

# What are languages worth? Community languages for the future of New South Wales



The Faculty of  
Human Sciences  
Multilingualism  
Research Centre



The NSW Federation of  
Community Language  
Schools Inc.

# Where languages and cultures come together



What are languages worth? Community languages for the future of New South Wales

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The Faculty of Human Sciences Multilingualism Research Centre

Macquarie University

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The views expressed in this publication are those held by the authors and are not necessarily those of the NSW Federation of Community Language Schools Inc. or Macquarie University.

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The authors of this report are researchers at the North Ryde campus of Macquarie University. We acknowledge the traditional custodians of the Macquarie University land, the Wallumedegal clan of the Darug nation, whose cultures and customs have nurtured and continue to nurture this land since the Dreamtime. We pay our respects to Elders past, present and future.

This report focuses on community languages, or the languages that migrants have brought to Australia and continue to use in their everyday lives. The New South Wales Aboriginal Languages Act (2017) has established a Trust charged with drafting a strategic plan for the growth and nurturing of Aboriginal languages in the state. Although Aboriginal languages are outside the scope of this report, the authors recognise the importance of the languages of the first peoples of the land and support the efforts of Aboriginal communities to reawaken, grow and nurture their languages.

## CONTRIBUTORS

The Faculty of Human Sciences Multilingualism Research Centre at Macquarie University works to advance transdisciplinary research that informs language and education policy. Our research focuses on the benefits of multilingualism to individuals and the nation, relationships between language use and social inclusion, service provision for multilingual populations, maintenance and development of Indigenous and community languages, and the roles of English in a multilingual society.

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## EXECUTIVE SUMMARY

This report reviews literature on the value of community languages to economic, social and cultural life. It draws on Australian and international research to evaluate the contribution of community languages to the future of New South Wales in these three domains. Its main findings are:

1. Community languages contribute to economic growth in two main ways: through the contribution of employees' multilingual skills to businesses that trade globally and through the contributions of language-related industries. They contribute to both large and small and medium enterprises. All community languages have economic value, whether large or small, and irrespective of whether they are the languages of Australia's main trading partners.
2. Community languages have two kinds of social value: the value of bilingualism to educational achievement and wellbeing and the value of language maintenance to the integration of community language groups. Investments in maintaining community languages translate into economic benefit and increased social cohesion for the community as a whole.
3. Community languages also contribute to the cultural life of New South Wales by enriching the lives of its residents and branding the state, and Sydney in particular, as a centre of arts and culture. Community languages help craft a distinctive multicultural identity for the city.

The loss of languages in the second and third generations is identified as the main threat to the future of community languages in New South Wales. Mainstream schools and community language schools are identified as the main sites in which this threat can be met.

The report concludes by identifying five language needs that call for discussion and debate in planning for the future of New South Wales.

1. Research on community language competencies and their use at work, in family and social life, and cultural activities.
2. A change of attitude toward community languages to emphasise their value to the community as a whole.
3. Expansion of Languages Education in mainstream schools. Every child should learn at least one community language to intermediate level and obtain a usable qualification in that language
4. Strengthen the Community Language Schools sector by better integrating the work of its schools into mainstream education.
5. Professionalisation of the Community Language Schools teaching workforce through pathways for accreditation to teach in mainstream schools.

## 1. INTRODUCTION

New South Wales is at a turning point at which the future of the state is being reimagined in initiatives such as the Metropolis of Three Cities, Building Momentum, Making it Happen in the Regions, and Future Transport. The professional skills and experience of migrants have been identified as key resources for future growth. Less consideration has been given to the value of the languages that migrants bring to the state. As New South Wales takes stock of its assets, capacities, capabilities and potentials, there is a pressing need to also assess the value of its community languages.

26.5 per cent of New South Wales residents use a language other than English at home. There are more than 150 different languages with 50 or more speakers in the state. These languages are also used at work, and in social and cultural activities. They are community languages in a double sense:

- They are languages of the communities that use them, vital to their cohesion and the wellbeing of their members.
- They are languages of the community of New South Wales as a whole, vital to our future economic, social and cultural prosperity and to the strength of our state within a multicultural nation.

National and State Government have done much to promote community languages within a policy of multiculturalism and mutual respect among users of diverse languages. While English is accepted as the common language, the importance of community language maintenance is also upheld. With the support of State Government, Community Language Schools have done much to foster our many languages. However, changing times call for a reevaluation of the value of community languages to the future of our state and a reconsideration of the challenges that community languages users and educators face.

This report argues that the need to support community languages and foster intergenerational language skills has never been more urgent. It aims

1. To provide evidence for the economic, social and cultural value of community languages;
2. To evaluate the challenges that community languages users educators face now and will face in the coming years;
3. Identify important language needs to be taken into consideration in future planning.

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“The ability to function in more than one language is increasingly being seen not just as enabling a basic transaction but as a crucial component of the set of skills, attributes and knowledge required for success in the world today.”  
British Council”

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## 2. COMMUNITY LANGUAGES IN A GLOBAL NEW SOUTH WALES

The history of modern Australia is history of migration. For many years, immigration policies discouraged non-English speaking migrants. However, the White Australia policy, which welcomed migrants only if they spoke English on arrival, is now a policy of the past. In the post-war years, migrants arrived from Italy, Greece and other parts of Europe to strengthen small but well-established language communities in New South Wales and other states. Under the influence of these communities, official support was provided for community languages in the 1970s and a National Policy on Languages was formulated in the 1980s<sup>1</sup>. Subsequently, migrants from East and Southeast Asia and the Middle East, and more recently from West, Central and South Asia, Africa and South America have brought their languages to this country. Australia has become not only a multicultural nation, but also a nation of many languages.

The languages of migrant communities are often called 'heritage' languages. This implies that they are languages of a past that has been left behind. In Australia they are called 'community' languages in recognition of the roles that they play here and now. Some community languages have been included in the school curriculum because they are the languages of Australia's major trading partners in Asia (Mandarin Chinese, Indonesian, Japanese and Korean). Support for other community languages has largely focused on their value to the communities that use them. This report argues that all community languages are deserving of support, not only because they are vital to those who use them, but also because they play crucial role in the economic, social and cultural future of Australia in a globalising world.

Global cities are increasingly multilingual cities. In 2016, 36.7 per cent of the population of Greater Sydney were born

overseas, the highest proportion among Australia's cities. This is a similar proportion to other global English-speaking cities such as Toronto (46%), Los Angeles (41%), London (37%) and New York (36%). In all of these cities, migrants and their families make up the majority of the population. The languages spoken in global cities are often counted in the hundreds<sup>2</sup> and many residents are bilingual or multilingual. However, it is not simply that migrants are attracted to these cities. Migrants and their languages are the lifeblood of global urban economies and Australia is by no means exceptional in basing its future economic projections on demographics of continued migration<sup>3</sup>.

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“Australia's current immigration is projected to deliver a demographic dividend to Australia and higher economic output per person. By increasing the proportion of people in the workforce, immigration can reduce the impacts of population ageing, but it does not offer a long term panacea – immigrants age too.” (Productivity Commission, 2016, *Migrant Intake in Australia*)

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Sydney is a highly multilingual city in a highly multilingual state<sup>4</sup>. The 2016 Australian Census shows that 20.8 per cent of the Australian population speak a community language at home. This figure rises to 25.1 per cent in New South Wales and 35.8 per cent in Greater Sydney. Our analysis of Census data shows that New South Wales has 148 community languages with 50 or more speakers, 76 languages with 1,000 or more speakers, and 37 with 10,000 or more speakers.

These statistics should not be seen as a matter for concern, but as an indicator of the depth of our language resources. Twenty-first-century Australia is a global nation, whose prosperity depends on its competitiveness in increasingly diverse global marketplaces. Community languages are critical to the future prosperity of New South Wales, which will depend on diversification of sources of migration and an internationally mobile population with strong transnational ties.

English is acknowledged as the shared language of Australians. Immigration and employment criteria provide incentives for migrants to learn English and support for English is offered through the Adult Migrant Education Program. Children of migrant families readily learn English in school. The picture for community languages is a very different one. Children of migrant families rarely have the opportunity to learn community languages at school. As they adopt English in preference to the languages of their parents, community languages often disappear in the second generation. The most recent research in Australia,

however, suggests that this trend is not inevitable. Some communities now show high levels of community language use even in the third generation<sup>5</sup>. The reasons for this are complex. Maintenance of transnational ties with family members and friends and increased availability of community language cultural resources online may be part of the explanation. Today's migrant families are much more

globally connected than those of the past. Among the most important factors, however, are the efforts of migrant communities to provide language education outside the compulsory school system.

Community Language Schools have operated in Australia since 1857. Their work was boosted by the multicultural policies of the 1970s. The NSW Federation of Community Language Schools was established in 1978 as a not-for-profit organisation to unite and assist member schools. More than 60 community languages are now taught to 37,340 students across 561 locations in New South Wales. More than 2,925 community language speakers work as volunteer teachers in these schools. Community Language Schools receive support from the NSW Department of Education and many are members of the NSW Federation of Community Language Schools. Both organisations provide support and advice on teacher professional training and development.

Community languages education continues to face many challenges, which will be detailed later in this report. These are challenges not only for the language communities concerned, but for the community of New South Wales as a whole. What are community languages worth to the future of New South Wales? The following sections examine the evidence for the value of community languages in the economic, social and cultural domains.

### 3. WHAT ARE COMMUNITY LANGUAGES WORTH? ECONOMIC FUTURES

We cannot place a monetary value on language skills. Yet it is clear that the language skills of multilingual populations do have an economic value in a multilingual world. This value comes in two forms: first, through the contribution of employees' multilingual skills to businesses that trade globally and, second, through the contributions of language-related industries themselves. The Australian Government recognised the economic value of languages when the languages of Australia's main Asian trading partners were added to the European languages that traditionally made up the school curriculum. This policy has its critics, who argue that it may lead to a neglect of community languages that are perceived to lack an economic value<sup>6</sup>. We argue, however, that *all* community languages have the potential economic value, if they are fostered in the community.

The economics of language is an emerging field of research that contributes to a better understanding of the roles of language skills in globalised economies<sup>7</sup>. Economic prosperity is built on human capital, defined by OECD as 'the knowledge, skills, competencies and attributes embodied in individuals that facilitate the creation of personal, social and economic well-being'<sup>8</sup>. Communication skills, which include multilingual competence, are a key component of human capital in the global economy. If a community language is lost from one generation to the next, there is a loss of human capital. This is a loss both to the communities concerned and to the economies that would benefit from their language skills. In English-speaking countries an emphasis on the economic value of English-skills often means that the value of multilingual competence is neglected. Australia is no exception to this rule. However, the economic value of languages is beginning to be recognised in

a number of recent reports in the English-speaking world<sup>9</sup>.

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"The dominance of English, to the exclusion of other languages, has also had diverse and often unforeseen consequences at home and abroad – in business and diplomacy, in civic life, and in the exchange of ideas. We often find ourselves left out of important conversations, misinterpreting what we hear, and failing to understand all-important nuances, precisely because we have undervalued languages other than English in our schools, our communities, and our own homes." *America's languages: Investing in language education for the 21<sup>st</sup> century.*

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When Australian businesses trade globally they have the advantage of English, the language of international trade. But they are often at a disadvantage in trading with overseas partners who know both English and the local language. The assumption that 'the world knows English' can be a dangerous one. A United Kingdom survey revealed that British employers view languages as a 'value-added skill', but they also underestimate the importance of language and cultural skills in international business negotiations<sup>10</sup>. Another study estimated that the cost to the United Kingdom of the assumption that overseas business partners would speak English was approximately 3.5 per cent of GDP<sup>11</sup>. In a United States survey, 40 per cent of business executives reported that they had failed to reach their international potential due to missed opportunities

abroad caused by language barriers and English-speaking graduates are at a disadvantage to their multilingual peers when seeking employment with global companies, who value not only specific languages, but also the 'cultural agility' of employees with language skills<sup>13</sup>. Recruits with language skills are assumed to bring benefits of international experience, flexibility and an ability to approach problems and opportunities from multiple perspectives. As multilingual economies increasingly trade with other multilingual economies, the diversity of language skills among community language speakers becomes increasingly valuable. The top five export trading partners of New South Wales in 2017 - 2018 were Japan (\$12.2b), China (\$8.8b), Korea (\$3.9b), Taiwan (\$3.0b), and United States (\$2.7b)<sup>14</sup>.

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“There are clear advantages in speaking the global language and the widespread and increasing use of English is empowering, connecting business of all sizes across different continents as part of a global communication network. But cooperation in multiple countries means interaction with multiple languages and cultures. While English is the nexus, communication in multilingual operations is functionally multilingual and culturally diverse.”  
- Bernadette Holmes, Director of the *Born Global* research project.

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However, language skills do not only have value to global companies. SMEs account for an increasing portion of employment in multilingual economies. In 2017, SMEs accounted for 45.6 per cent of employment in New South Wales<sup>15</sup>. They

lack of language skills<sup>12</sup>.

are also of value to small and medium enterprises (SMEs) in assessing client needs and satisfaction, conducting market research and opening new markets. Many successful Australian SMEs leverage the language skills of their migrant employees. Migrants in the workforce often have transnational connections that aid the flow of labour, goods and services between Australia and their countries of origin<sup>16</sup>. The commercial centres of Sydney's multicultural and multilingual suburbs also provide ample evidence of the importance of community languages to local SMEs, who often use their languages to source and retail products locally and nationally. Asian groceries, for example, source many of the products that they sell, labelled in Asian languages, from within Australia. The business networks that are developed and maintained through shared community languages are vital to migrant and refugee entrepreneurship, especially for smaller, more recently arrived communities<sup>17 18</sup>.

In addition to their role in international and national trade, language skills contribute to the development of the language-related industry sector. Translation, interpretation, language teaching and other language services now make up a substantial sector of the global economy, which is estimated to exceed USD 50 billion<sup>19</sup>. Languages play an important role for New South Wales's two largest service sector export earners – international education and tourism – which contributed AUD\$19.45 billion to the economy and accounted for 53.4 per cent of total services trade export income in 2017–18<sup>20</sup>.

However, Australia may be failing to realise its full potential in the global language services market. Most of the top 10 global language services providers are based in the United States, the United Kingdom and Ireland. Appen (headquartered in Sydney) is the only Australian language services company in the global top 10 (ranked 7, with an estimated USD272.2 millions annual revenue,). Ranked 69, Multicultural NSW

has revenue of USD17.6 million, which gives a rough indication of the current demand for language services in New South Wales. There is no other New South Wales company on the up and coming watch list in this growing global market<sup>21</sup>.

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“Migrants often bring with them a taste for the products of their homelands which can spark new product markets and industries. Personal links to their homelands can also be responsible for increasing business exposure to competitive pressures by facilitating trade and entrepreneurial activity and overcoming language barriers.”  
– The Treasury, *Shaping of a Nation*.

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In English-speaking countries qualified linguists are in short supply and language services are typically contracted out to native speakers overseas. In the United Kingdom, a House of Lords Select

Committee found that the nation’s capacity to ‘build connections is constrained by the small number of citizens who are able to speak foreign languages’<sup>22</sup>. However, this observation may also reflect a failure that is common to English-speaking countries for failing to develop and draw upon the knowledge and talents of community language speakers. The potential for New South Wales to grow the economy in the language services sector is enormous, as are the community language resources that this sector can draw upon<sup>23</sup>.

It is important to recognise that all community languages have an economic value whether large or small, established or emerging. The value of a community language is not directly proportionate to the volume of trade between Australia and the country in which that language is spoken. One of the challenges for New South Wales is to view language diversity, not as a problem to be solved by the learning of English, but as a potential economic strength. A second challenge is to leverage language diversity for the future economic prosperity of the state. A first step in meeting these challenges is to ensure that our community languages are maintained, rather than lost.

## 4. WHAT ARE COMMUNITY LANGUAGES WORTH? SOCIAL FUTURES

Community languages have social value insofar as they benefit the wellbeing of individuals, groups and the population as a whole. This social value involves the benefits that bilingualism brings to individuals and the benefits of language maintenance to community language groups. We argue that these are also benefits for the New South Wales community as a whole. Maintaining and enhancing the social value of community languages involves costs, but these costs can be seen as long-term investments in social well-being that will also translate into economic benefit. More important, investment in community languages is an investment in social harmony. Social integration and cohesion are key questions for the future of our multicultural state. The idea that everyone should speak the same language, English, is often proposed as the solution to these questions. However, important as English is, bilingualism and community language maintenance may play an equally, if not more important role in integration and social cohesion.

