

Schools: Language Diversity in NSW, 2017

Centre for Education Statistics and Evaluation

This bulletin summarises the diversity of students with a language background other than English (LBOTE) who were enrolled in NSW government schools in 2017.

Introduction

In 2017, 65.8 per cent of students who were enrolled in NSW government schools came from homes where English is the only language (see Figure 1). The 2017 collection of language background data shows that about one third (34.2 per cent) of students in NSW government schools come from homes where languages other than English are spoken.

The proportion of LBOTE (see definition on page 11) students rose by 1.1 percentage points from 2016 and 1.9 percentage point from 2015.

Figure 1

Language background of students in NSW government schools, 2017

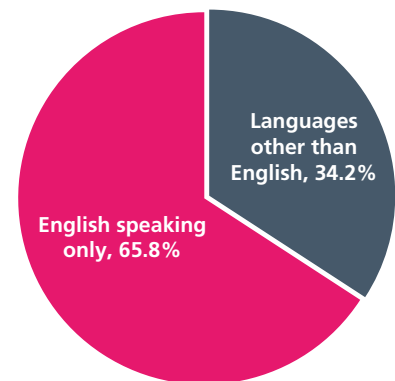
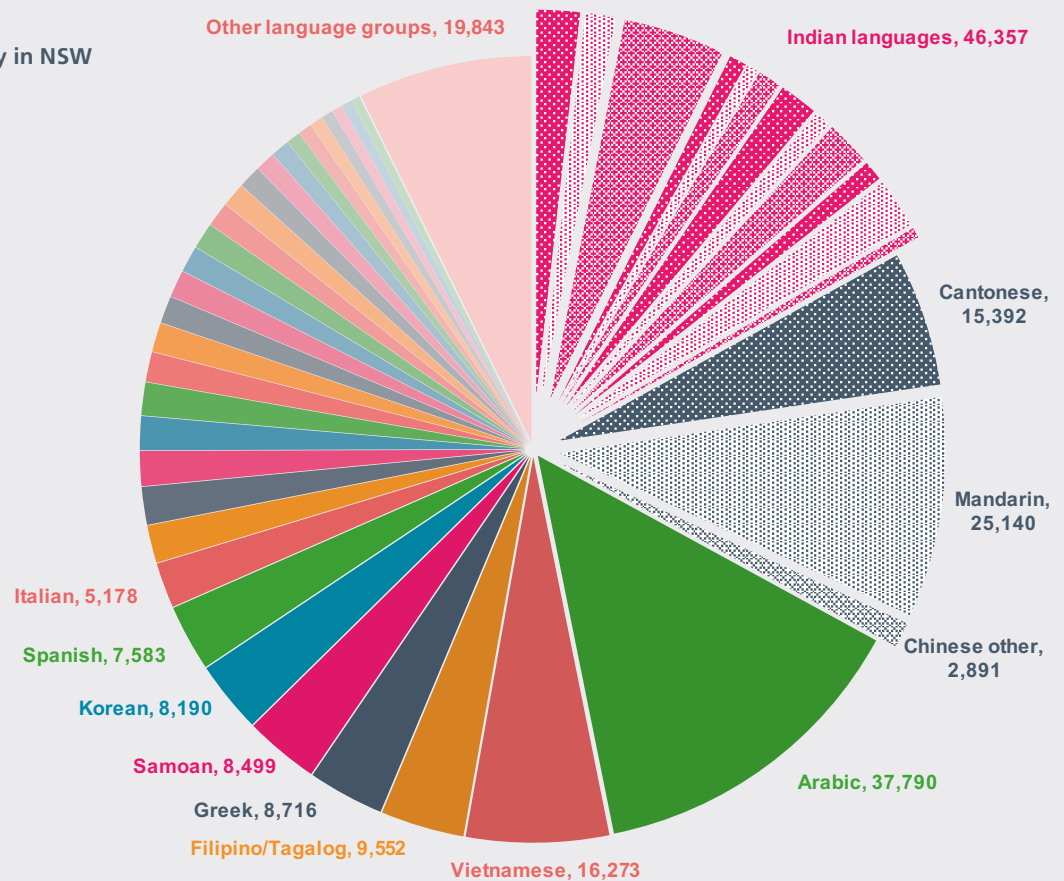


Figure 2

Language background diversity in NSW government schools – 2017



Largest language backgrounds of LBOTE students in NSW government schools

Due to the noticeable growth in the number of students from Indian language backgrounds in recent years, these languages have been grouped together. The 'Indian languages' category becomes the largest language group with 46,357 students representing 17.0 per cent of total LBOTE students.

The Indian languages group consists of eleven languages each representing over 1,000 students, and a grouping of 'Other Indian' languages. (See table 1 for eleven largest Indian languages). Of the Indian languages that comprise the new group, Hindi, Urdu and Tamil each have more than 5,000 students in 2017.

