

English as an Additional Language in Victorian government schools 2022

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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

Introduction

This report provides information about English as an Additional Language (EAL) students and programs in Victorian government schools in 2022.

This report is based on:

- the 2021 August School Census.

The Department of Education 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 2022.

The Department of Education collects data by surveying principals each year. The EAL section of the Term 3 2022 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. The EAL section of the survey is not mandatory. The 2022 response rate was higher than in 2021.

- 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 September 2023.

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 2022, 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).

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 2022, Victorian government schools enrolled 6,524 newly arrived EAL learners. This is an increase from the number of newly arrived students who enrolled in 2021 (2,695). The number of new arrivals in 2022 was significantly higher than previous few years because Australian national borders opened after the COVID-19 pandemic. **Table 1** below shows enrolments by region.

Enrolments increased in every region from 2021 to 2022.

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 2022 and were counted in both.

Table 1: EAL new arrivals by region, government schools, Victoria 2022

Region	Number of new arrivals
North Eastern Victoria	1,561
North Western Victoria	1,142
South Eastern Victoria	2,063
South Western Victoria	1,911
Statewide total	6,524

Source: CASES21

Language backgrounds

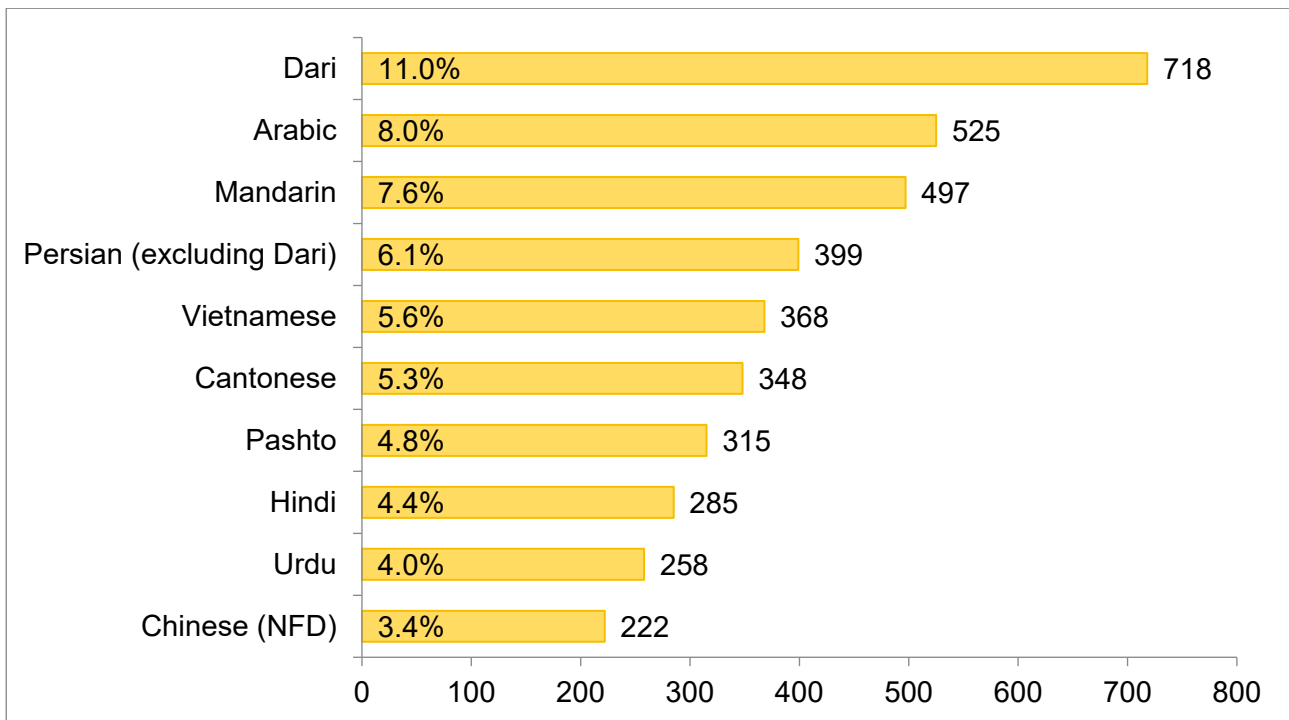
The 6,524 newly arrived EAL students who enrolled in Victorian government schools in 2022 came from 119 language backgrounds. Dari was the most common language background of these students, likely due to evacuations following the political upheaval in Afghanistan in August 2021. Two other languages spoken in Afghanistan, Pashto and Persian (excluding Dari), are also in the top 10 languages spoken by newly arrived students in 2022.

