

Schools: English as an additional language or dialect (EAL/D) learners, 2015 to 2019

Centre for Education Statistics and Evaluation



Centre for Education Statistics and Evaluation

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Centre for Education Statistics and Evaluation, June 2021, Sydney, NSW

Please cite this publication as:

Centre for Education Statistics and Evaluation (2021), **Schools: English as an additional language or dialect (EAL/D) learners, 2015 to 2019**, NSW Department of Education, education.nsw.gov.au/cese

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We acknowledge the homelands of all Aboriginal people and pay our respect to Country.

Table of contents

1: Introduction	6
1.1 EAL/D students	6
2: EAL/D student population	7
2.1 The EAL/D student population is growing	8
2.2 EAL/D students' phases of English language development	9
3: Level of schooling of EAL/D students	11
3.1 Changes in EAL/D enrolments by level of schooling	11
3.2 Phases of English language development by level of schooling	12
4: Where are EAL/D students located in NSW?	13
4.1 Changes in EAL/D enrolments by location	16
5: Refugee EAL/D students	18
5.1 Language backgrounds of refugee EAL/D students	19
5.2 Changes in country of birth of refugee EAL/D students over time	21
5.3 Refugee EAL/D students' phase of English language development by level of schooling	22
5.4 Distribution of refugee EAL/D students across NSW	24
6: Language background of EAL/D students	25
6.1 Change in main language spoken by EAL/D students	27
Appendix 1: Definitions	31
Appendix 2: Explanatory notes	33
References	35

List of figures

Figure 1 Language backgrounds other than English (LBOTE) and English as an additional language or dialect (EAL/D) students in NSW Government schools, June 2019	7
Figure 2 EAL/D students' English language development phase, June 2019	9
Figure 3 Changes in primary and secondary EAL/D enrolments, 2015-2019	11
Figure 4 NSW Government students' English language development phases across primary and secondary cohorts, June 2019	12
Figure 5 Distribution of government EAL/D students across NSW, June 2019	13
Figure 6 Distribution of EAL/D students in the Sydney metropolitan area, June 2019	14
Figure 7 Sydney metropolitan: EAL/D enrolments by level of schooling and Statistical Area 4 groupings, 2015-2019	17
Figure 8 Outside Sydney: EAL/D enrolments by level of schooling and Statistical Area 4 Groupings, 2015-2019	17
Figure 9 Refugee and non-refugee students by level of schooling (excluding SSPs), June 2019	18
Figure 10 Top seven main languages spoken by refugee EAL/D students between 2015 and 2019	20
Figure 11 Change in refugee EAL/D enrolments for students born in Iraq and Syria between 2015 and 2019	21
Figure 12 Refugee and non-refugee EAL/D students' phases by level of schooling, June 2019	22
Figure 13 Refugee EAL/D enrolments by Statistical Area 4 groupings, June 2019	24
Figure 14 Top 25 main languages spoken by EAL/D students, June 2019	26
Figure 15 Change in EAL/D enrolments across the top 10 language backgrounds of EAL/D students, 2015-2019	27
Figure 16 EAL/D enrolments by Statistical Area 4 groupings, June 2019	30

List of tables

Table 1	
Number and proportion of NSW Government school students by LBOTE and EAL/D status, 2015-2019	8
Table 2	
Number and proportion of EAL/D students in each phase, 2015-2019	10
Table 3a	
Number and proportion of EAL/D students in Sydney metropolitan areas by SA4 grouping, 2019	15
Table 3b	
Number and proportion of EAL/D students outside Sydney by SA4 grouping, 2019	16
Table 4	
Top 10 main languages spoken by refugee EAL/D students, June 2019	19
Table 5	
Number and proportion of EAL/D students in each phase by refugee status, 2015-2019	23
Table 6	
Enrolments by top 25 main languages of EAL/D students by Statistical Area 4 groupings, June 2019	28
Table 7	
Phases of English language proficiency as described in ACARA's EAL/D Learning Progression	31
Table 8	
Statistical Area 4 groupings	34

1: Introduction

Each year, the Centre for Education Statistics and Evaluation (CESE) and Multicultural Education collect information on the number of students needing support to learn English as an additional language or dialect (EAL/D) within NSW Government schools. The EAL/D survey is an annual census administered to NSW Government schools at the beginning of June each year and collects teacher judgements of a student's level of English language proficiency using the ACARA EAL/D Learning Progression¹. Data collected is used at the system level to support resource allocation and for schools to monitor EAL/D student progress in English language proficiency. EAL/D phase information is also used by teachers to inform their classroom practice, with many specialist teachers also using ESL scales² for diagnostic and teaching purposes.

This inaugural bulletin describes the diversity of EAL/D students who were enrolled in NSW Government schools, using the EAL/D census data from 2015 to 2019.

1.1 EAL/D students

EAL/D students are learning English as an additional language or dialect. They speak one or more languages other than English at home.

EAL/D students represent a sizable proportion of learners in NSW Government schools (approximately one in four students), and are a subset of the broader population of students who come from language backgrounds other than English (LBOTE³). EAL/D students may be born in Australia or overseas.

Studies show these students require support for an extended period of time. It can take students five to seven years to develop academic English to the level of a native speaker, and for students with disrupted or limited prior schooling (for example, refugee students), this can take up to ten years⁴.

Resources are distributed to schools based on the number of students in each of four developmental phases of students' teacher-reported English language proficiency (Beginning, Emerging, Developing and Consolidating)⁵. These resources include teaching positions for specialist classroom teachers and/or flexible funding. Approximately \$133.1m in funding to support EAL/D students to acquire English language proficiency was distributed in 2019. Additional funding was provided to 12 Intensive English Centres (IEC) which supported initial English language instruction for secondary students prior to attending a mainstream high school⁶. The department also funds a New Arrivals Program (NAP) to provide initial, on-arrival intensive English tuition for newly arrived students at the Beginning and Emerging levels of English language proficiency.

1 For more information on EAL/D Learning Progressions as well as the EAL/D census, refer to the NSW Department of Education publication 'EAL/D advice for schools' (policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf) or the ACARA EAL/D Learning Progression (docs.acara.edu.au/resources/EAL_D_Learning_Progression_Foundation_to_Year_10_09052014_file_2.pdf).

2 ESL scales are an alternative learning progression used to inform EAL/D assessment, planning, and teaching. They provide more detailed description of EAL/D development than the EAL/D learning progression.

3 For more information on LBOTE students, refer to the NSW Department of Education publication 'Schools: Language diversity in NSW, 2019'.

4 Cummins, 1996; Thomas & Collier 2002, 1997.

5 For more information on EAL/D Learning Progressions as well as the EAL/D census, refer to the NSW Department of Education publication 'EAL/D advice for schools' (policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf) or the ACARA EAL/D Learning Progression (docs.acara.edu.au/resources/EAL_D_Learning_Progression_Foundation_to_Year_10_09052014_file_2.pdf).

6 For more information on EAL/D support, refer to the NSW Department of Education publication 'EAL/D advice for schools'.

| 2: EAL/D student population

In June 2019 there were 190,889 students requiring support for EAL/D, enrolled across 2,210 NSW Government schools. EAL/D students represented 23.7% of all NSW Government students (Figure 1), and accounted for nearly two-thirds of the broader population of students who come from language backgrounds other than English (LBOTE).

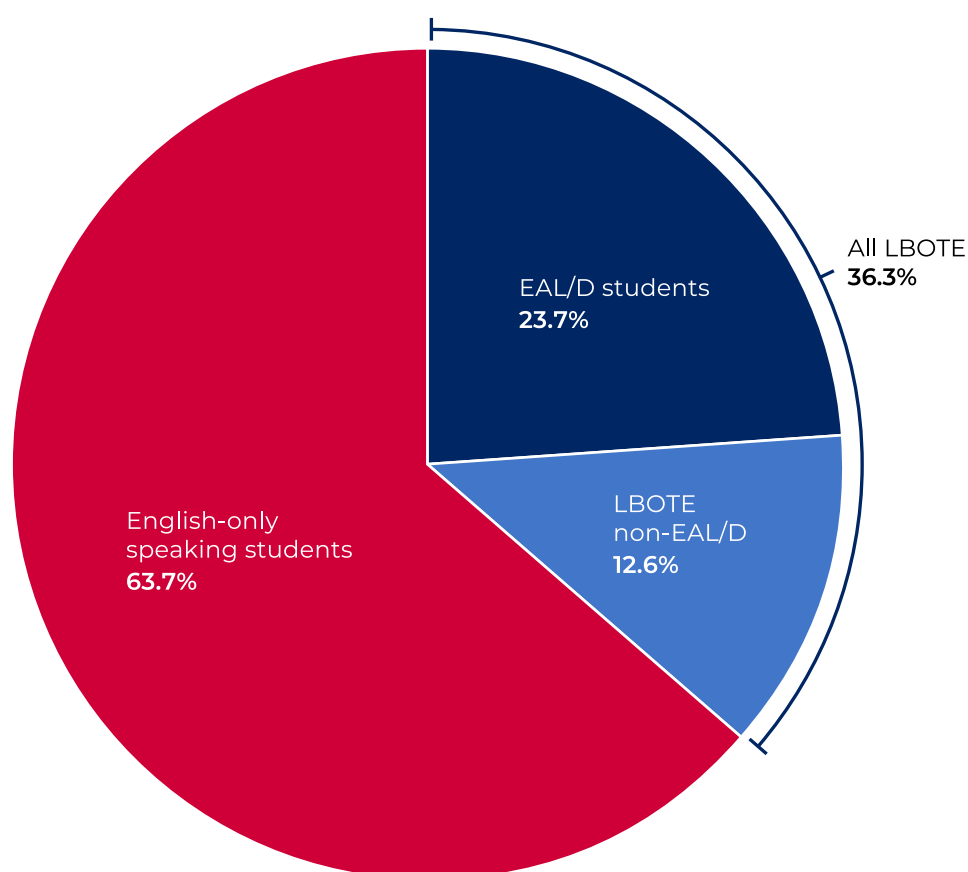
Of the EAL/D cohort:

- 70.8% were Australian citizens
- 17.8% were permanent residents
- 8.5% were temporary visa holders, and
- 2.9% were NZ citizens.