Community language learning provides positive cognitive benefits to individuals. Studies have found bilingualism helps children to improve literacy, working memory and problem-solving capabilities. According to Professor Ellen Bialystok of York University, Toronto, bilingual children generally develop abilities associated with executive functioning (e.g. working memory, cognitive flexibility and self control) earlier than their monolingual counterparts<sup>24</sup>. Bilingual children have shown a higher level of aptitude in processing and shifting between tasks. They are more aware of other cultures, other people and other points of view. They are often advanced in reading and find it easier to learn additional languages.

Parents sometimes worry that they may be holding back their children's English development by using a community

language at home. At the root of this concern is the mistaken idea that languages compete with each other in the mind of the bilingual child. Research shows that languages do not compete with each other in this way at all.

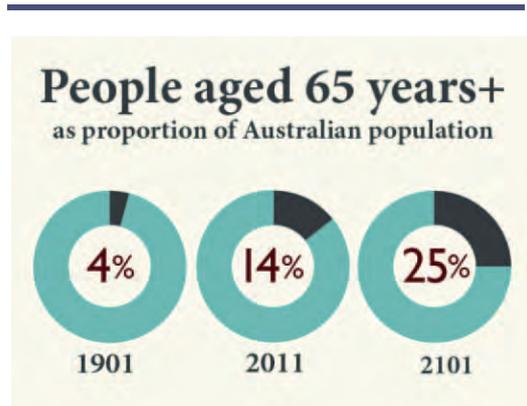
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The language groups with a higher proportion of young speakers include [Iranic \(Persian, Dari, Kurdish, Pashto, Hazaraghi\)](#); [Middle Eastern Semitic \(Arabic, Hebrew, Assyrian Neo-Aramaic\)](#); [Turkish](#); [Indo-Aryan \(Tamil, Bengali, Gujarati, Hindi, Marathi, Nepali, Punjabi, Urdu\)](#); [Mon-Khmer \(Vietnamese, Khmer, Karen, Hmong, Thai\)](#); [South-East Asian Austronesian \(Malay, Tetum, Indonesian, Burmese\)](#); [East Asian \(Chinese, Japanese, Korean\)](#); [African](#); [Pacific Austronesian Languages \(Fijian\)](#). – Migration Council Australia

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On the contrary, as children become bilingual each of their languages reinforces the other. Nor does it matter whether the community language is large or small, a national language or a regional dialect, European, Asian or African. A study by Professor Antonella Sorace's research team at the University of Edinburgh showed that English-Gaelic bilingual children who have English as their dominant language outperformed their monolingual peers. This suggests that there are cognitive benefits to be gained from learning a minority language in contexts where English is the language of the school – the situation of many children from community language-

speaking families in Australia<sup>25</sup>. The cognitive benefits come from being bilingual, irrespective of the languages involved. This does not necessarily mean that children who only speak English are disadvantaged, although the cognitive benefits of additional language learning are a powerful argument for giving languages a more prominent place at all levels of the school curriculum.



Source: Australian Institute of Family Studies

The language groups with a higher proportion of older speakers include Northern European (German, Dutch, Danish, Gaelic Scottish, Welsh and Finnish); Southern European (Greek, Italian, and Maltese); Eastern European (Latvian, Lithuanian, Ukrainian, Croatian, Slovene, Polish and Hungarian). - Migration Council Australia

The cognitive benefits of bilingualism are primarily benefits to bilingual individuals. However, this clearly translates into benefits for the education system and the professions as well. The idea that languages compete with, for example, English and numeracy for space in the timetable is misleading if language learning leads to better learning outcomes overall. There may also be benefits to health systems. It is possible that benefits

of knowing an additional language related to multi-tasking and taking the perspectives of others may have a positive effect for children with autism, although research is at an early stage. There is stronger evidence that speaking a second language helps delay the onset of Alzheimer's disease and other forms of dementia or cognitive ageing<sup>26</sup>. In addition to enhancing the well-being of sufferers and their families, the potential health benefits of bilingualism could save millions of dollars of health expenditure in the long run.

Australia has been described as a typical example of multiculturalism, in which a dominant ethnicity sees itself as the 'founding nation' and defines the characteristics of the nation as a whole, including its language, its religion, its 'way of life' and its sense of superiority<sup>27</sup>. Australia has no 'official' language, but English is the language of government and administration and, for many years, there was a strong expectation that new migrants would 'assimilate' by adopting English. One of the most significant components of the multicultural policy initiated in the 1970s, therefore, was the respect that it accorded to community languages. The current multicultural policy of New South Wales's is a legacy of this era, in its commitment to 'accept that we have diverse linguistic, religious and ancestral backgrounds', and to 'respect and provide for different cultures, languages, and religions, with English recognised as our common language'<sup>28</sup>. However, the idea that integration and social cohesion are best achieved through English is not necessarily inconsistent with a policy of acceptance and respect for community languages. Is there a case to be made for a policy that goes beyond acceptance and respect to recognise that community languages play a positive role in integration and social cohesion? We believe that there is.

People do not migrate to Australia as isolated individuals. They do so as members of families, extended families

and communities. They join relatives and friends with whom they share a common language, often a common dialect, who help them to settle in their new homes, find employment, place their children in schools, and make new friends.

Community language networks are especially important for migrant women and refugees<sup>29</sup>. Their role in initial settlement often carries over into integration into the wider society. Migrants integrate into a multicultural and multilingual Australia through community language networks that provide them with a sense of belonging to the nation. Individuals' sense of belonging derives from the sense of belonging of the group; a sense that their language, culture and religion are valued in the wider society. As Sev Ozdowski AM, Chair of the Australian Multicultural Council, puts it, community languages play a highly important role in a person's sense of belonging<sup>30</sup>.

Community languages also strengthen inter-generational ties, which can be disrupted or even broken, if the second generation does not learn the languages of their parents and grandparents.

Research suggests that knowledge of a community language allows a more nuanced sense of self, family and global citizenship, with benefits for mental health and wellbeing<sup>31</sup>.

Community languages are also vital to social cohesion, which is best understood in a multicultural society in terms of interaction among a variety of loosely affiliated cultural and linguistic groups. Community language speakers do not only mix with those who share their languages, but also with members of other groups. Cohesion is achieved through what Macquarie University researchers Amanda Wise and Selvaraj Velayutham describe as the practices of 'everyday multiculturalism' in public spaces, where people negotiate cultural differences 'on the ground'<sup>32</sup>. A report for the Joint Commonwealth State and Territory Research Advisory Committee identified culture and language maintenance and positive intercultural experience as 'drivers

of social cohesion' in multicultural Australia, but also noted that most intercultural contact is among migrant and second-generation groups; it is significantly less common for Anglo-Australians to be involved<sup>33</sup>.

If community language maintenance is vital to integration and social cohesion, there are also costs involved. A multicultural policy that respects the right of community language speakers to use their languages is unlikely to lead to maintenance of those languages in the absence of positive support for their use. This includes more positive policies to provide services such as care of the aged<sup>34</sup>, disability services<sup>35</sup> and speech pathology<sup>36</sup> for community language speakers with limited proficiency in English. Translating and interpreting are among the most important areas of need in multilingual New South Wales. A 2014 sector roundtable discussion hosted by the Australian Department of Social Services showed that only about 8 per cent of translators /interpreters are under 30 years of age, and 48 per cent are at or approaching retirement age. National Accreditation Authority for Translators and Interpreters (NAATI) accredited or recognised interpreters are in particularly short supply for new and emerging languages<sup>37</sup>. As migration policies increasingly favour recently graduated professional migrants, account also needs to be taken of age imbalances within language community languages. European language groups tend to have older populations, while Asian and African language groups have a higher proportion of young speakers.

The costs associated with multilingualism can also be seen as investments in integration and social cohesion. In some cases, they can also be seen as economic opportunities. Translation and interpreting, for example, are important sectors of the economy that provide employment for community language speakers. Employment and appropriate placement of professionals with community language

skills can also enhance the efficiency of healthcare and other services. Young community language speakers often act as unpaid language brokers for their migrant parents, grandparents and extended families, by interpreting and translating for them. Community language services are most often needed by older, disabled or disadvantaged members of a community in situations where they cannot be provided informally by the community

itself. Loss of community language capital among the second- and third-generation migrants is doubly perilous to the future social prosperity of the state. It threatens both the formal and informal supply of language services to disadvantaged members of the community. The best way to invest in the social value of community languages, therefore, is to ensure that they are well-taught to younger members of the community.

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“Many of the emerging languages are spoken by humanitarian settlers to Australia. A 2011 Commonwealth Report, ‘A significant contribution: The economic, social and civic contributions of first and second generation humanitarian entrants’, finds that a higher proportion of these emerging language speakers became entrepreneurs. Many started small and medium enterprises that play an important role in providing employment for other new settlers from their cultural and language background. Many enterprises also facilitate bilateral trade between Australian and their countries of origin.”

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## 5. WHAT ARE COMMUNITY LANGUAGES WORTH? CULTURAL FUTURES

Community languages have cultural value insofar as they contribute to the cultural life of the community. New South Wales more than any other Australian state is synonymous with arts and culture. The continued development of vibrant creative industries, sports and leisure activities, and diverse cultural festivities is essential to the cultural futures of our state. Creative industries and cultural events make a significant contribution to the New South Wales economy. They brand New South Wales, and Sydney in particular, as a centre of arts and culture; an attractive place to visit or to live in. They also enrich the lives of residents, contributing to the well-being of the community. In a multilingual city such as Sydney, community languages help craft a distinctive multicultural identity for the city. Its languages and their associated cultural products become part of what the city is known for. Community language and cultural events also serve as sites for cultural exchange and the everyday multiculturalism through which social cohesion is forged.

Community languages are at the heart of many areas of cultural life, including cinema, broadcasting, publishing, and cultural festivals.

**Cinema.** Language-specific film festivals have thrived over the years and they are popular beyond the community language groups they serve. In 2018, there were 21 language- and culture-specific film festivals in New South Wales. Established community language film festivals include French, Greek, Spanish, Japanese, Italian, Serbian, German, Arabic, Chinese, Lebanese, Russian and Scandinavian. More recent film festivals include Taiwanese, Indian, Armenian, Turkish, Persian, Czech and Slovak, Palestinian, Polish, and Irish. In the City of Ryde, Safal Fest (South Asian Film, Arts & Literature

Festival) is becoming a three-day festival for South Asian communities and beyond.



The successful broadcasting of *MasterChef India* (Season 5, 2016), filmed at Circular Quay generated more than \$1 million in coverage internationally. Following the 2015 Hindi-language *Jhappi Time* tourism advertising campaign, there was a 12 per cent increase of tourists from India in 2016 – 17.<sup>38</sup> Indian tourists continued to be the fastest group of tourists to Sydney with a 20 per cent increase to more than 324,000.<sup>39</sup>

**Broadcasting.** The Commonwealth and New South Wales Governments invest in language services for equity in access to public services. In 2016 – 17, Special Broadcast Services (SBS) reached 13.1 million Australian every month, organised 61 community events, and delivered 3,781 subtitled hours of TV programs. In addition to broadcasting radio programs in 74 languages, SBS PopAsia and SBS PopDesi engage a wider Australian audience in East Asian and South Asian music and pop culture. These music channels also sponsor tours by Asian pop stars from Asia in New South Wales and Australia<sup>40</sup>.

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SBS PopAsia is among the most successful broadcasters in promoting pop music and media in community languages. Listeners are introduced to 24 hours of pop music in Japanese, Mandarin, Cantonese, Korean, and Filipino. SBS PopAsia has a huge social media following: more than 1.3 million Facebook Page likes, 141,000 Twitter followers, and 91,000 YouTube channel subscriptions. Their effective use of social media to promote Asian bands and artists means that more Australian come to appreciate popular culture and media in languages other than English.

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Community radio stations deliver more than 2000 hours of content every week in more than 100 languages. Content is created by over 4,000 volunteers from 125 distinct cultural groups and broadcast via 131 radio stations nationally. The National Ethnic and Multicultural Broadcasters' Council estimated that the monetary value of volunteer contribution amounts to \$61 million per annum. Ethnic community broadcasting is advocated as a cost-effective and cost-efficient way to reach out to humanitarian migrants and new emerging language communities<sup>41</sup>.

**Publishing.** Currently there are at least 44 community language newspapers based in New South Wales. Community language newspapers are an important resource for the maintenance of community language literacy. They enhance transnational ties by keeping migrants in touch with news from their countries of origin. They serve as communication channels for local government and elected officials to provide public service information to specific community groups. They also provide advertising and promotional opportunities for small and micro

businesses. Community language book publishing is an emerging industry in need of support. The Fairfield-based Lost in Books bookshop sources and distributes community language children's books to the public and schools, and supports local community language authors. The State Library of New South Wales also plays an important role in managing a collection of 62,400 community language titles across the state's libraries. There were 1.31 million checkouts from this collection in 2016-17, in addition to 46,600 checkouts of language learning kits<sup>42</sup>.



Sirine Demachkie is a bilingual presenter and writer who migrated from

Beirut to Australia with her family as a 2-year old. As a young mother, she speaks Arabic to her daughter at home. When her daughter wanted stories in Arabic, Sirine couldn't find bilingual children's story books that were written in everyday Lebanese-Arabic using phonetic spelling. Sirine then decided to write her own and self-published her first book in 2018, 'Mama Baba, iza bit reedo (Mummy Daddy, please). The book was very well-received and was picked up by Middle East Airlines to gift to young travellers. Now thousands of young travellers are reading 'Mama Baba, iza bit reedo'!<sup>43</sup>

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**Festivals.** Ethnically-themed cultural festivals are an important feature of the cultural life of New South Wales. The Chinatown district of Haymarket Sydney has traditionally hosted the largest Chinese New Year festival outside China in, attracting up to 250,000 visitors. In

2019 this was renamed the Sydney Lunar Festival and transformed into a 10-day festival of arts and culture, sponsored by the City of Sydney. This is partly in acknowledgement of the diversification of the business profile of Sydney's Chinatown in which Thai and Korean businesses play an increasingly important role<sup>44</sup>. Smaller Lunar New Year festivals are held across the city in Eastwood, Parramatta, Cabramatta and Doonside. Other festivals that attract significant community participation include the Assyrian New Year festival in Fairfield, the Greek Festival of Sydney in Darling Harbour, Norton Street Italian Festa in Leichhardt, Sydney Latin Festival and Africultures in Lidcombe, and the Sydney Korean Festival in Darling Harbour. In regional New South Wales, the town of Tenterfield hosts a biennial Bavarian Music and Beer Festival, Glen Innes Highlands hosts an Australian Celtic Festival, Central Maitland hosts the Riverlights Multicultural Festival, and the Cowra Festival of International Understanding features a different culture and language each year.

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The Greek Festival of Sydney, in its 37<sup>th</sup> years in 2019, is the longest running community-organised cultural festival. Attracting more than 100,000 visitors, it is the most attended Greek-Australian community event in New South Wales. This major annual event attracts visitors from beyond Sydney. The festival is an opportunity for the younger members of the Greek-Australian community to connect to their cultural and linguistic heritage.

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These varied multicultural and multilingual products and events reflect the

contributions that community language speakers make to the celebration of their languages and cultures and their promotion to the wider community. Increasingly, these cultural events are being sponsored and promoted by local authorities in acknowledgement of their importance both to the local economy and the branding of cities and suburbs. The City of Parramatta has formulated a cultural plan (2017 – 2022) that emphasises cultural and language diversity for cultural, economic, and social future advancement<sup>45</sup>. The City of Sydney published its Strategy for Cultural Diversity in 2008 and its website now foregrounds the aim of fostering 'a range of multicultural programs and initiatives that recognise the rich contribution multicultural groups make to city life'<sup>46</sup>. The City of Canterbury-Bankstown uses the slogan, 'Where Interesting Happens', to authentic experiences that cultural and linguistic diversity provides for both residents and visitors<sup>47</sup>.