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 357 compared with 2021. Dari is the most spoken language amongst newly arrived students. Arabic replaced Mandarin as the second most common language spoken amongst newly arrived students. These changes are a result of the increase in refugees from Afghanistan.

See **Appendix 1** for details of all 119 languages, including distribution across the 4 regions.

Figure 1: Top 10 language backgrounds of newly arrived EAL students, government schools, Victoria 2022



Source: CASES21

Countries of birth

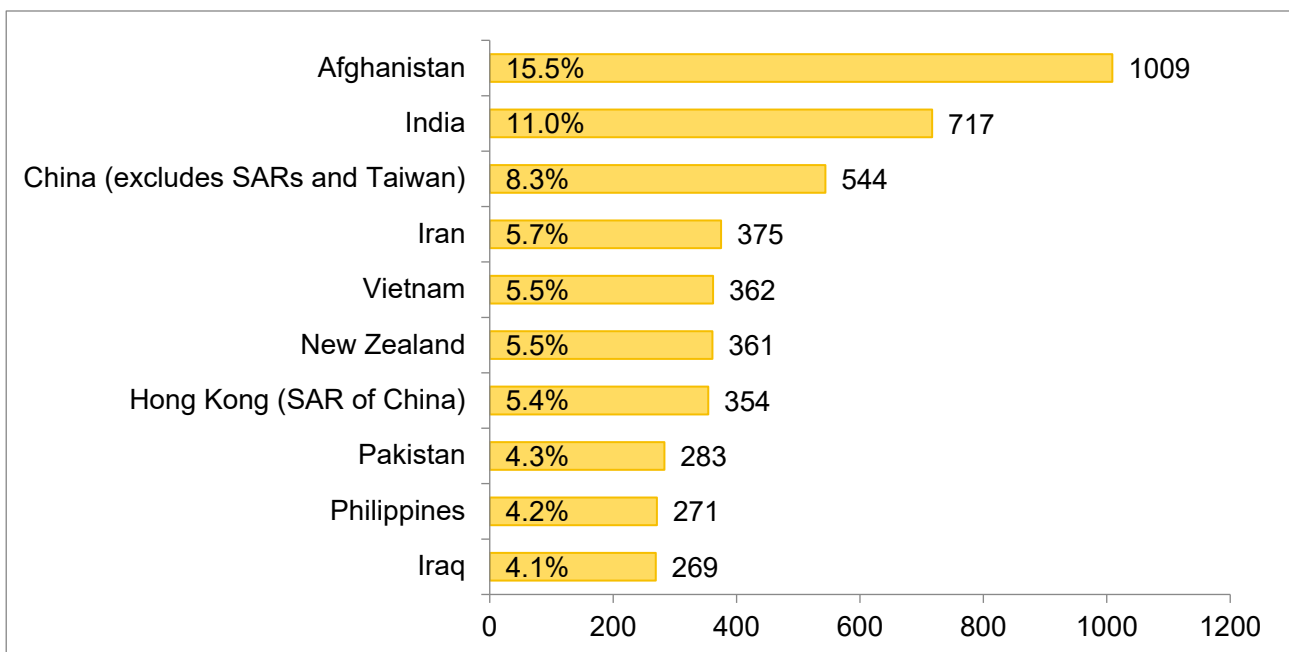
The countries of birth of newly arrived EAL students vary from year to year and reflect world events and Commonwealth immigration policy. In 2022, restrictions on immigration were lifted after COVID-19 impact and new arrivals resumed in Victoria.

