

Language diversity in NSW Government schools, 2025

What this report covers

This publication presents an analysis of language diversity in NSW Government schools for 2025, focusing on students from a language background other than English (LBOTE). Drawing on the latest official data, it outlines current levels of linguistic diversity, compares recent trends and highlights key areas of growth or change. The report also discusses methodological updates, such as new language classification systems where applicable, and includes a glossary of terms, regional maps, and summary tables to support clear and accessible interpretation for educators, policymakers, and broader stakeholders.

Data process

In NSW public schools, language background is captured at enrolment, where parents or carers indicate the main language spoken at home by the student and their family. The Centre for Education Statistics and Evaluation (CESE) then validates this information in the first quarter of each year to ensure consistency and accuracy. The validation process involves checking for common data entry errors, applying standardised rules to align responses with national language classifications, and resolving inconsistencies where possible. This process ensures that the LBOTE dataset provides a reliable picture of language diversity across NSW Government schools.

From 2025, validation has also been aligned with the updated Australian Standard Classification of Languages (ASCL), released by the Australian Bureau of Statistics (ABS) in March 2025. The ASCL, which includes over 1,300 individual language classifications, is the recommended national standard for reporting language diversity in administrative datasets. For more information, refer to [ABS' Australian Standard Classification of Languages \(ASCL\)](#).

Language diversity matters because it highlights the rich cultural and linguistic backgrounds of students across NSW public schools and plays a vital role in shaping inclusive, responsive education. Recognising and supporting students and families who speak languages and dialects other than standard Australian English is essential for ensuring engagement and equity in learning outcomes. Schools with linguistically and culturally diverse populations often require specialist resources to provide targeted teaching, learning and wellbeing support to their students. Understanding the language and cultural diversity of students across NSW public schools helps the department plan appropriate targeted support, allocate resources equitably, and promote positive learning and wellbeing outcomes for all students.

It is important to acknowledge that while LBOTE and English as an Additional Language or Dialect (EAL/D) are related concepts, they describe different aspects of student language experience and support needs. LBOTE is a broad demographic category that includes all students who speak a language other than English at home or who have parents/carers who do. In contrast, EAL/D is a needs-based educational category that identifies students who are currently learning English in addition to their first language or dialect and may require additional support to access the curriculum. Not all LBOTE students are EAL/D, as many may be fluent (proficient) in English. Understanding this distinction is important for accurate interpreting of LBOTE and EAL/D data.

Language backgrounds of NSW public school students in 2025

In 2025, 40.0% (312,242) of NSW public school students came from homes where languages other than English were spoken by the student and/or at least one parent or carer.

The proportion of students from a language background other than English (LBOTE) has increased each year over the past decade, rising from 32.3% in 2015 to 40.0% in 2025 – an increase of 7.7 percentage points. Growth in LBOTE enrolments slowed slightly in 2021 and 2022, likely due to reduced immigration during the COVID-19 pandemic. However, increases from 2023 onward have returned to a pattern more consistent with the 5 years prior to 2020. The percentage growth in LBOTE enrolments in 2025 (0.7 percentage points) matched the growth recorded in 2024.

By comparison, the 2021 Australian Bureau of Statistics (ABS) Census showed that 26.4% of the broader NSW population spoke a language other than English at home. This difference highlights the greater linguistic diversity of the school-aged population and reflects key demographic trends – such as the arrival of younger, more culturally diverse families into the NSW public school system.

Of the 224 languages identified in NSW public schools in 2025, 5 distinct language backgrounds account for 61.0% of all LBOTE students. The largest single language background is Arabic, with 40,318 students (12.9% of all LBOTE enrolments). This number is consistent with the previous year, showing a small increase of 28 students from 2024.

The largest overall language group comprises Indo-Aryan and Dravidian languages, accounting for 24.1% (75,187 students) of LBOTE enrolments. These include a diverse set of South Asian languages such as Hindi, Urdu, Bengali, Tamil, Punjabi, Nepali, and Gujarati – each with more than 5,000 students – and Telugu, Malayalam, Sinhalese, Marathi, and Kannada, each with more than 1,000 students. Collectively referred to as Southern Asian languages, these span the Dravidian and Indo-Aryan narrow group classifications within the ABS Australian Standard Classification of Languages (ASCL). The increase from 15.9% in 2015 to 24.1% in 2025 reflects the growing South Asian diaspora in NSW and underscores the importance of culturally responsive engagement with these communities.

Chinese languages are the second-largest language group, making up 15.4% (48,049 students) of LBOTE enrolments. Within this group, Mandarin is the most widely reported language, with 32,367 students (10.4%), followed by Yue (Cantonese) with 13,090 students (4.2%), and other Chinese languages such as Min Nan (Teochew), Hakka, Wu (Shanghainese) and other dialects grouped as 'Chinese languages, not elsewhere classified' (2,592 students, or 0.8%). Students from Chinese language backgrounds are distributed across both metropolitan and regional areas and may have varying levels of English proficiency depending on factors such as age of arrival and home language use. The overall share of Chinese language backgrounds has remained relatively stable over the past decade.