The 2019 EAL/D cohort also included 10,140 students (5.3%) from refugee backgrounds.

| **Figure 1**

Language backgrounds other than English (LBOTE) and English as an additional language or dialect (EAL/D) students in NSW Government schools, June 2019



2.1 The EAL/D student population is growing

The EAL/D student population in NSW Government schools is growing, and it is growing at a faster rate than the general student population (Table 1). Between 2015 and 2019 EAL/D enrolments have increased by 33,728 (or 21.5%) from 157,161 students in 2015 to 190,889 students in 2019. In the same period, EAL/D enrolments as a proportion of the total student population increased by 3.4 percentage points, from 20.3% in 2015 to 23.7% in 2019.

Table 1

Number and proportion of NSW Government school students by LBOTE and EAL/D status, 2015-2019

Year	English-only		LBOTE non-EAL/D		EAL/D		Total students
	Students	% of total	Students	% of total	Students	% of total	
2015	520,597	67.4%	95,036	12.3%	157,161	20.3%	772,794
2016	519,829	66.5%	93,748	12.0%	167,853	21.5%	781,430
2017	518,736	65.5%	97,838	12.4%	175,189	22.1%	791,763
2018	515,683	64.6%	101,642	12.7%	181,452	22.7%	798,777
2019	513,702	63.7%	101,670	12.6%	190,889	23.7%	806,261

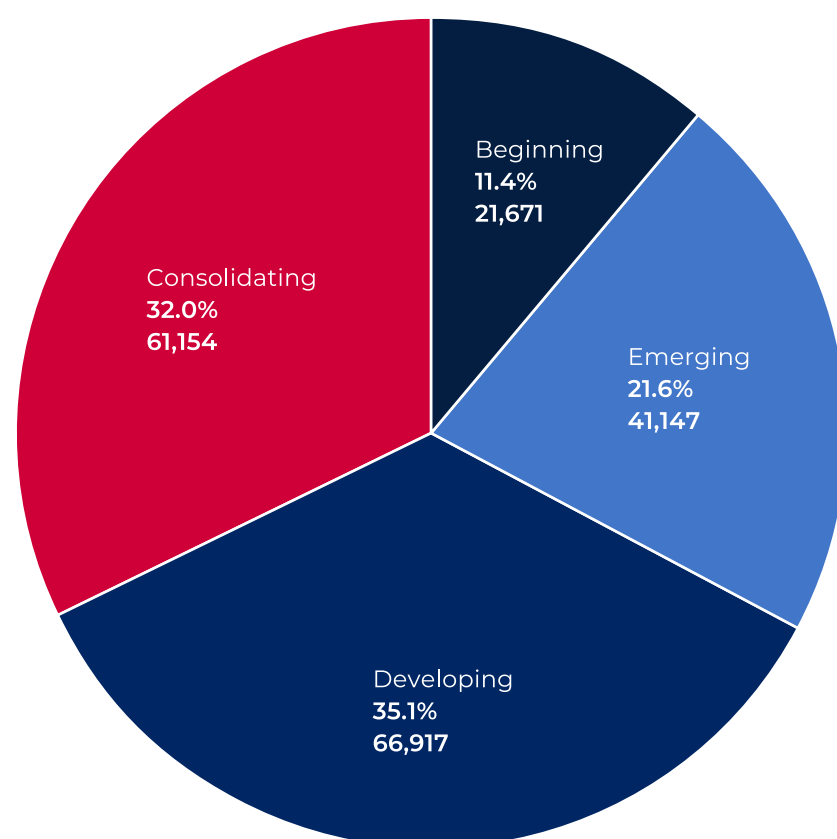
Note. Enrolments in this table are as at June each year.

2.2 EAL/D students' phases of English language development

EAL/D students are assessed by their teachers as having English language proficiency in one of four phases – Beginning, Emerging, Developing or Consolidating (for an overview of these phases, refer to Appendix 2). Figure 2 presents the distribution of phases within the EAL/D population in 2019.

Figure 2

EAL/D students' English language development phase, June 2019



The proportion of EAL/D students in each English language development phase in June 2019 was similar to previous years (Table 2). Over the last five years, roughly one in ten EAL/D students were in the Beginning phase, one in five in the Emerging phase and one in three in the Developing and Consolidating phases respectively.

However, this pattern is quite different for sub-groups of EAL/D students. For example, the proportion of students in the Beginning phase of English language development is higher for refugee students than non-refugee students (refer to the 'Refugee' section).

| Table 2

Number and proportion of EAL/D students in each phase, 2015-2019

Year	Beginning		Emerging		Developing		Consolidating		Total students
	Students	% EAL/D	Students	% EAL/D	Students	% EAL/D	Students	% EAL/D	
2015	15,432	9.8%	35,306	22.5%	57,833	36.8%	48,590	30.9%	157,161
2016	18,375	10.9%	34,871	20.8%	63,655	37.9%	50,952	30.4%	167,853
2017	20,451	11.7%	36,024	20.6%	63,716	36.4%	54,998	31.4%	175,189
2018	20,928	11.5%	38,549	21.2%	65,026	35.8%	56,949	31.4%	181,452
2019	21,671	11.4%	41,147	21.6%	66,917	35.1%	61,154	32.0%	190,889

3: Level of schooling of EAL/D students

Over three quarters of NSW Government EAL/D students were primary students (146,345 students) and almost one quarter were secondary students (43,426)⁷. Given primary students represent approximately 60% of the total student population in NSW Government schools, this means EAL/D students are over represented in primary schools.

The relatively higher proportion of EAL/D students in primary schools is likely reflective of those Australian born EAL/D students who require support to acquire English proficiency during primary schooling but no longer require EAL/D support during their secondary education.

3.1 Changes in EAL/D enrolments by level of schooling

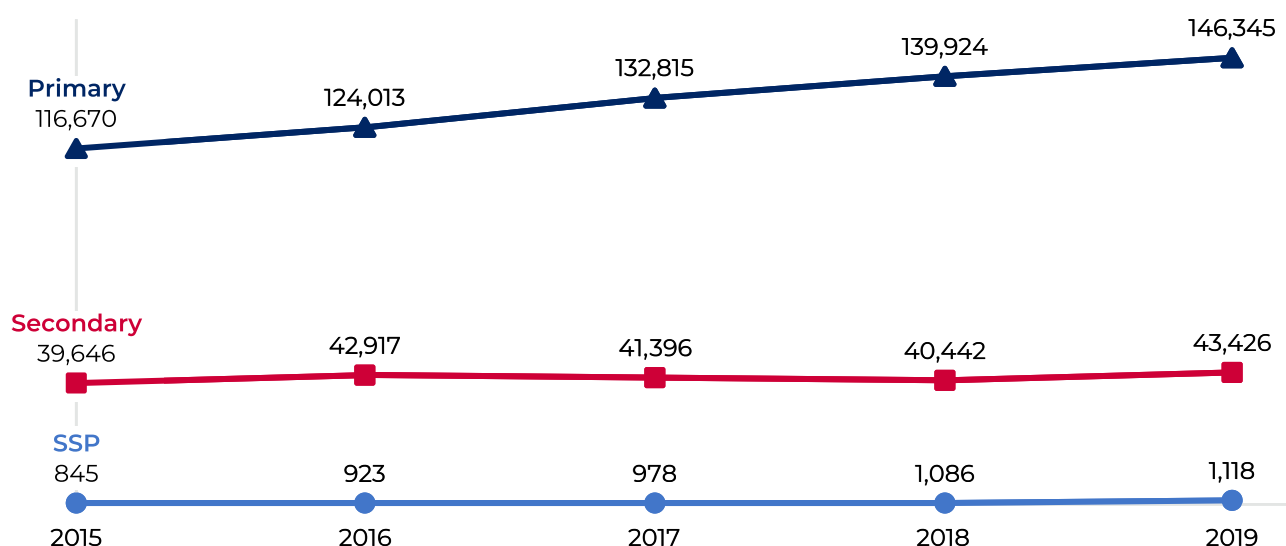
Analysis of the number of EAL/D enrolments by level of schooling over time (Figure 3) shows that:

- primary EAL/D enrolments have increased substantially over time, growing by 29,675 or 25% between 2015 and 2019, and
- secondary EAL/D enrolments remained relatively stable between 2015 and 2019, with some fluctuation year-on-year.

Although the numbers are small, the increase of 273 EAL/D enrolments in schools for specific purposes (SSP) between 2015 and 2019 represents a 30% increase.

Figure 3

Changes in primary and secondary EAL/D enrolments, 2015-2019



⁷ Note, students in schools for specific purposes excluded from count.

3.2 Phases of English language development by level of schooling

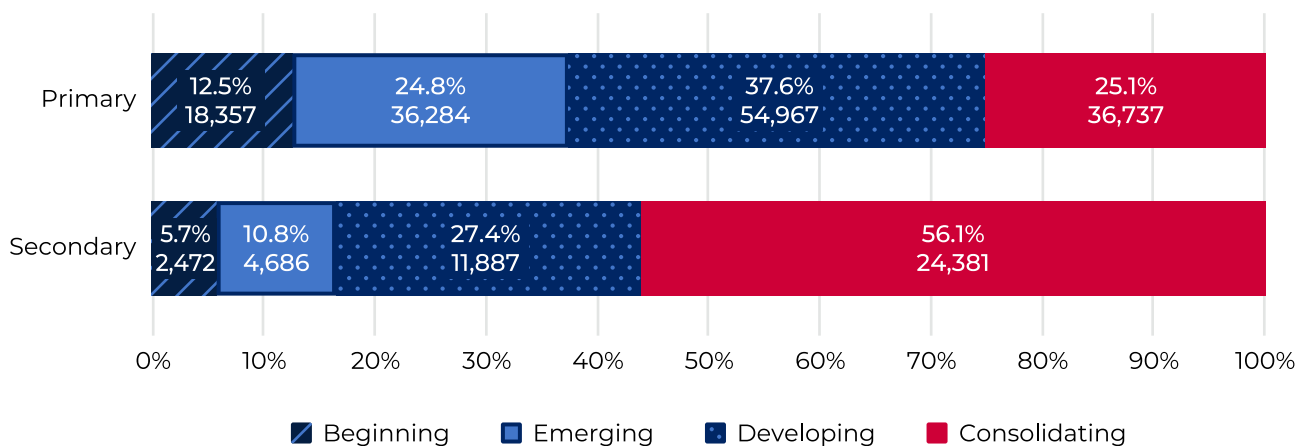
The proportion of students in each of the EAL/D phases also differed between primary and secondary cohorts. In June 2019, the most common phase for primary students was the Developing phase with over a third of primary EAL/D students in this phase (Figure 4). One quarter were in each of the Emerging and Consolidating phases, and a little over one in ten EAL/D primary aged students were in the Beginning phase.