The 6,524 newly arrived EAL students who enrolled in Victorian government schools in 2022 were born in 119 countries. Almost 35% 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 2021, with students born in Afghanistan accounting for almost 16% of all newly arrived students.

Figure 2 below shows the top 10 countries of birth of newly arrived students in Victoria in 2022, including the number and the percentage of all newly arrived students.

See **Appendix 2** for details of all 119 countries of birth, including distribution across the 4 regions.

Figure 2: Countries of birth of newly arrived EAL students, government schools, Victoria 2022



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 53% of newly arrived students in 2022 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 4 regions and includes a statewide total.

In the South Eastern Victoria Region, the number of temporary residents increased by 191% (from 423 in 2021 to 1,232 in 2022). 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 2022.

Table 2: Residency status of EAL new arrivals, government schools, Victoria 2022

Region	Permanent	Temporary	Total
North Eastern Victoria	685	897	1,561
North Western Victoria	746	414	1,142
South Eastern Victoria	915	1,232	2,063
South Western Victoria	1,163	812	1,911
Statewide	3,456	3,263	6,524

Source: CASES21

Provision across program types

Students usually spend between 6 and 12 months in a new arrivals program.

Table 3 below shows the number and distribution of newly arrived students enrolled in metropolitan English language schools and centres, by region, in 2022.

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 2022 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)
336	299	309	344	754	722	380	374	3,433

P = Primary student S = Secondary student

Source: CASES21 (international student enrolments not included)

There was a 33% increase in the number of new arrival students in metropolitan English language schools and centres compared to 2021 (2,575).

In addition, regional English language centres and the Virtual New Arrivals Program reported on students attending their programs in 2022.

There was a significant increase in enrolments in the Geelong English Language Program (almost 221%) compared to 2021.

Table 4 below shows enrolments in regional centres and Virtual New Arrivals Program.

Table 4: Enrolments in regional English language centres and Virtual New Arrivals Program

Region	School/Centre	Primary	Secondary
NEVR	Shepparton English Language Centre	42	32
NWVR	Mildura English Language Centre	24	22
SWVR	Geelong English Language Program	60	33
Statewide	Virtual New Arrivals Program	77	40

Source: Data provided by English language centres and Virtual New Arrivals Program

Part 2: Provision for EAL students in mainstream government schools

Data from the 2021 August school census was used to determine funding for EAL programs in mainstream schools (EAL Index funding) for the 2022 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 2021 August school census, 34% of all students (222,137¹ of 648,044²) were identified as being from a Language Background Other Than English (LBOTE).

Of all students, 80,190 (12%) met the criteria to receive EAL Index funding in a mainstream school.

In 2022, 574 eligible campuses of mainstream schools were provided with EAL Index funding. Contingency funding was also allocated to 8 primary schools, one primary/secondary combined school and one secondary school to provide support for EAL students who had enrolled after the August 2021 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, 2022

Year	NEVR	NWVR	SEVR	SWVR	Total
Foundation	3,029	2,701	3,771	4,312	13,813
Year 1	2,718	2,647	3,821	4,389	13,575
Year 2	3,211	2,885	3,669	4,253	14,018
Year 3	2,896	2,748	3,584	4,152	13,380
Year 4	2,972	2,603	3,406	4,114	13,095
Year 5	512	319	529	554	1,914
Year 6	464	274	521	529	1,788
Year 7	357	264	509	455	1,585
Year 8	401	271	448	421	1,541
Year 9	399	247	499	400	1,545
Year 10	377	291	513	396	1,577
Year 11	342	223	451	335	1,351
Year 12	309	153	289	257	1,008
Total	17,987	15,626	22,010	24,567	80,190

