English as an Additional Language in Victorian government schools 2021

Contents

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Acronyms and abbreviations

CASES   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

NEVR   North Eastern Victoria Region

NFD   Not further defined

NWVR   North Western Victoria Region

SAR   Special Administrative Region

SEVR   South Eastern Victoria Region

SWVR   South Western Victoria Region

VCAA   Victorian Curriculum and Assessment Authority

VCE   Victorian Certificate of Education

VNAP   Virtual 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 2021.

This report is based on:

- the 2020 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.

- the EAL section of the Principal Survey, conducted in Term 3 2021

    The Department of Education and Training collects data by surveying principals each year. The EAL section of the Term 3 2021 survey sought information from schools in receipt of EAL Index funding, including a profile of EAL learners and the types of EAL programs in government schools. Principals were not required to complete the EAL section of the surveys in 2021 and the response rate was significantly lower than in previous years.

- 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 12 to 18 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 July 2022.

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 2021, new arrivals programs were provided through 4 English language schools (ELS), one in each region in a metropolitan location, 2 secondary English language centres (ELC) in metropolitan locations, and 3 regional centres, in Geelong, Mildura and Shepparton (Geelong English Language Program, Mildura English Language Centre, Shepparton English Language Centre).

English language schools and centres also operated outpost programs.

In rural and regional 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 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 specialist EAL teacher in Melbourne.

Summary data

In the period from 1 January to 31 December 2021, Victorian government schools enrolled 2,695 newly arrived EAL learners. This is a decrease from the number of newly arrived students who enrolled in 2020 (3,608). The number of new arrivals in 2020 and 2021 was significantly lower than previous years because Australian national borders were closed, and international movement was restricted in response to the COVID-19 pandemic. **Table 1** below shows enrolments by region.

Enrolments decreased in every region from 2020 to 2021.

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 2020 and were counted in both.

Table 1: EAL new arrivals by region, government schools, Victoria 2021

Region	Number of new arrivals
North Eastern Victoria	721
North Western Victoria	349
South Eastern Victoria	975
South Western Victoria	715
Statewide total	**2,695**

Source: CASES21

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Language backgrounds

The 2,695 newly arrived EAL students who enrolled in Victorian government schools in 2021 came from 102 language backgrounds. Dari was the most common language background of these students, likely due to evacuations following the political upheaval in Afghanistan in August 2021. Two other languages spoken in Afghanistan, Pashto and Persian (excluding Dari), are also in the top 10 languages spoken by newly arrived students in 2021.

Figure 1 below shows the top 10 languages and includes the number of speakers of the language, and the percentage of all newly arrived students who speak the language.

The top 10 languages account for 60% of the languages spoken by these students. The number of Dari-speaking students increased by almost 100 compared with 2020. This meant that Dari replaced Arabic as the most spoken language amongst newly arrived students. The number of Mandarin-speaking students fell by almost 100 compared with 2020, but Mandarin is still the second most common language spoken amongst new arrivals. These changes are a result of the overall reduced numbers caused by the COVID-19 pandemic, and the increase in refugees from Afghanistan.

See Appendix 1 for details of all 102 languages, including distribution across the four regions.