Rounding out the top 5 language groups, Vietnamese accounts for 5.2% and Filipino/Tagalog for 3.5% of LBOTE students in 2025. Together with Arabic, Chinese, and South Asian languages, these groups shape the linguistic landscape of NSW public schools and highlight the importance of inclusive, multilingual engagement across the education system.

Aboriginal and Torres Strait Islander languages

Aboriginal and Torres Strait Islander languages represent a unique and culturally significant category within NSW public schools' language diversity data. In 2025, 2,174 students were identified as having an Aboriginal English language background – a notable increase of 662 students (43.8%) from 1,512 in 2024. In addition, 753 students were recorded as having a background in other Aboriginal and Torres Strait Islander languages, a slight increase from 751 students in the previous year.

These numbers are important not only because they reflect linguistic diversity, but because Aboriginal languages hold deep cultural, historical and community significance. The Department of Education has worked closely with schools in recent years to improve the identification and representation of students with Aboriginal and Torres Strait Islander language backgrounds. As a result, some of the increase in 2025 may reflect improved data quality and greater cultural responsiveness in schools, rather than actual growth in the number of students with these backgrounds.

This category is given special attention because of the Department's commitment to supporting the revitalisation, preservation, and teaching of Aboriginal languages in partnership with Aboriginal communities. Strengthening the visibility and recognition of these language backgrounds in schools plays a vital role in sustaining cultural identity, promoting reconciliation and affirming the linguistic heritage of First Nations students across NSW.

Increasing languages

Aside from the top 5 language backgrounds, 6 languages in 2025 increased by more than 5% and 100 enrolments from 2024. The increases were particularly high for Aboriginal English (43.8%, 662 students), followed by Pashto (16.7%, 162 students), Swahili (16.6%, 120 students), Mongolian (13.2%, 282 students), Dari (9.3%, 456 students) and Persian (excluding Dari) (6.5%, 281 students).

In 2025, some Indo-Aryan and Dravidian language backgrounds experienced notable increases, by over 5% and over 100 enrolments from 2024: Malayalam (increased by 14.6%, 520 students), Sinhalese (10.7%, 211 students) and Nepali (8.6%, 528 students). Other Indo-Aryan and Dravidian languages that experienced an increase of more than 100 students include Urdu (4.9%, 472 students), Bengali (3.9%, 307 students), Telugu (3.2%, 150 students), Punjabi (2.7%, 180 students) and Tamil (2.0%, 139 students).

Mandarin recorded the greatest increase in LBOTE enrolments in 2025, by 826 students or 2.6% from 2024.

Top languages under the updated ABS ASCL classifications

As discussed on page 1, the ABS released updated language classifications in 2025 based on the latest ABS Census of Population and Housing. Table 1 and Figure 2 present NSW public school student LBOTE data using the updated ASCL language family and sub-family groupings. The updated classifications vary significantly from previous versions and as such, cannot be directly compared to previous editions of this publication. In other sections of this fact sheet, languages have been combined for better reporting.

(For example, Indo-Aryan languages from the Indo-European languages family group have been combined with the Dravidian languages family group for the language group 'Indo-Aryan and Dravidian languages').

For more information, refer to [ABS' Australian Standard Classification of Languages \(ASCL\)](#).

Table 1: Top 3 languages and total LBOTE enrolments in NSW public schools by ABS ASCL 2025 language family groupings, March 2025

Language family group		LBOTE enrolments	Percentage LBOTE
Aboriginal and Torres Strait Islander languages	Top 3 languages		
	1. Aboriginal English	2,174	0.7%
	2. Other Aboriginal and Torres Strait Islander languages, not elsewhere classified	157	0.1%
	3. Wiradjuri	137	0.0%
	All other Aboriginal and Torres Strait Islander languages	459	0.1%
	Total	2,927	0.9%
Afro-Asiatic languages	Top 3 languages		
	1. Arabic	40,318	12.9%
	2. Assyrian Neo-Aramaic	3,111	1.0%
	3. Chaldean Neo-Aramaic	1,304	0.4%
	All other Afro-Asiatic languages	2,289	0.7%
	Total	47,022	15.1%
Austro-Asiatic languages	Top 3 languages		
	1. Vietnamese	16,140	5.2%
	2. Khmer	2,826	0.9%
	3. Mon	21	0.0%
	Total	18,987	6.1%