By contrast, over half of secondary EAL/D students were in the Consolidating phase, reflecting increasing levels of proficiency as students progress over their schooling careers.

For SSP students, the percentage of students at the Beginning phase of English language development was much higher at 75.3%, with 15.8% in the Emerging phase, 5.6% in the Developing phase, and 3.2% in the Consolidating phase.

Figure 4

NSW Government students' English language development phases across primary and secondary cohorts, June 2019



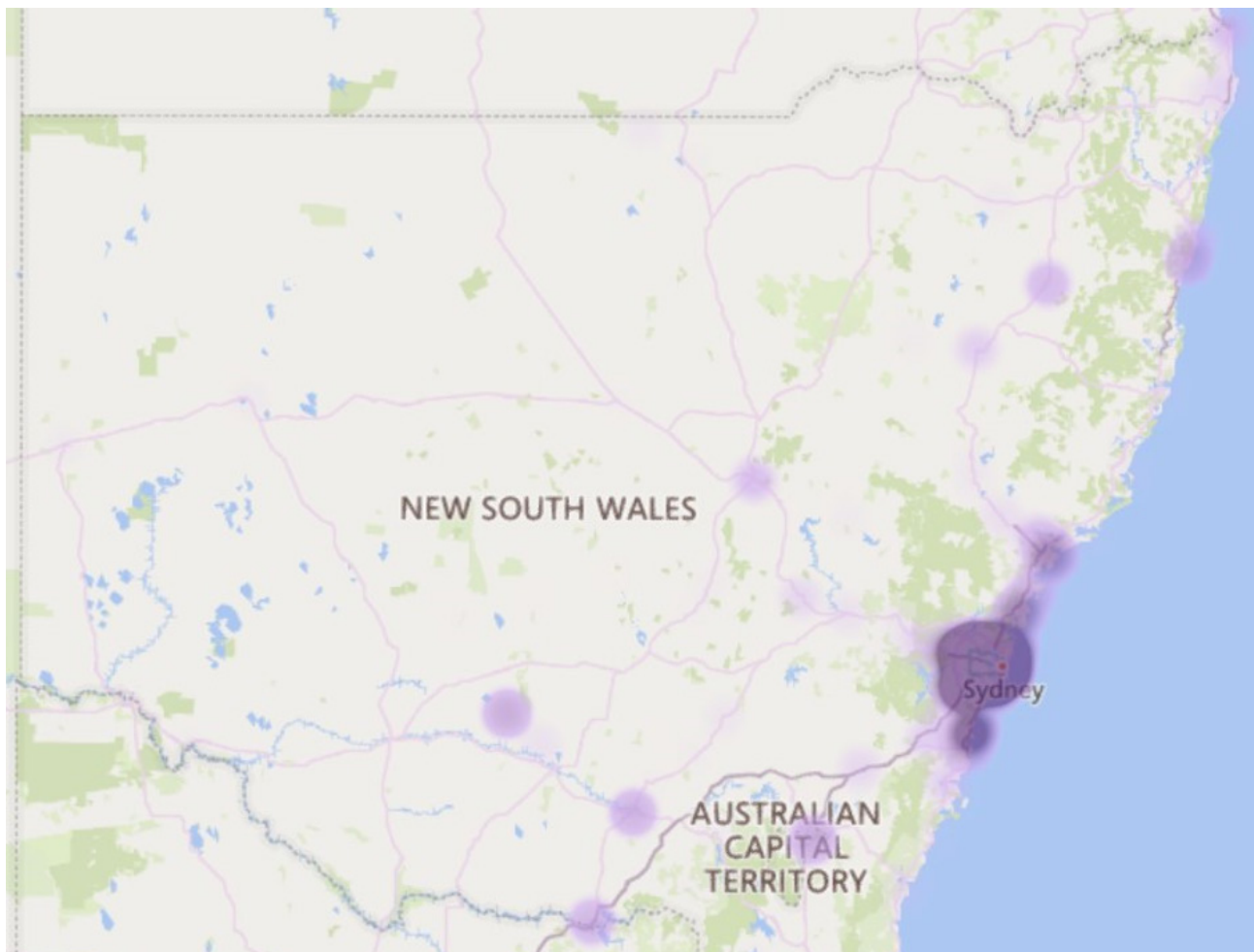
Note. SSP students are not included in primary or secondary student numbers.

4: Where are EAL/D students located in NSW?

The largest EAL/D student populations were located in Greater Sydney, the Central Coast and the Illawarra region (Figure 5). Substantial pockets of schools with high numbers of EAL/D students were also seen in other parts of NSW such as Dubbo, Griffith, Wagga Wagga, Albury, Armidale, Queanbeyan, Coffs Harbour/Woolgoolga and Newcastle.

Figure 5

Distribution of government EAL/D students across NSW, June 2019

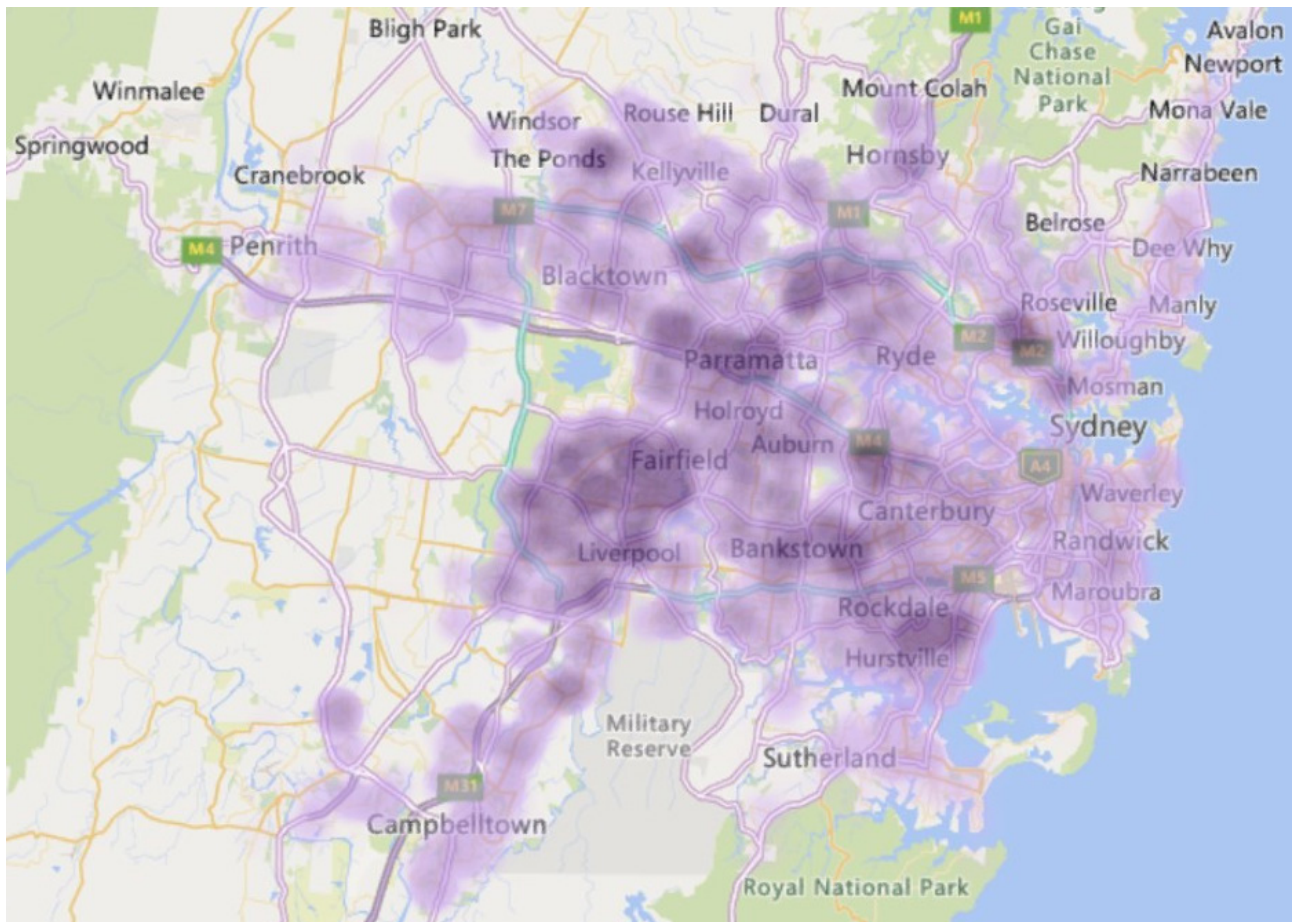


Note. Lighter shading shows fewer EAL/D students in schools and darker shading shows larger numbers of EAL/D students in schools.

In 2019, Sydney metropolitan schools enrolled 94.1% of all NSW Government EAL/D students. The largest proportion of EAL/D students were in the Statistical Area 4 (SA4) groupings⁸ of Sydney West, Sydney South West and Sydney South, with notable pockets of schools with large numbers of EAL/D students across North and North West Sydney (Figure 6, Table 3a).

Figure 6

Distribution of EAL/D students in the Sydney metropolitan area, June 2019



⁸ Locality analysis in this report uses a geographical structure based on the Australian Bureau of Statistics Australian Statistical Geography Standard (ASGS). ASGS Statistical Area 4 boundaries in New South Wales have been combined into 11 groups for reporting and publication of department data. For the purpose of this report these groupings have been further separated into Sydney metropolitan (six SA4 groupings across Sydney) and other areas in NSW (SA4 groupings outside Sydney). Refer to Appendix 2 of this report for more details.

For EAL/D students in primary years, Sydney-West had the largest number of EAL/D enrolments (40,068 students), comprising 27.4% of total NSW Government primary EAL/D enrolments (Table 3a). For secondary EAL/D enrolments, Sydney-South West had the largest number of secondary EAL/D enrolments (13,804 students), comprising 31.8% of total NSW Government secondary EAL/D enrolments.