Figure 1: Top 10 language backgrounds of newly arrived EAL students, government schools, Victoria 2021
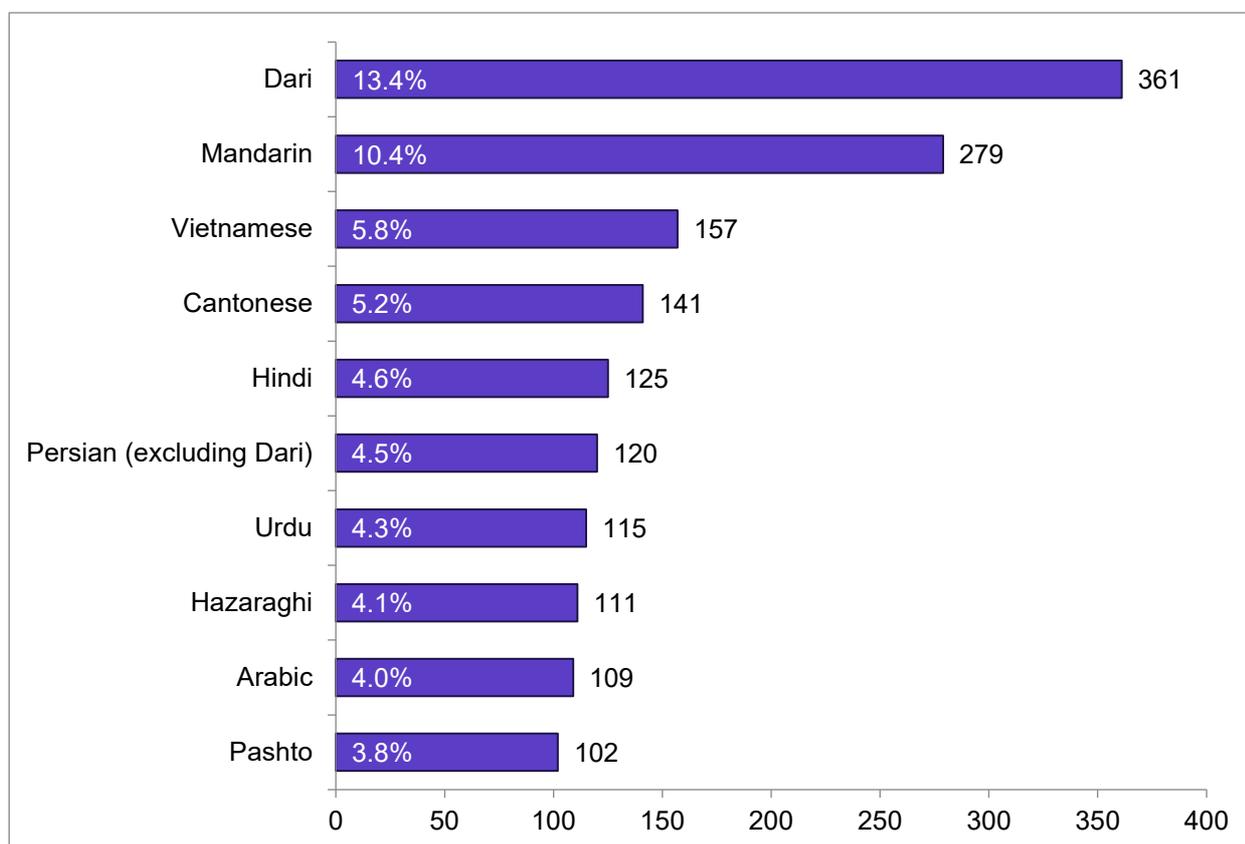
Source: CASES21
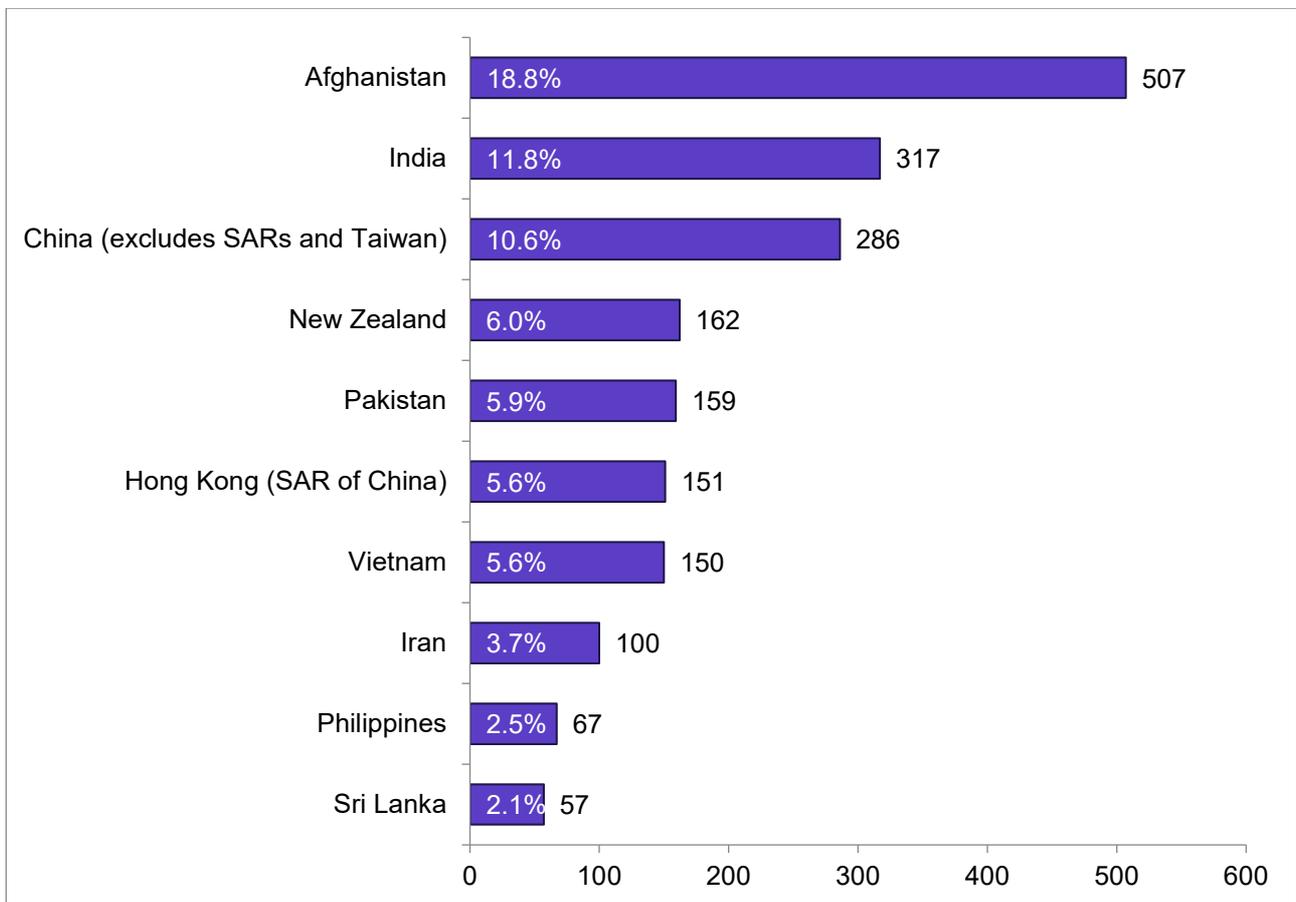
Countries of birth