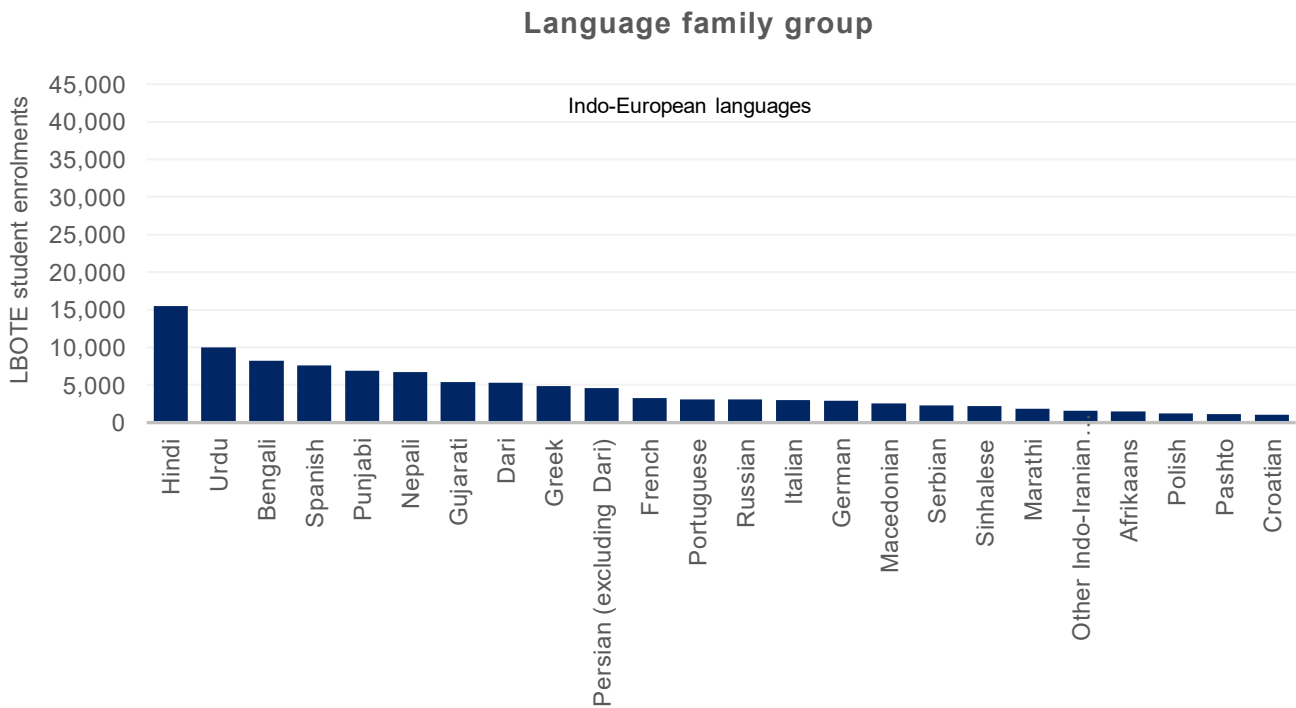
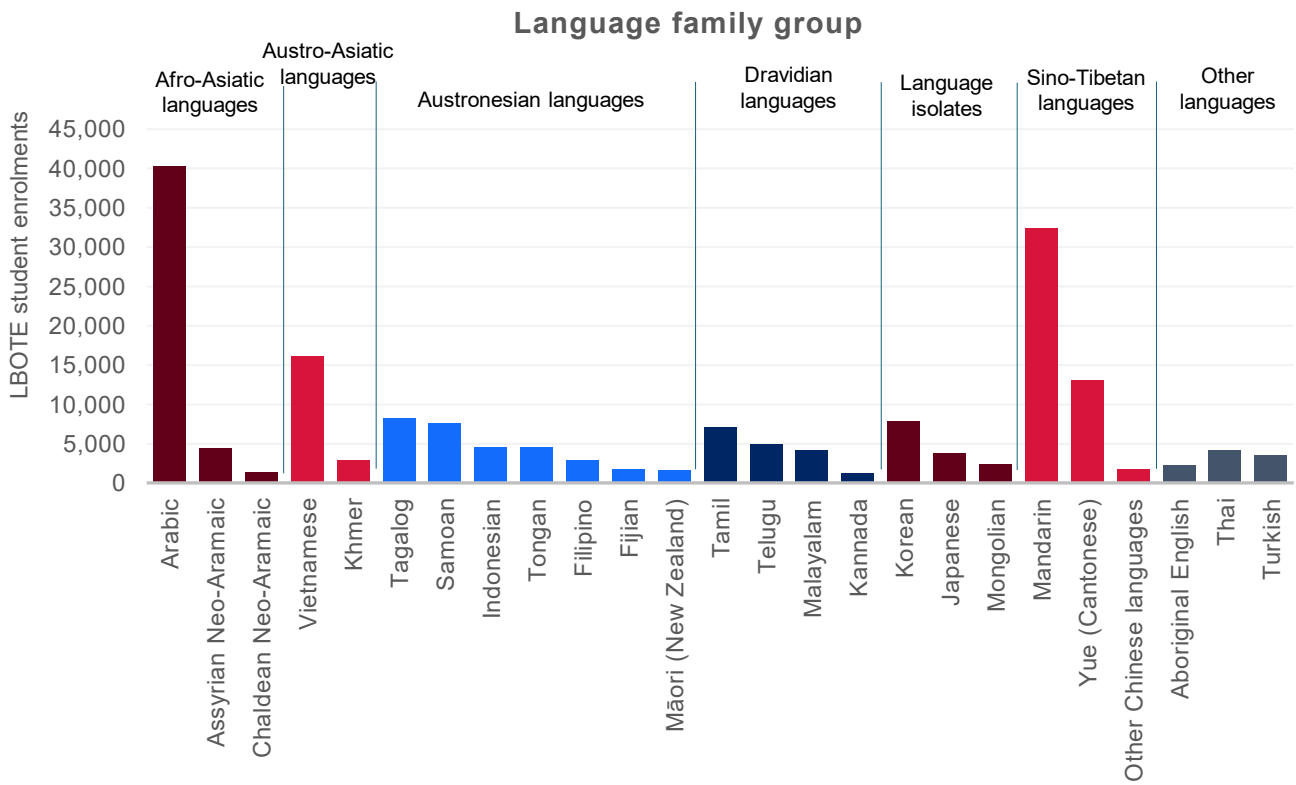
Language family group		LBOTE enrolments	Percentage LBOTE
Austronesian languages	Top 3 languages		
	1. Tagalog	8,188	2.6%
	2. Samoan	7,617	2.4%
	3. Indonesian	4,525	1.4%
	All other Austronesian languages	13,675	4.4%
	Total	34,005	10.9%
Creoles and Pidgins	Top 3 languages		
	1. Krio	354	0.1%
	2. Pidgin	148	0.0%
	3. Other Creoles, not elsewhere classified	125	0.0%
	All other Creoles and Pidgins	247	0.1%
	Total	874	0.3%
Dravidian languages	Top 3 languages		
	1. Tamil	7,096	2.3%
	2. Telugu	4,895	1.6%
	3. Malayalam	4,073	1.3%
	All other Dravidian languages	1,251	0.4%
	Total	17,315	5.5%
Hmong-Mien languages	Hmong	28	0.0%
	Total	28	0.0%
Indo-European languages	Top 3 languages		
	1. Hindi	15,464	5.0%
	2. Urdu	10,043	3.2%
	3. Bengali	8,196	2.6%
	All other Indo-European languages	80,293	25.7%
	Total	113,996	36.5%
Kra-Dai languages	Top 2 languages		
	1. Thai	4,127	1.3%