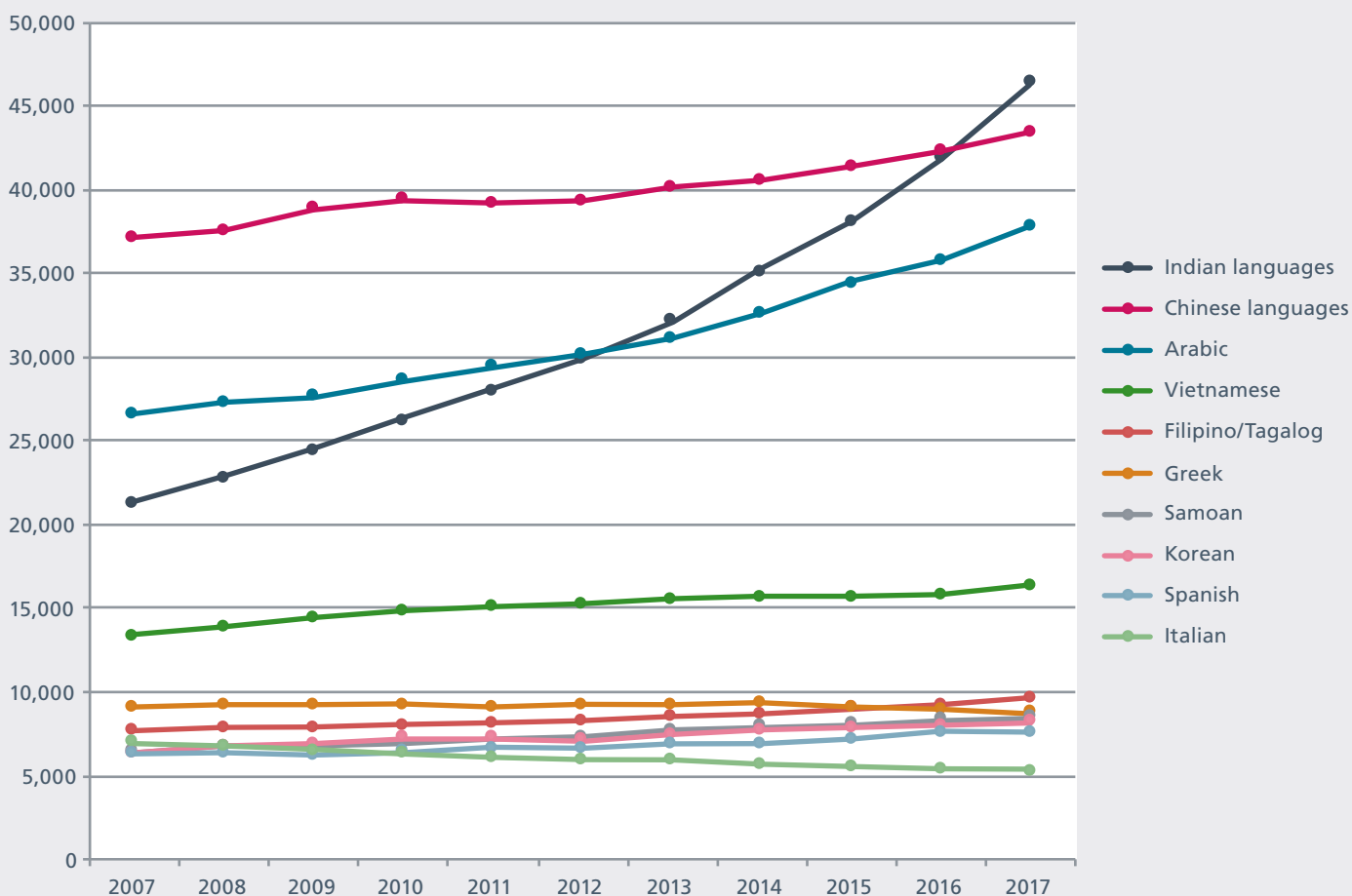
After Indian languages the most common language background is Chinese languages, with 43,423 students enrolled in 2017. The largest single language of LBOTE students in 2017 is Arabic (37,790 students), followed by Vietnamese. See Figures 2 and 3.

In 2017 the largest language groups shown in Figure 3 represented 70.3 per cent of all LBOTE students. Previous data is not comparable as language groups have been altered to reflect the increase in Indian languages.

Three European language backgrounds, Greek, Spanish and Italian, also feature in the largest language backgrounds, though Greek and Italian enrolments have declined since 2016.

Since 2007, the 'Indian languages' combined have grown by 119 per cent from 21,204 students to 46,357 students. The second largest growth is in Arabic, which has grown by 41.9 per cent with Samoan and Korean growing 32.5 per cent and 28.3 per cent respectively over that period.

Figure 3
Largest language background other than English, 2007-2017



*Chart shows languages or language groups with more than 5,000 students.

What are the language backgrounds of our students?

There are 238 different language backgrounds of LBOTE students at NSW government schools. 44 of those languages have more than 1,000 LBOTE students enrolled. 194 languages have fewer than 1,000 LBOTE students enrolled. These languages are included in the 'Other language groups' or in the 'Other' category of Indian or Chinese languages.

In March 2017, there were 272,401 NSW government primary and secondary students identified as having a language background other than English, which comprises 34.2 per cent of the 797,099 NSW government school students overall.

The change to counting Indian languages as a combined group means that Indian languages becomes the biggest category, accounting for 17% of LBOTE students. Chinese, Arabic and Vietnamese drop one place each to second, third and fourth respectively.

The number of students from a Chinese language background rose from 42,259 in 2016 to 43,423 in 2017. However due to a greater increase in other language backgrounds, the proportion of LBOTE students from a Chinese language background fell from 16.2 per cent to 15.9 per cent.

The language with the largest increase in enrolments was Arabic, which grew by 2,058 students from 35,732 in 2016 to 37,790 in 2017. The proportion of LBOTE students from an Arabic language background rose 0.2 percentage points to 13 per cent, and students from a Vietnamese language background remained at 6 per cent of total LBOTE students.

The language with the biggest percentage growth in 2017 was Assyrian/Chaldean. Enrolments grew from 3,229 students in 2016 to 3,982 in 2017, an increase of 23.3 per cent.

Table 1

Enrolments of students of language background other than English by language – 2016 and 2017

Language	2016		2017	
	Students	% LBOTE	Students	% LBOTE
Indian	41,797	16.0%	46,357	17.0%
<i>Hindi</i>	10,793	4.1%	11,622	4.3%
<i>Urdu</i>	5,006	1.9%	5,699	2.1%
<i>Tamil</i>	4,696	1.8%	5,075	1.9%
<i>Bengali</i>	4,451	1.7%	4,958	1.8%
<i>Punjabi</i>	3,992	1.5%	4,373	1.6%
<i>Gujarati</i>	2,968	1.1%	3,447	1.3%
<i>Nepali</i>	2,279	0.9%	2,625	1.0%
<i>Telugu</i>	1,904	0.7%	2,273	0.8%
<i>Malayalam</i>	1,783	0.7%	1,994	0.7%
<i>Sinhalese</i>	1,761	0.7%	1,829	0.7%
<i>Marathi</i>	1,130	0.4%	1,275	0.5%
<i>Other Indian</i>	1,034	0.4%	1,187	0.4%
Chinese	42,259	16.2%	43,423	15.9%
<i>Mandarin</i>	23,862	9.2%	25,140	9.2%
<i>Cantonese</i>	15,775	6.1%	15,392	5.7%
<i>Other Chinese</i>	2,622	1.0%	2,891	1.1%
Arabic	35,732	13.7%	37,790	13.9%
Vietnamese	15,709	6.0%	16,273	6.0%
Filipino/Tagalog	9,241	3.5%	9,552	3.5%
Greek	8,920	3.4%	8,716	3.2%
Samoan	8,336	3.2%	8,499	3.1%
Korean	8,005	3.1%	8,190	3.0%
Spanish	7,480	2.9%	7,583	2.8%
Italian	5,408	2.1%	5,178	1.9%
Tongan	4,264	1.6%	4,310	1.6%
Indonesian	4,164	1.6%	4,307	1.6%
Assyrian/Chaldean	3,229	1.2%	3,982	1.5%
Turkish	3,717	1.4%	3,858	1.4%
Macedonian	3,846	1.5%	3,755	1.4%
Japanese	3,273	1.3%	3,403	1.2%
Thai	3,140	1.2%	3,336	1.2%
French	3,037	1.2%	3,090	1.1%
German	3,096	1.2%	3,086	1.1%
Persian (excluding Dari)	2,908	1.1%	2,996	1.1%
Serbian	3,029	1.2%	2,976	1.1%
Dari	2,646	1.0%	2,791	1.0%
Russian	2,577	1.0%	2,724	1.0%
Khmer	2,501	1.0%	2,606	1.0%
Portuguese	2,047	0.8%	2,258	0.8%
Maori (New Zealand)	2,163	0.8%	2,114	0.8%
Fijian	1,529	0.6%	1,602	0.6%
Croatian	1,616	0.6%	1,586	0.6%
Afrikaans	1,356	0.5%	1,463	0.5%
Dutch	1,374	0.5%	1,361	0.5%
Maori (Cook Island)	1,194	0.5%	1,203	0.4%
Polish	1,111	0.4%	1,189	0.4%
Hebrew	966	0.4%	1,001	0.4%
Other language groups	18,929	7.3%	19,843	7.3%
Grand Total	260,599	100.0%	272,401	100.0%

