THE
**EDUCATION
STATE**

# English as an Additional Language in Victorian government schools
# 2019

VIRTUAL EAL NEW ARRIVALS PROGRAM

**VICTORIA**
**State
Government**

Education
and Training

# CONTENTS

## ACRONYMS AND ABBREVIATIONS

| | |
|---|---|
| CASES21 | Computerised Administrative System Environment in Schools |
| EAL | English as an Additional Language |
| ELS | English Language School |
| ELC | English Language Centre |
| LBOTE | Language Background Other Than English |
| nec | Not elsewhere classified |
| NEV | North Eastern Victoria Region |
| nfd | Not further defined |
| NWV | North Western Victoria Region |
| SAR | Special Administrative Region |
| SEV | South Eastern Victoria Region |
| SWV | South Western Victoria Region |
| VCAA | Victorian Curriculum and Assessment Authority |
| VCE | Victorian Certificate of Education |
| VNAP | Virtual EAL New Arrivals Program |
| VSL | Victorian School of Languages |

# Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2019.

This report is based on:

- o **the August School Census**

  The Department of Education and Training conducts a schools' census in August each year. This census provides detailed information about students from language backgrounds other than English who are enrolled in government schools in Victoria. The allocation of EAL Index funding for the following year is based on this census.

- o **the EAL section of the Supplementary Census**

  The Department of Education and Training conducts an annual mid-year supplementary school data collection in August. The EAL section seeks information from all schools in receipt of EAL Index funding and provides a profile of EAL learners and the types of EAL programs in government schools.

- o **CASES21**

  CASES21 is the software component of CASES (Computerised Administrative System Environment in Schools) which is the package provided to Victorian government schools to support school administration, finance and central reporting.

Students who are newly arrived in Victoria are eligible for support through an intensive English language program (also known as a new arrivals program) in the first twelve to eighteen months in Australia. Students transition from a new arrivals program to a mainstream school where they are supported by programs funded by EAL Index funding.

**Part 1** provides information about EAL provision and programs for newly arrived EAL students.

**Part 2** provides information about EAL provision and programs for students in mainstream schools.

This report was published in November 2020.

# Part 1: Provision for newly arrived EAL students

Newly arrived students from language backgrounds other than English who meet eligibility criteria may access English as an Additional Language (EAL) support through a new arrivals program within the Victorian government education system.

New arrivals programs aim to improve the educational opportunities and outcomes of newly arrived students from language backgrounds other than English by developing their English language competence and facilitating their transition to participation in mainstream education.

New arrivals programs provide intensive English language instruction to both non-fee-paying and fee-paying (international) students. This report provides information about provision for newly arrived EAL learners eligible to enrol in government schools as non-fee-paying students.

## MODELS OF PROVISION

In 2019, new arrivals programs were provided through four English language schools (ELS), one in each region in a metropolitan location, four secondary English language centres (ELC) in metropolitan locations, and three regional centres, in Geelong, Mildura and Shepparton.

English language schools and centres also operated outpost programs or provided visiting teachers to schools with high concentrations of newly arrived students who could not access an English language school or centre.

In non-metropolitan areas, schools with small numbers of EAL students formed clusters to employ an EAL specialist to support teachers across the cluster to provide more effectively for their EAL students.

The Virtual EAL New Arrivals Program (VNAP) delivered EAL instruction to newly arrived students in non-metropolitan areas, using video-conferencing and other technologies to connect them with a teacher in Melbourne.

## SUMMARY DATA

In the period from 1 January to 31 December 2019, Victorian government schools enrolled 6,678 newly arrived EAL learners. This is an increase of 0.88% (58) on the number of newly arrived students who enrolled in 2018. Table 1 below shows enrolments by region. The total number of unique students across the state is less than the sum of the students in each region, because students moved from one region to another during 2019 and were counted in both.

**Table 1: EAL new arrivals by region, government schools, Victoria 2019**

| Region | Number of new arrivals |
|---|---|
| North Eastern Victoria | 1,693 |
| North Western Victoria | 1,383 |
| South Eastern Victoria | 2,037 |
| South Western Victoria | 1,751 |
| **State-wide** | **6,678** |

Source: CASES21 2019

## LANGUAGE BACKGROUNDS

The 6,678 newly arrived EAL students who enrolled in Victorian government schools in 2019 came from 126 language backgrounds.

More than half of these students came from one of eight language backgrounds: Mandarin, Arabic, Dari, Hindi, Chinese (not further defined), Urdu, Vietnamese and Samoan.

Figure 1 below shows the top ten languages spoken by newly arrived students in Victorian government schools in 2019, and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language. Telugu replaced Tamil in the top ten languages compared with 2018.

See Appendix 1 for details of all 126 languages, including distribution across the four regions.