Language family group		LBOTE enrolments	Percentage LBOTE
	2. Lao	748	0.2%
	Other Kra-Dai languages, not elsewhere classified	48	0.0%
	Total	4,923	1.6%
Language isolates	Top 3 languages		
	1. Korean	7,870	2.5%
	2. Japanese	3,769	1.2%
	3. Mongolian	2,415	0.8%
	All other language isolates	17	0.0%
	Total	14,071	4.5%
Niger-Congo languages	Top 3 languages		
	1. Swahili	842	0.3%
	2. Other Niger Congo languages, not elsewhere classified	502	0.2%
	3. Shona	355	0.1%
	All other Niger-Congo languages	1,243	0.4%
	Total	2,942	0.9%
Nilo-Saharan languages	Top 3 languages		
	1. Dinka	344	0.1%
	2. Acholi	24	0.0%
	3. Luo	18	0.0%
	All other Nilo-Saharan languages	14	0.0%
	Total	400	0.1%
Other languages	Top 3 languages		
	1. Auslan	567	0.2%
	2. Other languages, not elsewhere classified	85	0.0%
	3. Sign languages, not elsewhere classified	65	0.0%
	All other Other languages	27	0.0%
	Total	744	0.2%

Language family group		LBOTE enrolments	Percentage LBOTE
Sino-Tibetan languages	Top 3 languages		
	1. Mandarin	32,367	10.4%
	2. Yue (Cantonese)	13,090	4.2%
	3. Chinese languages, not elsewhere classified	1,707	0.5%
	All other Sino-Tibetan languages	2,277	0.7%
	Total	49,441	15.8%
Turkic languages	Top 3 languages		
	1. Turkish	3,518	1.1%
	2. Uyghur	89	0.0%
	3. Other Turkic languages, not elsewhere classified	85	0.0%
	All other Turkic languages	105	0.0%
	Total	3,797	1.2%
Uralic languages	Top 3 languages		
	1. Hungarian	441	0.1%
	2. Finnish	239	0.1%
	3. Estonian	89	0.0%
	All other Uralic languages	1	0.0%
	Total	770	0.2%
NSW total		312,242	100.0%

Note: Language family groups contain many different languages, only the top 3 individual languages from each are presented. For instance, 'Indo-European languages' includes many more languages. Please refer to Figure 2 for those with over 1,000 LBOTE enrolments.

Figure 2: Language backgrounds by ABS ASCL language family group in NSW public schools – languages with over 1,000 LBOTE enrolments, March 2025



Note: The 'Other languages' category contains languages from different ASCL language family groups where only one language had more than 1,000 LBOTE enrolments.