Notes:

1. The table is ordered by the largest language groups for language groups with 1,000 or more students in 2017. Language groups with fewer than 1,000 students in 2017 are included in 'Other Language Groups'.
2. See the definition of LBOTE on page 11 for the reporting rule used to determine the language background for students from households where multiple languages are spoken.
3. See page 11 for other explanatory notes.

Table 2

Enrolments of students of language background other than English by language and level of schooling – March 2017
(by largest language groups)

Language	LBOTE Primary		LBOTE Secondary		All students		Cumulative
	Students	% of Primary LBOTE	Students	% of Secondary LBOTE	Students	% of total LBOTE	
Indian	31,760	19.4%	14,383	13.5%	46,357	17.0%	17.0%
<i>Hindi</i>	7,627	4.7%	3,938	3.7%	11,622	4.3%	<i>n/a</i>
<i>Urdu</i>	3,931	2.4%	1,738	1.6%	5,699	2.1%	<i>n/a</i>
<i>Tamil</i>	3,229	2.0%	1,822	1.7%	5,075	1.9%	<i>n/a</i>
<i>Bengali</i>	3,339	2.0%	1,567	1.5%	4,958	1.8%	<i>n/a</i>
<i>Punjabi</i>	3,150	1.9%	1,210	1.1%	4,373	1.6%	<i>n/a</i>
<i>Gujarati</i>	2,595	1.6%	850	0.8%	3,447	1.3%	<i>n/a</i>
<i>Nepali</i>	1,840	1.1%	779	0.7%	2,625	1.0%	<i>n/a</i>
<i>Telugu</i>	1,803	1.1%	468	0.4%	2,273	0.8%	<i>n/a</i>
<i>Malayalam</i>	1,432	0.9%	557	0.5%	1,994	0.7%	<i>n/a</i>
<i>Sinhalese</i>	1,113	0.7%	704	0.7%	1,829	0.7%	<i>n/a</i>
<i>Marathi</i>	857	0.5%	411	0.4%	1,275	0.5%	<i>n/a</i>
<i>Indian (other)</i>	844	0.5%	339	0.3%	1,187	0.4%	<i>n/a</i>
Chinese	24,241	14.8%	19,066	17.8%	43,423	15.9%	33.0%
<i>Mandarin</i>	14,742	9.0%	10,353	9.7%	25,140	9.2%	<i>n/a</i>
<i>Cantonese</i>	7,682	4.7%	7,657	7.2%	15,392	5.7%	<i>n/a</i>
<i>Chinese other</i>	1,817	1.1%	1,056	1.0%	2,891	1.1%	<i>n/a</i>
Arabic	22,669	13.8%	14,744	13.8%	37,790	13.9%	46.8%
Vietnamese	8,097	4.9%	8,057	7.5%	16,273	6.0%	52.8%
Filipino/Tagalog	5,022	3.1%	4,449	4.2%	9,552	3.5%	56.3%
Greek	5,485	3.3%	3,177	3.0%	8,716	3.2%	59.5%
Samoaan	4,810	2.9%	3,646	3.4%	8,499	3.1%	62.6%
Korean	4,847	3.0%	3,324	3.1%	8,190	3.0%	65.6%
Spanish	4,833	2.9%	2,703	2.5%	7,583	2.8%	68.4%
Italian	3,070	1.9%	2,058	1.9%	5,178	1.9%	70.3%
Tongan	2,493	1.5%	1,791	1.7%	4,310	1.6%	71.9%
Indonesian	2,559	1.6%	1,733	1.6%	4,307	1.6%	73.5%
Assyrian/Chaldean	2,319	1.4%	1,643	1.5%	3,982	1.5%	74.9%
Turkish	2,168	1.3%	1,660	1.6%	3,858	1.4%	76.4%
Macedonian	2,185	1.3%	1,551	1.5%	3,755	1.4%	77.7%
Japanese	2,166	1.3%	1,223	1.1%	3,403	1.2%	79.0%
Thai	2,062	1.3%	1,264	1.2%	3,336	1.2%	80.2%
French	2,068	1.3%	1,011	0.9%	3,090	1.1%	81.4%
German	1,934	1.2%	1,143	1.1%	3,086	1.1%	82.5%
Persian (excluding Dari)	1,673	1.0%	1,301	1.2%	2,996	1.1%	83.6%
Serbian	1,624	1.0%	1,343	1.3%	2,976	1.1%	84.7%
Dari	1,703	1.0%	1,074	1.0%	2,791	1.0%	85.7%
Russian	1,843	1.1%	873	0.8%	2,724	1.0%	86.7%
Khmer	1,492	0.9%	1,104	1.0%	2,606	1.0%	87.7%
Portuguese	1,543	0.9%	706	0.7%	2,258	0.8%	88.5%
Maori (New Zealand)	1,220	0.7%	885	0.8%	2,114	0.8%	89.3%
Fijian	906	0.6%	686	0.6%	1,602	0.6%	89.9%
Croatian	963	0.6%	608	0.6%	1,586	0.6%	90.4%
Afrikaans	910	0.6%	551	0.5%	1,463	0.5%	91.0%
Dutch	859	0.5%	496	0.5%	1,361	0.5%	91.5%
Maori (Cook Island)	668	0.4%	525	0.5%	1,203	0.4%	91.9%
Polish	807	0.5%	378	0.4%	1,189	0.4%	92.3%
Hebrew	737	0.4%	262	0.2%	1,001	0.4%	92.7%
Other language groups	12,238	7.5%	7,462	7.0%	19,843	7.3%	100.0%
Grand total	163,974	100.0%	106,880	100.0%	272,401	100.0%	

Notes:

1. All LBOTE students includes SSP students, which are not included in primary or secondary student numbers.
2. See page 11 for other explanatory notes.