The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy. In 2021, restrictions on immigration due to the COVID-19 pandemic and political upheaval in Afghanistan impacted on arrivals in Victoria.

The 2,695 newly arrived EAL students who enrolled in Victorian government schools in 2021 were born in 90 countries. More than 40% of these students were born in Afghanistan, India or China (excluding Special Administrative Regions (SARs) and Taiwan). The top 3 countries are the same as 2020, with students born in Afghanistan accounting for almost 20% of all newly arrived students.

Figure 2 below shows the top 10 countries of birth of newly arrived students in Victoria in 2021, including the number and the percentage of all newly arrived students.

See Appendix 2 for details of all 94 countries of birth, including distribution across the 4 regions.

Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2021

Country	Percentage	Number
Afghanistan	18.8%	507
India	11.8%	317
China (excludes SARs and Taiwan)	10.6%	286
New Zealand	6.0%	162
Pakistan	5.9%	159
Hong Kong (SAR of China)	5.6%	151
Vietnam	5.6%	150
Iran	3.7%	100
Philippines	2.5%	67
Sri Lanka	2.1%	57

Source: CASES21

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 Program or Humanitarian Program, been born in Australia or be seeking Australia's protection.

In Victorian government schools, approximately 60% of newly arrived students in 2021 were permanent residents. As residential status changes from temporary to permanent for some students, the distribution between statuses fluctuates within a year.

Table 2 below shows the number and distribution of students by residency status across the four regions and includes a statewide total.

In the South Eastern Victoria Region, the number of temporary residents increased by 14% (from 363 in 2020 to 423 in 2021). This is likely to be due to the number of existing Afghan communities in the South Eastern Victoria Region, meaning many Afghan refugees chose to settle in that region.

The total number of unique students is less than the sum of permanent and temporary figures because, as above, some students transitioned from temporary to permanent visa types during 2021.

Table 2: Residency status of EAL new arrivals, government schools, Victoria 2021

Region	Permanent	Temporary	Total
North Eastern Victoria	364	368	721
North Western Victoria	224	131	349
South Eastern Victoria	558	423	975
South Western Victoria	491	230	715
Statewide	**1,608**	**1,119**	**2,695**

Source: CASES21

Provision across program types

Students usually spend between six and twelve months in a new arrivals program.

In 2021, eligibility criteria were relaxed, and universal extensions of stay granted (if required, students could stay between 12 and 24 months) to provide additional support for students impacted by COVID-19. At least 750 students who would not usually have been enrolled were able to access a program or additional expert teaching. This included students with long periods without schooling due to COVID-19 or other reasons, who otherwise would have remained at risk of not engaging with education at all.

This meant that the number of students accessing a program did not decrease by as much as might have been expected and was only approximately 5% lower than in 2020.

Table 3 below shows the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres, by region, in 2021.

The total number of unique students statewide is less than the sum of students in each region because some students moved from one region to another during 2021 and attended programs in both regions.

Table 3: Enrolments in metropolitan English language schools and centres

NEVR P	NEVR S	NWVR P	NWVR S	SEVR P	SEVR S	SWVR P	SWVR S	Statewide (unique students)
236	183	261	299	523	531	271	308	**2,575**

P = Primary student   S = Secondary student

Source: CASES21 (international student enrolments not included)

In addition, regional English language centres, the Virtual New Arrivals Program and English language schools providing outpost programs reported on students attending their programs in 2021.

There was a 20% decrease in the number of new arrival students in metropolitan outposts and regional centres compared to 2020. The largest decreases were in the regional centres of Shepparton (49%) and Geelong (73%). This is shown in **Table 4**.

Table 4: Enrolments in regional English language centres and outposts of metropolitan English language schools

Region	School/Centre	Primary	Secondary
NEVR	Shepparton English Language Centre	39	34
NWVR	Mildura English Language Centre	52	41
	Collingwood English Language School – outpost program	38	
SEVR	Noble Park English Language School – outpost program	23	
SWVR	Geelong English Language Program	21	8
	Western English Language School – outpost program	77	
	Western English Language School – remote program	31	
Statewide	Virtual EAL New Arrivals Program	66	39

Source: Data provided by English language schools and centres

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Part 2: Provision for EAL students in mainstream government schools

Data from the 2020 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2021 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 2020 August school census, 34% of all students (218,741[1] of 646,357.4[2]) were identified as being from a Language Background Other Than English (LBOTE).

Of all students, 80,515 (12%) met the criteria to receive EAL Index funding in a mainstream school.

In 2021, 591 eligible campuses of mainstream schools were provided with EAL Index funding. Contingency funding was also allocated to seven primary schools and one secondary school to provide support for EAL students who had enrolled after the August 2020 census.

Table 5 below shows the number of students in each region who were eligible for EAL funding by year level and region. Approximately 85% of eligible students were in the primary year levels, from Foundation to Year 6.