Local authorities support multicultural products and events because they attract tourists. Destination NSW reported that visitors spent \$33.2 billion in New South Wales in 2016 – 17 (30 per cent of the total expenditure in Australia). The use of community languages for tourism advertising has proven to be productive. China and India were significant growth markets, together with USA, Japan, Germany, Korea and Indonesia<sup>48</sup>. The report also identified education-related visitor expenditure as the highest growth segment. Chinese students, the largest group of short-stay visitors, viewed multiculturalism and safety as the key reasons for choosing Australia. Chinatown Sydney is not the only place these students visit. Destination NSW is now promoting the Hunter valley and other regional destinations through Chinese-language marketing. Sydney's multicultural suburbs are also becoming attractive destinations for visitors.

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Norton Street Italian Festa in Leichhardt (Inner West Council) gives visitors the chance to be Italian for a day. In 2017, the event drew more than 140,000 visitors to the area. The celebration is not only a fantastic promotion for the Italian businesses and restaurants in the district, it also shows the Italianness of the suburb. In a study on the use of Italian and dialect in Leichhardt, Associate Professor Nina Rubino<sup>49</sup> of University of Sydney shows that the local businesses use Italian as a decorative device to create a sense of Italianness for non-Italian speakers. The Norton Street Festa is a showcase of using community languages to bring visibility, personality and business to a suburb.

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Community languages are clearly good for business and for the image of the multicultural city or suburb. But there is more to the cultural value of community languages than their contribution to the economy. Community language film festivals, broadcasting, publishing and festivals enrich the cultural lives of language communities and share their languages and cultures with other communities. They foster a spirit of multiculturalism that not only accepts and respects the languages and cultures of others, but actively values them as resources for the community as a whole. The rich and diverse products of multicultural New South Wales should be seen as products of the efforts of communities to maintain and develop their languages in Australia – efforts that deserve the support of the community as a whole.



A Yorkshire chippy recently attracted a lot of media and Chinese tourist attention because they put up their fish and chip menu in Chinese, and advertised online via Weibo and WeChat (the Chinese equivalent of Twitter and Whatsapp).<sup>50</sup> With some learning of basic Mandarin

Chinese, the small establishment quickly became Chinese tourists' favourite fish and chips joint in the UK. It is the decision to adopt a new language on a traditional English menu and a mentality for hospitality that earns the tourists. Imagine a similar effect for meat pies and lamingtons on a multilingual menu? This is not impossible as Destination NSW is actively promoting regional NSW (South Coast, Hunter Valley and Outback NSW) to Chinese tourists.<sup>51</sup> Certainly the Pie Trail of Southern Highlands can be as attractive as fish and chips!

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## 6. COMMUNITY LANGUAGES EDUCATION: MAINTENANCE AND CHALLENGES

This report has made a case for the value of community languages in the economic, social and cultural futures of New South Wales. We will also argue that increased support and funding for community languages makes good sense as an investment in the future of our state. But what are the current challenges for community languages, and what is being done at present to foster their use in the compulsory and voluntary education sectors? In this section, we identify the main challenge as the maintenance of community language use across generations. We also look at what is happening in mainstream primary and secondary education to meet this challenge and at the work of voluntary community language schools.

**Community language maintenance and loss.** Language maintenance refers to the continued use of a language spoken on arrival in Australia by migrants, their children and their children's children. Language loss occurs when a migrant ceases to use the language they spoke on arrival (usually adopting English instead), when their children do not learn the language(s) of their parents, or when they learn the language(s) to a certain level but do not use them later in life. Language loss occurs both in individuals and communities. Although we cannot really say that a second-generation migrant who does not learn the language of the first generation has 'lost' that language, there is a loss to the community as a whole and even the risk that the language will disappear from use in the community. Researchers have often assumed that community languages are lost in the second or third generation. These languages survive in Australia only if they

are refreshed by the arrival of new migrants. However, recent research on Australian census data suggests that language loss is not inevitable. Some community languages have quite high rates of language maintenance even in the third generation.

Associate Professor James Forrest, a geographer at Macquarie University has examined data from the 2011 Australian Census for evidence of community language maintenance and loss<sup>52</sup>. One question asks respondents to state their ancestry (or ancestries, if they have more than one), other questions ask for the respondent's place of birth and their parents' places of birth. Forrest began by identifying ancestry groups. He then identified first-generation (born overseas), second-generation (born in Australia, one or both parents born overseas), and third-generation (both parents born in Australia) migrants within each ancestry group. The Census also asks respondents whether they use a language other than English at home (and, if so, which language), and whether they speak English 'very well', 'well', 'not well' or 'not at all'. Using these data, Forrest calculated the percentages within each generation and ancestry group who spoke a community language at home and spoke English 'well' or 'very well'. Table 1 shows the data for the second and third generations in the main ancestry groups. Note that in all cases the total of those who speak a community language and speak English well is close to 100 per cent. This indicates that, being born in Australia, almost all second and third generation community language users are bilingual in English and the language they use at home.

	<b>Own language + English well</b>	<b>Own language + English well</b>		<b>Own language + English well</b>	<b>Own language + English well</b>
<b>Ancestry Group</b>	<b>2nd generation</b>	<b>3rd generation</b>	<b>Ancestry Group</b>	<b>2nd generation</b>	<b>3rd generation</b>
Bosnian	68.13	10.45	Italian	39.05	5.65
Chinese	68.62	4.4	Japanese	60.88	5.05
Croatian	48.93	13.47	Lebanese	71.1	18.58
Dutch	7.45	1.46	Macedonian	69.97	38.13
Filipino	19.2	2.36	Polish	26.21	2.73
German	16.62	1.53	Russian	38.50	6.72
Greek	69.05	29.6	Serbian	66.52	21.01
Indonesian	49.13	2.52	Turkish	75.68	30.43
Iranian	62.23	15.15	Vietnamese	81.7	46.67

Table 1. Intergenerational linguistic shift and proficiency with English in the Greater Sydney urban region among ancestry groups (aged 10-79). All figures are percentages of relevant populations.

The figures in Table 1 need to be interpreted with caution. Data for ancestry groups do not map on to languages in a straightforward way. If a respondent declares Greek ancestry, it is highly likely that they ancestors spoke Greek on arrival, although we cannot say this with certainty. Chinese ancestry, on the other hand, could be associated with Mandarin Chinese, Cantonese and several other regional languages. In addition, respondents can declare more than one ancestry, but only one language other than English. Census data gives us no information on people who speak English and more than one other language. For these and other reasons, it is likely that the data underestimate language maintenance. However, even allowing for a degree of underestimation, the main point that emerges from Table 1 is that community language use does, indeed, diminish in the second and third generations. A second point that emerges, however, is the great variation in rates of language maintenance from group to group. The assumption that community languages disappear in the third generation is borne out for some ancestry groups (e.g., Dutch, German, Polish, Filipino, Indonesian) but not for others. In some cases, the percentage of third-

generation community language speakers is surprisingly high (Vietnamese, Macedonian, Turkish and Greek). The assumption that community languages disappear in the second generation is not borne out at all. The rate of second-generation language maintenance is above 38 per cent for all groups other than Dutch, German and Filipino and above 60 per cent for ten of the ancestry groups on the list.

Whether a figure of 60 per cent language maintenance is seen as high or low is partly a question of whether the glass is seen as half-full or half-empty. The reasons for the variations among ancestry groups are also a matter of for further research. It seems clear, however, that language loss across the generations is the major challenge facing community languages. If children do not learn the languages of their parents, they will not survive as community languages. Yet, Table 1 also shows that language loss is not inevitable. There is, in fact, a good deal of evidence of children learning the languages of their parents, and even grandparents. This suggests that investment in language teaching and learning for young people is one of the most effective investments that can be made in community languages.

	Primary	Secondary
New South Wales	Not required	100 hours within 1 year (Years 7 – 8)
Australian Capital Territory	60 mins / week for Years 3 – 6	150 mins / week for Years 7 – 8
Northern Territory	75 mins / week for preschool to Year 6 (recommended)	Not required
Queensland	75 – 85 mins / week for Prep to Year 6	120 mins / week for Years 7 – 9; 120 mins / week for Year 10
South Australia	80 mins / week for Foundation to Year 7	128 mins / week for Years 8 – 10
Tasmania	Not required	Not required
Victoria	150 mins / week for Year 1 – 6	150 mins / week
Western Australia	0 – 120 mins / week Pre-primary to Year 2 (recommended) 120 mins / week Year 3 – 6	120 mins /week for Year 7 – 8 0 – 120 mins / week for Year 9 onwards (recommended)

Table 2. Languages Education provision in Australian states and territories

**Languages in mainstream schools.** In comparison to many other countries around the world, Australia places a low priority on teaching languages. In some European countries school students are expected to achieve proficiency in two foreign languages in addition to English. In Australia most students graduate without any level of proficiency in any language other than English, unless they have learned languages outside school. Language provision in schools is also oriented toward foreign languages, rather than community schools, and where languages fall into both categories, structural factors often discourage community language speakers from studying their own languages to higher levels.

The Australian Curriculum mandates the provision of Languages Education, but implementations is left to state and territory authorities. New South Wales secondary students are required to take 100 hours of Languages Education, usually in Stage 4 (Years 7 or 8). While languages may be offered in other years, this 100 hours represents all the Languages Education that many students receive throughout their academic careers.

Table 2 compares the New South Wales requirements with those elsewhere in Australia. Only Tasmania, which does not require schools to offer languages at all

has a lower mandatory requirement than New South Wales. New South Wales falls behind other states in not requiring languages in primary schools and in the amount of language instruction in secondary school. Consequently, New South Wales students graduate from secondary school with less exposure to additional languages and cultures than their Australian peers and much less than their peers internationally. Students are introduced to languages in Years 7 and 8 at a time when they are faced with several new subjects. The 100 hours provision, which translates to less than 75 minutes per week over a school year, is insufficient to achieve any significant level of proficiency in the language taught. Students are discouraged from continuing language study in Year 9 and many leave school with only a vague memory of having studied a language.

**Primary and early learning.** In contrast to several other states, New South Wales does not have mandatory Languages Education at kindergarten or primary levels. Only 30 – 40 per cent of government and Catholic primary schools provide Languages Education, and most are in the Sydney metropolitan area. In 2017 only 16.6 per cent of government primary school students had languages lessons<sup>53</sup>. Since 2015, early childhood learning centres have been able to enroll in the national Early Learning Language

	1968	1978	1988	1998	2008	2018
Stage 5 (Year 10)	28,176 50.2%	16,706 22.0%	15,837 18.1%	16,900 21.0%	12,672 14.6%	11,209 12.6%
HSC Candidatures	10,741 45.5%	5,270 14.8%	8,461 16.6%	9,717 15.4%	8,157 12.1%	6,861 9.1%

Table 3. Students taking languages in Stage 5 and HSC in New South Wales

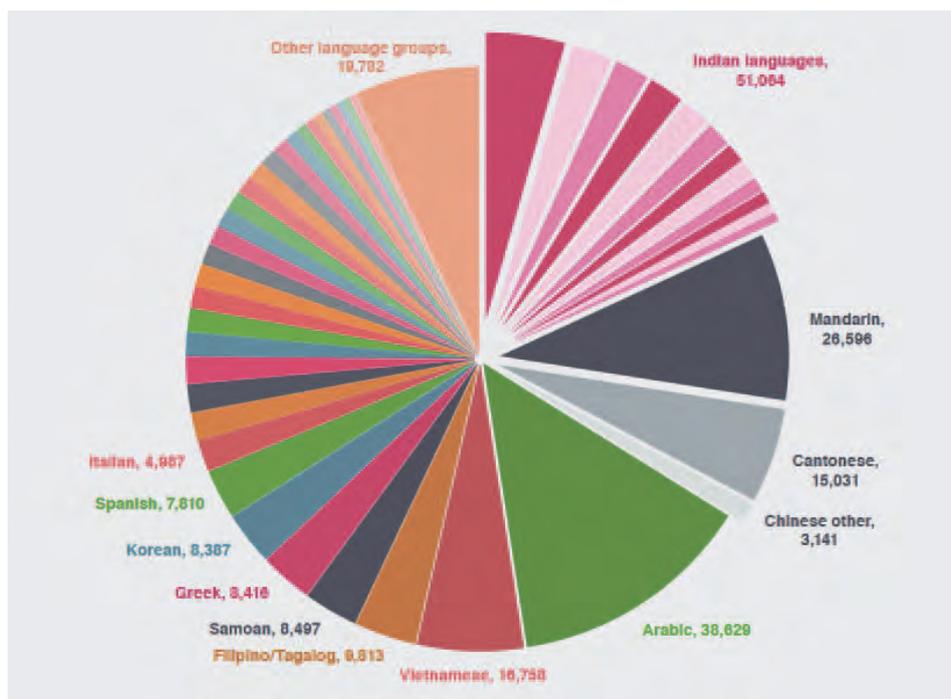
Australia (ELLA) program. ELLA is a digital play-based language-learning program for nine languages (Arabic, Mandarin Chinese, French, Hindi, Indonesian, Italian, Japanese, Modern Greek and Spanish), although each kindergarten can enrol for one language only. The program teaches simple spoken phrases for self-introduction and vocabulary for numbers, colours, body parts, food items and simple action verbs. ELLA is intended to be used within the classroom independently of the educators' proficiency in the foreign language. It is designed for children to use alone, rather than in collaboration with the teacher or other students. Although ELLA has great potential for introducing children to other languages at an early age, the lack of continuity with primary school, where most children do not learn a language at all, is likely to limit its impact.

**Stage 5 and HSC.** Following the 100 hours mandatory Languages Education in Stage 4, students have the option to take a language in Stage 5 (Years 9 and 10) and as an Higher School Certificate (HSC) subject as 'Beginners' or 'Continuers'. Table 3 shows that enrolments at both levels have been declining steadily since the 1960s and reached an all-time low in 2018, when only 12.6 per cent of students studied a language in Year 10 and only 9.1 per cent took a language as an HSC subject. This enrollment figure is below the national average of 12 per cent<sup>54</sup>.

Among the 6,861 students sitting for a HSC language examination in 2018, about 30 per cent were enrolled to sit for

Beginners courses in which they start to develop some basic linguistic and intercultural knowledge and understanding of a language and its speech communities<sup>55</sup>. The remainder sat for Continuers, Extension or Language in Context courses, which assume previous study or knowledge of the language.

Two factors discourage New South Wales students from taking their community languages as HSC subjects. First, students are differentiated according to their language background. Japanese is the most popular language subject for Year 12 HSC students. The Beginners, Continuers, or Extension courses are designed for students who study Japanese as a foreign language, while the Language in Context course is designed for students of Japanese background with knowledge of Japanese as a community language. In New South Wales, this does not make a strong difference to the teaching of the language. However, students perceive that Language in Context is the more difficult course, and indeed it is often is for Japanese-background students who have limited competence in the language. Moreover, this applies only to Korean, Chinese, Indonesian and Japanese. There is no similar arrangement for other languages. Students of French, Italian, German, Arabic, Greek, Vietnamese or Indian background are able to take the Beginners, Continuers and Extension courses from which students of Korean, Chinese, Indonesian and Japanese are disbarred.



Source: Department of Education, Schools: Language diversity in NSW 2018.

	1997	2007	2017	2018
LBOTE students in NSW	164,147	207,031	272,401	282,532
	21.3%	27.6%	34.2%	35.1%

Table 4. LBOTE students in NSW government schools 1997 – 2018

Second, students are discouraged from taking their community languages by ATAR scaling procedures. Associate Professor Cruickshank of University of Sydney noted the damaging effects of ATAR scaling for some languages, e.g. Arabic and Chinese<sup>56</sup>. ATAR scaling encourages non-heritage students to take the Beginner subject, but heritage students are penalised. HSC subjects scores are scaled according to the performance of the course cohort across all other HSC subjects. Languages such as French and Japanese are more likely to be taught in independent and Catholic schools to students from higher socio-economic backgrounds. These students are also more likely to achieve better overall HSC scores. Students taking languages such as Arabic and Chinese tend to come from lower socio-economic

backgrounds, a factor that has found to have negative impact on students' HSC performance. A French student and an Arabic student may achieve the same raw HSC score, but because the Arabic course cohort is likely to achieve lower HSC scores overall than French student, scores for Arabic may be scaled down. Whether this perception is correct or not, it is one that discourages students from taking their community languages in order to raise their ATAR and improve their chance of admission to university.