Table 2 shows variations between primary and secondary enrolments. Indian languages now comprise 19.4 per cent of primary enrolments, compared with 13.5 per cent of secondary enrolments, which suggests that Indian languages will continue to increase as a proportion of all LBOTE students.

The proportion of Arabic students is constant at 13.8 per cent for both primary and secondary students, while Chinese languages comprise a higher proportion of secondary enrolments (17.8%) compared with primary enrolments (14.8%).

Although students from a Vietnamese background comprise 6.0 per cent of enrolments overall, they are only 4.9 per cent of primary enrolments compared with 7.5 per cent of secondary enrolments.

Where are LBOTE students in NSW?

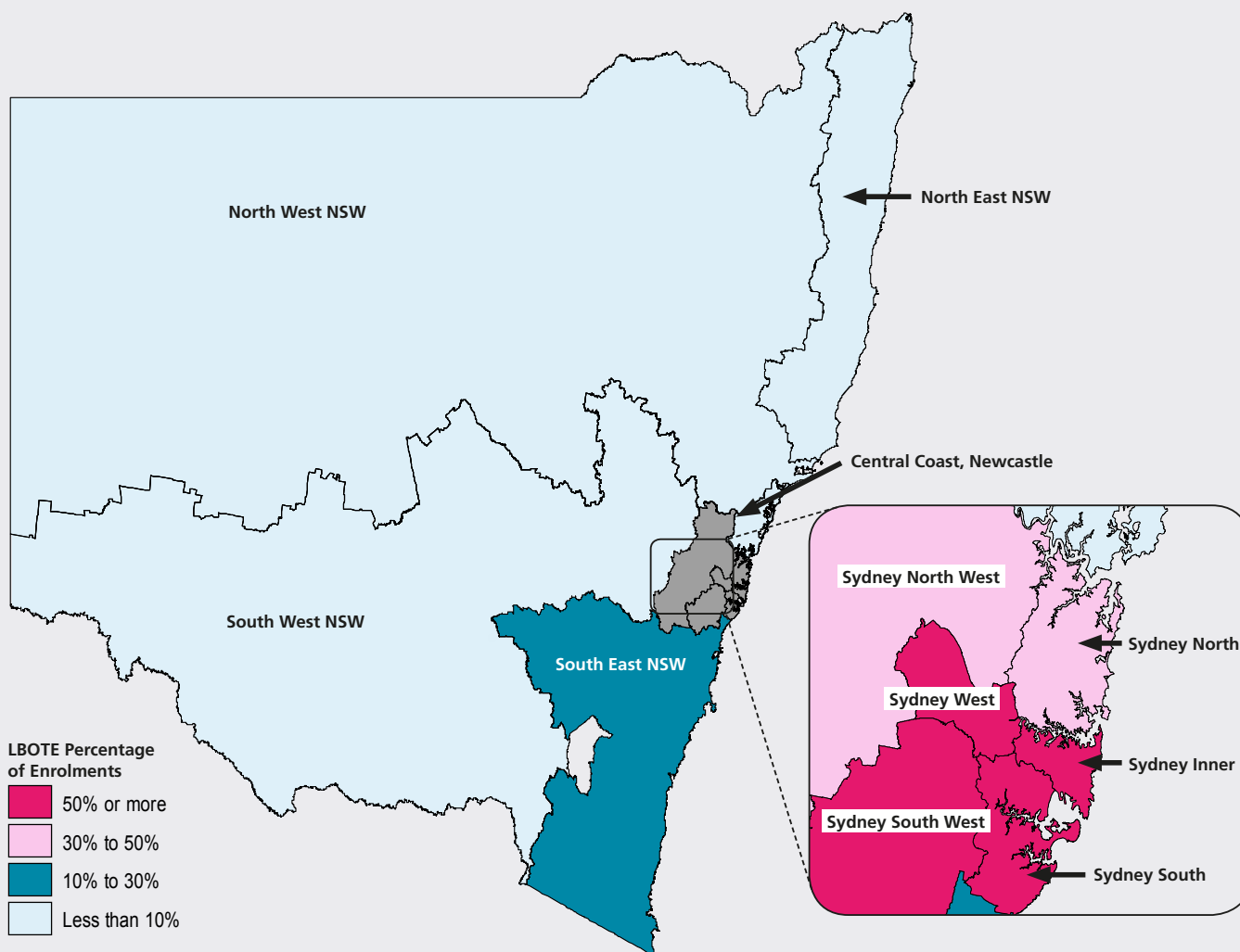
Map 1 shows the concentration of LBOTE students across NSW, using a geographical structure based on the ABS Australian Statistical Geography Standard (ASGS). ASGS Statistical Area 4 (SA4) boundaries in New South Wales have been combined into 11 groups for reporting and publication of department data.

As Map 1 illustrates the concentration of students from LBOTE backgrounds is greater in the Sydney metropolitan area than in other parts of NSW. Across all Sydney schools 53.4 per cent of the students have a language background other than English.

Sydney-West has the highest LBOTE student enrolment of 57,087 representing 67.0 per cent of all students enrolled. North West NSW has the lowest LBOTE student enrolment of 3,034 representing 4.5 per cent of all students enrolled.

Map 1

LBOTE Percentage of enrolments in a Statistical Area (SA4) grouping – March 2017



Location of LBOTE students from different language backgrounds

Nearly 60 per cent of all LBOTE students are located in Sydney-South, Sydney-South West or Sydney-West, as shown by Figure 4 and Table 3. However students from certain language backgrounds are concentrated in different parts of the state.