Source: August School Census 2021

¹Table 6, *Summary Statistics Victorian Schools 2023*, available at [Statistics on Victorian schools and teaching | Victorian Government \(www.vic.gov.au\)](https://www.vic.gov.au/statistics-on-victorian-schools-and-teaching) Downloaded September 2023

²Table 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 2022 was not mandatory, and only 195 of 556 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 2022. 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 2022

Year levels	Timetabled EAL class	In class support	Withdrawal from class, small group	Withdrawal from class, 1:1	Team teaching	Other	Total
Primary	29	46	74	24	30	14	217
Primary/ secondary combined	4	2	5	3	2	3	19
Secondary	26	12	9	4	1	4	56
Total	59	60	88	31	33	21	292

Source: Principal Survey Term 3 2022

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 Victorian Curriculum F-10 EAL 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 F-10 EAL twice a year. The number of students assessed against the Victorian Curriculum F-10 EAL in previous annual reports³ was reported based on responses to a mid-year survey of schools. In 2022, the EAL section of the principal survey was not mandatory, and the school response rate was low. Responses from 195 schools indicated that they had assessed 20,753 students against the Victorian Curriculum F-10 EAL.

Each year, teacher judgement data against the Victorian Curriculum F-10 EAL is entered into CASES21. From Semester 1 to Semester 2 2022 there was an increase in the number of students assessed, and the number of schools teaching and assessing students against the Victorian Curriculum F-10 EAL.

Table 7 below shows the number of students assessed against the Victorian Curriculum F-10 EAL across each of the 3 modes, in Semester 1 2022.

Table 8 shows the number of schools that assessed students against the Victorian Curriculum F-10 EAL in Semester 1 2022.

Table 9 below shows the number of students assessed against the Victorian Curriculum F-10 EAL across each of the 3 modes, in Semester 2 2022.

Table 10 shows the number of schools that assessed students against the Victorian Curriculum F-10 EAL in Semester 2, 2022.

³ [EAL Annual Reports \(education.vic.gov.au\)](https://education.vic.gov.au)

Table 7: Students assessed against the Victorian Curriculum F-10 EAL, government schools, Victoria, Semester 1 2022

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	5,660	5,665	5,672	6,433	6,424	6,428	8,896	8,903	8,913	5,277	5,295	5,303	26,266	26,287	26,316
Primary / secondary combined	59	59	59	546	525	544	436	436	439	3,069	3,076	3,077	4,110	4,096	4,119
Secondary	885	888	886	733	727	754	1,223	1,260	1,267	787	792	815	3,628	3,667	3,722
Total	6,604	6,612	6,617	7,712	7,676	7,726	10,555	10,599	10,619	9,133	9,163	9,195	34,004	34,050	34,157

Source: CASES21

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

Table 8: Government schools that assessed EAL students against the Victorian Curriculum F-10 EAL, Victoria, Semester 1 2022

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	111	104	117	103	435
Primary/secondary combined	3	10	3	20	36
Secondary	23	23	31	25	102
Total	137	137	151	148	573

Source: CASES21

Table 9: Students assessed against the Victorian Curriculum F-10 EAL, government schools, Victoria, Semester 2 2022

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	5,945	5,946	5,954	6,748	6,725	6,756	9,911	9,919	9,896	5,140	5,155	5,164	27,744	27,745	27,770
Primary / secondary combined	60	60	60	567	569	569	516	516	514	2,592	2,585	2,590	3,735	3,730	3,733
Secondary	1,186	1,188	1,190	824	804	825	1,600	1,602	1,605	1,172	1,173	1,177	4,782	4,767	4,797
Total	7,191	7,194	7,204	8,139	8,098	8,150	12,027	12,037	12,015	8,904	8,913	8,931	36,261	36,242	36,300

Source: CASES21

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

Table 10: Government schools that assessed EAL students against the Victorian Curriculum F-10 EAL, Victoria, Semester 2 2022

School type	NEVR	NWVR	SEVR	SWVR	Total
Primary	121	114	103	120	458
Primary/secondary combined	4	10	20	21	55
Secondary	29	24	25	30	108
Total	154	148	148	171	621

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). 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 2022, 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 2016 to 2022.