**Language background.** According to the most recent data in 2018, 35.1 per cent of government school students in NSW have a language background other than English (LBOTE) (Table 4). Between 2015 and 2018, 64.4 per cent of all schools had an increase in their proportion of LBOTE

Subject	Enrolled	Subject	Enrolled	Subject	Enrolled
Japanese	1591	Indonesian	172	Khmer	18
French	1258	Vietnamese	141	Macedonian	18
Chinese	998	Modern Hebrew	39	Russian	17
Italian	620	Classical Greek	33	Polish	14
Spanish	377	Turkish	33	Punjabi	12
Arabic	344	Classical Hebrew	27	Filipino	9
German	337	Hindi	24	Croatian	8
Latin	250	Serbian	24	Hungarian	5
Modern Greek	227	Armenian	21	Maltese	2
Korean	203	Persian	19	Ukrainian	1

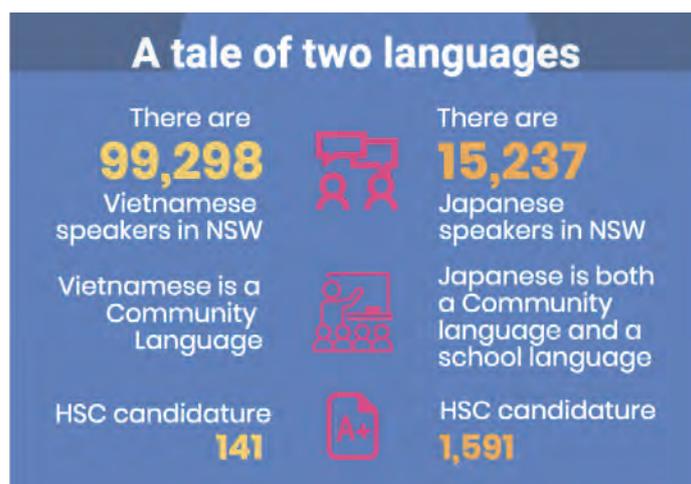
Table 5. 2018 HSC Enrolment (includes Saturday School of Community Languages)

students. The figure is even higher in the Sydney metropolitan area (54.5%). The Indian languages group is now the largest language group, representing 18.1 per cent of total LBOTE students. This is followed by the Chinese languages group (15.8%), Arabic (13.7%), Vietnamese (5.9%), and Filipino/Tagalog (3.5%)<sup>57</sup>.

Given the high proportion of students who bring a community language to school, Languages Education needs to find better ways of serving the language needs of these students. The limited time that is devoted to mandatory Languages Education in New South Wales and the perceived disincentives to study community languages as optional subjects, means that most students with community language backgrounds have few opportunities to study their languages in school. Despite the economic, social and cultural value of community languages, students are likely to graduate with the impression that their languages are not valued at school<sup>58</sup>.

One factor that may impact attitudes toward community languages in schools is the linguistic profile of the teaching profession itself. A 2013 study led by Professor Megan Watkins at Western Sydney University showed that only 12 per cent of initial teacher education students in New South Wales came from non-English

speaking backgrounds<sup>59</sup>. Among accredited serving teachers, Australian-born teachers were the largest group (88%), followed by those born in the United Kingdom and Ireland (3%). Only 12.7 per cent had a language background other than English. Teachers who claimed proficiency in languages mostly knew European languages: French (7.1%), German (3.5%), Italian (3.4%), Greek (2.9%) and Spanish (2%). The top non-European language was Hindi (2%). A recent study led by Associate Professor James Forrest of Macquarie University suggested that a less diverse teaching workforce may be less receptive of languages education<sup>60</sup>. However, there is also evidence of change in the make up of the New South Wales teaching workforce. Sydney-based studies by researchers at Macquarie University show that a growing proportion of initial teacher education students have a language background other than English. A survey by Dr. Robyn Moloney showed that more than 30 per cent of new graduates had some competence in additional languages, especially in community languages<sup>61</sup>. In a language learning experience visual survey, Dr. Alice Chik and her colleagues<sup>62</sup> showed that students have strong emotional ties to community languages. The survey also indicated that many of the students lacked support in



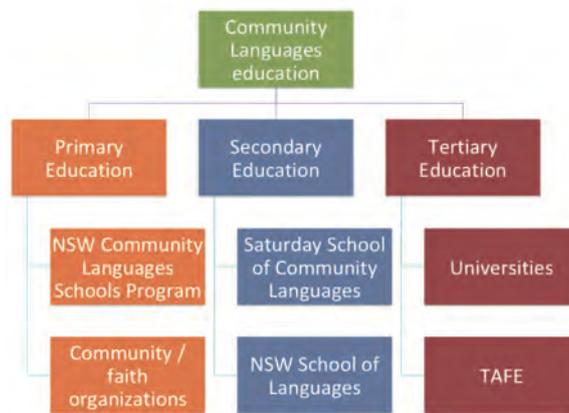
their community language learning, and some professed strong regret at not being more proficient in their language.

The major challenge for Languages Education is to accommodate the languages that students already speak, and their variable levels of competence in them. The languages offered in Languages Education come from a narrow range of European and East Asian languages and many schools are only able to offer a limited selection of these. Students who take languages subjects often have little choice over which languages they study. Table 5 lists the 30 language subjects in which HSC students enrolled in 2018 and the number of enrolments.

The most popular languages are those offered by schools. Although most of them are community languages in New South Wales, they are not offered by schools for this reason, but because they are perceived to be important foreign languages. For many of the community languages on the list, enrolments are low because they are not available in schools, but are made available outside school hours by the Department of Education funded Saturday School of Community Languages. It is likely that effective advancement of community languages will require a whole school approach in which children's home languages are valued across the curriculum and a shift of focus

in Languages Education to language awareness and intercultural communication programs in which children can exchange and build upon their experiences of community language learning and use.

**Community languages provision.** Community Language Schools have been in operation in Australia since 1857<sup>63</sup>, using government school premises, community centres, and religious establishments to teach languages alongside the mainstream school curriculum. The Commonwealth-supported Ethnic Schools Program started in 1981 and was the precursor of the current Community Languages Schools Program<sup>64</sup>. In view of the limited provision for community languages in the mainstream primary and secondary sector, this program takes on much of the responsibility for community language maintenance through education. In New South Wales around 2,925 teachers teach 37,340 students in 561 locations. According to the most recent figures, 62 different languages are taught. The 2016 Census showed that there were 76 languages with more than 1,000 speakers in Sydney. Most of these languages are taught in community language schools. Some emerging languages with fewer than 1,000 speakers are also taught, including Tibetan, Bulgarian, Latvian, Uighur, and Pulaar. In this respect, the community



languages education sector is more finely tuned to the language needs of New South Wales than mainstream Languages Education.

Community Language Schools usually provide teaching at early childhood and primary levels outside regular school hours and during weekends. Students may choose to continue with language learning in secondary school with the Department of Education Saturday School of Community Languages program, although the number of students who go on to take a community language at HSC is small in comparison with the number enrolled in Community Languages Schools in the primary age group. In general, younger students enrol at Community Language Schools at their parents' behest. They are also more willing and motivated to learn than older students. One of the main challenges for community language education across the two sectors is how to maintain interest and motivation among older students and reward their efforts.

Funding for Community Languages schools is the main channel through which the NSW Government supports community language maintenance. On top of the regular funding for the Community Languages Schools Program, the NSW Government is committed to enhancing community languages teachers' professional training and development through the Sydney Institute for Community Languages Education. One of

the main challenges that the sector faces at present is to keep up with the professionalisation of teaching that has enhanced mainstream education in recent years.

Currently, community languages are taught by an army of volunteer native-speakers working community languages teachers on a part-time basis. A study led by Associate Professor Ken Cruickshank at the University at Sydney showed that around 40 per cent of teachers had an undergraduate degree, and close to 55 per cent had teaching experience overseas<sup>65</sup>. New South Wales is the beneficiary of overseas government-invested teacher training. Two thirds of the teachers surveyed had undertaken professional learning programs provided by the NSW Department of Education-funded project officers and other institutional bodies, but only 3.9 per cent were qualified and accredited to teach in Australian government schools. One of the most effective channels of support for community languages at present would be the creation of a sustainable pathway for community language teachers to obtain professional accreditation to teach community languages in schools. A stable supply of locally-trained and accredited community language teachers would be an effective means of sustaining and developing the value of community languages to the state of New South Wales.

## 7. CONCLUSIONS

As New South Wales moves into an exciting but unpredictable future, we are faced a choice that we have often been faced with in the past. Do we encourage migrants and their families to abandon their languages in favour of English? Or do we actively support community languages as a resource for economic, social and cultural prosperity? In this report, we believe we have shown that the first option would be a backward step that makes little sense. It would be to throw away a valuable resource, to threaten our economic competitiveness, slow down integration, disrupt social cohesion and impoverish our cultural lives. Investment in community languages, on the other hand, would be to harness our language resources in the service of economic competitiveness, integration and social cohesion, and cultural enrichment. Support for community languages is not a matter of preserving a heritage. It is an investment in a future in which bilingualism and multilingualism are likely to be the norm, and not the exception.

The following conclusions are made with a view to wider discussion of the value of languages to the long-term future of New South Wales. They take the form of four language needs that are currently holding back the development of an effective language policy.

1. There is a pressing need for more **research on the language competencies of the population of New South Wales**. The Australian Census provides precious data on the languages that people use at home and their proficiency in English. But it does not tell us about competencies in community languages. How many New South residents speak more than one language other than English? How well do they speak and read these languages? How do they use them in their work, in their family and social life, in their cultural activities?

These data are crucial to a deeper understanding of the value of languages in our economic, social and cultural life.

2. **A change of attitude toward community languages** is needed to shift the focus from the value of languages to the communities who use them and emphasises, instead, their value to the community as a whole. Public information should emphasise the wider benefits of bilingualism and additional language learning and, especially, counter the mistaken belief that community languages compete with English in the mind of the bilingual child.

3. There is an urgent need for an **expansion of Languages Education in schools**. Australia lags behind the world in the number of hours devoted to languages, and New South Wales lags behind other Australian states. As a long-term goal, every child should learn at least one additional language to intermediate level and obtain a usable qualification in that language<sup>66</sup>. A second additional language should also be offered. Children who have a community language should have the option of learning it as their first official language. Children who have English only at home should learn at least one community language. There are various ways in which this goal can be achieved (mandatory Languages Education in primary school, more hours in secondary, a stronger Community Language Schools sector). Achieving the goal is more important than the method of achieving it.

4. There is a need to **strengthen the Community Language Schools sector by better integrating the work of its schools into mainstream education**. It is unlikely that the goal of every child learning a community language will be achieved within mainstream schools alone. Community Language Schools

have long played an important role. In order to meet the demands of the future, mainstream schools should view Community Languages Schools as teaching and learning partners who are able to offer courses and qualifications within a common curriculum.

5. One of the most urgent needs for the education sector is the **professionalisation of the Community Language Schools teaching workforce**. Expansion of Languages Education in schools will require more teachers to teach more languages. Many Community Language School teachers are native speakers with overseas teaching qualifications or experience. The creation of pathways for the accreditation of these

teachers to teach in mainstream schools would be cost-effective and would also help forge collaboration between the two sectors. A stable supply of Australian-trained and accredited Community Language School teachers is the best guarantee that NSW will continue to have a multicultural and multilingual workforce.

There is no doubt that planning for the future of New South Wales will need to confront questions of language. Harnessing our community languages as economic, social and cultural resources for the state as a whole can only lead to future prosperity. We offer this report as a contribution to the important discussions and debates on languages that lie ahead.

## ENDNOTES

- <sup>1</sup> Joseph Lo Bianco, *National policy on languages*, 1987.
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<sup>66</sup> A possible reference point for intermediate proficiency is, the Common European Framework for Languages Level B1, Threshold or Intermediate. At this level, a learner can, (1) understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc, (2) deal with most situations likely to arise while travelling in an area where the language is spoken, (3) produce simple connected text on topics that are familiar or of personal interest, and (4) describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

## APPENDIX 1. LANGUAGES AND COMMUNITY LANGUAGES SCHOOLS IN NEW SOUTH WALES

This table lists spoken languages of non-Australian origin with more than 50 speakers (Australian Census 2016). As the Census records languages 'spoken at home', figures are likely to underestimate the numbers who know each language. The number of community language schools listed for each language on the NSW Department of Education Community Languages Schools website. (In addition to the languages listed, the website lists 10 schools for Sanskrit, and 1 school for Bhutanese [Nepali]). In addition to the languages listed there are four Aboriginal languages with more than 50 speakers: Badjalong (88), Gamilaraay (70), Gumbaynggir (87) and Wiradjuri (374).

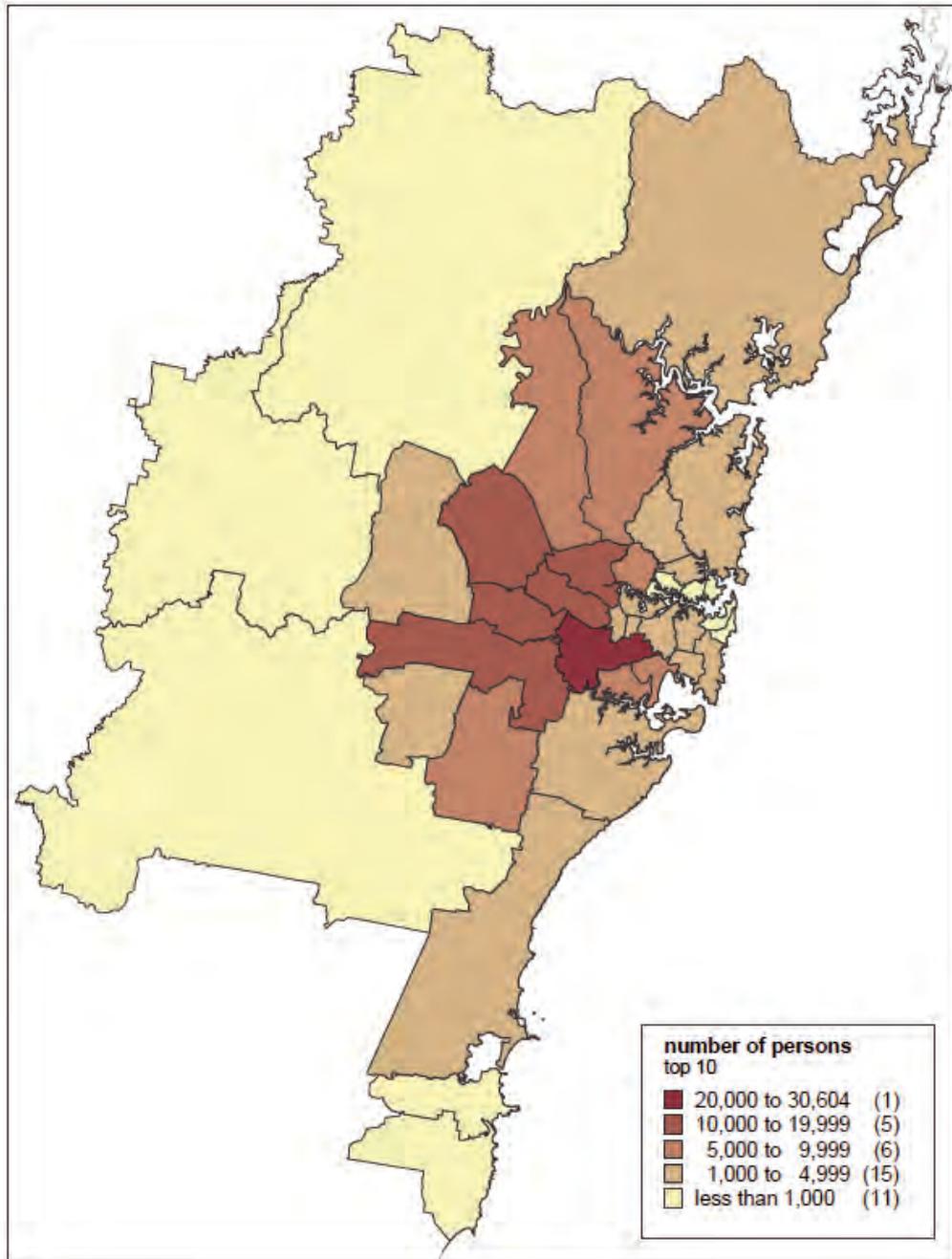
	Language	Speakers of language at home	Community languages schools
1	Mandarin Chinese	23,9947	114
2	Arabic	200,828	64
3	Greek	81,685	57
4	Korean	59,914	28
5	Vietnamese	102,896	22
6	Italian	75,697	15
7	Tamil	29,676	14
8	Cantonese	143,338	13
9	Portuguese	23,055	13
10	Russian	18,765	13
11	Japanese	17,321	12
12	Turkish	21,623	11
13	Bangla	31,687	10
14	Swedish	3,316	10
15	Macedonian	28,144	9
16	Hindi	67,037	8
17	Polish	14,127	8
18	Serbian	21,489	7
19	Hebrew	3,468	7
20	Spanish	63,523	6
21	Nepali	34,608	6
22	Punjabi	33,429	6
23	Indonesian	30,032	6
24	Sinhala	11,232	6
25	Dari	9,141	6
26	Croatian	21,149	5
27	Telugu	12,463	5
28	Dutch	8,688	5
29	Armenian	7,839	5
30	Ukrainian	2,208	5
31	German	23,029	4
32	Malayalam	13,885	4
33	Marathi	5,967	4