For example 90 per cent of students from an Assyrian/Chaldean background, along with 85 per cent of those from a Khmer background, are enrolled in schools in Sydney-South West. 54 per cent of students from a Vietnamese language background are also at schools in this area.

72 per cent of students from a Dari language background are enrolled in schools in Sydney-West.

Although around 90 per cent of LBOTE students are enrolled in Sydney areas, there are also significant pockets of students from various language backgrounds located outside Sydney.

34 per cent of students from an Afrikaans language background are enrolled at schools outside Sydney. Large percentages of Afrikaans language background students can also be found in Sydney-North and Sydney-North West.

Similarly 34 per cent of students from a German language background are enrolled at schools outside of the Sydney area, although there are also large populations in Sydney-North and Sydney-Inner.

Although the largest percentage of Macedonian students is enrolled in schools in Sydney-South (41%), 34 per cent of these students go to school in either Central Coast/Newcastle or South East NSW.

Figure 4

Distribution of LBOTE enrolments by Statistical Area 4 Groupings for selected languages – March 2017

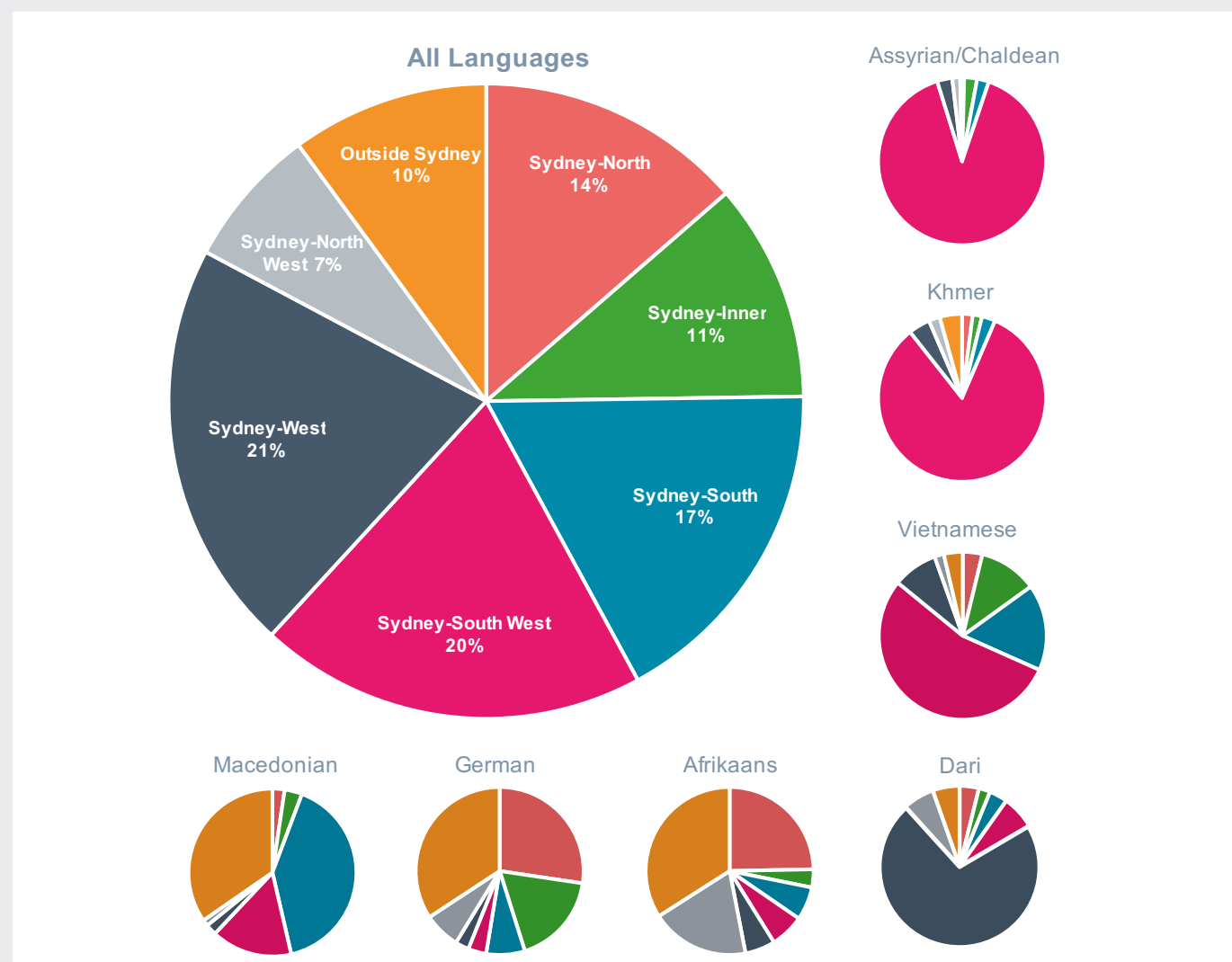


Table 3

LBOTE enrolments by language and Statistical Area 4 Groupings and number of languages – March 2017

