

COMMUNITY LANGUAGES SCHOOLS

Contributing to
Quality Languages
Education in Australia

A Statement by
Community Languages Australia




Where language and culture come together



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- September 2021 Update -**



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Community Languages Schools: Contributing to Quality Languages Education in Australia – A Statement by Community Languages Australia and the Community Languages Australia Operational Manual are accessible on the Community Languages Australia website at: www.communitylanguagesaustralia.org.au

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Foreword

Language education is a Key Learning Area in Australian education.

A range of providers provides programs in Australia.

One of the complementary providers in community language schools is the ethnic schooling sector.

This Statement sets out to describe:

- Ethnic Schools/ Community Languages Schools
- Their purpose
- Their role as complementary providers of languages education
- Their national coordination

It will also provide a range of definitions and clarifications in terminology.

The policy also outlines the role of the National Secretariat.

Community Languages Australia has sought a broad cross-section of opinions and comments in developing this Statement.

Community Languages Australia has hosted a range of forums, conferences, seminars and round tables to confirm that community language schools – Ethnic Schools do have a role in delivering quality language education and cultural maintenance programs in Australian education.

This Statement provides a systemic application to community languages schools - ethnic schools within the mainstream system.

This document updates the National Statement which was released in 2018.

Executive Summary

The benefits of a National, coordinated national approach to language education.

The National Statement includes:

- Role of community languages, their purpose and benefit
- Definitions - usage of generic names for ethnic schools, ethnic schooling, and community languages at the national level
- Concept of Complementary Provision
- The National Statement and Plan for Languages Education and Community language Schools
- Access to languages education and its delivery and coordination
- Quality Assurance
- National coordination
- National Secretariat Its role and purpose

The National Statement defines terminology and provides a better understanding of:

- Ethnic Schools, ethnic schooling, community languages schools highlighting the preferred standardised national label - community language schools, Community Languages Association
- Complementary provision
- National Coordination – An understanding without being prescriptive
- Role, purpose and function of a National Secretariat

The National Statement contributes to the delivery of areas.

- Teaching and Learning
- Teacher Supply and Retention
- Professional learning
- Program Development
- Quality Assurance
- Advocacy and promotion of language learning

Purpose of this statement

The National Statement sets out to:

- Provide improved quality and credibility through the promotion of best practices.
- Avoid duplication and allow for mutual support, better planning, closer collaboration and consistency
- Research, facilitate and monitor teaching and learning
- Provide opportunities for professional growth and training
- Create pathways for instructors to teach in mainstream school settings
- Make the community languages school classroom relevant to the learner, teacher and community
- Provide opportunities for common goal setting, accreditation and standardisation.
- Form a basis for enhancing coordinated promotion, networking, and advocacy and offer justification for funding support.
- Initiate ideas for maximising resources at a national level
- Contribute to enhancing the provision of language education in all jurisdictions.
- Provide a greater awareness and better understanding of community language schools' function, role, quality assurance, and status.

The National Statement outlines the benefits of community languages schools in enhancing a:

- Harmonious and
- Prosperous
- Australian society

Background

History

In operation since 1857, Australia's ethnic schools (community language schools) are one of the many tools used to consolidate Australia's identity as a truly multicultural society – a society concerned with embracing and celebrating an infinite spectrum of diversity in backgrounds, histories and heritages amongst our citizens, and in allowing the possibilities that they bring from across the ocean to thrive and flourish in an atmosphere that values tolerance and acceptance. Ethnic schools are non-profit, after-hours institutions open to students regardless of their linguistic backgrounds. They provide training and instruction in a diverse range of languages to preserve and celebrate the culture and traditions of Australia's multicultural tapestry. They are designed to allow all Australians to revel in the mercurial richness of cultural experiences that our unique society offers by promoting awareness and celebrating our uniqueness.

Today

Community languages Schools operate in all State Territories in Australia. They are community-driven schools that provide language education in over 80 languages to over 100 000 students.

Schools can become:

- accredited/registered in jurisdictions
- complementary providers of language Education by undertaking a range of processes ensuring legal and educational accountability.

These processes are ongoing and continue to be enhanced.

Some authorities are single-subject providers delivering Languages Education at VCE /HSC/SACE level throughout Australia.

Evolving Sector

In 2003-2004 a major Forum consisting of 61 participants from a wide range of national stakeholders provided input and set the direction for community languages for the next two decades

The National Languages Forum Design Workshop facilitated by Community Languages Australia examined several key issues relating to language education and linguistic and cultural maintenance programs in Australia. It explored solutions to already identified problems through government and community reviews.