**Figure 1: Top ten language backgrounds of newly arrived EAL students, government schools, Victoria 2019**



| Language | Percentage | Number |
|----------|-----------|--------|
| Mandarin | 13.0% | 866 |
| Arabic | 8.2% | 547 |
| Dari | 7.3% | 489 |
| Hindi | 5.4% | 360 |
| Chinese (NFD) | 5.1% | 341 |
| Urdu | 3.7% | 245 |
| Vietnamese | 3.5% | 236 |
| Samoan | 3.4% | 225 |
| Telugu | 2.8% | 186 |
| Hazaraghi | 2.7% | 183 |
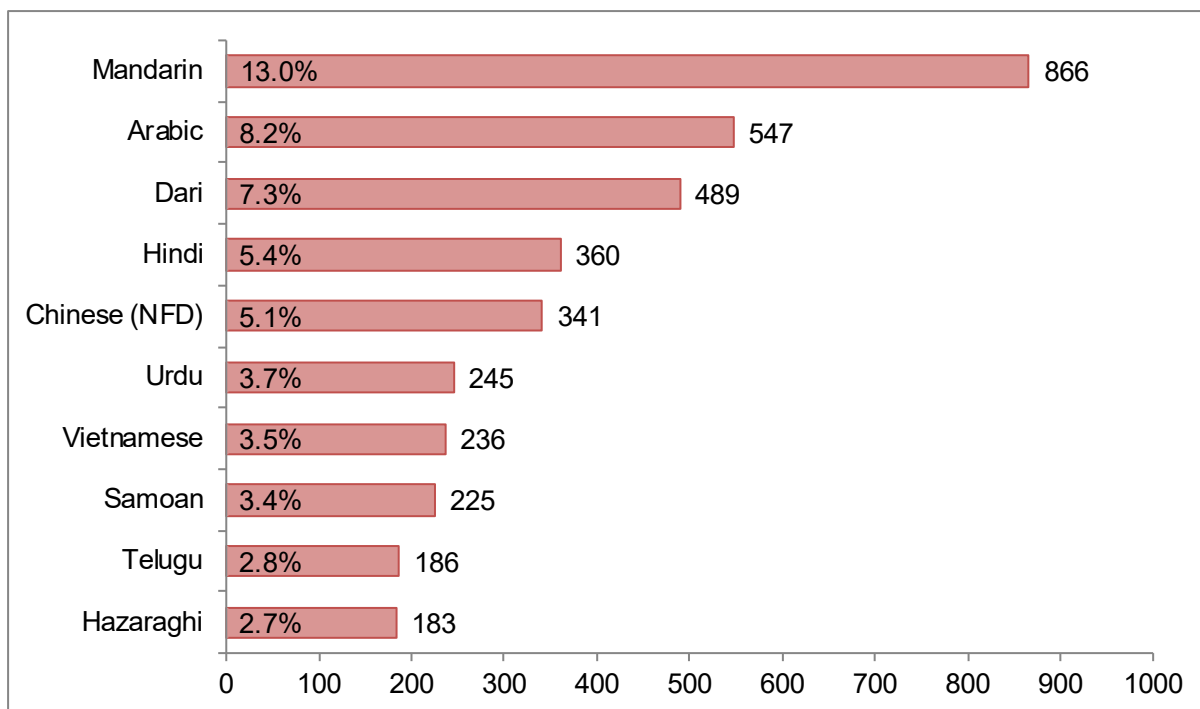
Source: CASES21 2019

## COUNTRIES OF BIRTH

The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy.

The 6,678 newly arrived EAL students who enrolled in Victorian government schools in 2019 were born in 127 countries.

More than a third of these students were born in India, China (excluding Special Administrative Regions (SARs) and Taiwan) or Afghanistan.

Figure 2 below shows the top ten countries of birth of newly arrived students in Victoria in 2019, including the number and the percentage of all newly arrived students. Thailand replaced Samoa in the top ten countries of birth compared with 2018.

See Appendix 2 for details of all 127 countries of birth, including distribution across the four regions.

**Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2019**
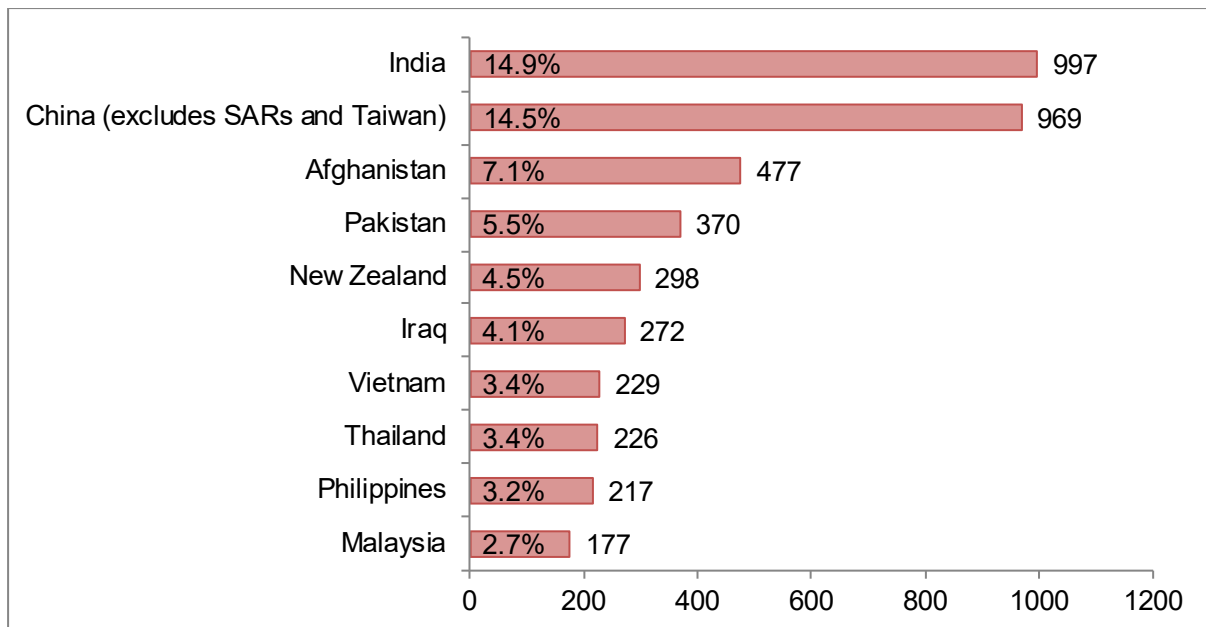


Source: CASES21 2019

## STUDENT RESIDENCY STATUS

Students eligible for EAL services in Victorian government schools include both permanent and temporary residents of Australia. Students may have arrived under the Australian Government's Migration Programme or Humanitarian Programme, have been born in Australia or be seeking Australia's protection.

In Victorian government schools, approximately 64 per cent of newly arrived students in 2019 were permanent residents. As residential status changes from temporary to permanent for some students, the distribution between the two fluctuates within a year.

Table 2 below shows the number and distribution of students by residency status across the four regions and includes a state-wide total. The total number of unique students is less than the sum of permanent and temporary figures because, as above, some students changed from temporary to permanent visa types during 2019.

**Table 2: Residency status of EAL new arrivals, government schools, Victoria 2019**

| Region | Permanent | Temporary | Total |
|---|---|---|---|
| North Eastern Victoria | 935 | 770 | 1,693 |
| North Western Victoria | 949 | 458 | 1,383 |
| South Eastern Victoria | 1,275 | 781 | 2,037 |
| South Western Victoria | 1,248 | 515 | 1,751 |
| **State-wide** | 4,321 | 2,431 | **6,678** |

Source: CASES21 2019

## PROVISION ACROSS PROGRAM TYPES

Table 3a below shows the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres across the regions in 2019. Students spend between six and twelve months in a new arrivals program.

The total number of unique students state-wide is less than the sum of students in each region because some students moved from one region to another during 2019 and were in programs in both regions.

**Table 3a: Enrolments in metropolitan English language schools and centres**

| Program type | NEV P | NEV S | NWV P | NWV S | SEV P | SEV S | SWV P | SWV S | State-wide (unique students) |
|---|---|---|---|---|---|---|---|---|---|
| Metropolitan English language schools and centres | 487 | 342 | 375 | 477 | 826 | 649 | 409 | 381 | 3,946 |

P= Primary student          S= Secondary student

Source: CASES21 2019 (International student enrolments not included)

In addition, regional English language centres and English language schools providing outpost programs reported on students attending their programs in 2019.

**Table 3b: Enrolments in regional English language centres and outposts of metropolitan English language schools**

| Region | School/Centre | Primary | Secondary |
|---|---|---|---|
| NEV | Shepparton English Language Centre | 94 | 81 |
| NWV | Mildura English Language Centre | 58 | 44 |
| | Collingwood English Language School – outpost program | 89 | |
| | Collingwood English Language School – visiting program | 16 | |
| SEV | Noble Park English Language School – outpost program | 52 | |
| SWV | Geelong English Language Centre | 80 | 68 |
| | Western English Language School – outpost program | 92 | |
| | Western English Language School – visiting program | 29 | |
| State-wide | Virtual EAL New Arrivals Program | 99 | 17 |

Source: Data provided by English language schools and centres

# Part 2: Provision for EAL students in mainstream government schools

Data from the 2018 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2019 school year, based on the number of students who:

- came from a language background other than English
- spoke a language other than English at home as their main language
- had been enrolled in an Australian school for less than five years
- attracted Student Resource Package funding.

In the 2018 August school census, 32 per cent of all students (197,742) were identified as being from a Language Background Other Than English (LBOTE). Of these students, 73,838 met the criteria to receive EAL index funding in a mainstream school.

In 2019, 600 eligible campuses of mainstream schools were provided with EAL Index funding to provide an EAL program. Contingency funding was also allocated to 8 primary schools and 2 secondary schools to provide support for EAL students who had enrolled since the August 2018 census.

Table 4 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 85 per cent of eligible students were in the primary year levels, from Prep to Year 6.