Language	Sydney-North	Sydney-Inner	Sydney-South	Sydney-South West	Sydney-West	Sydney-North West	North East NSW	North West NSW	South West NSW	South East NSW	Central Coast, Newcastle	Grand Total	As % of total LBOTE
Indian	4,667	3,789	5,018	6,495	18,243	5,388	432	373	642	562	748	46,357	17.0%
<i>Hindi</i>	1,491	743	748	2,415	4,328	1,368	49	72	78	133	197	11,622	4.3%
<i>Urdu</i>	312	332	1,234	799	2,100	618	25	51	68	74	86	5,699	2.1%
<i>Tamil</i>	516	650	181	295	2,509	766	10	36	21	22	69	5,075	1.9%
<i>Bengali</i>	263	657	1,402	1,142	1,012	259	11	42	48	52	70	4,958	1.8%
<i>Punjabi</i>	282	149	220	380	2,157	592	278	36	168	53	58	4,373	1.6%
<i>Gujarati</i>	235	140	141	110	2,349	321	12	17	53	29	40	3,447	1.3%
<i>Nepali</i>	287	370	696	265	609	124	7	43	134	53	37	2,625	1.0%
<i>Telugu</i>	266	286	86	135	1,166	237	1	17	13	29	37	2,273	0.8%
<i>Malayalam</i>	275	163	110	324	636	304	16	24	11	61	70	1,994	0.7%
<i>Sinhalese</i>	358	93	61	116	513	531	13	22	32	45	45	1,829	0.7%
<i>Marathi</i>	211	91	68	298	415	146	5	8	7	5	21	1,275	0.5%
<i>Indian (other)</i>	171	115	71	216	449	122	5	5	9	6	18	1,187	0.4%
Chinese	12,933	7,291	7,601	3,750	6,617	3,616	141	140	146	471	717	43,423	15.9%
<i>Mandarin</i>	8,430	4,284	4,124	1,091	3,935	2,414	58	70	60	269	405	25,140	9.2%
<i>Cantonese</i>	4,027	2,620	3,194	1,704	2,307	1,017	57	53	54	126	233	15,392	5.7%
<i>Chinese other</i>	476	387	283	955	375	185	26	17	32	76	79	2,891	1.1%
Arabic	765	1,701	14,057	9,334	9,347	989	76	119	129	903	370	37,790	13.9%
Vietnamese	614	1,833	2,707	8,826	1,406	295	61	61	43	243	184	16,273	6.0%
Filipino/Tagalog	947	746	995	1,208	2,719	1,025	266	406	295	456	489	9,552	3.5%
Greek	598	1,623	4,086	756	480	379	64	50	72	375	233	8,716	3.2%
Samoan	59	112	702	4,129	2,254	593	35	57	230	126	202	8,499	3.1%
Korean	3,142	1,575	401	68	1,696	917	18	21	17	88	247	8,190	3.0%
Spanish	1,089	1,127	889	1,907	714	587	254	80	86	435	415	7,583	2.8%
Italian	751	1,209	609	919	295	376	111	74	209	368	257	5,178	1.9%
Tongan	241	355	518	1,115	1,343	254	31	27	138	114	174	4,310	1.6%
Indonesian	629	942	1,025	385	534	301	101	31	22	147	190	4,307	1.6%
Assyrian/Chaldean	16	99	91	3,585	116	61	–	5	–	4	5	3,982	1.5%
Turkish	188	606	377	492	1,626	245	22	17	41	200	44	3,858	1.4%
Macedonian	88	127	1,527	587	80	45	2	8	9	1,027	255	3,755	1.4%
Japanese	1,433	603	349	79	183	157	205	50	44	128	172	3,403	1.2%
Thai	547	568	464	406	277	162	206	99	111	244	252	3,336	1.2%
French	1,052	599	264	135	191	159	209	53	58	154	216	3,090	1.1%
German	844	549	230	108	81	217	346	88	66	291	266	3,086	1.1%
Persian (excluding Dari)	821	130	126	236	1,042	470	15	8	31	70	47	2,996	1.1%
Serbian	291	228	267	1,444	184	137	7	12	22	316	68	2,976	1.1%
Dari	108	64	102	188	2,002	176	45	6	24	9	67	2,791	1.0%
Russian	615	723	421	152	238	227	43	38	35	75	157	2,724	1.0%
Khmer	53	47	68	2,161	109	56	16	5	18	26	47	2,606	1.0%
Portuguese	545	471	374	235	148	87	98	41	16	139	104	2,258	0.8%
Maori (New Zealand)	89	122	394	373	386	155	108	91	100	169	127	2,114	0.8%
Fijian	52	129	294	357	369	60	36	44	136	50	75	1,602	0.6%
Croatian	182	119	226	410	186	181	31	27	17	128	79	1,586	0.6%
Afrikaans	361	51	94	96	85	278	59	118	110	80	131	1,463	0.5%
Dutch	476	195	102	30	52	108	98	45	38	114	103	1,361	0.5%
Maori (Cook Island)	25	72	270	217	322	67	6	16	86	101	21	1,203	0.4%
Polish	248	159	145	152	107	134	30	17	10	82	105	1,189	0.4%
Hebrew	260	557	15	1	10	28	72	7	8	15	28	1,001	0.4%
Other language groups	2,410	1,794	2,352	3,469	3,645	1,550	928	800	696	1,177	1,022	19,843	7.3%
Grand total	37,139	30,315	47,160	53,805	57,087	19,480	4,172	3,034	3,705	8,887	7,617	272,401	100%
No. of different languages	166	169	175	171	182	163	133	130	137	158	149	238	

Notes:

1. The table is ordered by the largest language groups for languages with 1,000 or more students in 2017.
2. See page 11 for other explanatory notes.

Location of LBOTE students by level of schooling

For schools in Sydney-Inner the proportion of LBOTE students as a percentage of enrolments is nearly 20 percentage points higher for secondary schools than for primary schools (see Table 4).

In Sydney-North the secondary schools figure is nearly 8 percentage points higher than primary schools. Contributing

factors are likely to include: full fee paying international students who are predominantly Year 10-12 students enrolling in schools in these two areas; a relatively large number of selective schools (which have very high LBOTE enrolments) in these two areas drawing some of their students from other areas; and the slightly higher rate of retention of LBOTE students to Year 12 relative to English speaking students.

Table 4

Enrolments of students of language background other than English, by Statistical Area 4 groupings and level of schooling – March 2017

SA4 Level Groupings	Primary			Secondary			SSP			All students		
	LBOTE students	All students	LBOTE as % of enrolls	LBOTE students	All students	LBOTE as % of enrolls	LBOTE students	All students	LBOTE as % of enrolls	Total LBOTE students	Total All students	LBOTE as % of enrolls
Sydney-North	22,980	57,463	40.0%	14,007	29,233	47.9%	152	375	40.5%	37,139	87,071	42.7%
Sydney-Inner	16,770	35,832	46.8%	13,432	20,654	65.0%	113	202	55.9%	30,315	56,688	53.5%
Sydney-South	28,307	46,782	60.5%	18,452	30,523	60.5%	401	705	56.9%	47,160	78,010	60.5%
Sydney-South West	30,338	51,143	59.3%	23,205	35,987	64.5%	262	598	43.8%	53,805	87,728	61.3%
Sydney-West	37,856	55,675	68.0%	18,818	28,765	65.4%	413	746	55.4%	57,087	85,186	67.0%
Sydney-North West	11,131	38,486	28.9%	8,263	25,104	32.9%	86	281	30.6%	19,480	63,871	30.5%
North East NSW	2,562	37,171	6.9%	1,602	26,889	6.0%	8	133	6.0%	4,172	64,193	6.5%
North West NSW	1,859	40,157	4.6%	1,169	27,353	4.3%	6	172	3.5%	3,034	67,682	4.5%
South West NSW	2,331	31,956	7.3%	1,351	21,744	6.2%	23	493	4.7%	3,705	54,193	6.8%
South East NSW	5,322	43,365	12.3%	3,525	28,723	12.3%	40	391	10.2%	8,887	72,479	12.3%
Central Coast, Newcastle	4,518	45,971	9.8%	3,056	33,478	9.1%	43	549	7.8%	7,617	79,998	9.5%
Grand Total	163,974	484,001	33.9%	106,880	308,453	34.7%	1,547	4,645	33.3%	272,401	797,099	34.2%

Notes:

1. LBOTE enrolments for 2017 are compared to enrolments (headcount) in March 2017.
2. Previous publications of the LBOTE bulletin have compared DEC regions. From 2014 these geographies have been discontinued and replaced with a new geographical structure by the ABS. See page 11 for further information.