In comparison to other Sydney metropolitan areas, Sydney-West schools had the largest total population of EAL/D students (47,559 students in total). Across areas outside Sydney (Table 3b), South East NSW had the highest number of EAL/D enrolments (3,812 in total) followed by Central Coast, Newcastle (2,834 in total).

Table 3a

Number and proportion of EAL/D students in Sydney metropolitan areas by SA4 grouping, 2019

SA4 grouping	Total EAL/D students	EAL/D as % of enrols
Primary		
Sydney-Inner	13,296	36.8%
Sydney-North	18,855	31.7%
Sydney-North West	10,240	25.4%
Sydney-South	26,053	56.2%
Sydney-South West	29,617	55.5%
Sydney-West	40,068	67.0%
Secondary		
Sydney-Inner	5,258	24.8%
Sydney-North	4,963	16.1%
Sydney-North West	1,873	7.4%
Sydney-South	7,473	24.5%
Sydney-South West	13,804	38.1%
Sydney-West	7,123	24.3%
SSP		
Sydney	1,062	28.3%
Sydney metropolitan total	179,685	38.1%

| **Table 3b****Number and proportion of EAL/D students outside Sydney by SA4 grouping, 2019**

SA4 grouping	Total EAL/D students	EAL/D as % of enrols
Primary		
Central Coast, Newcastle	2,186	4.7%
North East NSW	910	2.5%
North West NSW	943	2.4%
South East NSW	2,860	6.6%
South West NSW	1,284	4.0%
Secondary		
Central Coast, Newcastle	638	2.0%
North East NSW	375	1.5%
North West NSW	389	1.5%
South East NSW	926	3.3%
South West NSW	586	2.8%
SSP		
Outside Sydney	56	2.8%
Outside Sydney total	11,153	3.3%

4.1 Changes in EAL/D enrolments by location

The increase in the number of EAL/D students enrolled in NSW Government primary years of schooling between 2015 and 2019 occurred in both Sydney metropolitan schools and schools in areas outside Sydney.

Figures 7 and 8 show the number of EAL/D students over time across the 11 SA4 groupings.

In Sydney metropolitan areas, the greatest growth in EAL/D primary students between 2015 and 2019 was observed in Sydney-West (with an increase of 9,962 primary EAL/D students). This area also experienced the greatest decline in EAL/D students at the secondary education level (with a decline of 1,268 students).

In schools outside Sydney, Central Coast, Newcastle experienced the largest growth in primary EAL/D enrolments (with an increase of 725 students), while South West NSW experienced the largest increase in secondary enrolments (with an increase of 234 students), between 2015 and 2019.

Figure 7

Sydney metropolitan: EAL/D enrolments by level of schooling and Statistical Area 4 groupings, 2015-2019

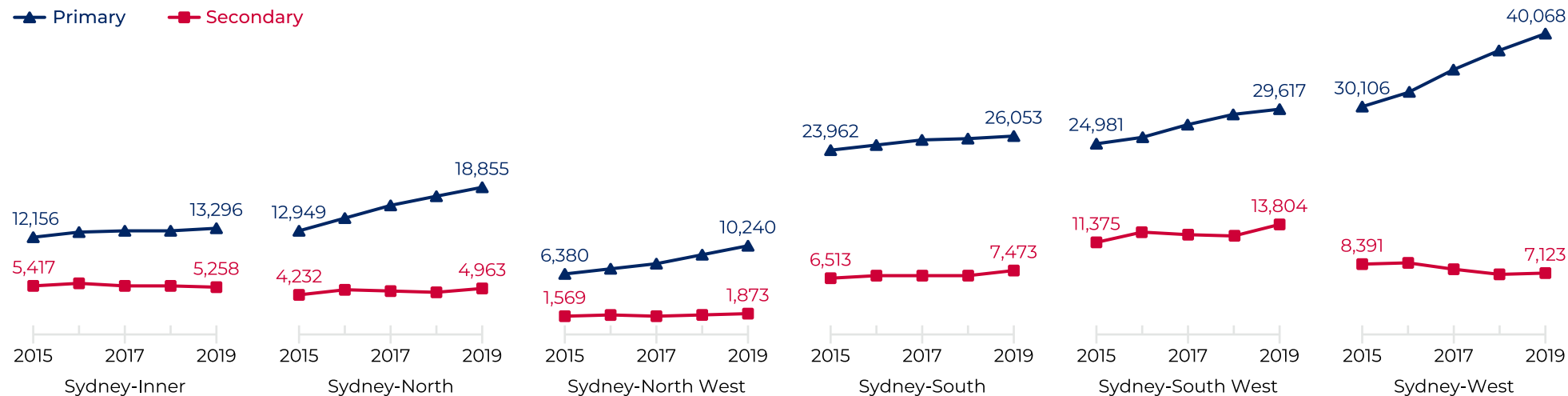
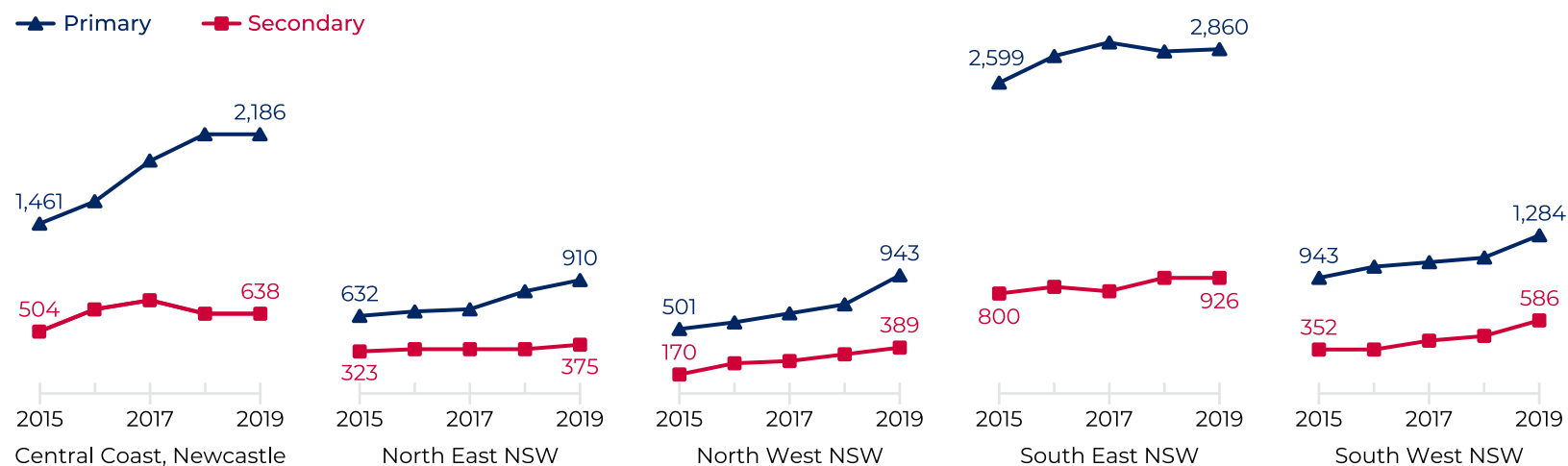


Figure 8

Outside Sydney: EAL/D enrolments by level of schooling and Statistical Area 4 Groupings, 2015-2019



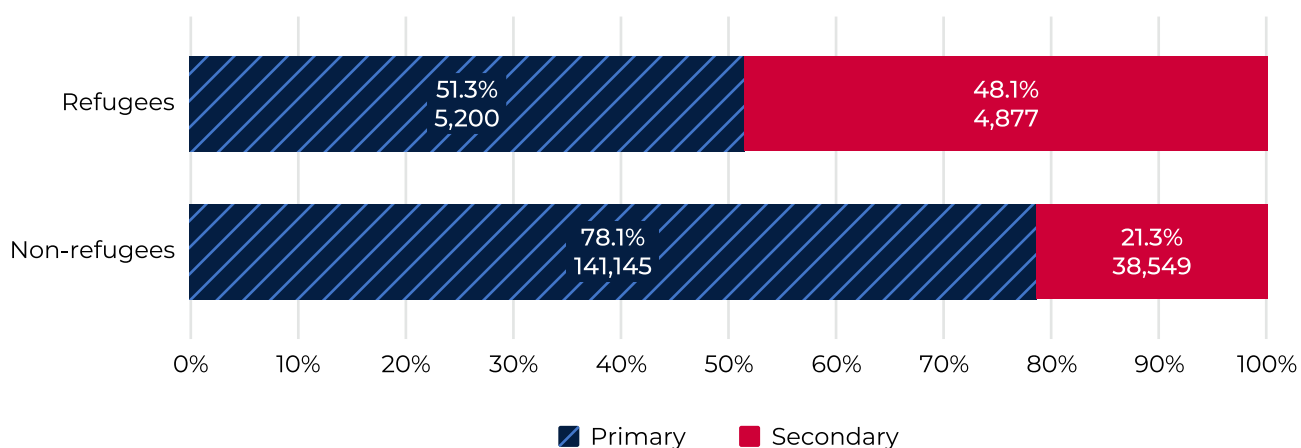
5: Refugee EAL/D students

In 2019, of the total EAL/D students, 5.3% (or 10,140 students) came from refugee backgrounds⁹. Research suggests the English language support needs of refugee EAL/D students tend to be much greater than non-refugee students given the trauma and significant disruption to prior schooling experienced by many of these students¹⁰.

While the non-refugee EAL/D students were four times more likely to be in primary than in secondary years, refugee students were just as likely to be in secondary as in primary years (Figure 9). This could be due to refugee students arriving from overseas and enrolling in an Australian school at any time in their schooling career. In comparison, the majority of non-refugee EAL/D students were born in Australia and generally only required support to develop English language proficiency while in primary school.

Figure 9

Refugee and non-refugee students by level of schooling (excluding SSPs), June 2019



⁹ In 2019, there were 10,991 students with an active or non-active refugee status. Of these students, 851 did not require EAL/D support in 2019.

¹⁰ Cummins, 1996; Thomas & Collier 2002, 1997.