**Table 4: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2019**

| Year | NEV | NWV | SEV | SWV | Total |
|------|-----|-----|-----|-----|-------|
| Prep | 2,956 | 2,944 | 3,516 | 3,952 | 13,368 |
| Year 1 | 2,634 | 2,749 | 3,348 | 3,652 | 12,383 |
| Year 2 | 2,562 | 2,547 | 3,192 | 3,449 | 11,750 |
| Year 3 | 2,395 | 2,433 | 3,073 | 3,163 | 11,064 |
| Year 4 | 2,177 | 2,210 | 2,725 | 2,782 | 9,894 |
| Year 5 | 708 | 501 | 658 | 618 | 2,485 |
| Year 6 | 543 | 411 | 639 | 599 | 2,192 |
| Year 7 | 511 | 429 | 571 | 541 | 2,052 |
| Year 8 | 477 | 397 | 519 | 512 | 1,905 |
| Year 9 | 414 | 388 | 488 | 495 | 1,785 |
| Year 10 | 469 | 393 | 567 | 497 | 1,926 |
| Year 11 | 465 | 386 | 508 | 448 | 1,807 |
| Year 12 | 361 | 231 | 337 | 298 | 1,227 |
| **Total** | **16,672** | **16,010** | **20,141** | **21,006** | **73,838** |

Source: August School Census 2018

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## PROGRAM TYPES

Mainstream schools provide support to EAL students through different types of programs, including:

- timetabled EAL classes taught by specialist EAL teachers
- in-class support (provided by a specialist EAL teacher to a small group of students or single student in a mainstream class)
- withdrawal from a class, in a small group (support provided for either English language learning or curriculum-related content by a specialist EAL teacher)
- withdrawal from class, one-on-one support from a teacher
- team teaching (the joint instruction of a lesson or unit of work by a classroom or subject specialist teacher and an EAL specialist teacher).

In 2019, 611 schools reported on the provision of programs to cater for the needs of primary and secondary students. The most common form of provision for primary students was through withdrawal from class, small group support. The most common form of provision for secondary students was through timetabled EAL classes taught by specialist EAL teachers. Many schools provided more than one type of program, tailored to meet the needs of students according to year level or English language learning need.

Table 5 below shows the types of programs provided in mainstream schools in 2019.

**Table 5: EAL program types, mainstream government schools, Victoria 2019**

| School Type | Timetabled EAL class | In class support | Withdrawal from class, small group | Withdrawal from class, 1:1 | Team teaching | Other | Total |
|---|---|---|---|---|---|---|---|
| Primary | 146 | 104 | 155 | 75 | 46 | 48 | 574 |
| Primary/Secondary Combined | 14 | 12 | 14 | 10 | 7 | 7 | 64 |
| Secondary | 100 | 32 | 22 | 13 | 6 | 10 | 183 |
| **Total** | **260** | **148** | **191** | **98** | **59** | **65** | **821** |

Source: Mid-Year School Supplementary Census 2019

## EAL STUDENT ASSESSMENT

The English as an Additional Language (EAL) Companion to AusVELS provides a set of standards and a framework for assessing student achievement and developing effective learning programs for students in Victorian schools who are learning English as an Additional Language.

The English language learning progress of EAL students should be assessed against the EAL standards. Table 6 below shows the number of schools that reported they assessed students against the EAL standards and Table 7 shows the number of students they reported assessing against the EAL standards.

**Table 6: Government schools that reported assessing EAL students against the EAL standards, Victoria 2019**

| School type | NEV | NWV | SEV | SWV | Total |
|---|---|---|---|---|---|
| Primary | 153 | 125 | 142 | 117 | 537 |
| Primary/Secondary Combined | 5 | 15 | 8 | 37 | 65 |
| Secondary | 53 | 33 | 33 | 37 | 156 |
| **Total** | **211** | **173** | **183** | **191** | **758** |

Source: Mid-Year School Supplementary Census 2019

**Table 7: Students assessed against the EAL standards, government schools, Victoria 2019**

| Student type | NEV | NWV | SEV | SWV | Total |
|---|---|---|---|---|---|
| Primary | 4,911 | 5,997 | 11,520 | 4,406 | 26,834 |
| Primary/Secondary Combined | 38 | 1,266 | 249 | 3,483 | 5,036 |
| Secondary | 2,224 | 1,352 | 2,314 | 2,729 | 8,619 |
| **Total** | **7,173** | **8,615** | **14,083** | **10,618** | **40,489** |

Source: Mid-Year School Supplementary Census 2019

# Victorian Certificate of Education EAL

The satisfactory completion of an English study is a compulsory requirement for achieving the Victorian Certificate of Education (VCE). EAL students who are unfamiliar with the English language because they are from language backgrounds other than English or are hearing impaired may have access to enrolment in VCE EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet the eligibility criteria. Tables 8a and 8b provide the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2019, as a percentage of the whole English group by all schools and government schools respectively. Table 9 provides historical enrolments in VCE EAL Units 3 and 4 for all schools from 2013 to 2019.

To view more assessment and enrolment information, visit the VCAA website: 2019 VCE, VCE VET and VCAL statistical information

**Table 8a: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, all schools, Victoria 2019**

| Region | EAL | English group | Percentage in EAL |
|---|---|---|---|
| NEV | 574 | 12,966 | 4.4% |
| NWV | 332 | 9,585 | 3.5% |
| SEV | 488 | 13,230 | 3.7% |
| SWV | 413 | 12,655 | 3.3% |
| Off-shore non-Victorian providers | 699 | 703 | 99.4% |
| Interstate | 1 | 19 | 5.3% |
| **Total** | **2,507** | **49,158** | **5.1%** |