Table 5: Students eligible for EAL funding in mainstream government schools, by year level and region, Victoria, 2021

Year	NEVR	NWVR	SEVR	SWVR	Total
Foundation	3,147	3,066	3,790	4,096	14,099
Year 1	2,882	2,892	3,700	4,023	13,497
Year 2	3,131	2,905	3,599	4,208	13,843
Year 3	2,768	2,675	3,485	3,813	12,741
Year 4	2,585	2,455	3,164	3,479	11,683
Year 5	606	441	661	644	2,352
Year 6	598	376	588	586	2,148
Year 7	535	375	561	492	1,963
Year 8	436	347	504	514	1,801
Year 9	446	366	551	481	1,844
Year 10	480	337	522	494	1,833
Year 11	388	318	476	364	1,546
Year 12	288	271	346	260	1,165
Total	**18,290**	**16,824**	**21,947**	**23,454**	**80,515**

Source: August School Census 2020

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[1]Table 6, *Summary Statistics Victorian Schools April 2022*, available at Statistics on Victorian schools and teaching | Victorian Government (www.vic.gov.au) Downloaded June 2022

[2]Table 2, ibid

Program types

Mainstream schools provide support to EAL students through a number of 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).

The EAL section of the principal survey in Term 3 2021 was not mandatory, and only 146 of 571 funded schools reported on the provision of programs to cater for the needs of primary and secondary EAL students. This represents approximately one quarter of all schools funded to provide a program.

Table 6 below shows the types of programs provided in mainstream schools in 2021. The most common form of provision for primary students was 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 6: EAL program types, mainstream government schools, Victoria 2021

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	28	50	80	37	16	20	231
Primary/ secondary combined	2	4	3	1	0	1	11
Secondary	35	18	8	5	8	3	77
Total	**65**	**72**	**91**	**43**	**24**	**24**	**319**

Source: Term 3 principal survey 2021

EAL student assessment

The English language learning progress of EAL students should be assessed against the Victorian Curriculum F-10 English as an Additional Language (EAL). The EAL curriculum 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. Student progress is assessed in each of the three modes: Speaking and Listening, Reading and Viewing, and Writing.

Schools are required to report student progress against the Victorian curriculum twice a year. The number of students assessed against the EAL curriculum in previous annual reports[3] was reported on the basis of responses to a mid-year survey of schools. In 2021, the EAL section of the principal survey was not mandatory, and the school response rate was low. Responses from 146 schools indicated that they had assessed 15,477 students against the EAL curriculum.

However, in 2021, aggregated data about teacher judgements against the Victorian Curriculum F-10 EAL entered into CASES21 became available. From Semester 1 to Semester 2 there was an increase in the number of students assessed, and the number of schools teaching and assessing students against the EAL curriculum.

This report and future reports will only provide data drawn from CASES21.

Table 7 below shows the number of students assessed against the EAL curriculum across each of the three modes, in Semester 1 2021.

Table 8 shows the number of schools that assessed students against the EAL curriculum in Semester 1 2021.

Table 9 below shows the number of students assessed against the EAL curriculum across each of the three modes, in Semester 2 2021.

Table 10 shows the number of schools that assessed students against the EAL curriculum in Semester 2 2021.

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[3] EAL Annual Reports (education.vic.gov.au)

Table 7: Students assessed against the EAL standards, government schools, Victoria, Semester 1 2021

School type	NEVR			NWVR			SEVR			SWVR			Total		
	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W
Primary	4,729	4,728	4,741	5,174	5,175	5,178	7,780	7,778	7,783	4,811	4,824	4,833	22,494	22,505	22,535
Primary / secondary combined	48	48	48	501	511	513	443	444	444	2,284	2,289	2,287	3,276	3,292	3,292
Secondary	1,012	1,025	1,028	860	897	906	1,231	1,290	1,288	985	993	995	4,088	4,205	4,217
Total	**5,789**	**5,801**	**5,817**	**6,535**	**6,583**	**6,597**	**9,454**	**9,512**	**9,515**	**8,080**	**8,106**	**8,115**	**29,858**	**30,002**	**30,044**

Source: CASES21

S/L – Speaking and Listening, R/V – Reading and Viewing, W – Writing

Table 8: Government schools that assessed EAL students against the EAL standards, Victoria, Semester 1 2021

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	100	89	111	95	395
Primary/secondary combined	2	9	3	18	32
Secondary	27	23	28	27	105
Total	**129**	**121**	**142**	**140**	**532**