More assessment and enrolment information: [2022 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, 2022

Region	EAL	English group	Percentage in EAL
North Eastern Victoria	504	12,972	3.9%
North Western Victoria	303	9,985	3.0%
South Eastern Victoria	449	13,684	3.3%
South Western Victoria	370	12,993	2.8%
Off-shore non-Victorian providers	418	430	97.2%
Interstate	1	30	3.3%
Total	2,045	50,094	4.1%

Table 12: Students enrolled in VCE EAL and VCE English units 3 and 4 sequence by region, government schools, Victoria 2022

Region	EAL	English group	Percentage in EAL
North Eastern Victoria	327	6,403	5.1%
North Western Victoria	232	5,950	3.9%
South Eastern Victoria	314	6,628	4.7%
South Western Victoria	297	6,377	4.7%
Total	1,170	25,358	4.6%

Table 13: Students enrolled in VCE EAL Units 3 and 4 by region, all schools, 2016 to 2022

Region	2016	2017	2018	2019	2020	2021	2022
North Eastern Victoria	618	670	661	574	538	504	504
North Western Victoria	286	279	342	332	366	303	303
South Eastern Victoria	472	430	491	488	495	448	449
South Western Victoria	381	356	389	413	372	349	370
Off-shore non-Victorian providers	407	496	574	699	626	673	418
Interstate	0	0	0	1	0	6	1
Total	2,164	2,231	2,457	2,507	2,397	2,283	2,045

Source: VCAA 2022

Note: Excludes full fee-paying overseas students.

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 2022

Language	NEV	NWV	SEV	SWV	Total unique students in Victoria
Acholi	0	0	3	0	3
African Languages, nfd	0	1	1	2	4
African Languages, nec	0	1	1	1	3
Afrikaans	17	3	9	5	34
Akan	1	0	1	3	5
Albanian	0	2	2	0	4
Amharic	0	4	3	25	30
Arabic	45	323	45	117	525
Armenian	1	3	2	0	5
Assyrian Neo-Aramaic	0	22	1	3	26
Australian Indigenous Languages, nfd	0	0	2	1	3
Azeri	1	0	2	0	3
Bari	0	0	0	1	1
Bengali	13	20	5	34	72
Bisaya	0	0	3	13	16
Bosnian	0	0	2	1	3
Burmese	8	0	6	17	30
Burmese and Related Languages, nec	9	0	0	6	15
Cantonese	267	10	25	51	348
Cebuano	1	7	1	2	11
Chaldean Neo-Aramaic	0	15	4	0	19
Chin Haka	1	0	0	5	6
Chinese, nfd	139	15	23	47	222
Chinese, nec	0	0	0	1	1
Dan (Gio-Dan)	0	0	0	2	2
Danish	0	0	4	0	4
Dari	5	51	549	120	718
Dhivehi	0	1	0	2	3
Dinka	0	0	0	5	5
Dutch	1	3	1	1	6
Ewe	0	0	3	0	3
Fijian	0	1	1	4	6
Fijian Hindustani	0	0	0	1	1
Filipino	18	27	33	51	129
French	11	2	39	6	56
Georgian	0	0	0	3	3
German	2	2	9	5	18
Greek	1	3	1	1	6
Gujarati	13	2	14	35	64
Hakka	0	0	0	1	1
Hausa	0	0	2	0	2
Hazaraghi	8	5	105	19	137