**Table 8b: Students enrolled in VCE EAL Units 3 and 4 sequence as compared to all students enrolled in the VCE English group by region, government schools, Victoria 2019**

| Region | EAL | English group | Percentage in EAL |
|---|---|---|---|
| NEV | 420 | 6,594 | 6.4% |
| NWV | 259 | 5,557 | 4.7% |
| SEV | 353 | 6,509 | 5.4% |
| SWV | 277 | 6,145 | 4.5% |
| **Total** | **1,309** | **24,805** | **5.3%** |

**Table 9: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, between 2013 and 2019**

| Region | 2013 | 2014 | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---|---|---|---|---|---|---|
| NEV | 653 | 641 | 673 | 618 | 670 | 661 | 574 |
| NWV | 269 | 269 | 310 | 286 | 279 | 342 | 332 |
| SEV | 492 | 499 | 442 | 472 | 430 | 491 | 488 |
| SWV | 352 | 403 | 433 | 381 | 356 | 389 | 413 |
| Off-shore non-Victorian providers | 355 | 413 | 497 | 407 | 496 | 574 | 699 |
| Interstate ** | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| **Total** | **2,121** | **2,225** | **2,355** | **2,164** | **2,231** | **2,457** | **2,507** |

**An interstate school offering VCE EAL as part of the VCE program
Source: VCAA 2019. Excludes full-fee paying overseas students

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# Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2019

| Language | NEV | NWV | SEV | SWV | Victoria (total unique students) |
|---|---|---|---|---|---|
| Acehnese | 0 | 0 | 1 | 0 | 1 |
| African Languages (NFD) | 4 | 1 | 2 | 4 | 11 |
| African Languages, nec | 0 | 0 | 1 | 0 | 1 |
| Afrikaans | 16 | 6 | 19 | 22 | 62 |
| Akan | 0 | 3 | 0 | 1 | 4 |
| Albanian | 0 | 1 | 0 | 0 | 1 |
| Amharic | 0 | 3 | 5 | 22 | 29 |
| Arabic | 67 | 320 | 76 | 96 | 547 |
| Assamese | 1 | 0 | 0 | 0 | 1 |
| Assyrian Neo-Aramaic | 0 | 53 | 0 | 3 | 56 |
| Bengali | 14 | 10 | 12 | 28 | 64 |
| Bisaya | 1 | 1 | 5 | 4 | 11 |
| Bosnian | 0 | 0 | 1 | 0 | 1 |
| Burmese | 2 | 5 | 20 | 13 | 36 |
| Burmese and Related Languages (NFD) | 2 | 0 | 1 | 9 | 12 |
| Burmese and Related Languages, nec | 39 | 0 | 0 | 50 | 89 |
| Cantonese | 65 | 5 | 17 | 11 | 95 |
| Catalan | 0 | 0 | 3 | 0 | 3 |
| Cebuano | 0 | 1 | 3 | 0 | 4 |
| Chaldean Neo-Aramaic | 0 | 16 | 2 | 0 | 18 |
| Chin Haka | 27 | 1 | 1 | 23 | 52 |
| Chinese (NFD) | 193 | 40 | 66 | 44 | 341 |
| Chinese, nec | 1 | 0 | 0 | 0 | 1 |
| Croatian | 0 | 0 | 0 | 2 | 2 |
| Czech | 0 | 0 | 1 | 0 | 1 |
| Danish | 2 | 2 | 9 | 3 | 16 |
| Dari | 6 | 17 | 428 | 38 | 489 |
| Dhivehi | 2 | 0 | 0 | 0 | 2 |
| Dinka | 0 | 0 | 0 | 10 | 10 |
| Dravidian, nec | 0 | 0 | 1 | 0 | 1 |
| Dutch | 7 | 3 | 6 | 5 | 21 |
| Fijian | 0 | 0 | 0 | 1 | 1 |
| Fijian Hindustani | 0 | 1 | 0 | 0 | 1 |
| Filipino | 8 | 15 | 48 | 33 | 103 |
| Finnish | 1 | 0 | 0 | 0 | 1 |
| French | 11 | 15 | 45 | 12 | 78 |
| Frisian | 0 | 2 | 0 | 0 | 2 |
| Ga | 2 | 0 | 0 | 0 | 2 |
| Georgian | 0 | 0 | 1 | 0 | 1 |
| German | 3 | 4 | 19 | 2 | 27 |
| Gilbertese | 0 | 1 | 0 | 0 | 1 |
| Greek | 9 | 2 | 10 | 2 | 20 |
| Gujarati | 14 | 8 | 15 | 24 | 60 |