	Language	Speakers of language at home	Community languages schools
34	Bosnian	3,889	4
35	Persian	22,044	3
36	Assyrian	20,316	3
37	Maltese	12,328	3
38	Finnish	1558	3
39	Tibetan	859	3
40	Filipino/ Tagalog	69,344	2
41	Urdu	29,723	2
42	Thai	24,841	2
43	Samoan	16,544	2
44	Khmer	11,697	2
45	Mandaean	85	2
46	Gujarati	18,875	1
47	Tongan	10,286	1
48	Chaldean	9,340	1
49	Hungarian	6,533	1
50	Lao	5,405	1
51	Burmese	4,902	1
52	Czech	3,395	1
53	Malay	2,838	1
54	Slovak	2,239	1
55	Dinka	2,012	1
56	Swahili	1,770	1
57	Akan	1,743	1
58	Latvian	971	1
59	Bulgarian	844	1
60	Karen	825	1
61	Uighur	288	1
62	Pulaar	242	1
63	Rotuman	206	1
64	French	23,743	0
65	Afrikaans	7,735	0

	Language	Speakers of language at home	Community languages schools
66	Min Nan [Hokkien]	7,213	0
67	Hazaraghi	4,834	0
68	Fijian	4,532	0
69	Kannada	3,663	0
70	Kurdish	2,653	0
71	Pashto	2,650	0
72	Shona	2,580	0
73	Romanian	2,450	0
74	Maori (New Zealand)	2,432	0
75	Wu [Shanghainese]	2,147	0
76	Bisaya/Cebuano	1,782	0
77	Danish	1,731	0
78	Hakka	1,675	0
79	Maori (Cook Island)	1,612	0
80	Mongolian	1,507	0
81	Fijian Hindustani	1458	0
82	Krio	1,314	0
83	Slovene	1,271	0
84	Somali	1,245	0
85	Rohingya	968	0
86	Norwegian	960	0
87	Konkani	829	0
88	Amharic	773	0
89	Albanian	772	0
90	Mauritian Creole	760	0
91	Lithuanian	717	0
92	Igbo	715	0
93	Tok Pisin	642	0
94	Yoruba	631	0
95	Estonian	609	0
96	Irish	587	0
97	Tokelauan	458	0
98	Sindhi	457	0
99	Welsh	434	0
100	Tigrinya	382	0
101	Ndebele	368	0
102	Gaelic (Scotland)	321	0
103	Niue	318	0
104	Oriya	309	0
105	Tetum	301	0
106	Kirundi	248	0

	Language	Speakers of language at home	Community languages schools
107	Ilokano	220	0
108	Ilonggo	219	0
109	Tulu	197	0
110	Azeri	187	0
111	Madi	184	0
112	Zulu	172	0
113	Catalan	159	0
114	Hmong	153	0
115	Ewe	152	0
116	Turkmen	150	0
117	Kinyarwanda	147	0
118	Luganda	144	0
119	Assamese	138	0
120	Yiddish	136	0
121	Timorese	125	0
122	Mandinka	118	0
123	Oromo	116	0
124	Pampangan	106	0
125	Georgian	103	0
126	Tswana	95	0
127	Cypriot	87	0
128	Bislama	81	0
129	Kashmiri	79	0
130	Ga	77	0
131	Bari	74	0
132	Icelandic	72	0
133	Acholi	71	0
134	Balinese	70	0
135	Uzbek	69	0
136	Hausa	68	0
137	Solomon Islands Pijin	67	0
138	Dan	64	0
139	Gilbertese	63	0
140	Zomi	60	0
141	Bemba	59	0
142	Dhivehi	59	0
143	Balochi	57	0
144	Moro	57	0
145	Motu	52	0
146	Seychelles Creole	52	0
147	Themne	52	0
148	Acehnese	51	0

APPENDIX 2: LANGUAGE SPOKEN AT HOME (AGED 5 – 19)

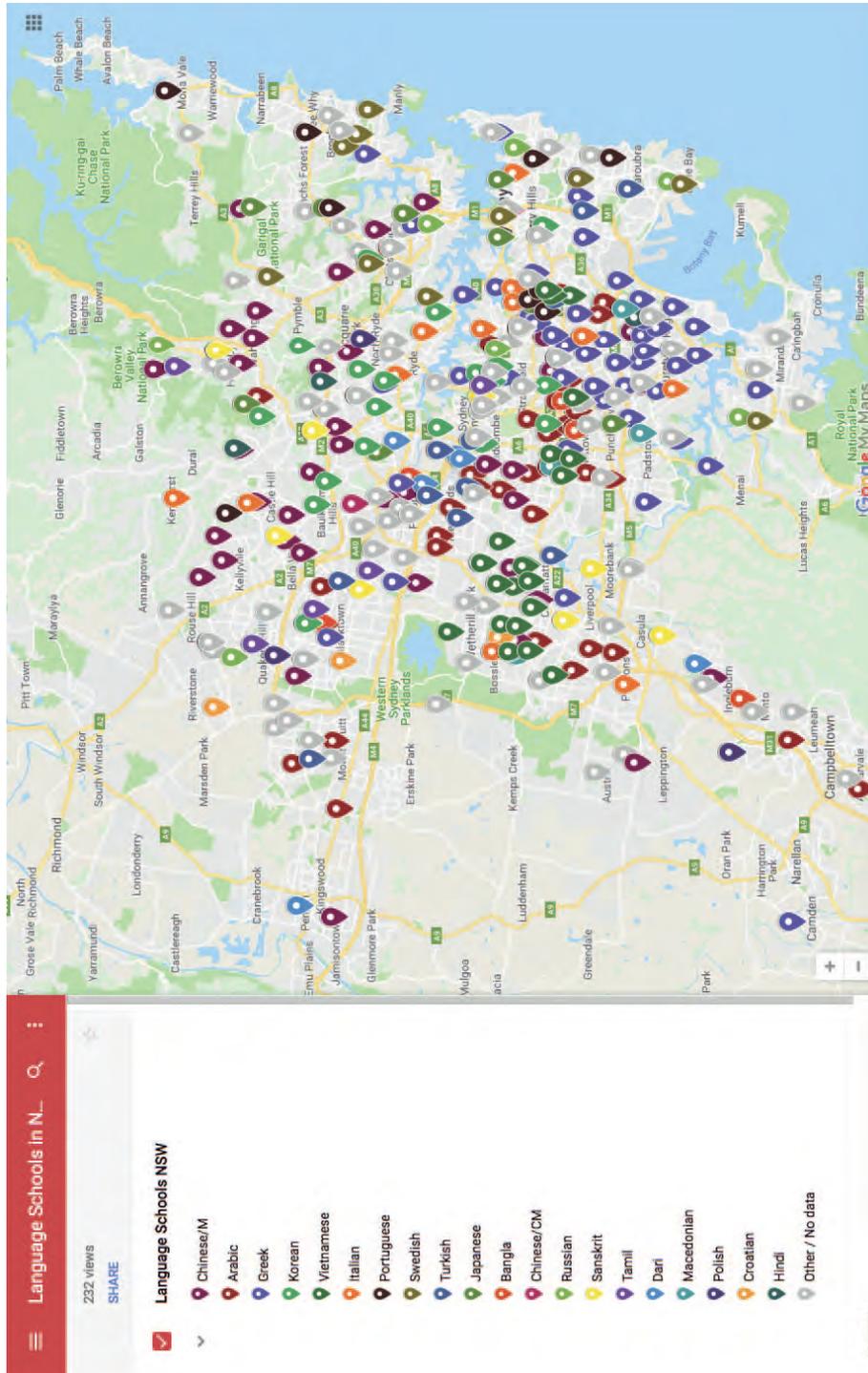


Source: 2016 Census data

	Languages	Number (5 – 19 years)
1	Chinese Languages	54,763
2	Arabic	44,033
3	Indian Languages	42,813
4	Vietnamese	11,668

5	Greek	9,752
6	Korean	9,563
7	Spanish	6,294
8	Filipino-Tagalog	6,077
9	Indonesian	4,350
10	Samoan	3,701

## APPENDIX 3: LOCATIONS OF COMMUNITY LANGUAGE SCHOOLS



Accessible from <http://bit.ly/2OXLaJE>

## Appendix 4: Community Language School Enrolment

<b>Electoral District / /Language / Students / School location</b>
<b>Auburn</b>
<b>Arabic / 1,063</b>
Auburn PS Auburn Rd & Beatrice St, Auburn NSW 2144
Auburn West PS Chiswick Rd, Auburn NSW 2144
Berala PS 32 Auburn Rd, Auburn NSW 2141
<b>Bosnian / 14</b>
Amity College 26-28 Kerr Parade, Auburn NSW 2144
<b>Chinese / 492</b>
Auburn PS Auburn Rd & Beatrice St, Auburn NSW 2144
Berala PS 32 Auburn Rd, Berala NSW 2141
Lidcombe PS John St, Lidcombe NSW 2141
Newington PS Newington Boulevard, Newington NSW 2127
<b>Dari / 312</b>
Amity College-Auburn 26-29 Kerr Parade, Auburn NSW 2144
Auburn PS Auburn Rd & Beatrice St, Auburn NSW 2144
Auburn North PS Adderley St, Auburn 2144
<b>Korean / 423</b>
Good News Korean School 72-74 Joseph Street, Lidcombe NSW 2141
St Joachim's - Lidcombe 7 Mary St., Lidcombe NSW 2141
Newington PS Newington Boulevard Newington NSW 2127
<b>Pulaar / 20</b>
Bantal Pulaar Inc 17 Maquarie Rd, Auburn NSW 2144
<b>Tamil / 20</b>
Auburn North PS Adderley St., Auburn NSW 2144
<b>Turkish / 133</b>
Auburn North PS Adderley St., Auburn NSW 2144

Lidcombe PS John St, Lidcombe NSW 2141
<b>Ukrainian / 57</b>
St Andrews Ukrainian School Church St, Lidcombe NSW 2141
<b>Ballina</b>
<b>Portuguese</b>
Brunswick Heads PS 2 Fingal St, Brunswick Heads NSW 2483
Byron Bay PS 17 Kingsley St, Byron Bay NSW 2481
<b>Balmain</b>
<b>Greek / 20</b>
St Gerasimos Church Leichhardt, 21 Henry St, Leichhardt NSW 2040
<b>Italian / 70</b>
Co.As.It. School 67 Norton St, Leichhardt NSW 2040
Kegworth PS Tebbutt St, Leichhardt NSW 2040
<b>Bankstown</b>
<b>Arabic / 1130</b>
Bankstown West PS William St, Bankstown West NSW 2200
Bass HS Hume Hwy & Arundle Rd, Bass Hill NSW 2197
Birrong PS 130 Auburn Rd, Birrong NSW 2143
Al Bayan Institute 22 Auburn Rd, Regents Park NSW 2143
Sefton HS Munro & Hector St, Sefton NSW 2162
Moslem Alawy Society Arabic School 178 Cooper Rd, Yagoona NSW 2199
Yagoona PS 425 Hume Highway, Yagoona NSW 2199
<b>Chinese / 234</b>
Bankstown PS Restwell St, Bankstown NSW 2200
Chester Hill PS Proctor Pde, Chester Hill NSW 2162
Regents Park PS 1 Auburn Rd, Regents Park NSW 2143
<b>Greek / 101</b>
Greek Orthodox Community of Bankstown 6-12 East Terrace, Bankstown NSW 2200
<b>Macedonian / 54</b>
Yagoona PS 425 Hume Hwy, Yagoona NSW 2199
<b>Vietnamese / 791</b>
La Salle Catholic College 544 Chapel Rd, Bankstown NSW 2200

Bankstown GHS Mona St, Bankstown NSW 2200
Bankstown West PS William St, Bankstown West NSW 2200
<b>Baulkham Hills</b>
<b>Chinese / 636</b>
Baulkham Hills HS 419 Windsor Rd, Baulkham Hills NSW 2153
Crestwood PS 38 Peel Rd, Baulkham Hills NSW 2153
Matthew Pearce PS Astoria Park Rd, Baulkham Hills NSW 2153
Muirfield HS Barclay Rd, North Rocks NSW 2151
<b>Korean / 339</b>
Our Lady Of Lourdes Primary School Oakland Avenue, Baulkham Hills NSW 2153
Sae Soon Presbyterian Church 219A North Rocks Road North Rocks NSW 2151
<b>Sanskrit / 15</b>
Crestwood HS 17 Chapel Lane, Baulkham Hills NSW 2153
<b>Blacktown</b>
<b>Arabic / 217</b>
Alfirdaus College-Blacktown Centre 7/45 Fourth Avenue, Blacktown NSW2148
Darfur Community Social and Cultural Association 118 Main St, Blacktown NSW2148
Seven Hills PS Lucas Rd & Morris St, Seven Hills NSW 2147
<b>Bangla / 46</b>
Blacktown BHS Sunnyholt Rd 7 Fifth Av, Blacktown NSW 2148
Marayong South PS McClellan St, Blacktown NSW 2148
<b>Chinese / 227</b>
Blacktown GHS Fifth Ave, Blacktown NSW 2148
Doonside HS Power St, Doonside NSW 2767
<b>Croatian / 77</b>
Croatian C C - Blacktown 70 Douglas Rd, Blacktown NSW 2148
<b>Dari / 87</b>
Blacktown GHS Fifth Ave, Blacktown NSW 2148
<b>Greek / 105</b>
Hellenic Orthodox Parish & Community of Blacktown & District 47 Balmoral St, Blacktown NSW 2148

<b>Gujerati / 38</b>
OM Rameshwar Association Bungarribee Community Resource Hub 20 Sir Hercules Pde Bungarribee NSW 2767
<b>Korean / 55</b>
Blacktown GHS Fifth Ave, Blacktown NSW 2148
<b>Polish / 19</b>
St Andrew's College-Holy Family Campus 116 Quakers Rd, Marayong NSW 2148
<b>Sinhala</b>
Marayong South PS McClellan St, Blacktown NSW 2148
<b>Tamil / 256</b>
Seven Hills West PS Lucas Rd & Sackville St, Seven Hills NSW2147
<b>Blue Mountains</b>
<b>Chinese / 12</b>
Sinofield 77 Scott Ave, Leura NSW2780
<b>Cabramatta</b>
<b>Arabic / 139</b>
Mount Pritchard PS Meadows Rd, Mount Pritchard NSW 2170
<b>Armenian / 52</b>
Bonnyrigg HS Elizabeth Dr, Bonnyrigg NSW 2177
<b>Assyrian / 162</b>
St Johns Park HS Mimosa Rd, St Johns Park NSW 2176
<b>Chinese / 442</b>
Bonnyrigg PS Tarlinton Pde, Bonnyrigg NSW 2177
Cabramatta HS Aladore Ave, Cabramatta NSW 2166
Cabramatta PS Levuka St, Cabramatta NSW 2166
Harrington Street PS Harrington St, Cabramatta NSW 2166
Cabramatta West PS Broad St, Cabramatta NSW 2166
St Johns Park PS Sandringham St, St Johns Park NSW 2176
<b>Croatian / 30</b>
Bonnyrigg PS Tarlinton Pde, Bonnyrigg NSW 2177
Croatian Catholic Centre 86 Brisbane Rd St Johns Park NSW 2176
<b>Italian / 20</b>
St Johns Park HS Mimosa Rd, St Johns Park NSW 2176