5.1 Language backgrounds of refugee EAL/D students

Of the 74 main languages other than English spoken by refugee EAL/D students, the most common 10 language backgrounds accounted for over 90% of refugee EAL/D students (Table 4). Almost half of the refugee EAL/D students spoke Arabic as their main language, with a further 1 in 5 refugee EAL/D students speaking Assyrian and/or Chaldean languages, and approximately 1 in 10 speaking Dari or Persian.

Table 4

Top 10 main languages spoken by refugee EAL/D students, June 2019

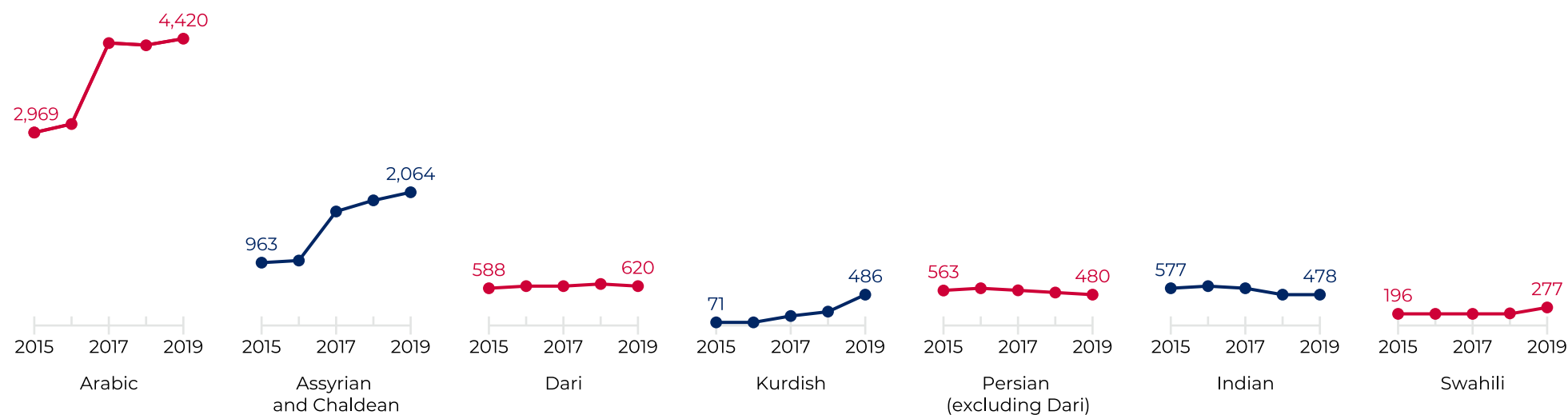
Student language background	Number of students	Proportion of students
Arabic	4,420	43.6%
Assyrian and Chaldean	2,064	20.4%
Assyrian Neo-Aramaic	1,294	12.8%
Chaldean Neo-Aramaic	703	6.9%
Assyrian	67	0.7%
Dari	620	6.1%
Kurdish	486	4.8%
Persian (excluding Dari)	480	4.7%
Indian	478	4.7%
Tamil	210	2.1%
Nepali	133	1.3%
Urdu	72	0.7%
Other (for example, Bengali, Hindi)	63	0.6%
Swahili	277	2.7%
Tibetan	135	1.3%
Karen	126	1.2%
Hazaraghi	105	1.0%
Other language groups	949	9.4%
Total refugee students	10,140	100.0%

The number of refugee EAL/D students has changed noticeably over time (Figure 10). The number of Arabic and Assyrian and Chaldean speaking refugee EAL/D students has increased substantially between 2015 and 2019, each growing by more than 1,000 students, reflecting Australian Government refugee policy changes (refer to section 5.2). The number of Kurdish speaking refugee EAL/D students increased sevenfold, rising from 71 students in 2015 to 486 students in 2019.

A slight decrease in Persian and Indian speaking refugee EAL/D students and a slight increase in Dari and Swahili was also evident.

Figure 10

Top seven main languages spoken by refugee EAL/D students between 2015 and 2019

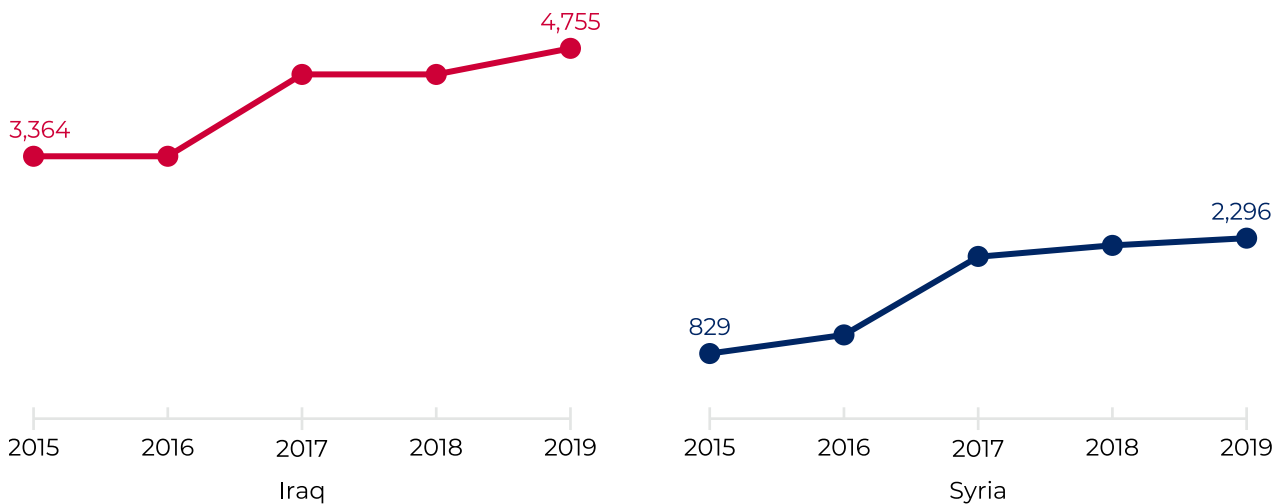


5.2 Changes in country of birth of refugee EAL/D students over time

Changes in the countries of birth of refugee EAL/D students mirrored that of main language. The increases in refugee EAL/D students born in Syria and Iraq, as seen in Figure 11, were in line with Australia's national commitment on 9 September 2015 to resettle an extra 12,000 Iraqi and Syrian refugees¹¹. Between November 2015 and July 2017, 6,570 refugees displaced by conflict in Syria and Iraq have entered NSW¹². In June 2018, approximately 70% of NSW Government EAL/D students who were born in Iraq or Syria were refugees. These countries were the two fastest growing countries of birth of refugee EAL/D students between 2015 and 2019, with refugee EAL/D students born in Iraq or Syria each increasing by around 1,500 students.

Figure 11

Change in refugee EAL/D enrolments for students born in Iraq and Syria between 2015 and 2019



¹¹ Migration Institute of Australia (2015).

¹² NSW Government (2019).

5.3 Refugee EAL/D students' phase of English language development by level of schooling

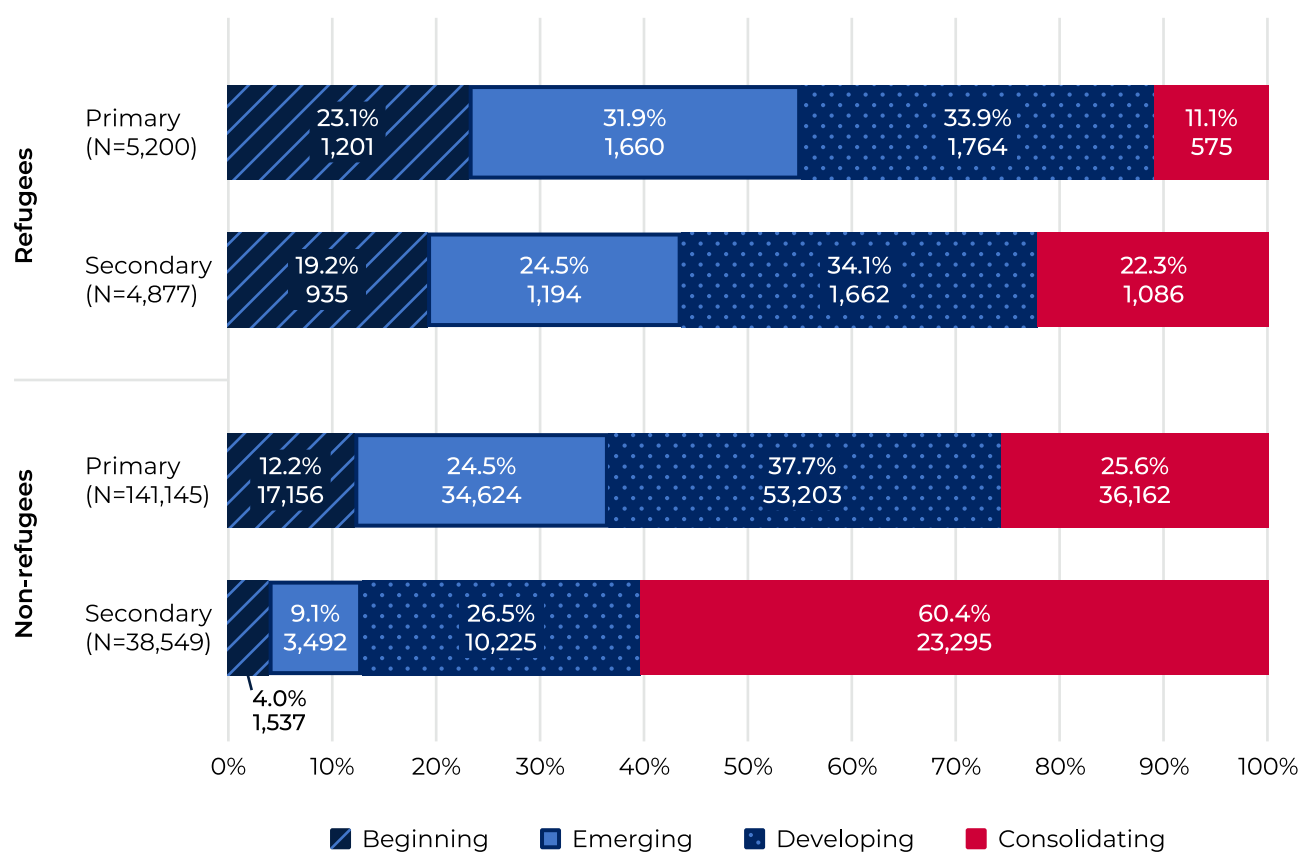
The intensive English language support needed by refugee EAL/D students is evident (Figure 12) from the following:

- Approximately half of refugee EAL/D students were in the Beginning or Emerging phase of English development (55.0% for primary and 43.7% for secondary).
- By contrast, only 36.7% and 13% of non-refugee EAL/D primary and secondary students respectively were in these early development phases.