These forums grew into Academic Forums, which now continue and provide ideas, directions and advice as to how the sector should continue to develop

Community Languages Australia, which works closely with the Department of Education, Skills and Employment (and its predecessors), uses these forums as an opportunity to obtain key information for the National project and position the project in the context of the broader delivery of languages education in Australia.

Discussion centres around the following themes –

- Raising awareness of community languages schools
- The need to be more innovative in collaborating, cooperating and delivering programs in Australia.
- The Importance of a national strategic approach to language education in Australia.

The process entails:

- listing the many things we already do well as providers,
- considering how we might share this information,
- examining the barriers that exist and how we may overcome these by working in a cooperative manner
- becoming more innovative and seeking opportunities for more focused research.

The aim is regularly to update this National Statement on Community languages Schools to provide:

- Holistic approach – a cradle to grave concept - parents, the home, community, early childhood development, preschool, primary, secondary, tertiary sector, business and other areas.
- Value quality assurance
- Values National coordination
- Understand and live social cohesion

The national discussion and coordination have provided the basis for these concepts.

Community language schools have increased their presence and ability to provide quality programs tied to educational outcomes.

Over time State and Territory Schools Associations are growing in strength and play a significant role in supporting CLS.

They represent the interests of the schools within a State or Territory.

Their purpose is to:

- Promote activities for the development of community languages schools

- Coordinate activities to foster cooperation between community languages schools' authorities
- Provide opportunities for interaction between the school, teachers and the jurisdictions
- Represent its members and forge closer working relationships on behalf of members with the Government and other key stakeholders
- Provide support and professional development

AFESA-Community Languages Australia (CLA) is made up of all State and Territory Associations and coordinates, represents, initiates and advocates on behalf of the community languages sector nationally.

In 2003 AFESA-CLA adopted the trading name Community Languages Australia under which it carries out its national activities and responsibilities.

Community Languages Australia has focused its activities under the broad umbrella of improving: national coordination and quality assurance in community languages schools in Australia.

The Department of Education, Skills and Employment (DESE) provides funding to support national coordination and support.

Governance

Boards, Councils, Committees, Advisory Committees

Each jurisdiction has its way of managing, supporting and monitoring the activity of the Community language schools sector.

These structures are responsible for:

- Advising the Minister on issues concerning community languages schools
- Undertaking administration of the program
- Undertaking the accreditation and registration process
- Managing the reporting of student outcomes to the Government
- Providing professional development and training
- Undertake Reviews and Research Projects

Commonwealth, State and Territory governments support the program through language education and multicultural programs.

Access to Languages Education

Delivery and Coordination

Community language schools enhance the opportunity for learners to access language programs.

Being community-based and driven, they provide mother tongue learners with the opportunity to learn the language and maintain culture in an authentic community setting.

Delivery is provided through accredited and registered providers who offer a range of over 60 languages in a variety of settings. Flexibility in delivery modes allows for better access.

Coordination is available on various levels, providing better opportunities to network and examine best practices.

Coordination in community languages schools can be found on the following levels:

- Community – language-specific on State and National levels
- Geographic through local cross-provider networks
- State and Territory Networks through ethnic school Associations and Federations
- Nationally through Community Languages Australia
- Nationally through stakeholder networks
- International networks – Diaspora and homeland connectivity

Community language schools provide flexible and broad access to language education throughout Australia.

National Coordination

Community language schools benefit from national interaction.

A Nationally coordinated program:

- Assists in delivering the National Plan for Languages Education
- Strengthens its capacity to deliver better educational outcomes
- Builds bridges between stakeholders
- Raises awareness of community languages school activities
- Maximises efficient use of resources
- Creates potential for language-specific and cross-language interaction
- Makes stakeholders more accountable

National coordination brings with it the opportunity to:

- Share expertise to form an integrated approach
- Plan nationally to achieve comparable standards/achievements across
- Build on the benefits of a critical mass.
- Improve the quality of teaching and learning
- Plan continuity and coherence.
- Be exposed globally
- Advance the agenda for language education in Australia
- Set Common goals for teaching and resource planning and consolidate resources
- Provide a support network for problem-solving.
- Examine benchmarking to agreed standards
- Provide cohesion at the national level
- Provide economic value in the context of increasing mobility of the workforce.
- Develop a shared vision in direction with a commitment to sharing curriculum, standards
- Provide Mutual support to promote social and community harmony.
- Plan for maximisation of resources and a national, integrated approach
- Providing strength, cohesiveness, quality control and consistency.