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| Language | NEV | NWV | SEV | SWV | Victoria (total unique students) |
|---|---|---|---|---|---|
| Gumatj | 0 | 0 | 1 | 0 | 1 |
| Hakka | 23 | 0 | 2 | 2 | 27 |
| Harari | 0 | 3 | 0 | 0 | 3 |
| Hausa | 1 | 0 | 0 | 3 | 4 |
| Hazaraghi | 18 | 11 | 131 | 23 | 183 |
| Hebrew | 2 | 1 | 15 | 0 | 18 |
| Hindi | 84 | 62 | 86 | 134 | 360 |
| Hungarian | 1 | 0 | 2 | 0 | 3 |
| Icelandic | 0 | 0 | 0 | 1 | 1 |
| Igbo | 0 | 1 | 0 | 0 | 1 |
| Ilonggo (Hiligaynon) | 2 | 0 | 0 | 1 | 3 |
| Indo-Aryan (NFD) | 0 | 3 | 3 | 2 | 8 |
| Indonesian | 19 | 17 | 16 | 10 | 60 |
| Italian | 4 | 3 | 8 | 1 | 15 |
| Japanese | 11 | 3 | 23 | 5 | 41 |
| Kannada | 15 | 4 | 18 | 8 | 44 |
| Karen | 16 | 15 | 2 | 98 | 131 |
| Khmer | 5 | 2 | 66 | 4 | 75 |
| Kinyarwanda (Rwanda) | 0 | 1 | 0 | 0 | 1 |
| Kirundi (Rundi) | 4 | 6 | 0 | 0 | 10 |
| Konkani | 3 | 1 | 5 | 2 | 11 |
| Korean | 15 | 1 | 13 | 4 | 31 |
| Krio | 0 | 0 | 1 | 0 | 1 |
| Kurdish | 0 | 1 | 0 | 0 | 1 |
| Lao | 0 | 0 | 0 | 2 | 2 |
| Lithuanian | 0 | 0 | 2 | 1 | 3 |
| Macedonian | 1 | 5 | 0 | 3 | 8 |
| Malay | 14 | 29 | 40 | 3 | 86 |
| Malayalam | 32 | 35 | 34 | 33 | 130 |
| Maltese | 0 | 0 | 0 | 2 | 2 |
| Mandarin | 553 | 124 | 158 | 71 | 866 |
| Mann | 0 | 0 | 0 | 1 | 1 |
| Maori (Cook Island) | 0 | 2 | 6 | 1 | 9 |
| Maori (New Zealand) | 0 | 2 | 1 | 8 | 11 |
| Marathi | 11 | 7 | 16 | 16 | 48 |
| Mayali | 0 | 1 | 0 | 0 | 1 |
| Mongolian | 3 | 5 | 2 | 7 | 14 |
| Ndebele | 0 | 0 | 0 | 1 | 1 |
| Nepali | 5 | 19 | 5 | 6 | 35 |
| Norwegian | 0 | 2 | 1 | 1 | 4 |
| Nuer | 0 | 0 | 4 | 0 | 4 |
| Nyanja (Chichewa) | 0 | 0 | 0 | 1 | 1 |
| Oriya | 1 | 0 | 2 | 0 | 3 |
| Oromo | 0 | 19 | 10 | 28 | 55 |
| Other Southern Asian Languages | 1 | 2 | 1 | 2 | 6 |
| Other Southwest and Central Asian Languages (NFD) | 0 | 0 | 1 | 0 | 1 |
| Pacific Austronesian Languages, nec | 0 | 0 | 1 | 0 | 1 |
| Pampangan | 0 | 0 | 1 | 0 | 1 |

| Language | NEV | NWV | SEV | SWV | Victoria (total unique students) |
|---|---|---|---|---|---|
| Pashto | 7 | 11 | 21 | 16 | 55 |
| Persian (excluding Dari) | 73 | 25 | 21 | 16 | 130 |
| Polish | 2 | 2 | 2 | 4 | 10 |
| Portuguese | 8 | 11 | 18 | 7 | 44 |
| Punjabi | 9 | 43 | 45 | 51 | 145 |
| Rohingya | 0 | 2 | 1 | 0 | 3 |
| Romanian | 0 | 0 | 4 | 1 | 5 |
| Russian | 9 | 15 | 15 | 13 | 44 |
| Samoan | 1 | 66 | 64 | 104 | 225 |
| Serbian | 1 | 0 | 7 | 1 | 9 |
| Serbo-Croatian/Yugoslavian, so described | 0 | 0 | 1 | 0 | 1 |
| Shona | 4 | 0 | 3 | 12 | 19 |
| Sindhi | 0 | 2 | 2 | 1 | 5 |
| Sinhalese | 20 | 18 | 39 | 13 | 87 |
| Slovak | 0 | 1 | 0 | 0 | 1 |
| Slovene | 1 | 0 | 0 | 0 | 1 |
| Somali | 1 | 20 | 2 | 20 | 43 |
| Southeast Asian Austronesian Languages (NFD) | 3 | 0 | 1 | 0 | 4 |
| Southeast Asian Austronesian Languages, nec | 1 | 0 | 1 | 0 | 2 |
| Southern Asian Languages (NFD) | 1 | 1 | 0 | 3 | 5 |
| Spanish | 7 | 13 | 22 | 12 | 51 |
| Swahili | 67 | 20 | 5 | 73 | 161 |
| Swedish | 3 | 2 | 6 | 5 | 16 |
| Tagalog | 21 | 23 | 37 | 30 | 110 |
| Tamil | 30 | 25 | 53 | 50 | 155 |
| Telugu | 23 | 24 | 58 | 88 | 186 |
| Thai | 14 | 11 | 17 | 12 | 54 |
| Tibetan | 1 | 0 | 0 | 7 | 8 |
| Tigré | 0 | 5 | 1 | 10 | 16 |
| Tigrinya | 2 | 4 | 0 | 41 | 47 |
| Tok Pisin | 0 | 2 | 2 | 0 | 4 |
| Tongan | 1 | 0 | 1 | 16 | 17 |
| Tulu | 1 | 0 | 1 | 0 | 2 |
| Turkish | 11 | 20 | 10 | 8 | 47 |
| Tuvaluan | 0 | 0 | 0 | 1 | 1 |
| Ukrainian | 0 | 0 | 1 | 0 | 1 |
| Unknown Language | 14 | 0 | 2 | 0 | 16 |
| Urdu | 38 | 63 | 42 | 105 | 245 |
| Vietnamese | 45 | 41 | 57 | 103 | 236 |
| Wu | 1 | 0 | 0 | 0 | 1 |
| Yoruba | 0 | 1 | 0 | 0 | 1 |
| Zulu | 0 | 1 | 0 | 2 | 3 |