Trends in language backgrounds other than English, 2015 to 2025

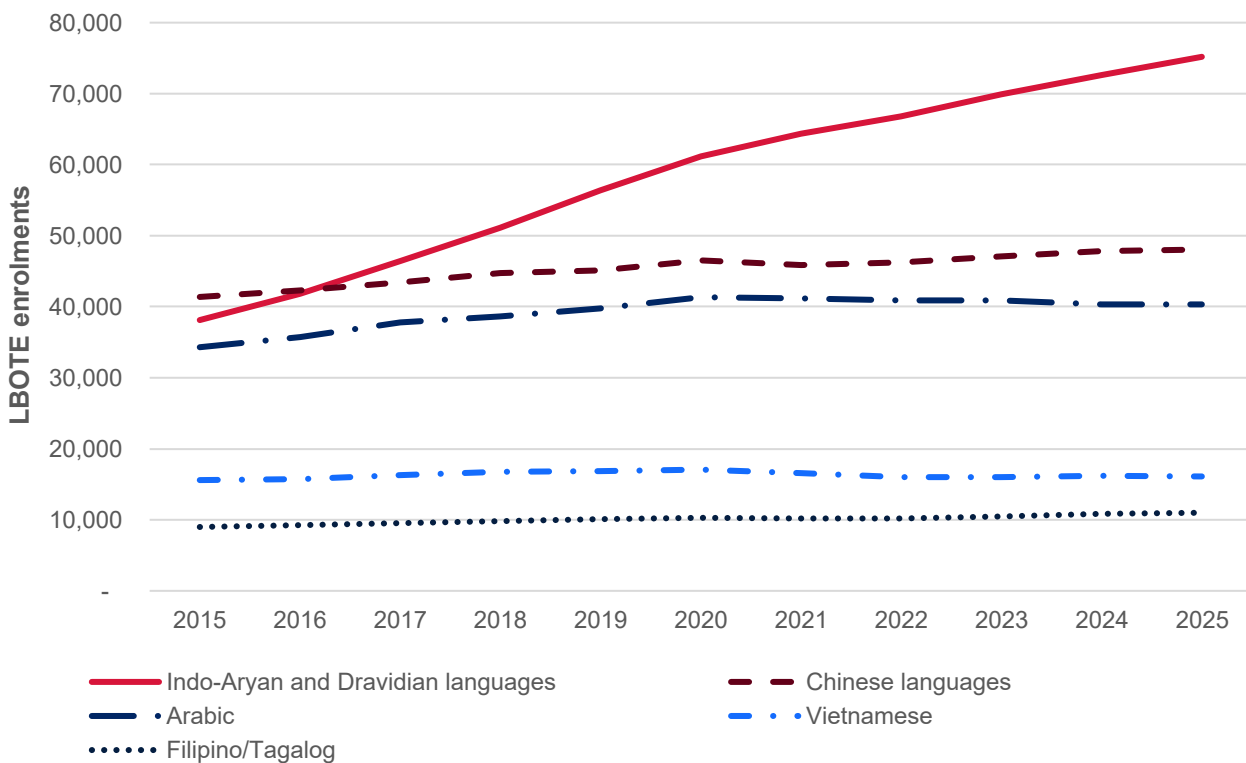
At the time of the 2021 ABS census, 26 language backgrounds each accounted for more than 1%, collectively representing 80.3% of all language backgrounds other than English across NSW.

In March 2025, NSW public school students came from 25 language backgrounds, each accounting for more than 1.0% (or approximately 3,500 students) of the student population. These languages represent 76.0% of all students from language backgrounds other than English. There were 49 languages which had more than 1,000 students identified as their language background.

From 2015 to 2025, enrolment of students from Indo-Aryan and Dravidian language backgrounds grew by 37,063 students (97.2%). Among the other 5 largest language backgrounds, enrolments of students from Chinese language backgrounds increased by 6,670 students (16.1%), Arabic increased by 6,016 students (17.5%), Filipino/Tagalog increased by 2,005 students (22.3%) and Vietnamese increased by 547 students (3.5%) during the same period.

Students from Aboriginal English language background has steadily increased over the past 10 years, rising by 1,566 students (257.6%) from 608 in 2015 to 2,174 in 2025. This growth can likely be attributed to system-wide efforts to raise awareness of Aboriginal English as an additional dialect and hence, improvements in the accuracy of student data recording across NSW public schools. These improvements have been made possible through the guidance and contributions of NSW AECG, Aboriginal communities, language custodians and Elders who continue to share their knowledge and support culturally respectful data practices.