<b>Khmer / 143</b>
Bonnyrigg PS Tarlington Pde, Bonnyrigg NSW 2177
Cabramatta Adventist Community Hall Broomfield & Fisher St, Cabramatta NSW 2166
<b>Lao / 45</b>
Cabramatta PS Levuka St, Cabramatta NSW 2166
<b>Macedonian / 29</b>
Bonnyrigg PS Tarlington Pde, Bonnyrigg NSW 2177
<b>Serbian / 89</b>
Free Serbian Orthodox Church 348 Cabramatta Rd, Cabramatta NSW 2166
<b>Turkish</b>
Bonnyrigg Mosque Lot 455 Bibbys Pl, Bonnyrigg NSW 2177
<b>Vietnamese / 792</b>
Bonnyrigg HS Elizabeth Dr, Bonnyrigg NSW 2177
Harrington Street PS Harrington St, Cabramatta NSW 2166
Cabramatta PS Levuka St, Cabramatta NSW 2166
Cabramatta West PS Broad St, Cabramatta NSW 2166
Lansvale PS Chancery St, Canley Vale NSW 2166
GDPT Bo De Minh Quang - Vietnamese Buddhist Youth of NSW 28-32 Chadderton St, Canley Vale NSW 2166
King Park PS Humphries Rd, Wakeley NSW 2176
Phap Bao Pagoda St Johns Park, Bonnyrigg NSW 2176
<b>Camden</b>
<b>Bosnian / 13</b>
Australian Bosnian & Herzegovinian Cultural Association 205 Bringelly Rd, Leppington NSW 2179
<b>Chinese / 39</b>
Leppington PS Rickard Rd, Leppington NSW 2179
<b>Greek / 17</b>
Camden PS John St, Camden NSW 2570
<b>Punjabi</b>
Mission Centre Punjabi School 170 Ninth Ave, Austral NSW 2171
<b>Campbelltown</b>
<b>Arabic / 136</b>
Thomas Acres PS Crisparkle Dr, Ambarvale NSW 2560

Al Ghadir Youth Centre 2/5 Hollylea Rd, Leumeah NSW 2560
<b>Spanish / 26</b>
Ambarvale PS Copperfield Dr, Ambarvale NSW 2560
<b>Canterbury</b>
<b>Arabic / 441</b>
Belmore BHS Burwood Rd, Belmore NSW 2192
Belmore North PS 201 Burwood Rd, Belmore NSW 2192
McCallums Hill PS McCallum St, Roselands NSW 2196
Earlwood Islamic Centre 6 Lang Ave, Earlwood NSW 2206
<b>Chinese / 476</b>
Harcourt PS First Ave, Campsie NSW 2194
Campsie PS Harold St, Campsie NSW 2194
Canterbury BHS Holden St, Canterbury NSW 2193
Clemton Park PS Bexley Rd, Earlwood NSW 2206
<b>Greek / 435</b>
All Saints Greek Orthodox Church Hall Isabel & Cecilia Sts, Belmore NSW 2192
Canterbury South PS High St, Canterbury NSW 2193
Canterbury PS Church St, Canterbury NSW 2193
Clemton Park PS Bexley Road, Earlwood NSW 2206
Earlwood PS Homer St, Earlwood NSW 2206
Undercliffe PS Bayview Ave, Earlwood NSW 2206
McCallums Hill PS McCallum St, Roselands NSW 2196
<b>Italian / 60</b>
Earlwood PS Homer St, Earlwood NSW 2206
<b>Korean / 138</b>
Korean Central Presbyterian Church 72-80 Burwood Rd, Belfield NSW 2191
Campsie PS Harold St, Campsie NSW 2194
<b>Maori</b>
Campsie PS Harold St, Campsie NSW 2194
<b>Nepali / 9</b>
Campsie PS Harold St, Campsie NSW 2194

<b>Castle Hill</b>
<b>Chinese / 244</b>
Beaumont Hills PS The Parkway, Beaumont Hills NSW 2155
Wesley Castle Hill Uniting Church 32-34 Showground Rd, Castle Hill NSW 2154
Kellyville PS Windsor Rd, Kellyville NSW 2155
Sherwood Ridge PS Rosebery Rd, Kellyville NSW 2155
<b>Italian / 24</b>
Castle Hill HS Castle St, Castle Hill NSW 2154
St Madeleine's Primary 28 Annangrove Rd, Kenthurst NSW 2156
<b>Maltese / 21</b>
Rouse Hill PS Clover Ave, Rouse Hill NSW 2155
<b>Portuguese</b>
Samuel Gilbert PS Ridgecrop Dr, Castle Hill NSW 2154
<b>Charlestown</b>
<b>German / 9</b>
Kotara South PS 150 Rae Crescent, Kotara NSW 2289
<b>Italian / 5</b>
New Lambton South PS St James Rd, New Lambton NSW 2305
<b>Japanese / 29</b>
New Lambton South PS St James Rd, New Lambton NSW 2305
<b>Tamil / 19</b>
Garden Suburb PS 2A Prospect Rd, Garden Suburb NSW 2289
<b>Coogee</b>
<b>Chinese / 36</b>
Rainbow St PS 90 Rainbow St, Randwick NSW 2031
<b>Finnish / 14</b>
Randwick BHS Rainbow & Avoca Sts, Randwick NSW 2031
<b>Greek / 15</b>
South Coogee PS Moverly Rd, South Coogee NSW 2034
<b>Hebrew / 37</b>
South Coogee PS Moverly Rd, South Coogee NSW 2034
Clovelly PS Arden St, Waverley NSW 2024
<b>Polish / 76</b>
Randwick BHS Rainbow & Avoca Sts, Randwick NSW 2031

<b>Portuguese / 9</b>
Waverley PS Bronte Rd, Waverley NSW 2024
<b>Swedish / 11</b>
Rainbow St PS 90 Rainbow St, Randwick NSW 2031
<b>Cronulla</b>
<b>German / 11</b>
Grays Point PS Angle Rd, Grays Point NSW 2232
<b>Davidson</b>
<b>Chinese / 212</b>
John Colet School 6 Wyatt Ave, Belrose NSW 2085
Lindfield PS Pacific Hwy, Lindfield NSW 2070
St Ives HS Yarrabung Rd, St Ives NSW 2075
<b>Dutch</b>
St Ives HS Yarrabung Rd, St Ives NSW 2075
<b>Hebrew / 37</b>
St Ives North PS Memorial Ave, St Ives NSW 2075
<b>Japanese / 64</b>
Belrose PS Ralston Ave, Belrose NSW 2085
<b>Swedish / 13</b>
St Ives PS Horace St, St Ives NSW 2075
<b>Ukrainian</b>
Castle Cove PS Kendall Rd, Castle Cove NSW 2069
<b>Drummoyne</b>
<b>Finnish / 17</b>
Concord West PS 64 Concord Rd, Concord West NSW 2138
<b>Greek / 48</b>
Drummoyne PS Rawson Ave, Drummoyne NSW 2047
<b>Italian / 42</b>
Five Dock PS Henry St, Five Dock NSW 2046
<b>Korean</b>
Sydney Cheil Church 7 Sydney St, Concord NSW 2137
<b>Dubbo</b>
<b>Sinhala / 13</b>
Dubbo South PS Fitzroy St, Dubbo NSW 2830
<b>East Hills</b>
<b>Arabic / 232</b>
Bankstown Senior College Antwerp St, Bankstown NSW 2200

Revesby PS Victoria St, Revesby NSW 2212
<b>Greek / 23</b>
Panania PS Lawler St, Panania NSW 2213
<b>Punjabi / 120</b>
Sri Guru Singh Sabha Inc 14-18 The River Rd, Revesby NSW 2212
<b>Epping</b>
<b>Bangla / 13</b>
Epping West PS Carlingford Rd, Epping NSW 2121
<b>Chinese / 528</b>
Cherrybrook Technology HS Purchase Rd, Cherrybrook NSW 2126
Carlingford PS Rickard St, Carlingford NSW 2118
Epping West PS Carlingford Rd, Epping NSW 2121
<b>Greek / 21</b>
Roselea PS North Rocks Rd, Carlingford NSW 2118
<b>Hindi / 121</b>
John Purchase PS Purchase Rd, Cherrybrook NSW 2126
Epping PS Norfolk Rd, Epping NSW 2121
<b>Japanese / 71</b>
Thornleigh West PS Giblett Ave, Thornleigh NSW 2120
<b>Korean / 14</b>
Roselea PS 549 North Rocks Rd, Carlingford NSW 2118
Epping West PS Carlingford Rd, Epping NSW 2121
<b>Persian / 85</b>
Epping West PS Carlingford Rd, Epping NSW 2121
<b>Punjabi / 27</b>
Epping Heights PS Kent St, Epping NSW 2121
<b>Sanskrit / 20</b>
Roselea PS North Rocks Rd, Carlingford NSW 2118
<b>Fairfield</b>
<b>Arabic / 280</b>
Fairfield PS 68 Smart St, Fairfield NSW 2165
Merrylands HS Bristol St, Guildford NSW 2160
<b>Assyrian / 170</b>
Fairfield HS Horsley Dr, Fairfield NSW 2165

Fairfield West PS Palmerston Rd, Fairfield West, NSW 2165
<b>Chinese / 358</b>
Canley Vale HS Prospect Rd, Canley Vale NSW 2166
Canley Vale PS Canley Vale Rd, Canley Vale NSW 2166
Fairfield PS 68 Smart St, Fairfield NSW 2165
Fairvale PS Wolseley Dr, Fairfield NSW 2165
<b>Spanish / 14</b>
Fairfield HS Horsley Dr, Fairfield NSW 2165
<b>Vietnamese / 819</b>
Canley Vale PS Canley Vale Rd, Canley Vale NSW 2166
Fairfield PS 68 Smart St, Fairfield NSW 2165
Fairvale PS Wolseley Dr, Fairfield NSW 2165
Villawood North PS Bligh St, Fairfield East NSW 2165
<b>Gosford</b>
<b>Chinese / 65</b>
Henry Kendall HS Faunce St, Gosford NSW 2250
<b>Filipino / 13</b>
Henry Kendall HS Faunce St, Gosford NSW 2250
<b>Goulburn</b>
<b>Chinese / 12</b>
Mulwaree HS 40 McDermott Dr, Goulburn NSW2580
<b>Granville</b>
<b>Arabic / 222</b>
Granville PS Lena St, Granville NSW 2142
Old Guildford PS 646 Woodville Rd, Guildford NSW 2161
Merrylands PS Fowler Rd, Merrylands NSW 2160
<b>Chinese / 225</b>
Granville PS Lena St, Granville NSW 2142
Greystanes PS Merrylands Rd, Merrylands NSW 2145
<b>Dari / 202</b>
Nabi Akram Islamic Centre Cowper St, Granville NSW 2142
<b>Hindi / 35</b>
Parramatta West PS Young St, Parramatta NSW 2150

<b>Korean</b>
Dong San Uniting Church 125 Great Western Hwy, Mays Hill NSW 2145
<b>Maltese / 35</b>
Ringrose PS Ringrose Ave, Greystanes NSW 2145
<b>Marathi / 15</b>
Westmead PS Hawkesbury Rd, Westmead NSW 2145
<b>Nepali / 35</b>
Granville PS Lena St, Granville NSW 2142
<b>Persian</b>
Parramatta HS Great Western Rd, Parramatta NSW 2150
<b>Turkish / 148</b>
Granville PS Lena St, Granville NSW 2142
NCTA Turkish Language and Culture School 295 Clyde St, Granville South NSW 2142
Guildford Mosque 64 Mountford Ave, Guildford NSW 2162
<b>Ukrainian / 7</b>
Parramatta West PS Cnr Auburn & Young St, Parramatta NSW 2150
<b>Urdu / 120</b>
Muhammadi Welfare Association 419 Blaxcell St, Granville South NSW 2142
<b>Heathcote</b>
<b>Greek</b>
Tharawal PS Gerald Rd, Menai NSW 2234
<b>Swedish</b>
Sutherland PS Eton St, Sutherland NSW 2232
<b>Heffron</b>
<b>Chinese / 323</b>
Alexandria Park Community School Buckland St, Alexandria NSW 2015
<b>Czech &amp; Slovak / 36</b>
Green Square School 237 Botany Rd, Waterloo NSW 2017
<b>Greek / 123</b>
St Spyridon College 80 Gardeners Rd, Kingsford NSW 2032
Mascot PS King St, Mascot NSW 2020
<b>Korean / 50</b>
Green Square School 237 Botany Rd, Waterloo 2017
<b>Serbian / 86</b>
Alexandria Park Community School Buckland St, Alexandria NSW 2015

<b>Turkish / 46</b>
Eastlakes PS Florence Ave, Eastlakes NSW 2018
<b>Holsworthy</b>
<b>Arabic / 360</b>
Chipping Norton PS Central Ave, Chipping Norton NSW 2170
Lurnea PS Reilly St, Lurnea NSW 2170
Prestons PS Kurrajong & Box Rds, Prestons NSW 2170
<b>Chinese / 20</b>
Holsworthy PS Infantry Pde, Holsworthy NSW 2173
<b>Greek / 28</b>
Tharawal PS 70 Gerald Rd, Illawong NSW 2234
<b>Italian / 31</b>
St Catherine of Siena Primary Dalmeny Dr, Prestons NSW 2170
<b>Polish / 29</b>
Casula PS DeMeyrick Ave, Casula NSW 2170
<b>Sanskrit / 22</b>
Nuwarra PS McKay Ave, Moorebank NSW 2170
<b>Tamil / 94</b>
Holsworthy PS Infantry Pde, Holsworthy NSW 2173
<b>Telugu</b>
Holsworthy PS Infantry Pde, Holsworthy NSW 2173
<b>Turkish</b>
Chipping Norton PS Central Ave, Chipping Norton NSW 2170
<b>Uighur / 26</b>
Casula PS DeMeyrick Ave, Casula NSW 2170
<b>Ukrainian / 2</b>
Holsworthy HS Huon Cres, Holsworthy NSW 2170
<b>Urdu / 60</b>
Amity College 163 Kurrajong Rd, Prestons 2170
<b>Hornsby</b>
<b>Arabic</b>
St George Maronite Church Yarrara Rd, Thornleigh NSW 2120
<b>Chinese / 116</b>
Hornsby Heights PS Sommerville Rd, Hornsby NSW 2077
Hornsby North PS Ida St, Hornsby NSW 2077
<b>Hindi / 11</b>
Thornleigh West PS Giblett Ave, Thornleigh NSW 2120

<b>Korean / 148</b>
Pennant Hills HS Laurence St, Pennant Hills NSW 2120
<b>Russian / 33</b>
Mount Colah PS Telopea St, Mount Colah NSW 2079
<b>Tamil / 6</b>
Hornsby North PS Ida St, Hornsby NSW 2077
<b>Telugu</b>
Hornsby South PS Clarke Rd, Hornsby NSW 2077
<b>Keira</b>
<b>Croatian</b>
Croatian Catholic Centre 7 Bellevue Rd, Figtree NSW 2525
<b>Persian</b>
Figtree HS Gibsons Rd, Figtree NSW 2525
<b>Swedish / 7</b>
Lindsay Park PS Thames St, Wollongong NSW 2500
<b>Thai /16</b>
Towradgi PS Carters Lane, Fairy Meadow NSW 2519
<b>Kogarah</b>
<b>Arabic / 602</b>
Carlton PS 60 Cameron St, Bexley NSW 2207
Kingsgrove PS Kingsgrove Rd, Kingsgrove NSW 2208
<b>Chinese / 590</b>
Australian Confucius Mencius Morality Society Hall 590 Forrest Rd, Bexley NSW 2207
Blakehurst HS Woniara Rd, Blakehurst NSW 2221
Hurstville PS Forest Rd, Hurstville NSW 2220
Kogarah HS Regent St, Kogarah NSW 2217
Kogarah PS Gladstone St, Kogarah NSW 2217
<b>Greek / 185</b>
Carlton PS 60 Cameron St, Bexley NSW 2207
Bexley North PS Kingsland Rd, Bexley NSW 2207
Carlton South PS Jubilee Ave, Carlton NSW 2218
Danebank Anglican School for Girls 84 Park Rd, Hurstville NSW 2220
Hurstville PS Forest Rd, Hurstville NSW 2220
Kingsgrove PS Kingsgrove Rd, Kingsgrove NSW 2208