Source: CASES21

Table 9: Students assessed against the EAL standards, government schools, Victoria, Semester 2 2021

School type	NEVR			NWVR			SEVR			SWVR			Total		
	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W	S/L	R/V	W
Primary	4,941	5,027	5,044	5,797	5,802	5,810	8,152	8,137	8,134	4,544	4,611	4,620	23,433	23,576	23,607
Primary / secondary combined	55	55	55	531	531	532	427	429	430	2,222	2,230	2,226	3,235	3,245	3,243
Secondary	1,211	1,198	1,212	908	928	925	1,452	1,501	1,474	1,162	1,160	1,166	4,733	4,787	4,777
Total	6,207	6,280	6,311	7,236	7,261	7,267	10,031	10,067	10,038	7,928	8,001	8,012	31,401	31,608	31,627

Source: CASES21

S/L – Speaking and Listening, R/V – Reading and Viewing, W - Writing

Table 10: Government schools that assessed EAL students against the EAL standards, Victoria, Semester 2 2021

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	104	97	95	99	395
Primary/secondary combined	4	9	18	20	51
Secondary	34	24	27	31	116
Total	142	130	140	150	562

Source: CASES21

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.

Table 11 and **Table 12** provide the numbers of students who enrolled in VCE EAL Units 3 and 4 in 2021, as a percentage of the whole English group by all schools and government schools, respectively. **Table 13** provides historical enrolments in VCE EAL Units 3 and 4 for all schools from 2015 to 2021.

More assessment and enrolment information: 2021 VCE, VCE VET and VCAL Statistical Information

Table 11: Students enrolled in VCE EAL and VCE English units 3 and 4 sequence by region, all schools, 2021

Region	EAL	English group	Percentage in EAL
North Eastern Victoria	504	13,364	3.8%
North Western Victoria	303	9,934	3.1%
South Eastern Victoria	448	13,701	3.3%
South Western Victoria	349	13,202	2.6%
Off-shore non-Victorian providers	673	693	97.1%
Interstate	6	32	18.8%
Total	**2,283**	**50,926**	**4.5%**

Table 12: Students enrolled in VCE EAL and VCE English units 3 and 4 sequence by region, government schools, Victoria 2021

Region	EAL	English group	Percentage in EAL
North Eastern Victoria	337	6,757	5.0%
North Western Victoria	241	5,783	4.2%
South Eastern Victoria	332	6,687	5.0%
South Western Victoria	244	6,452	3.8%
Total	**1,154**	**25,679**	**4.5%**

Table 13: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, 2015 to 2021

Region	2015	2016	2017	2018	2019	2020	2021
North Eastern Victoria	673	618	670	661	574	538	504
North Western Victoria	310	286	279	342	332	366	303
South Eastern Victoria	442	472	430	491	488	495	448
South Western Victoria	433	381	356	389	413	372	349
Off-shore non-Victorian providers	497	407	496	574	699	626	673
Interstate	0	0	0	0	1	0	6
Total	**2,355**	**2,164**	**2,231**	**2,457**	**2,507**	**2,397**	**2,283**

Source: VCAA 2021. Excludes full fee-paying overseas students and to enable comparability with past years, excludes students enrolled in the EAL and English as part of the Northern Hemisphere Timetable.

Appendix 1: Newly arrived EAL students by language and region, government schools, Victoria 2021

