td>&lt; 2 years in Australian school Years 7–12</td>
<td>7.64</td>
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</table>

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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Level description</th>
<th>Weighting</th>
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</thead>
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<tr>
<td>1</td>
<td>SFO density less than or equal to 44.91 per cent</td>
<td>0.6</td>
</tr>
<tr>
<td>2</td>
<td>SFO density greater than 44.92 per cent but less than or equal to 48.96 per cent</td>
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</tr>
<tr>
<td>3</td>
<td>SFO density greater than 48.97 per cent</td>
<td>1.4</td>
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The combined effect of Tables 1 and 2 results in the following allocation matrix for total ESL Index funding plus funding for MEAs for 2010.

<table>
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<tr>
<th>Level</th>
<th>Level description</th>
<th>Weighting</th>
<th>SFO weighting 0.6</th>
<th>SFO weighting 1.0</th>
<th>SFO weighting 1.4</th>
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<tbody>
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<td>$436</td>
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<tr>
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<td>2–5 years in Australian school Years 1–6</td>
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<td>$523</td>
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<td>$3,330</td>
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</table>

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 for 2010 were $19,244 for primary schools and $37,182 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 5: Government primary schools receiving ESL Index funding, Victoria, 2010.

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### Appendix 6: Government secondary schools receiving ESL Index funding, Victoria, 2010.

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<td>4700</td>
<td>Hallam Senior Secondary College (interim name)</td>
</tr>
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<td>3716</td>
<td>Hampton Park Secondary College</td>
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<td>33</td>
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<td>Keysborough Secondary College</td>
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**Hume Region**

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**Loddon Mallee Region**

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**Barwon South Western Region**

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**Gippsland Region**

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<td>Traralgon College</td>
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Appendix 7: Eligibility for ESL New Arrival Program – Victoria.

In Victoria, the English as a Second Language - New Arrivals (ESL-NA) Program provides intensive English language tuition to newly arrived ESL students eligible to enrol in government schools as non-fee-paying.

All newly-arrived ESL students on permanent and temporary visa subclasses that do not attract fees are eligible for intensive English language programs, provided they are:

- 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 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.

The New Arrivals Program aims to improve the educational opportunities and outcomes of newly arrived students of non-English speaking backgrounds by developing their English language competence and facilitating their transition to participation in mainstream education.