Greek Orth Community Hall Belgrave St, Kogarah NSW 2217
<b>Hindi / 117</b>
St George GHS Victoria St, Kogarah NSW 2217
<b>Tongan / 11</b>
Beverly Hills Girls HS Broad Arrow Rd, Beverly Hills NSW 2209
<b>Ukrainian / 9</b>
Blakehurst HS Woniara Rd, Blakehurst NSW 2221
<b>Ku-ring-gai</b>
<b>Chinese / 660</b>
Hornsby GHS Edgeworth David Ave, Hornsby NSW 2207
Normanhurst BHS Pennant Hills Rd, Normanhurst NSW 2076
Pymble PS Rushall St, Pymble NSW 2073
Warrawee PS Pacific Hwy, Turramurra NSW 2074
Waitara PS Edgeworth David Ave, Wahroonga NSW 2076
Wahroonga PS Burns Rd, Wahroonga NSW 2076
<b>Hindi</b>
Waitara PS Edgeworth David Ave, Wahroonga NSW 2076
<b>Korean / 181</b>
Turramurra HS Maxwell St, South Turramurra NSW 2074
<b>Nepali / 15</b>
Waitara PS Edgeworth David Ave, Wahroonga NSW 2076
<b>Sanskrit / 17</b>
Waitara PS Edgeworth David Ave, Wahroonga NSW 2076
<b>Lakemba</b>
<b>Arabic / 875</b>
Beverly Hills Intensive Language Centre Melvin North St, Beverly Hills NSW 2209
Banksia Road PS Banksia Rd, Greenacre NSW 2190
Chullora PS Norfolk & Waterloo Rds, Greenacre NSW 2190
Hampden Park PS Hampden Rd, Lakemba NSW 2195
LMA Islamic Community Centre 71 Wangee Rd, Lakemba NSW 2195
Wiley Park GHS The Boulevard, Punchbowl NSW 2196

Australian Islamic Mission Hall 25 Matthews St, Punchbowl NSW 2196
Punchbowl PS Canterbury Rd, Punchbowl NSW2196
Punchbowl BHS Kelly St, Punchbowl NSW 2196
St Charbel's College 142 Highclere Ave, Punchbowl NSW2196
St Nicholas Arabic School 11 Henry St, Punchbowl NSW 2196
<b>Bangla / 45</b>
Hampden Park PS Hampden Rd, Lakemba NSW 2195
Punchbowl BHS Kelly St, Punchbowl NSW 2196
<b>Chinese / 270</b>
Hannans Road PS Hannans Rd, Riverwood NSW 2210
Beverly Hills North PS Shorter Ave/King Georges, Beverly Hills NSW 2209
<b>Croatian / 75</b>
Beverly Hills Intensive Language Centre Melvin North St, Beverly Hills NSW 2209
<b>Greek / 43</b>
Beverly Hills PS King Georges Rd, Beverly Hills NSW 2209
<b>Indonesian / 237</b>
Punchbowl PS Canterbury Rd, Punchbowl NSW 2196
Ashabul Kahfi Islamic Centre 11 Edge St, Wiley Park NSW 2195
<b>Japanese / 81</b>
Hannans Road PS Hannans Rd, Riverwood NSW 2210
<b>Korean</b>
Sydney Full Gospel Church 204 Waterloo Rd, Greenacre NSW 2190
<b>Tongan</b>
Beverly Hills GHS Broadarrow & King Georges Rds, Beverly Hills NSW 2209
<b>Vietnamese / 83</b>
Holy Spirit College – Lakemba 39 Croydon St, Lakemba NSW 2195
<b>Lane Cove</b>
<b>Armenian / 145</b>
Willoughby PS Oakville Rd, Willoughby NSW 2068
<b>Arabic</b>
Artarmon PS McMillan Rd, Artarmon NSW 2064
<b>Chinese / 25</b>
Gladesville PS Victoria Rd, Gladesville NSW 2111

<b>Dutch / 32</b>
Hunters Hill PS Alexandra St, Hunters Hill NSW 2110
<b>Hebrew / 9</b>
Lane Cove PS Austin St & Longueville Roads, Lane Cove NSW 2066
<b>Italian / 6</b>
Gladesville PS Victoria Rd, Gladesville NSW 2111
<b>Korean / 18</b>
Riverside GHS Huntley's Point Rd, Gladesville NSW 2111
<b>Marathi / 15</b>
Artamon Guides Hall Thompson Ave, Artarmon NSW 2064
<b>Swedish / 9</b>
Hunters Hill PS Alexandra St, Hunters Hill NSW 2110
<b>Liverpool</b>
<b>Arabic / 162</b>
Alfirdaus College-Liverpool Centre Suite 5, 72 Bathurst St, Liverpool NSW 2170
Miller PS Shropshire St, Miller NSW2168
<b>Greek / 104</b>
St Raphaels Greek School 19 Forbes St, Liverpool NSW 2170
<b>Hindi / 82</b>
Green Valley PS Green Valley Rd, Green Valley NSW 2168
<b>Mandaean / 98</b>
Mandaean Resource Centre – Liverpool 70 Terminus St, Liverpool NSW 2170
<b>Samoan</b>
Marsden Road PS Marsden Rd, Liverpool NSW 2170
<b>Sanskrit/ 33</b>
Marsden Road PS Marsden Rd, Liverpool NSW 2170
<b>Spanish / 59</b>
Green Valley PS Green Valley Rd, Green Valley NSW 2168
<b>Vietnamese / 150</b>
James Busby HS Rundle Rd, Busby NSW 2168
<b>Londonderry</b>
<b>Arabic / 221</b>
St Marys South PS Monfarville St, St Marys NSW 2760
Halinda PS Karangi Rd, Whalan NSW 2770

<b>Croatian / 31</b>
Croatian Club Bosna 229 Luddenham Rd, Orchard Hills NSW 2748
<b>Samoan / 34</b>
Seventh Day Adventist Church Hythe St, Mount Druitt NSW 2770
<b>Turkish / 33</b>
Mount Druitt PS 51 Belmore Ave, Mount Druitt NSW 2770
<b>Macquarie Fields</b>
<b>Arabic / 159</b>
Ingleburn HS Oxford Rd, Ingleburn NSW 2565
Robert Townson HS Shuttleworth Ave, Raby NSW 2566
<b>Bangla / 58</b>
Grange PS Benham Rd, Minto NSW 2566
<b>Chinese / 53</b>
Ingleburn HS Oxford Rd, Ingleburn NSW 2565
<b>Dari / 43</b>
Macquarie Fields PS Field Rd, Macquarie Fields NSW 2564
<b>Indonesian / 4</b>
Leumeah HS Junction Rd, Leumeah NSW 2560
<b>Malayalam / 19</b>
The Grange PS 8 Benham Rd, Minto NSW 2566
<b>Marathi / 32</b>
Glenwood PS Belmont Rd, Glenfield NSW 2167
<b>Nepali / 30</b>
Ingleburn PS Oxford Rd, Ingleburn NSW 2565
<b>Polish / 30</b>
Robert Townson PS Shuttleworth Ave, Raby NSW 2566
<b>Punjabi / 429</b>
Minto PS Pembroke & Redfern Rds, Minto NSW 2566
<b>Sanskrit / 26</b>
Glenwood PS Belmont Rd, Glenfield NSW 2167
<b>Sinhala / 29</b>
Minto PS Pembroke & Redfern Rds, Minto NSW 2566
<b>Tamil / 37</b>
Sarah Redfern HS Monaghan St & Pembroke Rd, Minto NSW 2566

<b>Maitland</b>
<b>Telugu / 14</b>
Maitland HS High St, Maitland East NSW 2323
<b>Manly</b>
<b>Dutch / 31</b>
Northern Beaches Secondary College Mackellar Girls Campus Campbell Parade, Manly Vale NSW 2093
<b>Finnish / 7</b>
Northern Beaches Secondary College Mackellar Girls Campus Campbell Parade, Manly Vale NSW 2093
<b>Greek / 11</b>
Northern Beaches Secondary College Balgowlah Boys Campus Maretimo St, Balgowlah NSW 2093
<b>Macedonian / 10</b>
Manly Village PS Darley Rd, Manly NSW 2095
<b>Spanish</b>
St John The Baptist PS 7 Johnson St, Freshwater NSW 2096
<b>Swedish / 56</b>
Manly West PS Griffith St, Balgowlah NSW 2093
Manly Village PS Darley Rd, Manly NSW 2095
Manly Vale PS Sunshine St, Manly Vale NSW 2093
<b>Tibetan / 83</b>
Northern Beaches Secondary College Mackellar Girls Campus Campbell Parade, Manly Vale NSW 2093
<b>Maroubra</b>
<b>Bangla / 34</b>
Matraville PS Bunnerong & Beauchamp Rds, Matraville NSW 2036
<b>Malay / 12</b>
Matraville PS Bunnerong & Beauchamp Rds, Matraville NSW 2036
<b>Portuguese / 6</b>
Maroubra Bay PS Duncan St, Maroubra NSW 2035
<b>Russian / 105</b>
La Perouse PS Yarra Rd, La Perouse NSW 2036
<b>Swedish / 16</b>
Online - La Perouse 22 Goorawahl Ave, La Perouse NSW 2036
<b>Turkish / 18</b>
Matraville PS Bunnerong & Beauchamp Rds, Matraville NSW 2036

<b>Miranda</b>
<b>Chinese / 91</b>
Port Hacking HS Kingsway, Miranda NSW 2228
<b>German / 17</b>
Port Hacking HS Kingsway, Miranda NSW 2228
<b>Greek / 102</b>
St Stylianos Greek School 810 The Kingsway, Gymea NSW 2227
<b>Russian / 18</b>
Jannali HS Sutherland Rd, Jannali NSW 2226
<b>Monaro</b>
<b>Chinese / 15</b>
Queanbeyan HS Agnes Ave, Crestwood NSW 2620
<b>Portuguese / 11</b>
Queanbeyan PS Isabella St, Queanbeyan NSW 2620
<b>Mount Druitt</b>
<b>Arabic / 130</b>
St John the Beloved Arabic School 63 George St, Mount Druitt NSW 2770
<b>Dinka / 71</b>
Richard Johnson Anglican School Hyatt Rd, Oakhurst NSW 2761
<b>Malayalam / 48</b>
Plumpton House School 327 Rooty Hill Rd, N Plumpton NSW 2761
<b>Punjabi / 33</b>
Glendenning PS Armitage Dr, Glendenning NSW 2761
<b>Tamil / 129</b>
Colyton PS Nelson St, Mount Druitt NSW 2770
<b>Mulgoa</b>
<b>Maltese / 20</b>
Horsley Park PS The Horsley Dr, Horsley Park NSW 2175
<b>Murray</b>
<b>Punjabi / 28</b>
Gudwara Singh Sabha Society 895 Kidman Way, Griffith NSW 2680
<b>Newcastle</b>
<b>German</b>
Merewether HS Chatham Rd, Broadmeadow NSW 2292
<b>Greek</b>
Greek Community of Newcastle 27 Skelton St, Hamilton NSW 2303
<b>Indonesian / 6</b>
Hamilton PS Tudor St, Hamilton NSW 2303

<b>Polish / 13</b>
Polish Cultural Centre 122 Chatham Rd, Broadmeadow NSW 2292
<b>Sinhala / 29</b>
Mayfield West PS Gregson Ave, Mayfield NSW 2304
<b>Swedish / 20</b>
Newcastle HS Parkway Ave, Hamilton NSW 2303
<b>Newtown</b>
<b>Chinese</b>
Cleveland Street Intensive English HS Cleveland & Chalmer Sts Surry Hills NSW 2015
<b>Greek / 74</b>
Newington College 200 Stanmore Rd, Stanmore NSW 2048
Cyprus Community of NSW 58 Stanmore Rd, Stanmore NSW 2048
<b>Thai</b>
Stanmore PS Cambridge St, Stanmore NSW 2048
<b>North Shore</b>
<b>Chinese / 64</b>
Neutral Bay PS Ben Boyd Rd, Neutral Bay NSW 2089
North Sydney Demonstration S Bay Rd, North Sydney NSW 2060
<b>Portuguese / 6</b>
North Sydney Demonstration S Bay Rd, North Sydney NSW 2060
<b>Russian / 93</b>
North Sydney Demonstration S Bay Rd, North Sydney NSW 2060
<b>Oatley</b>
<b>Bosnian / 10</b>
Australian Bosnian Islamic Society Gazi Husrev-beg-Penshurst 447 Forest Rd, Penshurst NSW 2222
<b>Chinese / 250</b>
Connells Point PS Riverview Ave, Hurstville South NSW 2221
Peakhurst PS Bonds Rd, Peakhurst NSW 2210
Georges River College Penshurst Girls Campus 2 Austral St, Penshurst NSW 2222
<b>Greek / 159</b>
Bald Face PS Stuart St, Blakehurst NSW 2221
Connells Point PS Riverview Ave, Hurstville South NSW 2221
Lugarno PS Old Forest Rd, Lugarno NSW 2210
Mortdale PS Coleborne Ave, Mortdale NSW 2223

Peakhurst PS Arcadia St, Penshurst NSW 2210
Peakhurst West PS Ogilvy St, Peakhurst NSW 2210
<b>Italian / 17</b>
St Joseph's Primary – Oatley 21 Rosa St, Oatley NSW 2223
<b>Macedonian / 61</b>
Peakhurst West PS Ogilvy St, Peakhurst NSW 2210
<b>Nepali / 15</b>
Penshurst PS Arcadia St, Penshurst NSW 2210
<b>Samoan / 48</b>
EFKS Sydney 977 Forest Rd, Lugarno NSW 2210
<b>Orange</b>
<b>Russian / 9</b>
Slavic Pentecostal Church 33 Kearneys Dr, Orange NSW 2800
<b>Parramatta</b>
<b>Arabic / 99</b>
Our Lady Of Lebanon College Alice St, Harris Park NSW 2150
<b>Bangla / 46</b>
Rosehill PS Prospect St, Rosehill NSW 2142
<b>Chinese / 499</b>
James Ruse Agricultural HS Felton Rd, Carlingford NSW 2118
Dundas PS Kissing Point Rd, Dundas 2117
Parramatta PS Macquarie St, Parramatta NSW 2150
Nan Tian of Sydney 22 Cowper St, Parramatta NSW 2150
<b>Dari / 7</b>
Parramatta West PS Cnr Auburn & Young Streets, Parramatta NSW 2150
Rydalmere PS Victoria Rd, Rydalmere NSW 2116
<b>Greek / 83</b>
St John's Greek Orthodox School 163 George St, Parramatta NSW 2150
<b>Japanese / 110</b>
Dundas PS Kissing Point Rd, Dundas
<b>Korean / 199</b>
Sydney Young Nak Presbyterian Church – Telopea 7 Manson St, Telopea NSW 2117
<b>Persian / 46</b>
Parramatta HS Great Western Hwy, Parramatta NSW 2150