Community Languages Australia is committed to ongoing improvement and strengthening of national coordination.

A National Secretariat drives this Plan and provides the support and focus required to coordinate Australia's significant language education sector.

Role, Purpose and Function of National Secretariat

National Secretariat

The National Secretariat enhances, strengthens and improves national coordination and quality in community language schools in Australia.

The National Secretariat is the main communication and coordination hub between Stakeholders State and Territory Community Languages Schools, Associations and Federations, community languages school authorities, Government, jurisdictions and other agencies

Through this interaction, the National Secretariat initiates, promotes, coordinates and supports national activity.

The Role

The National Secretariat:

- Oversees the rolling out of the National Project to support CLS
- Assist in Delivering Languages Education in Australia
- Identifies policy and implementation issues
- Facilitates ongoing dialogue with jurisdictions
- Builds national networks
- Supports State and Territory Community Languages Schools/ as part of the AFESA-CLA Council
- Negotiates training and professional development programs as required
- Oversees and / or coordinates national projects on behalf of community languages schools in Australia
- Represents the community languages school sector nationally
- Undertakes research
- Coordinates collection of national data
- Coordinates national surveys
- Prepares the Annual Community Languages Schools in Australia Report
-

National coordination through the National Secretariat

- strengthens quality outcomes and
- aligns activities with national goals

Role of Community Language Schools - Their Purpose and Benefit

Community languages schools in Australia:

- Maintain and develop the home languages and cultures of students from culturally and linguistically diverse backgrounds
- Provide an authentic cultural context for the language being taught
- Are non-for-profit making language and culture schools open to all students irrespective of their linguistic background

Community languages schools in Australia:

- are managed and supported by culturally and linguistically diverse communities wishing to maintain their language and culture
- foster, develop and maintain languages and cultures of communities that make up Australian society
- play an integral part in promoting social cohesion and harmony within Australia
- promote the learning of languages and an understanding of different cultures within Australian society
- offer the widest range of languages within any education institution
- are funded by communities and with Commonwealth and State Government funding
- must undertake accreditation and registration processes to become complementary providers to the mainstream provision of languages education in Australia.

Benefits

A vital role in Australia's communal embracement of its diversity is played out through the Education, Training, and Community work carried out by community languages schools.

Community Languages Schools in Australia:

- Provide cohesion and unity
- Give children the opportunity to learn and solidify their grasp of the language through classroom activities conducted in a professional atmosphere that values education, diversity, and mutual respect.
- Provide an interface between the bodies that promote linguistic Training, cultural Education and integration, and ethnic community affairs – and the broader Australian society.
- Contribute to the communal spirit of Australian life, in which cultures and ethnicities can co-exist in a mutually beneficial and respectful relationship.
- Improve and strengthen Australia's capacity and potential to interact internationally.

Accountability

Community language schools must present for accreditation or registration depending on jurisdictional arrangements to be eligible for funding.

This process admits schools as a complementary providers based on the fact that it has:

- has legal status
- is not for profit
- has appropriate curriculum documentation
- has assessment and reporting policies
- has a school charter, which includes clear reference to the Australian democratic principles
- ensures all staff, including volunteers, who have contact with students, have current working with children checks
- complies with Child Safe Standards to ensure a safe organisation that protects students from all forms of abuse
- conforms to the quality assurance framework.

Financial accountability is also a requisite for funding.

Definitions

Jurisdictions use a range of labels to identify the activity to describe this activity.

For national purposes, the term Community Languages Schools is recommended.

The term **School Authority** is used to describe the body responsible for the school's operation and accountability.

Concept of Complementary Provision

"Mainstream schools alone cannot provide the entire range of languages learners may wish to study."

Providing a wide range of languages is achieved through:

- *Collaboration among mainstream schools, distant education providers and government school of languages*
- *In the case of Australian Indigenous Languages, schools working in partnership with Indigenous communities*
- *After hours of ethnic/community languages schooling.*

Community language schools are complementary providers of language education programs in Australia. Providing a wide range of languages is achieved through organised educational relationships based on the complementary provision.

A strong and workable relationship between mainstream schools, Community Languages School and Schools of Languages based on common understandings and appropriate standards provides the opportunity for effective language education in jurisdictions.