In the secondary years of schooling, students need to develop more sophisticated, academic English. Secondary EAL/D students at the Beginning and Emerging phases therefore require intensive support to develop proficiency in English in order to progress and achieve secondary schooling outcomes.

Figure 12

Refugee and non-refugee EAL/D students' phases by level of schooling, June 2019



Compared to the overall EAL/D population, the distribution of refugee students across each phase is more volatile over time, due to the smaller cohort size and changes in the demographic profiles of refugee students (Table 5). Between 2015 and 2019, refugee EAL/D students were consistently two to three times more likely to be assessed in the Beginning phase than non-refugee EAL/D students.

Table 5

Number and proportion of EAL/D students in each phase by refugee status, 2015-2019

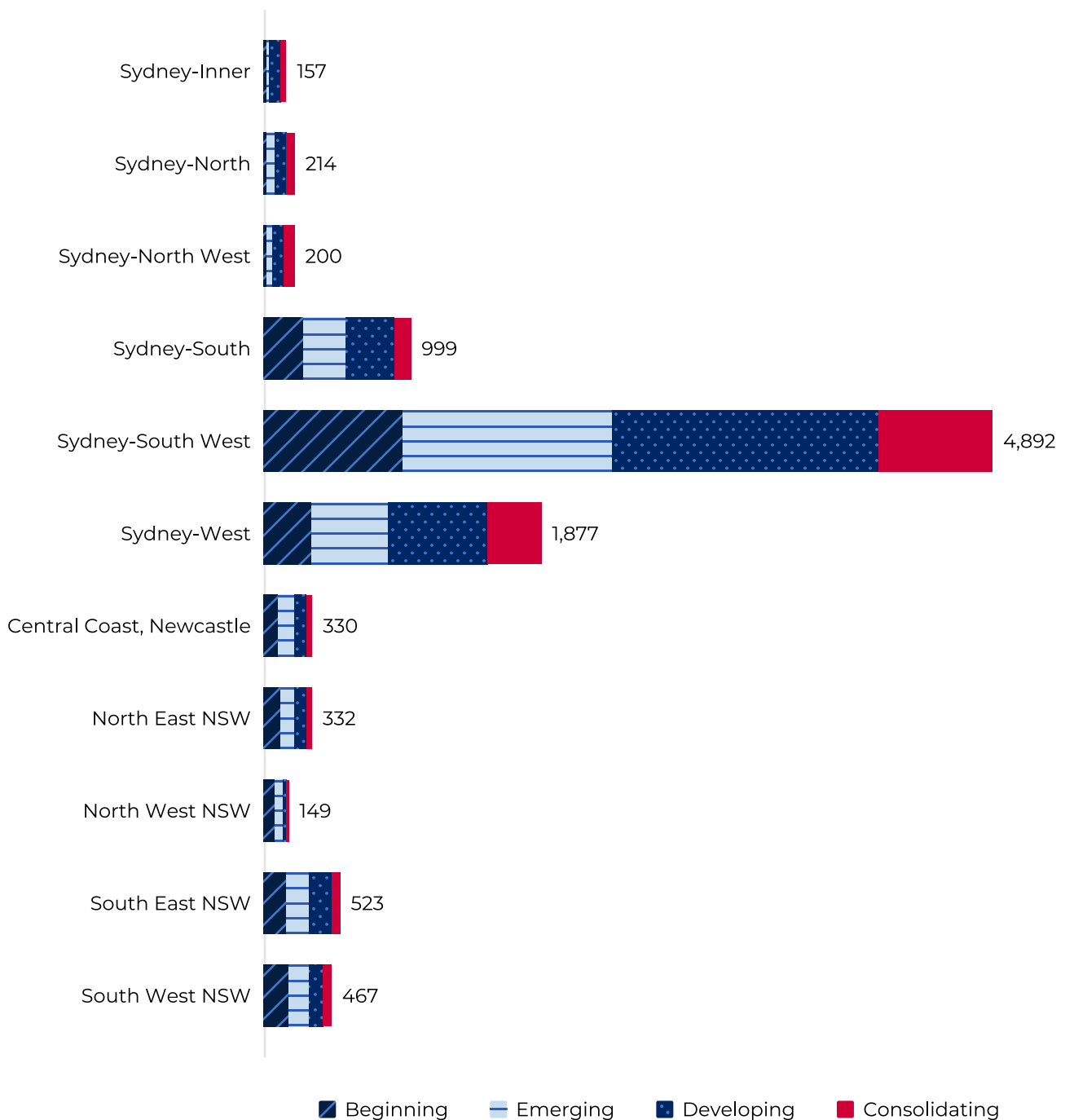
Year	EAL/D phase	Refugee students		Non-refugee students		All students	
		N	%	N	%	N	%
2015	Beginning	1,818	24.0%	13,614	9.1%	15,432	9.8%
	Emerging	2,086	27.6%	33,220	22.2%	35,306	22.5%
	Developing	2,495	33.0%	55,338	37.0%	57,833	36.8%
	Consolidating	1,171	15.5%	47,419	31.7%	48,590	30.9%
	Total	7,570	100.0%	149,591	100.0%	157,161	100.0%
2016	Beginning	1,538	20.0%	16,837	10.5%	18,375	10.9%
	Emerging	2,125	27.6%	32,746	20.4%	34,871	20.8%
	Developing	2,802	36.4%	60,853	38.0%	63,655	37.9%
	Consolidating	1,237	16.1%	49,715	31.0%	50,952	30.4%
	Total	7,702	100.0%	160,151	100.0%	167,853	100.0%
2017	Beginning	3,178	32.8%	17,273	10.4%	20,451	11.7%
	Emerging	2,095	21.6%	33,929	20.5%	36,024	20.6%
	Developing	2,991	30.8%	60,725	36.7%	63,716	36.4%
	Consolidating	1,432	14.8%	53,566	32.4%	54,998	31.4%
	Total	9,696	100.0%	165,493	100.0%	175,189	100.0%
2018	Beginning	2,165	22.4%	18,763	10.9%	20,928	11.5%
	Emerging	2,786	28.9%	35,763	20.8%	38,549	21.2%
	Developing	3,133	32.5%	61,893	36.0%	65,026	35.8%
	Consolidating	1,565	16.2%	55,384	32.2%	56,949	31.4%
	Total	9,649	100.0%	171,803	100.0%	181,452	100.0%
2019	Beginning	2,174	21.4%	19,497	10.8%	21,671	11.4%
	Emerging	2,871	28.3%	38,276	21.2%	41,147	21.6%
	Developing	3,433	33.9%	63,484	35.1%	66,917	35.1%
	Consolidating	1,662	16.4%	59,492	32.9%	61,154	32.0%
	Total	10,140	100.0%	180,749	100.0%	190,889	100.0%

5.4 Distribution of refugee EAL/D students across NSW

In 2019, Sydney metropolitan area Sydney-South West had nearly half of all refugee EAL/D students, with the highest number of refugee EAL/D students (4,892), followed by Sydney-West (1,877), and Sydney-South (999) (Figure 13). In addition, many areas outside Sydney (South East NSW, South West NSW, Central Coast, Newcastle, and North East NSW) had more refugee EAL/D students than some Sydney metropolitan areas (Sydney-North, Sydney-Inner, and Sydney-North West).