Source: CASES21 2019

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# Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2019

| Country of birth | NEV | NWV | SEV | SWV | Total unique students in Victoria |
|---|---|---|---|---|---|
| Afghanistan | 15 | 29 | 398 | 35 | 477 |
| Albania | 0 | 1 | 0 | 0 | 1 |
| Argentina | 5 | 4 | 4 | 3 | 14 |
| Australia | 2 | 0 | 0 | 1 | 3 |
| Austria | 1 | 1 | 1 | 0 | 3 |
| Azerbaijan | 2 | 0 | 0 | 0 | 2 |
| Bahrain | 1 | 0 | 0 | 0 | 1 |
| Bangladesh | 10 | 8 | 7 | 18 | 43 |
| Belarus | 0 | 0 | 1 | 0 | 1 |
| Belgium | 0 | 1 | 3 | 3 | 7 |
| Bhutan | 0 | 3 | 1 | 2 | 6 |
| Bosnia and Herzegovina | 0 | 0 | 4 | 0 | 4 |
| Brazil | 6 | 9 | 14 | 6 | 35 |
| Burundi | 6 | 9 | 1 | 3 | 18 |
| Cambodia | 4 | 2 | 53 | 4 | 61 |
| Cameroon | 0 | 0 | 0 | 1 | 1 |
| Canada | 6 | 4 | 5 | 1 | 15 |
| Chile | 0 | 1 | 7 | 0 | 8 |
| China (excludes SARs and Taiwan) | 581 | 156 | 191 | 96 | 969 |
| Chinese Asia (includes Mongolia) (NFD) | 5 | 0 | 0 | 0 | 5 |
| Colombia | 1 | 0 | 2 | 2 | 5 |
| Congo, Democratic Republic of | 34 | 14 | 1 | 40 | 88 |
| Congo, Republic of | 0 | 1 | 0 | 11 | 12 |
| Cook Islands | 0 | 0 | 2 | 3 | 5 |
| Cote d'Ivoire | 0 | 2 | 0 | 0 | 2 |
| Croatia | 0 | 0 | 0 | 2 | 2 |
| Cuba | 0 | 1 | 0 | 0 | 1 |
| Cyprus | 0 | 1 | 1 | 0 | 2 |
| Czech Republic | 0 | 0 | 1 | 0 | 1 |
| Denmark | 5 | 2 | 9 | 3 | 19 |
| Egypt | 13 | 8 | 5 | 15 | 40 |
| El Salvador | 0 | 3 | 3 | 4 | 8 |
| England | 3 | 2 | 0 | 0 | 5 |
| Eritrea | 2 | 11 | 1 | 45 | 59 |
| Ethiopia | 0 | 26 | 15 | 51 | 91 |
| Fiji | 3 | 4 | 3 | 9 | 19 |
| Finland | 1 | 0 | 0 | 0 | 1 |
| Former Yugoslav Republic of Macedonia (FYROM) | 1 | 4 | 0 | 3 | 7 |
| France | 8 | 8 | 37 | 6 | 55 |
| Gaza Strip and West Bank | 2 | 6 | 0 | 1 | 9 |
| Georgia | 0 | 0 | 1 | 0 | 1 |