Figure 3: The 5 largest language backgrounds other than English, 2015 to 2025



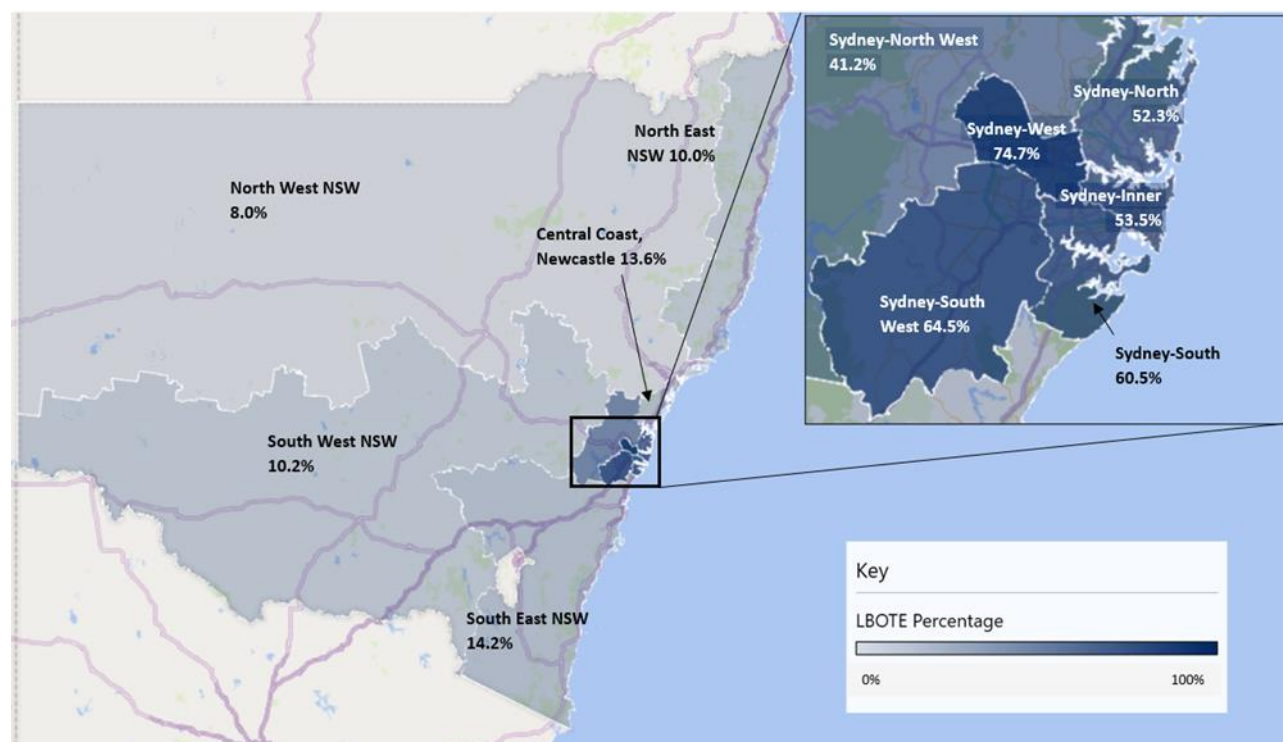
Geographic distribution of LBOTE enrolments in NSW public schools

Map 1 and Table 2 below show the concentration of students from language backgrounds other than English across NSW, using a geographical structure based on the Australian Statistical Geography Standard (ASGS) 2021. The ASGS is maintained by the ABS and is widely used as it allows comparison of statistical data. ASGS Statistical Area Level 4 (SA4) boundaries in NSW have been combined by the NSW Department of Education into 11 groups for reporting and publication of department data.

There were greater concentrations of LBOTE enrolments in the Sydney metropolitan area than in other parts of NSW. Across all Sydney schools, 59.2% of the students were from language backgrounds other than English, compared with 11.4% of enrolments in regional NSW.

Details of the SA4 groupings are included in the notes at the end of the fact sheet.

Map 1: LBOTE percentage by SA4 groupings, March 2025



At 74.7%, Sydney-West remained the area with the largest percentage of students from a language background other than English. The areas with the next largest percentages of LBOTE enrolments were Sydney-South West (64.5%) and Sydney-South (60.5%). South East NSW had the highest percentage of LBOTE enrolments (14.2%) in Regional NSW. The area with the lowest percentage of LBOTE enrolments across NSW was North West NSW with 8.0%.

Table 2: LBOTE enrolments by Statistical Area Level 4 (SA4) and education level, March 2025

SA4 group	Primary total	Secondary total	All enrolments	Percentage LBOTE
Sydney-Inner	14,939	13,663	28,807	53.5%
Sydney-North	25,709	17,897	43,831	52.3%
Sydney-South	24,690	18,754	43,918	60.5%
Sydney-South West	33,309	26,348	60,115	64.5%
Sydney-West	44,965	26,534	72,043	74.7%
Sydney-North West	16,598	10,869	27,621	41.2%
Sydney total	160,210	114,065	276,335	59.2%
North East NSW	3,461	2,069	5,536	10.0%
North West NSW	3,072	1,912	5,010	8.0%
South West NSW	3,084	1,882	5,043	10.2%
South East NSW	6,065	3,767	9,906	14.2%
Central Coast, Newcastle	5,952	4,399	10,412	13.6%
Regional total	21,634	14,029	35,907	11.4%
NSW total	181,844	128,094	312,242	40.0%

Note: 'All enrolments' is greater than the total of the primary and secondary columns, as it includes ungraded students.

Table 3 provides LBOTE enrolment data for students in regional, rural and remote (RRR) areas. These areas comprise of the following ASGS remoteness regions: Inner Regional, Outer Regional, Remote and Very Remote.