The term **'complementary'** means either of two parts is needed to complete the whole (Macquarie dictionary) and implies a relationship. The relationship involves mainstream schools, community languages schools and Schools of Languages as complementary providers delivering language education programs.

The 'whole' is the unified Framework of language education, which is not owned by any provider but rather constituted by a full range of language education providers.

Given the growth and role of the CLS sector, the term complementary is now being discussed, whether it should be removed and the sector be recognised as an equal partner.

Complementary provision includes:

- A holistic approach to the delivery of languages education based on shared understandings to which all providers contribute
- Providers, together, complete the delivery of a full program.
- An accepted standard of delivery

Community languages schools are complementary providers when they provide programs:

- Based on a common or similar curriculum with other providers
- Undertake accepted and agreed upon accreditation and registration processes
- Engage teachers and Instructors who have undertaken an agreed-upon credit-bearing languages education course and relevant professional development

The Quality Assurance Framework (Octagon) sets out the criteria and provides the detailed criteria for being a complementary provider.

The National Plan

This National Statement and Plan provide the Framework for languages education in Australia. It is incumbent on all language education providers to contribute to its implementation.

Community languages schools respond to the Plan and work towards delivering the outcomes outlined in the 6 Strands of the Plan:

- Strand One: Teaching and Learning
- Strand Two: Teacher Supply and Retention
- Strand Three: Professional Learning
- Strand Four: Professional Development
- Strand Five: Quality Assurance
- Strand Six: Advocacy and Promotion of Languages Learning

Strand One: Teaching and Learning

Objective

To strengthen and promote quality teaching and learning practices to ensure learners in community languages school settings achieve high-level outcomes.

Principle

Community languages school programs will deliver quality programs that allow maximum learning potential and outcomes.

Expected Outcomes and Actions

Development of strategies and delivery of programs that respond to the learning and teaching of languages education and cultural maintenance programs in community languages schools.

That:

- Recognise the importance of languages education as an integral component of a student's learning
- Improve teaching practice and learning outcomes
- Based on research and educational outcomes
- Provide teachers with a higher level of understanding of current pedagogy and methodology
- Address intergenerational issues tied to participation in community language education learning.
- Are open to changing teaching methodologies.
- Encourage educational inspiration among learners
- Identify issues related to emerging communities and their participation and learning patterns
- Identify issues related to established communities and their participation and learning patterns

By:

- enhancing partnerships between schools, parents and the local community
- raising awareness of the importance of languages learning
- promoting connectivity between literacy and language learning and between language learning and other curriculum areas
- undertaking an audit at school level and maintaining a register of resources
- documenting leading practice models
- improving sociolinguistic profiling of students
- recognising learner differences in terms of languages, cultures and learning styles and preferences
- relating languages learning to cultural experiences (such as intercultural programs)
- providing stronger professional development programs
- providing pedagogical support and leading practice models for languages teachers that are based on innovative practices and ensure student engagement and achievement
- developing a national model for training for community languages school teachers and instructors

Strand Two: Teacher Supply and Retention

Objective

To enhance the provision of appropriately qualified teachers and instructors and consider pathways to a range of providers.

Principle

Community language teachers/instructors must be adequately prepared. The potential to assist in meeting supply and demand across providers is based on consistent teacher training

Expected Outcomes and Actions

- Database of teachers/ instructors identifying Australian and/or overseas qualifications
- Proposal for National community languages schools Training Program
- National and State and Territory Training and Professional Development Calendar
- Pathways and career structures for community languages teachers based on accepted standards
- Stronger links between community and schools to support teaching in community languages schools
- Increased involvement from homeland countries through Embassies and Consulates in providing support, travel and education opportunities
- Recognition of Mentoring programs – Emerging and established communities
- Survey of teachers and their needs
- Increase opportunities to network with mainstream schools and Schools of Languages in the area of training and professional development, coordination and delivery
- Increase opportunity for training pathways for overseas trained teachers in the language's education area

How?

- Access to a wider pool of teachers and instructors
- More incentives to enter or remain in languages education

Strand Three: Professional Learning

Objective

To support the provision of high-quality, ongoing and structured professional learning programs to enhance the quality of learning and teaching.

Principle

Ongoing and sustained professional learning programs relevant to community languages school teachers, instructors and leaders are essential to quality teaching and learning.