<b>Russian / 6</b>
Parramatta East PS Brabyn St, Parramatta NSW 2150
<b>Sinhala / 80</b>
Parramatta North PS Albert St, North Parramatta NSW 2151
<b>Penrith</b>
<b>Chinese / 49</b>
York PS Evan St, Penrith South NSW2750
<b>Dari</b>
Penrith PS High St, Penrith NSW 2750
<b>Italian / 24</b>
St Mary Mackillop Primary 150 Fragar Rd, South Penrith NSW 2750
<b>Pittwater</b>
<b>Chinese / 23</b>
Mona Vale PS Waratah St, Mona Vale NSW2103
<b>Portuguese / 12</b>
Mona Vale PS Waratah St, Mona Vale NSW 2103
<b>Serbian / 74</b>
St Sava Serbian Orthodox Church Hall Wilson St, Elanora Heights NSW 2101
<b>Prospect</b>
<b>Chinese / 45</b>
Greystanes PS Merrylands Rd, Grestanes NSW 2145
<b>Assyrian / 199</b>
Bossley Park PS Marconi Rd, Bossley Park NSW 2176
<b>Bosnian / 16</b>
Australian Bosnian Islamic Society Gazi Husrev-beg-Smithfield 30 Bourke St, Smithfield NSW 2164
<b>Greek / 13</b>
Beresford Road PS Beresford Rd, Pendle Hill South NSW 2145
<b>Gujerati / 33</b>
Girraween PS Bando Rd, Girraween NSW 2145
<b>Sanskrit / 42</b>
Metella Road PS Metella Rd, Toongabbie NSW2146
<b>Tamil / 551</b>
Girraween PS Bando Rd, Girraween NSW 2145
<b>Vietnamese / 47</b>
Phuoc Hue Temple Wetherill Park 365 Victoria St, Wetherill Park NSW 2164

<b>Riverstone</b>
<b>Armenian / 36</b>
Terra Sancta College – Schofields 85 Hambledon Rd, Schofields NSW 2762
<b>Croatian / 50</b>
Australian Croatian Club Braca Radic 79 South St, Schofields NSW2762
<b>Hindi / 36</b>
Quakers Hill HS Lalor Rd, Quakers Hill NSW2763
<b>Korean</b>
The Ponds HS 180 Riverbank Dr, The Ponds NSW 2769
<b>Nepali / 26</b>
The Ponds HS 180 Riverbank Dr, The Ponds NSW 2769
<b>Punjabi</b>
Australian Sikh Association Temple 8 Meurants Lane, Glenwood NSW 2768
<b>Russian / 37</b>
Hambledon PS Bali Dr, Quakers Hills NSW 2763
<b>Sanskrit / 40</b>
The Ponds HS 180 Riverbank Dr, The Ponds NSW 2769
<b>Sinhala / 72</b>
The Ponds HS 180 Riverbank DrThe Ponds NSW 2769
<b>Tamil / 50</b>
Quakers Hill HS Lalor Rd, Quakers Hill NSW2763
<b>Rockdale</b>
<b>Arabic / 343</b>
Athelstane PS, Athelstane Ave, Arncliffe NSW2205
<b>Bangla / 63</b>
Rockdale PS Lord St, Rockdale NSW 2216
<b>Chinese / 64</b>
Moorefield GHS Princes Highway, Kogarah NSW2217
Rockdale PS Lord St, Rockdale NSW2216
<b>Greek / 204</b>
Ramsgate PS Chuter Ave, Ramsgate NSW2217
Kyeemagh Infants Beehag St, Rockdale NSW2216
Brighton-Le-Sands PS Crawford Rd, Rockdale NSW2216
Sans Souci PS Rock Point Rd, Sans Souci NSW 2219
<b>Macedonian / 48</b>
Rockdale PS Lord St, Rockdale NSW 2216

<b>Spanish / 34</b>
Moorefield GHS Princes Hwy, Kogarah NSW2217
<b>Ryde</b>
<b>Armenian</b>
Ryde Secondary College 5 Malvina St, Ryde NSW 2112
<b>Chinese / 1120</b>
Epping BHS 213 Vimiera Rd, Eastwood NSW2122
Eastwood PS Rowe St, Eastwood NSW 2122
Denistone East PS Lovell Rd, Eastwood NSW2122
Kent Road PS Kent & Herring Rds, Marsfield NSW 2122
<b>Greek / 19</b>
West Ryde PS Endeavour St, West Ryde NSW 2114
<b>Italian / 8</b>
Italian Bilingual School 30 See St, Meadowbank NSW2114
<b>Korean / 140</b>
Denistone East PS Lovell Rd, Eastwood NSW2122
Sydney Juan Church 7 Maxim St, Ryde 2112
Marsden HS - West Ryde Winbourne Ave, West Ryde NSW2114
<b>Persian / 85</b>
Ryde PS Pope St, Ryde NSW 2112
<b>Polish / 65</b>
North Ryde PS Coxs Rd, Ryde NSW 2113
<b>Tamil / 64</b>
Eastwood PS Rowe St, Eastwood NSW2122
<b>Telugu / 7</b>
Eastwood PS Rowe St, Eastwood NSW2122
<b>Seven Hills</b>
<b>Chinese / 108</b>
Northmead Creative & Performing Arts HS Campbell St, Northmead NSW2152
<b>Sanskrit / 65</b>
Darcy Road PS Darcy Rd, Wentworthville NSW2145
<b>Telugu / 7</b>
Darcy Road PS Darcy Rd, Wentworthville NSW2145
<b>Turkish / 56</b>
Meadows PS Fuller St, Seven Hills NSW2147

<b>Shellharbour</b>
<b>Macedonian / 29</b>
Flinders PS Adam Murray Way, Flinders NSW2529
<b>Serbian / 56</b>
St John Serbian Orthodox Church Hall 20 Dale St, Dapto NSW2530
<b>South Coast</b>
<b>Tibetan / 11</b>
South Coast Tibetan Community 80a Park Rd, Nowra NSW2541
<b>Strathfield</b>
<b>Arabic / 106</b>
St Joseph's Maronite CS - Croydon 7 Acton St, Croydon NSW 2132
<b>Chinese / 293</b>
Burwood PS 1 Conder St, Burwood NSW 2134
Burwood GHS Queen St, Croydon NSW 2132
Homebush West PS Exeter Rd, Homebush West NSW 2140
Strathfield North PS Concord Rd, Strathfield North NSW 2137
<b>German</b>
St Christophorus Hall 112 Edwin Street North, Croydon NSW 2132
<b>Greek / 181</b>
Burwood PS 1 Conder St, Burwood NSW 2134
Strathfield South PS 457 Liverpool Rd, Enfield NSW2135
Trinity Grammar Preparatory School - Strathfield 125 The Boulevarde, Strathfield NSW 2135
Strathfield North PS Concord Rd, Strathfield North NSW 2137
<b>Hungarian / 36</b>
Homebush West PS Exeter Rd, Homebush West NSW 2140
<b>Korean / 163</b>
Burwood PS 1 Conder St, Burwood
Sydney Korean Uniting Church 98 Albert Rd, Strathfield NSW2135
<b>Latvian / 27</b>
Latvian House 32 Parnell St, Strathfield NSW2135
<b>Rotuman / 23</b>
Australian Catholic University Barker Rd, Strathfield NSW2135
<b>Russian / 163</b>
Burwood GHS Queen St, Croydon NSW2132

Homebush PS Rochester St, Homebush NSW2140
<b>Sanskrit / 22</b>
Homebush BHS Bridge Rd, Homebush NSW2140
<b>Serbian / 27</b>
St Sava Serbian Orthodox Church School 34 Hamstead Rd, Homebush West NSW2 140
<b>Tamil / 20</b>
Homebush PS Rochester St, Homebush NSW2140
<b>Telugu / 42</b>
Strathfield South PS 457 Liverpool Rd, Enfield NSW2135
<b>Summer Hill</b>
<b>Arabic / 59</b>
Arabic Ethnic Education Society 8 Leofrene Ave, Marrickville NSW 2204
<b>Chinese / 363</b>
Ashfield BHS Liverpool Rd, Ashfield NSW2131
Ashfield PS Liverpool Rd, Ashfield NSW2131
Marrickville HS Northcote St, Marrickville NSW2204
Summer Hill PS Moonbie St, Summer Hill NSW2130
<b>Croatian</b>
Croatian Catholic Centre 15 Prospect Rd, Summer Hill NSW 2130
<b>Greek / 88</b>
Dulwich Hill PS Kintore St, Dulwich Hill NSW2203
St Nicholas Greek Orthodox Church 203 Livingstone Rd, Marrickville NSW2204
Summer Hill PS Moonbie St, Summer Hill NSW2130
Trinity Grammar School 119 Prospect Rd, Summer Hill NSW2130
<b>Indonesian / 7</b>
Marrickville West PS Livingstone Rd, Marrickville NSW2204
<b>Italian / 12</b>
Ashfield PS Liverpool Rd, Ashfield NSW2131
<b>Japanese / 74</b>
Lewisham PS The Boulevard, Lewsiham NSW2049
<b>Polish / 20</b>
Ashfield PS Liverpool Rd, Ashfield NSW2131
<b>Portuguese / 29</b>
Dulwich Hill PS Kintore St, Dulwich Hill NSW 2203

Wilkins PS Park Rd, Marrickville NSW 2203
Petersham PS West St, Petersham NSW 2049
<b>Spanish / 28</b>
Ashfield PS Liverpool Rd, Ashfield NSW 2131
<b>Tamil / 20</b>
Ashfield BHS 117 Liverpool Rd, Ashfield NSW 2131
<b>Turkish / 39</b>
Marrickville West PS Livingstone Rd, Marrickville NSW 2204
<b>Vietnamese / 151</b>
Ferncourt PS Premier St, Marrickville NSW 2204
St Brigid's Primary – Marrickville 392A Marrickville Rd Marrickville NSW2204
Marrickville HS Northcote St, Marrickville NSW2204
<b>Swansea</b>
<b>Chinese / 8</b>
Floraville PS 76 Floraville Rd, Belmont NSW2280
<b>Sydney</b>
<b>Chinese / 90</b>
Chinese Presbyterian Church Crown & Albion Sts, Surry Hills NSW 2010
<b>Dutch / 33</b>
Crown Street PS Crown St, Surry Hills NSW2010
<b>Japanese / 129</b>
Ultimo PS Quarry St, Ultimo NSW2007
<b>Russian / 59</b>
Macleay College 28 Foveaux St, Surry Hills NSW2010
<b>Swedish / 11</b>
Martin Luther Lutheran Church 96 Goulburn St, Sydney NSW2000
<b>Terrigal</b>
<b>Swedish / 5</b>
Woodport PS The Entrance Rd, Erina NSW2250
<b>The Entrance</b>
<b>Japanese / 44</b>
Valley View PS Chamberlain Rd, Wyoming NSW2250
<b>Vaucluse</b>
<b>Greek / 53</b>
St George Parish Centre 96 Newcastle St, Rose Bay NSW2029
<b>Hebrew / 59</b>
Rose Bay PS Albermarle St, Rose Bay NSW2029

Woollahra PS Forth St, Wollahra NSW2025
<b>Italian / 19</b>
Woollahra PS Forth St, Wollahra NSW2025
<b>Japanese / 28</b>
Ascham School 188 New South Head Rd, Edgecliff NSW2027
<b>Russian / 59</b>
Bellevue Hill PS Victoria Rd, Bellevue Hill NSW2023
<b>Wagga Wagga</b>
<b>Sinhala / 9</b>
Sturt PS White Avenue, Wagga Wagga NSW 2650
<b>Wakehurst</b>
<b>Chinese / 90</b>
Brookvale PS Old Pittwater Rd, Brookvale NSW2100
<b>Dutch / 29</b>
Forestville PS Melwood Ave, Forestville NSW2087
<b>Greek / 19</b>
Brookvale PS Old Pittwater Rd, Brookvale NSW2100
<b>Japanese / 80</b>
Killarney Heights HS Starkey St, Killarney Heights NSW2087
<b>Portuguese / 42</b>
Brookvale PS Old Pittwater Rd, Brookvale NSW2100
Killarney Heights HS Starkey St, Killarney Heights NSW2087
<b>Wallsend</b>
<b>Arabic / 89</b>
Jesmond PS Ralph St, Jesmond NSW2299
<b>Bangla / 20</b>
Jesmond PS Ralph St, Jesmond NSW2299
<b>Chinese</b>
Lambton HS Womboin & Young Rds, Lambton NSW2299
<b>Korean / 9</b>
Lambton PS Croudace St, Lambton NSW2299
<b>Mixed</b>
Jesmond PS Ralph St, Jesmond NSW2299
<b>Pulaar</b>
Callaghan College Jesmond Janet St, Jesmond NSW2299

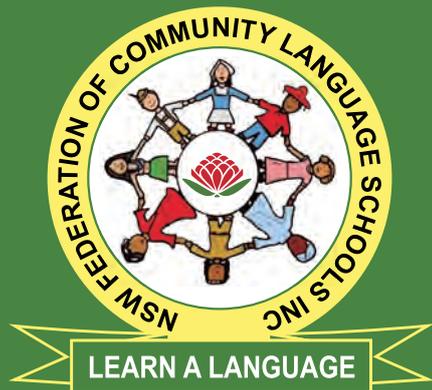
<b>Punjabi</b>
Newcastle Sikh Association 27 Marton St, Shortland NSW2307
<b>Tamil / 13</b>
Cardiff North PS Wansbeck Valley Rd, Cardiff NSW2285
<b>Willoughby</b>
<b>Arabic / 68</b>
Chatswood PS 5 Centennial Ave, Chatswood NSW2067
<b>Armenian / 87</b>
Mercy College 101 Archer St, Chatswood NSW2067
Willoughby PS Oakville Rd, Willoughby NSW 2068
<b>Bulgarian / 40</b>
Naremburn PS 250 Willoughby Rd, Naremburn NSW 2065
<b>Chinese / 470</b>
Chatswood HS Centennial Ave, Chatswood West NSW2067
Willoughby GHS Mowbray Rd, Willoughby NSW2068
<b>Dutch / 8</b>
Cammeray PS Palmer St, Cammeray NSW2062
<b>German / 28</b>
Naremburn PS 250 Willoughby Rd, Naremburn NSW2062
<b>Greek</b>
St Michael's Greek Orthodox Church 53 Holterman St, Crows Nest NSW2065
<b>Japanese / 300</b>
Cammeray PS Palmer St, Cammeray NSW2062
<b>Korean / 23</b>
Chatswood PS Pacific Hwy, Chatswood NSW2067
<b>Swedish</b>
Chatswood HS Centennial Ave, Chatswood West NSW2067
<b>Wollongong</b>
<b>Arabic / 69</b>
Illawarra Sports HS Gura St, Berkeley NSW2506
<b>Burmese / 21</b>
Smith's Hill HS Gipps St, Wollongong NSW2500
<b>Chinese / 94</b>
Gwynneville PS Acacia St, Gwynneville NSW2500
Smith's Hill HS Gipps Rd, Wollongong NSW2500
<b>Greek / 50</b>
Greek Afternoon School 18 Stewart St, Wollongong NSW2500

<b>Indonesian / 2</b>
Smith's Hill HS Gipps Rd, Wollongong NSW2500
<b>Italian</b>
ITSOWEL 21 Stewart St, Wollongong NSW2500
<b>Japanese / 12</b>
Wollongong PS Church St, Wollongong NSW2500
<b>Macedonian / 91</b>
Macedonia Park Hooka Creek Rd, Berkeley NSW2506
Cringila Lions FC Meret Ave, Cringila NSW2502
<b>Malayalam / 39</b>
Berkeley Neighbourhood Centre Winnima Way, Berkeley NSW2506
Unanderra Community Centre Princes Hwy, Unanderra NSW2526
<b>Marathi / 4</b>
Smith's Hill HS Gipps Rd, Wollongong NSW2500
<b>Polish / 13</b>
Polish Association in Wollongong Inc 143 Gipps Rd, Gwynneville NSW2500
<b>Portuguese / 22</b>
Our Lady of Fatima Portuguese School 127 Flagstaff Rd, Warrawong NSW2502
<b>Russian / 16</b>
Smith's Hill HS Gipps Rd, Wollongong NSW2500
<b>Serbian / 56</b>
Serbian Language School 82 Kenny St, Wollongong NSW2500
<b>Turkish</b>
Cringila Turkish School 4 Bethlehem St, Cringila NSW2502
<b>Vietnamese / 46</b>
Warrawong HS Cowper St, Warrawong NSW2502
<b>Wyong</b>
<b>Filipino / 46</b>
Wadalba Community School Orchid Way, Wadalba NSW2259



# Where languages and cultures come together





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