Between 2020 and 2025, LBOTE student enrolments in RRR areas increased by 2,454 (16.4%) from 14,970 in 2020 to 17,424 in 2025. The proportion of LBOTE enrolments also increased, by 2.0 percentage points from 7.4% in 2020 to 9.4% in 2025. This trend was experienced across primary and secondary student cohorts. Primary LBOTE enrolments increased by 1,560 students (16.5%) from 9,432 in 2020 to 10,992 in 2025, while secondary enrolments increased by 863 students (15.8%) from 5,452 in 2020 to 6,315 in 2025. These figures highlight the growing cultural and linguistic diversity within regional, rural and remote school communities across NSW public schools.

Table 3: LBOTE enrolments and percentage for regional, rural and remote (RRR) students, 2020 to 2025

Educational level	2020	2021	2022	2023	2024	2025
LBOTE primary total	9,432	9,582	9,610	9,734	10,062	10,992
LBOTE secondary total	5,452	5,438	5,388	5,490	5,804	6,315
All LBOTE RRR enrolments	14,970	15,099	15,089	15,314	15,971	17,424
LBOTE RRR percentage	7.4%	7.6%	7.7%	8.0%	8.5%	9.4%

Note: 'All RRR enrolments' is greater than the total of the primary and secondary columns, as it includes ungraded students.

Language backgrounds of new arrival students in NSW public schools

Languages spoken by 'new arrival' students are counted on a different basis than students from a language background other than English. The count in Table 4 represents the main languages spoken by new arrival students, while the LBOTE count includes students who speak another language and/or those with a parent/carer who speaks another language.

New arrivals data is collected through the New Arrivals Program automation tool, supplemented by additional enrolment data from Intensive English Centres (IECs) and the Intensive English High School (IEHS). At the time of producing this 2025 languages diversity fact sheet, data on new arrival students for 2025 was not yet available. Therefore, Table 4 presents data on new arrival students for 2024.

The total number of new arrival students in 2024 was 8,042 and they spoke 139 different languages. Arabic was the most common single language, accounting for 12.7% of these students. Additionally, 20.3% of new arrival students spoke an Indo-Aryan and Dravidian language, and 17.5% spoke a Chinese language.

Table 4: Main languages spoken by new arrival students, 2024

Language	New arrival students	Percentage of new arrival students
Indo-Aryan and Dravidian languages	1,633	20.3%
Hindi	271	3.4%
Urdu	261	3.2%
Tamil	198	2.5%
Malayalam	142	1.8%
Nepali	142	1.8%
Sinhalese	124	1.5%
Telugu	118	1.5%
Bengali	105	1.3%
Other Indo-Aryan and Dravidian languages	272	3.4%
Chinese languages	1,406	17.5%
Mandarin	1,156	14.4%
Yue (Cantonese)	172	2.1%
Other Chinese languages	78	1.0%
Arabic	1,025	12.7%
Dari	548	6.8%
Vietnamese	447	5.6%
Mongolian	396	4.9%
Filipino/Tagalog	258	3.2%
Persian (excluding Dari)	204	2.5%
Kurdish	166	2.1%
Korean	163	2.0%
Spanish	143	1.8%
Pashto	129	1.6%
Portuguese	105	1.3%
Japanese	103	1.3%
Other languages	1,316	16.4%
NSW total	8,042	100.0%

Notes:

- From 2023, new arrivals data is collected through the New Arrivals Program automation tool, supplemented by additional enrolment data from Intensive English Centres (IECs) and the Intensive English High School (IEHS). Complete data is not available until the following year.

- New arrivals are defined as students who are enrolling in an Australian school for the first time, within 6 months of arriving in Australia (18 months for Kindergarten), speak a language other than English as their first language, have been identified at the Beginning or Emerging phase of English language proficiency using the ACARA EAL/D Learning Progression, and are in need of intensive EAL/D support.
- 'Kurdish' is no longer listed as a separate language in the updated ABS ASCL 2025 classifications. However, it was included at the time this data was collected.

Further information

Definitions

Language background other than English (LBOTE)

A student is considered to have a language background other than English if the student, their parent(s) or other primary caregiver(s) use(s) a language other than English at home. For example, a student who only speaks English, but whose parent or primary caregiver speaks another language, will be included in the collection.

For students who speak multiple languages at home, priority is given first to the primary language spoken by the student, and then the language spoken by caregivers. On the enrolment form and in the department's enrolment and registration number (ERN) system, the primary language is recorded for parent 1, then the language for parent 2 (in that order). Students from a language background other than English may come from different countries within the same language background; have varying levels of literacy in their first language; can be multilingual; may speak English as a first language fluently or with varying levels of proficiency; have differing prior schooling experiences; and represent various socioeconomic and family circumstances.

A student's country of origin cannot be inferred by their language background, as country of origin is where the student was born, while language background refers to the language spoken by the student and/or their families. French, for example, is the official language of approximately 30 countries, and is also spoken by citizens and migrants in many others, including Australia.

English as an additional language or dialect (EAL/D) learners

EAL/D learners are acquiring English as a second or additional language or dialect as well as developing literacy skills in English. They are a subset of the broader population of students who come from language backgrounds other than English (LBOTE). LBOTE reflects language background (for example, Arabic, Hindi), while EAL/D phases identify English language proficiency.