Expected Outcomes and Actions

- The introduction of the Certificate in Teaching a Community Language has multi-levels to accommodate the range of academic qualifications, experience and community and English languages level of the teachers in community language schools.
- Negotiated ongoing credit-bearing courses by tertiary institutions
- Enhanced professional development programs, based on outcomes of annual needs analysis
- Shared information across providers
- Development of professional development curricula for information technology and its use in language education
- Teacher exchange with target language countries
- Develop a stronger national training providers' network
- Initiate jurisdictional forum for planning, implementing and reviewing training and professional opportunities

How?

- Coordination of national training program
- Improved quality in teaching and learning through increased cross-provider training and professional development

Strand Four: Professional Development

Objective

To enhance access, choice and continuity in language learning in order to better meet a variety of learner needs.

Principle

Multiple levels of language proficiency are catered for by community languages schools.

Expected Outcomes and Actions

- Provide a wide range of professional development programs to support current needs
- Examine the needs of emerging communities and established communities and provide adequate programs to support the teacher and learner
- Explore international language networks and forums
- Provide national professional development programs
- Consider efficient cross-provider material development programs
- Document Comparative studies of programs and methodologies in language learning case studies
- Offer State, Territory and National Forums and Conferences

How?

- Contribution to the development of curriculum materials
- Documenting and disseminating models of good practice
- Sharing of information through web-based strategies

Strand Five: Quality Assurance

Objective

To develop a high-level Quality Assurance Framework for Community Languages Schools in Australia

Principle

Building accountable educational credibility through formalising quality practices that foster a culture oriented towards learning

Expected Outcomes

- Continue to develop and drive the Quality Assurance Framework
- Customised set of indicators
- External reporting and school self-evaluation to include data on participation level and educational outcomes
- Teacher empowerment, commitment and training
- Delivery of a Quality Assurance Framework (Octagon) to include the following key elements:
 - Enhancing curriculum relevance
 - Ensuring student wellbeing
 - Engaging students in purposeful learning
 - Encouraging community partnerships
 - Evidence-based decision making
 - Teaching effectively
 - Leading effectively and efficiently
 - Promoting family participation

Actions

- Customised set of elements and pointers for Community Languages Schools
- External reporting and school self-evaluation
- Teacher empowerment, commitment and development
- Enhanced image and credibility of Community Languages Schools as a complementary provider
- Publication of an agreed National Quality Framework for Community Languages Schools
- Provision of professional development in the use and application of the Framework
- Development of a plan to assist implementation of Framework in all Community Languages Schools nationally

How?

- That the Framework be incorporated into the accreditation and registration process in each jurisdiction
- To deliver a National Report on Community Languages Schools, which will include data on students, languages, authorities and educational outcomes

Strand Six: Advocacy and Promotion of Language Learning

Objective

To promote the benefits of language learning to develop and strengthen positive community attitudes and perceptions of the value of languages education in community language schools.

Principle

Leadership and advocacy at all levels is required to enhance languages education in community language schools.

Expected Outcomes and Actions

- Continue conducting Roundtable discussions comprising of major stakeholders
- Develop promotional materials highlighting the social, economic and educational value of languages education
- Compile a national speakers' register for use in delivering professional development programs and promotion of languages
- Initiate dialogue and interaction with mainstream business, sporting, arts and education networks to seek sponsors and to identify champions
- Conduct an annual lecture series promoting the benefits of community languages, titled 'Australia Well Placed!'

How?

- Shared information and resources
- Provide another dimension to the national Promotion and Advocacy Strategy

Quality Assurance

Quality Assurance in community languages schools is underpinned by the development of the Quality Assurance Framework – commonly referred to as The Octagon.

The elements of the Octagon set our areas of planning, implementation, evaluation and review.

The shareholders in this process are the following:

- Learner
- Teacher
- Parents
- Community
- Systems and jurisdictions

Community languages schools, together with their representative Associations and Federations, have committed to ongoing quality assurance programs that will deliver sound and accountable programs

Ongoing implementation, training of teachers and instructors and evaluation will ensure the national quality, which is documented and can be measured

The following principles underpin community languages schools' quality framework

Family Participation

Family and community members have the opportunity to:

- Participate in the education processes of the learner
- Encourage students in their learning and
- Classrooms are open to family/community members

Curriculum

- Sound learning programs are based on accepted Standards that provide for communicative and intercultural learning appropriate to the age and language abilities of the learner

Leadership and Governance

- The Community languages school authority provides active leadership to the school community

Monitoring and Evaluation

- Teachers monitor, evaluate and report on the progress of the students in their care
- Students are involved in monitoring and evaluating their progress
- Teachers evaluate their own competency and teaching programs and decide on areas for further development
- Community monitors school practices and provides feedback
- Schools Office bearers and staff monitor, evaluate and adapt school practices.