LBOTE students Kindergarten to Year 12

As a percentage of enrolments in any particular academic year up to Year 10, the percentage of LBOTE students in NSW government schools is highest in Kindergarten at 35.9 per cent. This percentage is higher for the senior years with 36.2 per cent for Year 11 and 39.6 per cent for Year 12 students (see Table 5). This is indicative of higher rates of retention to Year 12 of LBOTE students compared to English speaking students, as well as the increased number of full fee paying international students in these years.

There is a higher proportion of LBOTE students enrolled in NSW government secondary schools than in primary schools. LBOTE student enrolments represented 33.9 per cent of all primary enrolments and 34.2 per cent of all secondary enrolments in NSW government schools however as Table 2 shows this varies by language.

Table 5

Enrolments of students of language background other than English, by Statistical Area 4 (SA4) grouping and scholastic year – March 2017

SA4 Level grouping	Primary								Total	SSP
	K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Support		
Sydney-North	3,832	3,709	3,518	3,199	3,204	2,814	2,620	84	22,980	152
Sydney-Inner	2,675	2,577	2,507	2,419	2,294	2,125	2,009	164	16,770	113
Sydney-South	4,427	4,096	4,059	3,970	3,929	3,813	3,677	336	28,307	401
Sydney-South West	4,246	4,132	4,188	4,289	4,318	4,460	4,104	601	30,338	262
Sydney-West	6,031	6,044	5,595	5,264	5,176	4,817	4,470	459	37,856	413
Sydney-North West	1,642	1,692	1,596	1,527	1,611	1,513	1,442	108	11,131	86
North East NSW	362	400	381	356	352	371	319	21	2,562	8
North West NSW	309	277	256	251	265	239	228	34	1,859	6
South East NSW	344	314	339	334	334	341	305	20	2,331	23
South East NSW	748	806	782	740	723	729	727	67	5,322	40
Central Coast, Newcastle	714	659	665	635	618	604	574	49	4,518	43
State Government Total	25,330	24,706	23,886	22,984	22,824	21,826	20,475	1,943	163,974	1,547
State Government Total Enrolments ALL	70,576	70,096	69,556	68,404	68,828	66,345	63,364	6,832	484,001	4,645
As % of All Government Enrolments	35.9%	35.2%	34.3%	33.6%	33.2%	32.9%	32.3%	28.4%	33.9%	33.3%

SA4 Level Grouping	Secondary								Primary and Secondary		
	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Support	Total	Total LBOTE Enrols	All Enrols	As % SA4 Grouping
Sydney-North	2,151	2,158	2,120	2,248	2,487	2,370	473	14,007	37,139	87,071	42.7%
Sydney-Inner	2,056	2,001	2,019	2,136	2,455	2,330	435	13,432	30,315	56,688	53.5%
Sydney-South	2,834	2,823	2,852	3,008	3,272	2,857	806	18,452	47,160	78,010	60.5%
Sydney-South West	3,490	3,596	3,814	3,636	3,822	3,410	1,437	23,205	53,805	87,728	61.3%
Sydney-West	3,050	3,013	3,013	2,957	3,109	2,772	904	18,818	57,087	85,186	67.0%
Sydney-North West	1,301	1,247	1,282	1,247	1,556	1,507	123	8,263	19,480	63,871	30.5%
North East NSW	282	250	250	269	275	246	30	1,602	4,172	64,193	6.5%
North West NSW	208	176	189	188	210	162	36	1,169	3,034	67,682	4.5%
South West NSW	240	236	229	212	214	193	27	1,351	3,705	54,193	6.8%
South East NSW	553	578	517	627	597	473	180	3,525	8,887	72,479	12.3%
Central Coast, Newcastle	555	519	502	490	495	434	61	3,056	7,617	79,998	9.5%
State Government Total	16,720	16,597	16,787	17,018	18,492	16,754	4,512	106,880	272,401	797,099	
State Government Total Enrolments ALL	51,096	50,785	50,559	51,634	51,115	42,356	10,908	308,453	797,099		
As % of All Government Enrolments	32.7%	32.7%	33.2%	33.0%	36.2%	39.6%	41.4%	34.7%	34.2%		

Notes:

1. All LBOTE students includes SSP students, which are not included in primary or secondary student numbers.
2. See page 11 for other explanatory notes.

What languages do newly arrived students speak?

Languages spoken by 'new arrival' students are counted on a different basis from LBOTE. The students in Table 6 are counted based on the main languages spoken by the students themselves, while the LBOTE count includes students who speak another language and those with a parent/carer who speaks another language.

New arrivals data is collected through the English as an Additional Language or Dialect (EAL/D) annual census conducted in June.

The total number of new arrival students in 2016 was 8,791. Arabic was the most common single language accounting for 16 per cent of students, however 23 per cent of new arrival students spoke an Indian language.