Language	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
African Languages (NEC)	0	1	0	0	1
Afrikaans	0	4	11	6	21
Amharic	0	1	2	7	10
Arabic	20	47	13	29	109
Assyrian Neo-Aramaic	1	4	1	0	6
Australian Indigenous Languages (NFD)	0	0	2	1	3
Azeri	1	1	0	0	2
Bengali	7	2	5	14	28
Bisaya	0	0	1	2	3
Bosnian	0	0	2	0	2
Burmese	1	0	1	10	12
Burmese and Related Languages (NFD)	0	0	0	1	1
Burmese and Related Languages (NEC)	1	0	0	3	4
Cantonese	107	3	23	8	141
Cebuano	0	0	1	0	1
Chin Haka	3	0	0	2	5
Chinese (NFD)	52	5	15	9	81
Chinese (NEC)	1	0	0	0	1
Croatian	0	0	0	1	1
Danish	0	0	2	0	2
Dari	4	16	322	23	365
Dinka	0	0	0	1	1
Dutch	0	0	0	1	1
Fijian	0	0	0	2	2
Fijian Hindustani	0	0	1	0	1
Filipino	4	11	15	13	43
Finnish	3	1	0	0	4

Language	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
French	11	5	22	6	44
German	1	0	8	0	9
Greek	0	0	5	0	5
Gujarati	6	0	7	14	27
Harari	0	0	0	2	2
Hazaraghi	11	4	81	15	111
Hebrew	0	2	13	0	15
Hindi	29	12	22	65	128
Hungarian	0	0	1	0	1
Ilonggo (Hiligaynon)	2	0	2	0	4
Indo-Aryan (NFD)	1	0	0	1	2
Indonesian	5	2	7	6	20
Italian	2	0	2	1	5
Japanese	14	6	17	5	42
Kannada	2	1	3	3	9
Karen	0	0	0	3	3
Khmer	2	1	44	6	53
Kirundi (Rundi)	1	0	0	0	1
Konkani	1	0	0	0	1
Korean	6	1	8	4	19
Krio	1	0	0	2	3
Kurdish	0	0	0	2	2
Liberian (Liberian English)	0	0	0	3	3
Macedonian	0	5	0	1	6
Malay	7	1	7	6	21
Malayalam	8	6	12	20	46
Mandarin	205	29	32	24	290
Mann	0	0	0	1	1

Language	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Maori (Cook Island)	0	0	0	2	2
Maori (New Zealand)	0	0	0	6	6
Marathi	6	0	2	5	13
Min Nan	0	0	1	0	1
Mongolian	0	0	0	3	3
Ndebele	0	0	1	0	1
Nepali	2	10	3	5	20
Oromo	0	0	2	4	6
Other Southern Asian Languages	1	0	1	0	2
Pashto	3	7	69	24	103
Persian (excluding Dari)	73	28	20	9	130
Polish	0	0	0	2	2
Portuguese	3	0	2	2	7
Punjabi	5	16	16	27	64
Russian	2	4	6	4	16
Samoan	1	6	10	16	33
Serbian	0	0	0	1	1
Shona	0	1	0	3	4
Sindhi	0	0	1	0	1
Sinhalese	18	7	16	6	47
Solomon Islands Pijin	0	0	0	1	1
Somali	0	1	1	6	8
Southeast Asian Austronesian Languages (NFD)	2	0	1	0	3
Southeast Asian Austronesian Languages (NEC)	2	0	0	0	2
Southern Asian Languages (NFD)	1	0	1	0	2
Southwest and Central Asian Languages (NFD)	0	0	0	2	2
Spanish	6	4	11	8	29

Language	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Swahili	6	1	2	2	11
Swedish	2	5	2	0	9
Tagalog	3	7	5	12	27
Tamil	19	10	17	28	74
Telugu	12	6	11	35	64
Thai	4	6	4	15	29
Tibetan	0	0	0	4	4
Tigrinya	0	0	0	6	6
Tongan	3	1	3	6	13
Tulu	0	0	0	1	1
Turkish	4	9	3	1	17
Turkmen	0	0	3	0	3
Ukrainian	0	0	1	1	2
Unknown language	0	0	0	1	1
Urdu	25	26	16	49	116
Uzbek	1	0	1	0	2
Vietnamese	12	22	34	95	163
Wu	1	0	0	1	2
Yoruba	0	1	0	0	1
Zulu	0	1	1	0	2

Source: CASES21

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Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2021