Purposeful Learning

- Active use of the target language

Teaching Practice

Teachers employ a range of teaching practices and strategies to meet the needs of individual student

Student well-being

- The school and its teachers look after the physical well-being of the students
- The school community and the teachers look after the social well-being of the students
- The school community and the teachers look after the cognitive needs of the students

Educational Community Links

- **Education system links.** Community language schools are systematically accepted as complementary providers of languages and cultural education.
- **Community links** the community language school is visibly part of the community and is readily identifiable with the community
- There are systemic links with education stakeholders.

Conclusion

This document is a 'moving document'.

Its purpose is to overview the current status of specific issues pertaining to the community language schools sector. It's not prescriptive but aspirational.

As things change and operations change, so will this document. A good example is a situation through COVID19 – Online classes, no face-to-face interaction in some jurisdictions, others coming back to normality sooner only to find that going back to COVID restricts much online learning.

Training over 4000 teachers and instructors on the use of technology in the classroom and its use as a tool created a new dimension.

This document will need to be revised sooner than later to ensure we encapsulate the new environment in which education finds itself today, including community language schools.

Appendix

Languages offered in Australia's community languages schools

Albanian (SA, VIC)	Macedonian (ACT, NSW, SA, VIC)
Amharic (SA)	Madi (SA)
Arabic (ACT, NSW, SA, VIC, WA)	Malay (NSW, WA)
Arabic/Coptic (SA)	Maltese (NSW, SA)
Armenian (NSW, VIC)	Mandaeen (NSW)
Assyrian (NSW, VIC)	Mandarin (ACT, NSW, QLD, SA, TAS, WA, VIC)
Auslan (WA)	Maori (ACT)
Bari (NSW, SA)	Nepalese (ACT, NSW)
Bengali (ACT, NSW, QLD, SA, VIC)	Nuer (SA)
Bosnian (NSW, QLD, SA)	Oromo (VIC)
Bulgarian (SA)	Persian (ACT, NSW, QLD, SA, VIC)
Cantonese (ACT, NSW, SA, WA, VIC)	Polish (ACT, NSW, QLD, SA, TAS, VIC, WA)
Croatian (ACT, NSW, QLD, SA, TAS, VIC, WA)	Portuguese (NSW, QLD, SA, VIC, WA)
Czech (TAS)	Punjabi (ACT, NSW, SA, VIC, WA)
Danish (VIC)	Romanian (VIC)
Dari (NSW, SA, WA)	Russian (ACT, NSW, SA, VIC, WA)
Filipino (NSW, QLD, SA, TAS, VIC)	Samoan (ACT, QLD, NSW)
Finnish (ACT, NSW)	Serbian (ACT, NSW, VIC)
French (NSW, QLD, SA)	Sinhalese (ACT, NSW, SA, VIC, WA)
German (ACT, NSW, QLD, SA, VIC < WA)	Slovak (TAS, VIC)
Greek (ACT, NSW, QLD, SA, TAS, VIC < WA)	Slovenian (VIC)
Gujarati (NSW, QLD)	Somali (NSW, SA, VIC)
Harari (VIC)	Spanish (ACT, NSW, QLD, SA, VIC, WA)
Hebrew (ACT, NSW, SA, VIC, WA)	Swahili (NSW)
Hindi (NSW, QLD, SA, TAS, VIC)	Swedish (ACT, NSW, VIC, WA)
Hmong (TAS)	Tatar (SA)
Hungarian (NSW, SA, VIC, WA)	Telugu (NSW)
Indonesian (NSW, VIC)	Thai (NSW, VIC)
Italian (ACT, NSW < QLD < SA, TAS, VIC, WA)	Tigrigna (VIC)
Japanese (ACT, NSW, QLD, SA, VIC)	Tok Pisin (SA)
Kannada (NSW)	Tongan (ACT, QLD)
Khmer (NSW, SA, VIC)	Turkish (NSW, QLD, SA, VIC, WA)
Kija (WA)	Uighur (NSW, SA)
Korean (ACT, NSW, QLD, SA, TAS, VIC, WA)	Ukrainian (ACT, NSW, SA, VIC, WA)
Lao (NSW, VIC)	Vietnamese (ACT, NSW, QLD, SA, VIC, WA)
Latvian (NSW, SA, VIC)	
Lithuanian (SA, VIC)	

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