Language	NEV	NWV	SEV	SWV	Total unique students in Victoria
Hebrew	0	2	14	3	19
Hindi	55	29	55	151	285
Hmong	0	1	0	0	1
Hungarian	0	0	0	3	3
Igbo	0	0	1	1	2
Ilokano	0	0	2	0	2
Ilonggo (Hiligaynon)	1	3	0	0	4
Indo-Aryan, nfd	3	0	0	3	5
Indonesian	29	15	17	8	66
Italian	3	5	4	2	14
Japanese	9	8	44	4	58
Kannada	4	1	3	8	15
Karen	2	8	0	15	25
Kashmiri	2	0	0	0	2
Khmer	9	1	50	2	55
Kirundi (Rundi)	0	3	0	1	4
Konkani	0	1	2	1	4
Korean	23	3	16	6	44
Krio	0	0	0	1	1
Kurdish	2	7	0	0	9
Lao	0	0	0	1	1
Liberian (Liberian English)	0	0	0	2	2
Macedonian	0	2	0	1	3
Malay	3	10	15	4	32
Malayalam	21	24	22	40	105
Mandaean (Mandaic)	0	0	0	2	2
Mandarin	338	46	108	32	497
Maori (Cook Island)	0	1	1	0	2
Maori (New Zealand)	0	0	0	1	1
Marathi	6	3	6	11	26
Min Nan	0	0	2	0	2
Mongolian	0	3	7	6	16
Nepali	3	24	11	17	54
Norwegian	2	0	3	2	5
Nyanja (Chichewa)	0	0	0	2	2
Oriya	1	0	0	0	1
Oromo	0	2	2	7	11
Other Southern Asian Languages	2	0	0	0	2
Pashto	19	43	188	72	315
Persian (excluding Dari)	244	67	72	39	399
Polish	1	0	2	2	5
Portuguese	3	5	3	3	14
Punjabi	9	37	31	86	161
Romanian	2	0	3	0	5
Russian	10	14	73	17	113

Language	NEV	NWV	SEV	SWV	Total unique students in Victoria
Samoan	10	15	44	70	138
Serbian	2	0	2	0	2
Shona	3	0	4	3	9
Sindhi	0	1	0	1	2
Sinhalese	35	11	36	26	108
Solomon Islands Pijin	0	1	0	1	2
Somali	0	5	1	16	22
Southeast Asian Austronesian Languages, nfd	1	0	3	0	4
Southern Asian Languages, nfd	0	0	2	1	3
Spanish	4	11	23	17	54
Swahili	1	4	0	24	29
Swedish	0	0	12	3	15
Tagalog	17	21	41	61	139
Tamil	30	11	38	48	125
Telugu	16	9	22	103	149
Thai	6	12	13	23	52
Tibetan	0	0	0	5	5
Tigré	0	0	0	2	2
Tigrinya	0	4	3	24	31
Tongan	1	1	0	6	8
Tulu	3	1	0	0	4
Turkish	4	13	4	8	27
Tuvaluan	0	0	0	7	7
Ukrainian	8	16	53	21	96
Unknown Language	3	2	1	1	6
Urdu	9	76	34	140	258
Uzbek	1	0	0	3	4
Vietnamese	90	44	88	155	368
Yoruba	0	1	0	6	7

Source: CASES21

Appendix 2: Newly arrived EAL students by country of birth and region, government schools, Victoria 2022

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Afghanistan	16	84	754	169	1009
Argentina	2	0	11	3	16
Armenia	1	0	2	0	2
Azerbaijan	0	0	2	0	2
Bangladesh	12	14	2	25	53
Belarus	0	3	1	0	4
Belgium	3	1	0	1	5
Bhutan	2	0	1	0	3
Bosnia and Herzegovina	0	0	2	0	2
Brazil	2	5	2	2	11
Burundi	0	0	0	1	1
Cambodia	8	1	51	2	55
Cameroon	0	0	0	1	1
Canada	3	2	1	6	11
Chile	3	0	8	1	12
China (excludes SARs and Taiwan)	360	46	101	70	544
Chinese Asia (includes Mongolia), nfd	3	0	0	0	3
Colombia	0	4	6	2	11
Congo, Democratic Republic of	1	0	0	13	14
Cook Islands	0	1	1	0	2
Croatia	0	0	0	1	1
Cyprus	0	0	0	3	3
Denmark	1	0	4	0	5
Ecuador	0	0	1	0	1
Egypt	14	17	15	14	57
El Salvador	0	0	0	3	3
England	0	0	1	1	2
Eritrea	0	5	3	23	31