Country of birth	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Afghanistan	15	24	430	42	511
Algeria	0	1	1	0	2
Argentina	0	2	1	3	6
Australia	0	1	0	2	3
Bahrain	1	2	0	0	3
Bangladesh	3	1	1	7	12
Barbados	0	1	0	0	1
Belarus	0	0	0	3	3
Bhutan	0	0	1	0	1
Bolivia, Plurinational State of	0	1	0	0	1
Bosnia and Herzegovina	0	0	2	0	2
Brazil	2	0	2	1	5
Cambodia	1	1	37	0	39
Canada	2	3	1	2	8
Chile	2	0	3	1	6
China (excludes SARs and Taiwan)	207	28	40	22	297
Chinese Asia (includes Mongolia) (NFD)	1	0	0	0	1
Colombia	1	0	1	1	3
Congo, Democratic Republic of	2	0	1	0	3
Denmark	0	0	2	0	2
Egypt	11	4	3	14	32
England	0	0	1	0	1
Ethiopia	0	1	5	14	20
Fiji	2	0	3	2	7
Finland	0	1	0	0	1

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Country of birth	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Former Yugoslav Republic of Macedonia (FYROM)	0	5	0	1	6
France	6	5	16	3	30
Gambia	0	1	0	0	1
Germany	1	0	4	0	5
Greece	0	0	3	0	3
Hong Kong (SAR of China)	117	3	20	11	151
Hungary	0	0	1	0	1
India	70	36	63	156	325
Indonesia	7	3	6	8	24
Iran	69	24	12	4	109
Iraq	1	10	2	1	14
Ireland	0	0	0	2	2
Israel	1	3	13	0	17
Italy	2	0	3	1	6
Japan	15	5	14	7	41
Jordan	4	4	0	0	8
Kenya	3	1	2	3	9
Korea, Democratic People's Republic of (North)	1	0	0	0	1
Korea, Republic of (South)	4	1	5	5	15
Kuwait	1	3	3	4	11
Laos	0	1	0	0	1
Lebanon	0	4	6	6	16
Liberia	0	0	0	4	4
Luxembourg	0	0	1	0	1
Macau (SAR of China)	1	1	3	1	6
Malawi	0	0	1	0	1
Malaysia	21	1	6	17	45

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Country of birth	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Mexico	0	2	3	2	7
Mongolia	0	0	0	3	3
Myanmar, The Republic of the Union of	1	0	1	12	14
Nepal	0	9	4	2	15
Netherlands	0	0	0	1	1
New Zealand	23	21	38	83	165
Nicaragua	0	1	0	1	2
Nigeria	0	1	0	0	1
Norway	0	0	1	0	1
Oman	1	1	1	2	5
Pakistan	21	25	65	49	160
Peru	0	0	1	1	2
Philippines	8	16	20	24	68
Poland	0	0	1	2	3
Portugal	1	0	0	1	2
Qatar	2	1	0	1	4
Russian Federation	1	3	3	1	8
Samoa	0	4	6	6	16
Saudi Arabia	4	5	4	5	18
Serbia	0	0	0	2	2
Singapore	9	2	5	0	16
Solomon Islands	0	0	0	1	1
South Africa	2	4	12	8	26
Spain	0	0	5	1	6
Sri Lanka	20	9	22	7	58
Sudan	0	0	0	3	3
Sweden	3	5	2	1	11
Switzerland	1	0	2	1	4

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Country of birth	NEVR	NWVR	SEVR	SWVR	Total unique students in Victoria
Syria	2	13	1	0	16
Taiwan	6	1	0	2	9
Tanzania	1	0	0	2	3
Thailand	4	6	4	17	31
Turkey	4	9	6	2	21
Uganda	1	0	0	0	1
Ukraine	1	1	2	1	5
United Arab Emirates	7	5	8	10	30
United Kingdom, Channel Islands and Isle of Man (NFD)	1	0	6	4	11
United States of America	15	1	6	11	33
Venezuela, Bolivarian Republic of	1	0	0	1	2
Vietnam	11	20	31	93	155
Yemen	0	0	0	1	1
Zimbabwe	0	2	1	3	6

Source: CASES21

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