Table 6

Main languages spoken by new arrival students 2016

Language	2016	
	Students	% of NAP students
Indian Languages	1,989	22.6%
<i>Hindi</i>	454	5.2%
<i>Urdu</i>	408	4.6%
<i>Tamil</i>	191	2.2%
<i>Telugu</i>	165	1.9%
<i>Bengali</i>	140	1.6%
<i>Punjabi</i>	116	1.3%
<i>Malayalam</i>	121	1.4%
<i>Nepali</i>	107	1.2%
<i>Other Indian</i>	287	3.3%
Arabic	1,411	16.1%
Chinese Languages	1,265	14.4%
<i>Mandarin</i>	893	10.2%
<i>Cantonese</i>	234	2.7%
<i>Other Chinese</i>	138	1.6%
Filipino/Tagalog	407	4.6%
Vietnamese	348	4.0%
Assyrian Neo-Aramaic	323	3.7%
Samoan	297	3.4%
Korean	244	2.8%
Dari	188	2.1%
Chaldean Neo-Aramaic	169	1.9%
Thai	142	1.6%
Spanish	136	1.5%
Indonesian	116	1.3%
Persian (excluding Dari)	103	1.2%
Others	1,653	18.8%
Total	8,791	100%

Notes:

1. From 2016 new arrivals data was collected through the EAL/D annual census conducted in June.
2. 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, and are in need of initial ESL instruction.
3. Data collected prior to 2016 was collected based on different time periods to the EAL/D collection and so cannot be compared with the 2016 EAL/D new arrivals data.
4. The student count in this table is based on main languages spoken by students themselves. This differs from LBOTE student counts which include languages spoken by the student and/or their parents.

Table 7

Enrolments of government preschool students of language background other than English - largest language groups – March 2017

Language	Students	As a % of LBOTE
Indian	471	23.0%
<i>Urdu</i>	99	4.8%
<i>Bengali</i>	97	4.7%
<i>Hindi</i>	80	3.9%
<i>Punjabi</i>	56	2.7%
<i>Gujarati</i>	39	1.9%
<i>Tamil</i>	37	1.8%
<i>Telugu</i>	15	0.7%
<i>Nepali</i>	15	0.7%
<i>Malayalam</i>	13	0.6%
<i>Marathi</i>	8	0.4%
<i>Sinhalese</i>	6	0.3%
<i>Other Indian</i>	6	0.3%
Arabic	322	15.7%
Vietnamese	275	13.4%
Chinese	178	8.7%
<i>Mandarin</i>	75	3.7%
<i>Cantonese</i>	66	3.2%
<i>Other Chinese</i>	37	1.8%
Khmer	60	2.9%
Samoan	59	2.9%
Filipino/Tagalog	57	2.8%
Spanish	47	2.3%
Korean	46	2.2%
Tongan	34	1.7%
Indonesian	33	1.6%
Dari	30	1.5%
Italian	28	1.4%
Aboriginal English	24	1.2%
Thai	23	1.1%
Assyrian/Chaldean	23	1.1%
Mongolian	22	1.1%
Greek	21	1.0%
Japanese	19	0.9%
Persian (excluding Dari)	18	0.9%
Turkish	18	0.9%
Portuguese	16	0.8%
Maori (New Zealand)	14	0.7%
Serbian	14	0.7%
Macedonian	14	0.7%
Lao	12	0.6%
Other language groups	167	8.2%
Grand total	2,045	100%

Notes:

1. Preschools include the 99 preschools attached to government primary/ infant schools and the John Brothie Nursery School. Not included are the government funded community preschools and long day centres that deliver a preschool program, which provide the majority of preschool education in NSW.
2. Students include children enrolled in a preschool or an Early Intervention program that is run by a NSW government school. These government preschool classes provide full-time or part-time schooling at pre-primary level.
3. LBOTE as a percentage of preschool enrolment uses March 2017 enrolment data.
4. Other language groups includes 65 language groups.

What language backgrounds do preschool students come from?

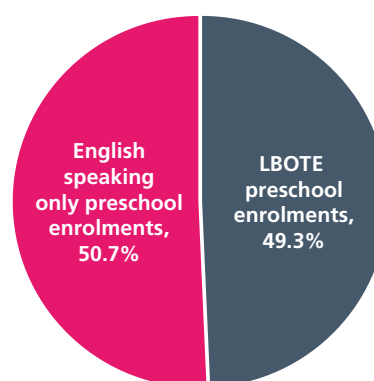
Government preschools enrolled 2,045 students of language background other than English in 2017, representing 49.3 per cent of all government preschool enrolments (see Figure 5).

Preschool LBOTE enrolments are reported in Table 7 by largest language groups. LBOTE enrolments less than 10 (approximately 0.5% of total preschool LBOTE) are included in 'Other language groups'.

In NSW, most children receiving a preschool education are enrolled at a government funded community preschool or in a Long Day Care centre which offers a preschool program. However, as Figure 5 shows, the proportion of LBOTE children at government preschools is significantly higher than the proportion enrolled at school.

Figure 5

Language background of preschool students in NSW government schools, March 2017



Definitions

1. 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 1 and parent 2 (in that order).

2. New arrivals

New arrival students include only those who have enrolled in school in the 6 months prior to the survey.

New arrival students:

- speak a language other than English as their first language
- are enrolling in an Australian school for the first time
- are in need of initial ESL instruction
- have been in Australia less than 6 months (or for Kindergarten students less than 18 months).

The student count of new arrivals is based on main languages spoken by the students themselves. This differs from LBOTE student count which includes languages spoken by the student and/or their parents or carers.

Explanatory Notes

The census of students from language backgrounds other than English (LBOTE) was conducted on 3 March 2017 in all NSW government schools, including preschools, intensive English centres and distance education centres.

Since 1996, information on LBOTE students 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). From 2013, comparative enrolment information for all students was extracted from the Enrolment Registration Number (ERN) system during March, at the time the LBOTE data was collected.

1. 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).

2. Combined language groups

The 'Other Chinese' language group includes Chinese nec (ASCL 7199), Hakka (ASCL 1027), Min Nan (ASCL 7107) and Wu (ASCL7106).

The 'Other Indian' language group includes Kannada (ASCL 5101), Tulu (ASCL 5105), Dravidian (Other) (ASCL 5199), Konkani (ASCL 5204), Sindhi, (ASCL 5208), Assamese (ASCL5213),

Kashmiri, (ASCL 5215), Oriya (ASCL 5216), Dhivehi (ASCL 5214), Fijian Hindustani (ASCL 5217), Indo Aryan nec (ASCL 5299), Other Southern Asian languages (ASCL 5299).

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

The 'Assyrian & 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 2017.

3. Statistical Area 4 Groupings

Previous publications of the LBOTE bulletin compared enrolments in DoE regions. From 2014 these geographies have been discontinued and replaced with a geographical structure based on the ABS Australian Statistical Geography Standard (ASGS). A combination of ASGS Statistical Area 4 (SA4) boundaries in New South Wales 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	Hunter Valley exc 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

Contact Details

For more information about the Centre for Education Statistics and Evaluation, please contact us:

02 9561 1211

cese@det.nsw.edu.au

www.cese.nsw.gov.au