Figure 13

Refugee EAL/D enrolments by Statistical Area 4 groupings, June 2019



6: Language background of EAL/D students

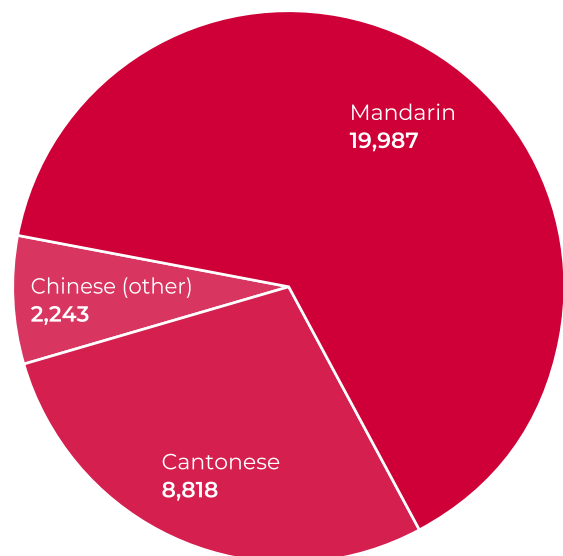
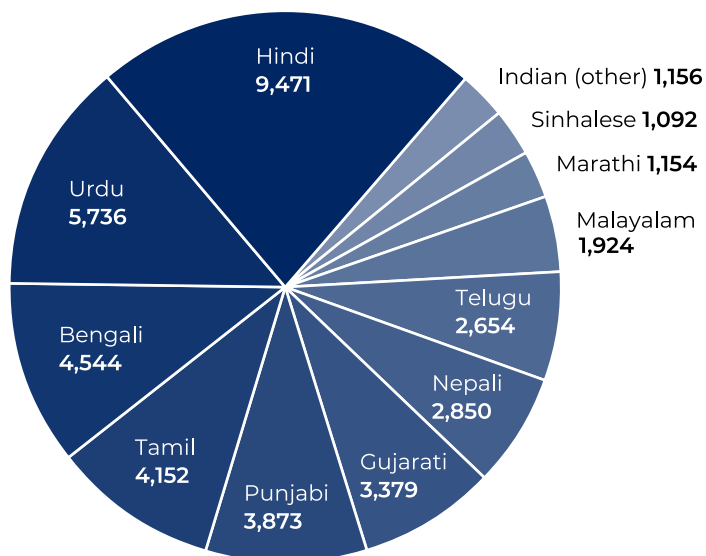
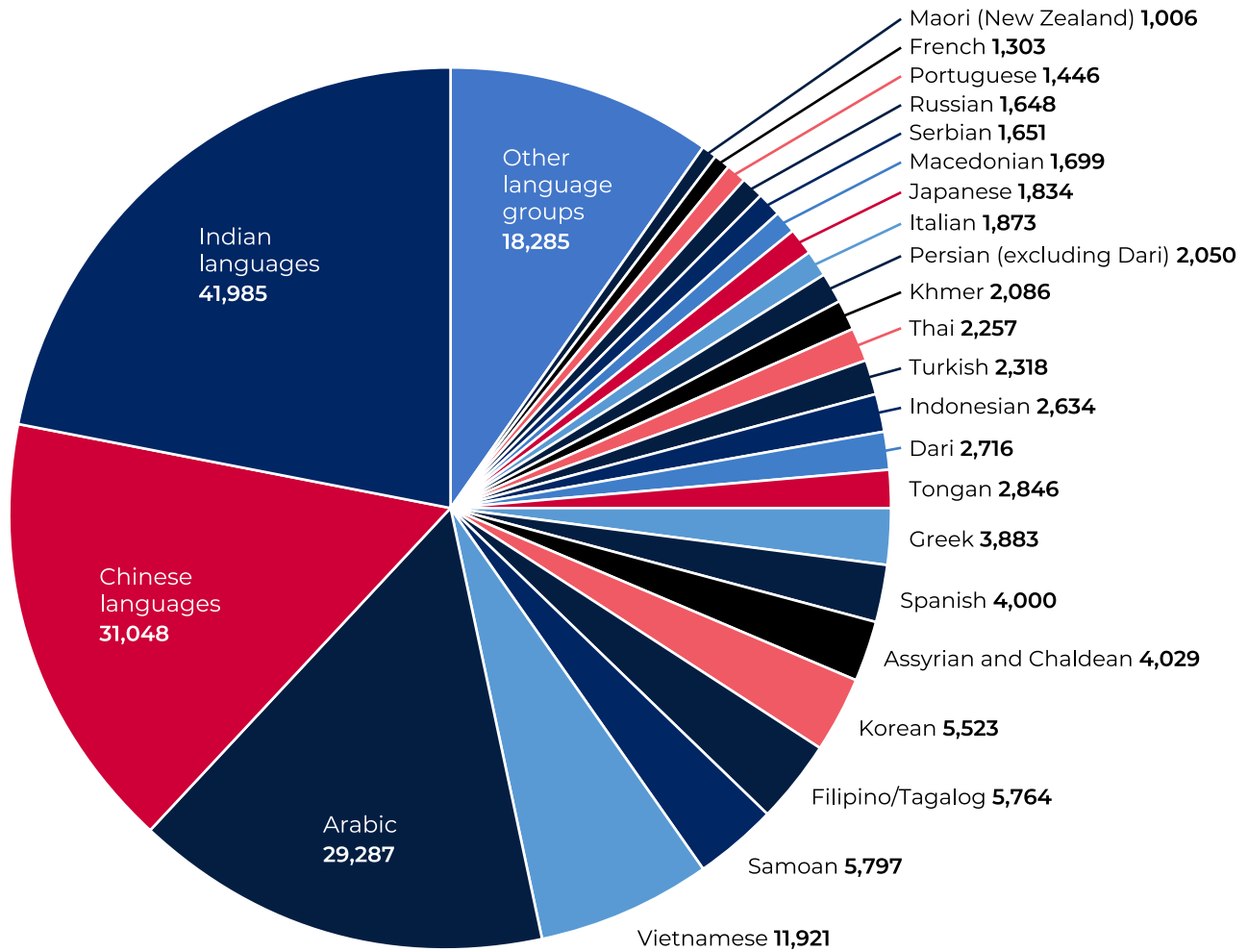
In June 2019, EAL/D students in NSW Government schools spoke 207 languages/language groups other than English. Of these languages/language groups, 25 main languages were spoken by more than 1,000 EAL/D students (Figure 14 and Table 6), in total representing 90.4% of all EAL/D students.

Over half of the EAL/D student population spoke a language from the 'Indian languages' group (22%), the 'Chinese languages' group (16.3%) or Arabic (15.3%) as their main language. Other notable language backgrounds included Vietnamese (6.2%), and Samoan, Filipino/Tagalog and Korean, each with approximately 3% of EAL/D students.

The 'Indian languages' group, the largest language group among EAL/D enrolments, included eleven separate languages spoken by more than 1,000 students each, with Hindi spoken by the greatest number of students in June 2019 (9,471 students). The 'Chinese languages' group predominantly included Mandarin (19,987) and Cantonese (8,818) speakers and was the second largest language group spoken by EAL/D students.

Figure 14

Top 25 main languages spoken by EAL/D students, June 2019



6.1 Change in main language spoken by EAL/D students

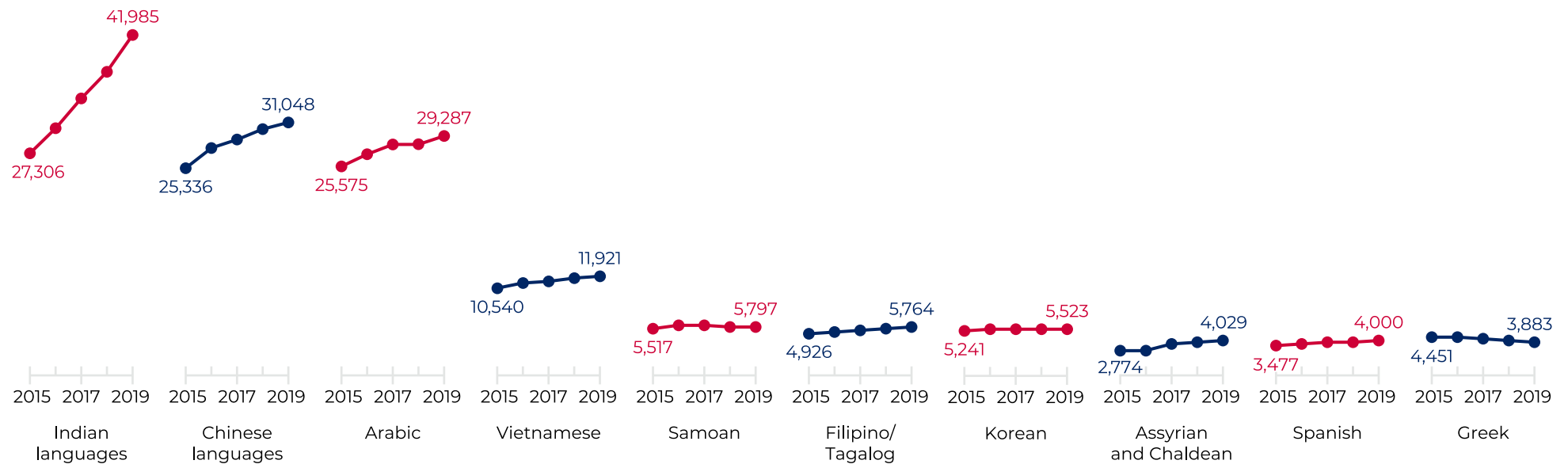
Between 2015 and 2019, EAL/D students' language backgrounds with the greatest change over time were (Figure 15):

- 'Indian languages' group (with an increase of 14,678 students)
- 'Chinese languages' group (+5,816)
- Arabic (+3,712)
- Vietnamese (+1,381)
- Assyrian and Chaldean (+1,255), and
- Filipino/Tagalog (+838).

Greek was the only top 10 language background that decreased over the period 2015-2019.

Figure 15

Change in EAL/D enrolments across the top 10 language backgrounds of EAL/D students, 2015-2019



6.2 Language background by location

The top main languages spoken by EAL/D students in each area (Table 6 and Figure 16) included:

- Indian (Sydney-West, Sydney-North West, Central Coast, Newcastle, North East NSW, North West NSW and South West NSW)
- Chinese (Sydney-Inner and Sydney-North)
- Arabic (Sydney-South, Sydney-South West, and South East NSW).

Table 6

Enrolments by top 25 main languages of EAL/D students by Statistical Area 4 groupings, June 2019

Language	Sydney-Inner	Sydney-North	Sydney-North West	Sydney-South	Sydney-South West	Sydney-West	Central Coast, Newcastle	North East NSW	North West NSW	South East NSW	South West NSW	NSW total	% of NSW total
Indian languages	2,770	3,800	3,925	4,498	6,176	18,922	429	253	253	457	502	41,985	22.0%
Chinese languages	4,592	9,852	2,764	5,455	2,504	5,173	303	41	61	239	64	31,048	16.3%
Arabic	936	491	631	10,382	8,771	6,996	246	40	64	667	63	29,287	15.3%
Vietnamese	1,240	471	163	1,872	7,074	765	113	28	43	128	–	11,921	6.2%
Samoan	51	28	453	385	2,966	1,649	54	–	–	42	145	5,797	3.0%
Filipino/Tagalog	495	645	426	710	876	1,853	157	70	194	215	119	5,764	3.0%
Korean	1,009	2,020	536	261	55	1,403	164	–	–	36	–	5,523	2.9%
Assyrian and Chaldean	63	–	25	70	3,787	77	–	–	–	–	–	4,029	2.1%
Spanish	688	537	256	566	1,212	471	88	34	–	110	–	4,000	2.1%
Greek	633	153	109	2,271	373	243	–	–	–	64	–	3,883	2.0%
Tongan	191	107	145	380	894	925	56	–	–	57	68	2,846	1.5%
Dari	47	65	168	120	199	1,974	90	27	–	–	–	2,716	1.4%