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Ethiopia	0	3	5	28	36
Fiji	0	1	4	10	15
Finland	0	0	3	0	3
Former Yugoslav Republic of Macedonia (FYROM)	0	2	2	1	5
France	4	0	29	3	36
Gaza Strip and West Bank	2	1	0	3	6
Germany	1	0	6	5	12
Ghana	1	0	4	2	7
Greece	1	3	2	1	7
Guinea	0	0	0	1	1
Hong Kong (SAR of China)	277	8	30	42	354
Hungary	0	0	0	2	2
India	114	96	136	386	717
Indonesia	32	15	21	9	74
Iran	238	61	56	42	375
Iraq	2	213	5	49	269
Ireland	0	2	0	0	2
Israel	0	1	15	2	18
Italy	4	7	3	4	16
Japan	8	7	39	4	51
Jordan	2	3	1	1	7
Kazakhstan	2	0	1	0	3
Kenya	0	4	0	7	11
Korea, Republic of (South)	22	4	16	5	43
Kuwait	0	0	8	4	12
Laos	0	1	0	1	2
Lebanon	2	17	4	12	35
Liberia	0	0	0	4	4
Lithuania	0	0	1	0	1
Macau (SAR of China)	0	0	2	1	3
Malawi	0	3	0	4	7

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Malaysia	24	21	19	20	84
Maldives	0	1	0	2	3
Mauritius	0	1	0	0	1
Mexico	1	1	1	2	5
Middle East, nfd	1	0	0	0	1
Mongolia	0	3	7	5	15
Morocco	0	0	0	1	1
Myanmar, The Republic of the Union of	13	2	5	29	48
Namibia	0	0	3	0	3
Nepal	2	25	7	15	48
Netherlands	1	3	3	1	8
New Zealand	52	70	76	165	361
Nigeria	2	2	2	6	12
Norway	2	0	3	0	3
Oman	0	1	1	1	3
Pakistan	17	64	95	108	283
Papua New Guinea	0	2	0	0	2
Peru	0	2	1	0	3
Philippines	36	51	76	109	271
Poland	1	0	4	2	7
Portugal	0	1	0	0	1
Qatar	5	4	1	7	17
Romania	1	0	3	0	4
Russian Federation	4	1	20	4	28
Samoa	6	11	27	52	96
Samoa, American	0	0	0	1	1
Saudi Arabia	9	28	15	35	84
Serbia	2	0	2	0	2
Sierra Leone	0	0	0	4	4
Singapore	9	2	11	9	31
Solomon Islands	0	1	0	1	2

Country of birth	NEV	NWV	SEV	SWV	Total unique students in Victoria
Somalia	0	2	0	8	10
South Africa	18	3	8	8	36
South Sudan	0	0	6	0	6
Spain	0	2	3	5	10
Sri Lanka	39	10	46	31	126
Sudan	0	0	0	9	9
Sweden	0	1	10	3	14
Switzerland	0	7	6	1	14
Syria	12	57	2	6	77
Taiwan	13	6	5	4	27
Tajikistan	0	1	0	2	2
Tanzania	0	0	0	3	3
Thailand	8	18	17	32	73
Timor-Leste	0	0	0	1	1
Tonga	0	1	0	1	2
Turkey	5	14	4	5	26
Uganda	0	0	1	3	4
Ukraine	13	26	93	33	162
United Arab Emirates	9	9	16	22	56
United Kingdom, Channel Islands and Isle of Man	2	4	4	6	15
United States of America	24	6	11	17	57
Uzbekistan	0	0	2	0	2
Venezuela, Bolivarian Republic of	0	2	1	0	3
Vietnam	89	42	87	154	362
Western Sahara	0	0	1	0	1
Yemen	0	3	0	3	6
Zambia	0	0	0	1	1
Zimbabwe	3	0	4	3	9

Source: CASES21