Aboriginal English

Aboriginal English is the name given to dialects of English spoken by many Aboriginal peoples across Australia. Aboriginal English differs from other dialects of English in linguistic structure (sentence formation and word meanings) and cultural usage.

Note: The Australian Curriculum Assessment and Reporting Authority (ACARA), through the addition of the 'D' in EAL/D, has intentionally included students who speak a variety of Aboriginal English as their first language, and who do not yet have full proficiency in Standard Australian English, as part of the cohort that requires targeted classroom support.

Explanatory notes

The census of students from language backgrounds other than English (LBOTE) was conducted on 7 March 2025 in all NSW public schools, including preschools, Intensive English Centres and distance education schools. Please note however that preschool students are not included in this fact sheet.

Intensive English Centres (IECs) and the Intensive English High School (IEHS) provide intensive English tuition to newly arrived, high school aged students. Distance education schools provide schooling for students who are unable to access a local government school.

Since 1996, information on LBOTE enrolments has been collected in the first half of the school year. Until 2012, comparative enrolment information for all students was extracted from the School Entitlement System (February enrolment data) and this was the basis of the LBOTE proportion previously published in 'Schools: Language diversity in NSW, 2012'. From 2013, comparative enrolment information for all students is extracted from the enrolment and registration number (ERN) system in March, at the time the LBOTE data is collected.

1. Australian Standard Classification of Languages (ASCL)

Please note: In March 2025, the Australian Bureau of Statistics (ABS) released an updated Australian Standard Classification of Languages (ASCL) to reflect the diversity of languages spoken in Australian homes. The ASCL is used to classify data from the ABS Census of Population and Housing and is also recommended for use in administrative data collections where data on language is collected. As a result, 2025 languages and language group data may not be directly comparable to previous publications due to classification changes.

For more information on languages, refer to Australian Standard Classification of Languages, Australian Bureau of Statistics (1267.0 ASCL catalogue).

2. Combined language groups

For reporting purposes, some individual languages have been combined into language groups.

'Indo-Aryan and Dravidian languages' in 2025 includes: Hindi (ASCL 13161217), Urdu (ASCL 13161232), Bengali (ASCL 13161212), Punjabi (ASCL 13161225), Gujarati (ASCL 13161215), Nepali (ASCL 13161223), Sinhalese (ASCL 13161231), Marathi (ASCL 13161222), Konkani (ASCL 13161221), Rohingya (ASCL 13161226), Fiji Hindi (ASCL 13161214), Sindhi (ASCL 13161228), Oriya (ASCL 13161224), Assamese (ASCL 13161211), Kashmiri (ASCL 13161218), Dhivehi (ASCL 13161213), Tamil (ASCL 21111113), Malayalam (ASCL 21111112), Kannada (ASCL 21111111), Tulu (ASCL 21111114), Telugu (ASCL 21999911) and Other Dravidian languages, not elsewhere classified (21999999).

'Chinese languages' in 2025 includes: Mandarin (ASCL 23111112), Yue (Cantonese) (ASCL 23111115), Min Nan (Teochew) (ASCL 23111113), Hakka (ASCL 23111111), Wu (Shanghainese) (ASCL 23111114) and Chinese languages, not elsewhere classified (23111199).

'Filipino/Tagalog' includes Filipino (ASCL 27111114) and Tagalog (ASCL 27111115).

'Other languages' groups are those languages with fewer than 1,000 total LBOTE enrolments in 2025 or 100 new arrival students in 2024.

3. Statistical Area Level 4 groupings

Data is presented using a geographical structure based on the ABS Australian Statistical Geography Standard (ASGS) 2021. ASGS Statistical Area 4 (SA4) have been combined into 11 groups for reporting and publication of department data.

Name of SA4 groupings	SA4 name
Sydney-North	Sydney - North Sydney and Hornsby, Sydney - Northern Beaches, Sydney - Ryde
Sydney-Inner	Sydney - City and Inner South, Sydney - Eastern Suburbs, Sydney - Inner West
Sydney-South	Sydney - Inner South West, Sydney - Sutherland
Sydney-South West	Sydney - Outer South West, Sydney - South West
Sydney-West	Sydney - Blacktown, Sydney - Parramatta
Sydney-North West	Sydney - Baulkham Hills and Hawkesbury, Sydney - Outer West and Blue Mountains
North East NSW	Coffs Harbour - Grafton, Mid North Coast, Richmond - Tweed
North West NSW	Far West and Orana, Hunter Valley exc Newcastle, New England and North West
South West NSW	Central West, Murray, Riverina
South East NSW	Capital Region, Illawarra, Southern Highlands and Shoalhaven
Central Coast, Newcastle	Central Coast, Newcastle and Lake Macquarie

4. Regional, Rural and remote (RRR)

The ASGS Index is a classification that recognises the social geography of people and communities across Australia. This fact sheet defines Regional, Rural and Remote (RRR) students as those attending schools located in inner regional, outer regional, remote, and very remote NSW.