Language	Sydney- Inner	Sydney- North	Sydney- North West	Sydney- South	Sydney- South West	Sydney- West	Central Coast, Newcastle	North East NSW	North West NSW	South East NSW	South West NSW	NSW total	% of NSW total
Indonesian	567	381	156	750	262	356	69	–	–	60	–	2,634	1.4%
Turkish	336	95	143	249	348	1,022	–	–	–	80	27	2,318	1.2%
Thai	443	351	121	385	294	221	137	74	56	115	60	2,257	1.2%
Khmer	34	27	33	68	1,797	68	–	–	–	–	–	2,086	1.1%
Persian (excluding Dari)	83	478	344	84	167	801	27	–	–	32	–	2,050	1.1%
Italian	567	234	99	288	439	117	–	–	–	65	–	1,873	1.0%
Japanese	373	769	82	230	61	129	69	57	–	42	–	1,834	1.0%
Macedonian	68	31	25	874	340	37	–	–	–	307	–	1,699	0.9%
Serbian	120	110	49	159	986	111	–	–	–	102	–	1,651	0.9%
Russian	442	382	122	320	103	162	63	–	–	29	–	1,648	0.9%
Portuguese	326	387	60	292	148	112	35	–	–	47	–	1,446	0.8%
French	306	445	62	174	89	94	48	32	–	29	–	1,303	0.7%
Maori (New Zealand)	46	–	95	233	225	277	–	–	–	43	–	1,006	0.5%
Other language backgrounds	2,220	2,040	1,188	2,716	3,439	3,601	565	502	487	820	660	18,285	9.6%
Total	18,646	23,923	12,180	33,792	43,585	47,559	2,834	1,285	1,332	3,812	1,890	190,889	100.0%
% of total	9.8%	12.5%	6.4%	17.7%	22.8%	24.9%	1.5%	0.7%	0.7%	2.0%	1.0%	–	–

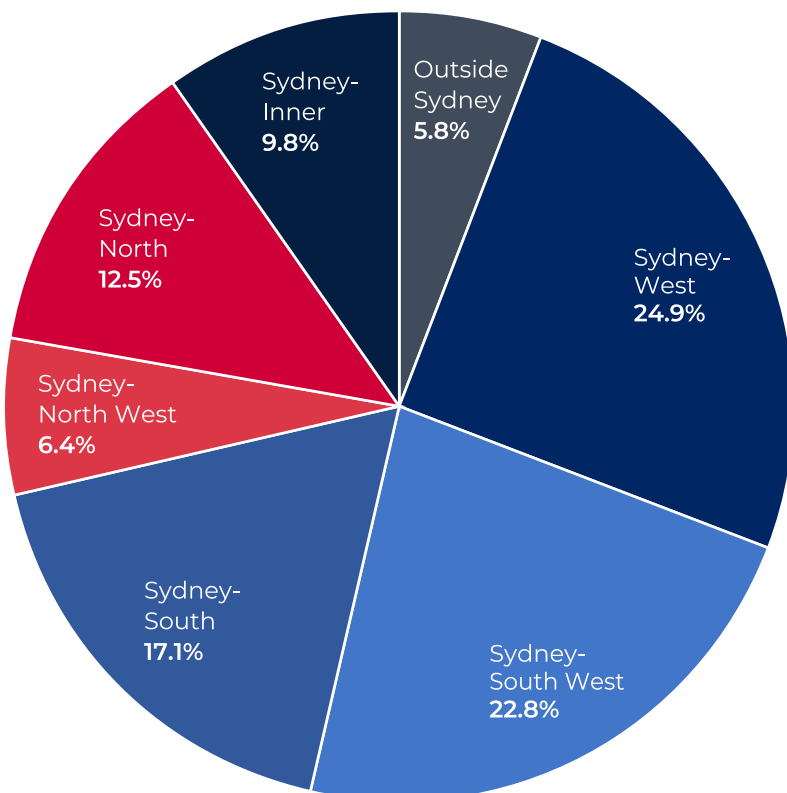
Note. Counts for language backgrounds in SA4s with fewer than 25 students have been suppressed but are included in the totals.

For most language backgrounds, EAL/D students are spread across a number of SA4s, however, students from some language backgrounds are concentrated mainly in a small number of SA4s. For example:

- Approximately half of all EAL/D students who spoke an Indian language (45.1%) or Turkish (44.1%) were located in **Sydney-West**. This was also home to almost three quarters of Dari (72.7%) speaking EAL/D enrolments, one third of Filipino/Tagalog (32.1%) and Tongan (32.5%) speaking EAL/D students, and one quarter of Maori (27.5%) speaking EAL/D students.
- Several language backgrounds were concentrated in **Sydney-South West** which is home to almost all EAL/D students who spoke Assyrian and Chaldean (94.0%) and Khmer (86.1%), and more than half of all EAL/D students who speak Samoan (51.2%), Serbian (59.7%) and Vietnamese (59.3%).
- Over half of Greek (58.5%) and Macedonian (51.4%) speaking EAL/D students were located in **Sydney-South**, with one third of Arabic (35.4%) speaking EAL/D students and one quarter of Indonesian (28.5%) speaking EAL/D students also located here.
- For areas outside Sydney, the highest proportion of EAL/D students (2.0%) was **South East NSW** which was home to one fifth of Macedonian (18.1%) speaking students in NSW.
- **Sydney-North** had the largest concentration of Japanese (41.9%), French (34.2%), Chinese (31.7%), Korean (36.6%) and Portuguese (26.8%) speaking EAL/D students.
- One third of Italian (30.3%) speaking EAL/D students attended schools in **Sydney-Inner**, with one quarter of Russian (26.8%) and one fifth of Thai (19.6%) speaking EAL/D students also attending school there.

Figure 16

EAL/D enrolments by Statistical Area 4 groupings, June 2019



Appendix 1: Definitions

EAL/D

English as an additional language or dialect: EAL/D students are acquiring English as a second or additional language as well as developing literacy skills in English (Table 7). EAL/D students represent a substantial percentage of learners in NSW Government schools and are a subset of the broader population of students who come from language backgrounds other than English (LBOTE) who may be Australian or overseas born. EAL/D students may be migrants, refugees or asylum seekers, or their children. They may also be international students, or Aboriginal or Torres Strait Islander students whose main language is an indigenous language, including traditional languages, creoles and related varieties, or Aboriginal English.

EAL/D students enter our schools at different ages and stages of schooling and at different stages of Standard Australian English language development. They have diverse talents and capabilities and a range of prior learning experiences and levels of literacy in their first language and in English. For some, school is the only place where they use Standard Australian English.

Table 7

Phases of English language proficiency as described in ACARA's EAL/D Learning Progression¹³

Phase	Description
Beginning English	Students with some print literacy in their first language. This may include Kindergarten students who are born in Australia.
Beginning English, limited literacy background	A subcategory to describe the reading/viewing and writing behaviours typical of students with little or no experience of literacy in any language. This may include students from refugee backgrounds.
Emerging English	Students who have a growing degree of print literacy and oral language competency with English.
Developing English	Students who are further developing their knowledge of print literacy and oral language competency with English.
Consolidating English	Students who have a sound knowledge of spoken and written English, including a growing competency with academic language.

13 For more information on EAL/D Learning Progressions as well as the EAL/D census, refer to the NSW Department of Education publication 'EAL/D advice for schools' (policies.education.nsw.gov.au/policy-library/associated-documents/eald_advice.pdf) or the ACARA EAL/D Learning Progression (docs.acara.edu.au/resources/EAL_D_Learning_Progression_Foundation_to_Year_10_09052014_file_2.pdf).

LBOTE

Language background other than English: students from language backgrounds other than English are those in whose home a language other than English is spoken by the student, parents or other primary caregivers. For students where multiple languages are spoken at home, priority is given first to the primary language spoken by the student and then to that spoken by those caregivers recorded on enrolment forms and in the department's Enrolment Registration Number system (ERN) as parent/carer 1 and parent/carer 2 (in that order).

Within groups from particular language backgrounds, students may come from different countries, have varying levels of literacy in their first language, be multilingual, speak English with varying levels of proficiency, have differing prior schooling experiences, and represent various socioeconomic and family circumstances. For more information on LBOTE students enrolled in NSW Government schools in 2019, refer to the LBOTE census report (cese.nsw.gov.au/publications-filter/schools-language-diversity-in-nsw-2019).

Refugee students

Refugee students: for the purpose of this report, refugee students are those who have a current or a historical refugee status. Many refugees experience post-traumatic stress disorder as a result of their experiences (for example, Bang, 2017) and some – even at the age of 15 or 16 – have never held a pencil, let alone had formal schooling (Ferfolja & Vickers, 2010). All of this can impact on learning a new language.

| Appendix 2: Explanatory notes

The census of EAL/D students was completed by all NSW Government schools in June 2019, including intensive English centres and distance education centres. The EAL/D census has been conducted each year since 2014. Prior to implementation of the EAL/D census, an annual ESL survey was conducted to identify students who required additional support to develop English language proficiency.

Australian Standard Classification of Languages (ASCL)

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

Combined language groups

The 'Other Chinese' language group includes Chinese nec (ASCL 7199), Hakka (ASCL 7102), Min Nan (ASCL 7107) and Wu (ASCL 7106). The 'Other Indian' language group includes Kannada (ASCL 5101), Tulu (ASCL 5105), Dravidian (Other) (ASCL 5199), Konkani (ASCL 5204), Sindhi, (ASCL 5208), Assamese (ASCL 5213), Kashmiri, (ASCL 5215), Oriya (ASCL 5216), Dhivehi (ASCL 5214), Fijian Hindustani (ASCL 5217), Indo Aryan nec (ASCL 5299), Other Southern Asian languages (ASCL 5999).

Filipino (ASCL 6512) and Tagalog (ASCL 6511) have been combined into one language group.

The 'Assyrian and Chaldean' language group includes Assyrian Neo-Aramaic (ASCL 4206), Chaldean Neo-Aramaic (ASCL 4207) and Assyrian (ASCL 4203).

'Other language groups' are those languages with fewer than 1,000 students in 2019.

Statistical Area 4 groupings

Reporting by NSW geography is based on the ASGS Statistical Area 4 (SA4) boundaries in NSW, which have been combined into 11 groups for reporting and publication of department data. Six SA4 groupings (prefixed 'Sydney') are classified as Sydney metropolitan areas in this report, and the remaining five SA4 groupings are classified as areas outside Sydney.

Table 8
Statistical Area 4 groupings

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	Hunter Valley excluding Newcastle, Far West and Orana, 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

EAL/D 2014 data collection

Since the EAL/D data collection began in 2014, the early years data was not as reliable as the later years data. Thus, the 2014 data was not included in this bulletin and caution should be taken comparing later years with the data collected in 2015.

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Please cite this publication as:

Centre for Education Statistics and Evaluation (2021), *Schools: English as an additional language or dialect (EAL/D) learners, 2015 to 2019*, NSW Department of Education, education.nsw.gov.au/cese