Victoria State Government

Education and Training

| Country of birth | NEV | NWV | SEV | SWV | Total unique students in Victoria |
|---|---|---|---|---|---|
| Germany | 3 | 2 | 14 | 3 | 21 |
| Ghana | 2 | 3 | 0 | 3 | 8 |
| Greece | 9 | 1 | 8 | 2 | 17 |
| Guinea | 0 | 0 | 1 | 0 | 1 |
| Hong Kong (SAR of China) | 78 | 4 | 20 | 7 | 104 |
| Hungary | 1 | 0 | 1 | 0 | 2 |
| India | 204 | 175 | 282 | 359 | 997 |
| Indonesia | 23 | 16 | 18 | 10 | 64 |
| Iran | 71 | 27 | 30 | 14 | 137 |
| Iraq | 1 | 218 | 10 | 43 | 272 |
| Ireland | 4 | 4 | 1 | 5 | 14 |
| Israel | 2 | 2 | 15 | 0 | 19 |
| Italy | 1 | 2 | 5 | 2 | 9 |
| Japan | 10 | 3 | 17 | 6 | 35 |
| Jordan | 1 | 11 | 2 | 0 | 14 |
| Kenya | 5 | 4 | 5 | 23 | 33 |
| Kiribati | 0 | 2 | 0 | 0 | 2 |
| Korea, Republic of (South) | 12 | 1 | 12 | 5 | 29 |
| Kuwait | 3 | 2 | 1 | 3 | 9 |
| Kyrgyzstan | 1 | 2 | 2 | 0 | 4 |
| Laos | 0 | 0 | 0 | 1 | 1 |
| Latvia | 0 | 0 | 1 | 0 | 1 |
| Lebanon | 0 | 11 | 2 | 8 | 19 |
| Liberia | 0 | 0 | 0 | 1 | 1 |
| Lithuania | 0 | 0 | 1 | 1 | 2 |
| Macau (SAR of China) | 5 | 1 | 1 | 1 | 8 |
| Madagascar | 0 | 1 | 0 | 0 | 1 |
| Malawi | 1 | 0 | 0 | 10 | 11 |
| Malaysia | 54 | 31 | 64 | 28 | 177 |
| Maldives | 1 | 0 | 0 | 1 | 2 |
| Malta | 0 | 0 | 0 | 2 | 2 |
| Mauritius | 0 | 1 | 1 | 2 | 3 |
| Mexico | 1 | 0 | 1 | 0 | 2 |
| Mongolia | 3 | 5 | 3 | 7 | 15 |
| Mozambique | 0 | 2 | 0 | 1 | 3 |
| Myanmar, The Republic of the Union of | 76 | 6 | 5 | 57 | 141 |
| Namibia | 2 | 0 | 1 | 0 | 3 |
| Nepal | 3 | 18 | 5 | 3 | 29 |
| Netherlands | 7 | 3 | 8 | 5 | 23 |
| New Caledonia | 1 | 0 | 1 | 1 | 3 |
| New Zealand | 37 | 66 | 99 | 109 | 298 |
| Nigeria | 1 | 3 | 0 | 0 | 4 |
| Norway | 0 | 2 | 1 | 1 | 4 |
| Oman | 1 | 2 | 7 | 0 | 10 |
| Pakistan | 31 | 45 | 188 | 108 | 370 |
| Papua New Guinea | 0 | 0 | 3 | 0 | 3 |
| Philippines | 32 | 37 | 88 | 62 | 217 |

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|---|---|---|---|---|---|
| Poland | 2 | 1 | 2 | 2 | 7 |
| Portugal | 0 | 0 | 3 | 0 | 3 |
| Qatar | 3 | 7 | 2 | 4 | 15 |
| Romania | 0 | 0 | 3 | 0 | 3 |
| Russian Federation | 4 | 9 | 8 | 11 | 27 |
| Rwanda | 3 | 2 | 0 | 0 | 5 |
| Samoa | 0 | 44 | 36 | 73 | 150 |
| Samoa, American | 0 | 1 | 0 | 0 | 1 |
| Saudi Arabia | 22 | 37 | 43 | 17 | 113 |
| Serbia | 1 | 0 | 3 | 1 | 5 |
| Sierra Leone | 0 | 0 | 1 | 0 | 1 |
| Singapore | 19 | 9 | 5 | 6 | 38 |
| Slovenia | 1 | 1 | 0 | 0 | 2 |
| Somalia | 0 | 9 | 2 | 6 | 17 |
| South Africa | 17 | 6 | 23 | 25 | 70 |
| South Sudan | 0 | 0 | 1 | 6 | 7 |
| Southern Asia (NFD) | 2 | 1 | 0 | 0 | 3 |
| Spain | 1 | 3 | 12 | 3 | 19 |
| Sri Lanka | 24 | 23 | 40 | 17 | 101 |
| Sudan | 0 | 9 | 3 | 11 | 22 |
| Sweden | 2 | 2 | 8 | 5 | 17 |
| Switzerland | 0 | 1 | 3 | 0 | 4 |
| Syria | 19 | 68 | 3 | 4 | 94 |
| Taiwan | 11 | 1 | 0 | 4 | 15 |
| Tajikistan | 1 | 0 | 0 | 0 | 1 |
| Tanzania | 4 | 0 | 0 | 1 | 5 |
| Thailand | 30 | 27 | 38 | 132 | 226 |
| Timor-Leste | 0 | 0 | 2 | 0 | 2 |
| Tonga | 0 | 0 | 0 | 1 | 1 |
| Tunisia | 0 | 0 | 0 | 1 | 1 |
| Turkey | 10 | 18 | 14 | 9 | 49 |
| Tuvalu | 0 | 0 | 0 | 1 | 1 |
| Uganda | 20 | 2 | 1 | 0 | 23 |
| Ukraine | 1 | 2 | 3 | 2 | 7 |
| United Arab Emirates | 18 | 13 | 22 | 22 | 75 |
| United Kingdom, Channel Islands and Isle of Man (N | 7 | 10 | 6 | 8 | 30 |
| United States of America | 24 | 7 | 12 | 22 | 64 |
| Venezuela, Bolivarian Republic of | 0 | 2 | 0 | 0 | 2 |
| Vietnam | 45 | 38 | 54 | 102 | 229 |
| Yemen | 0 | 3 | 0 | 0 | 3 |
| Zimbabwe | 2 | 1 | 3 | 12 | 18 |

Source: CASES21 2019

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