

How long it takes to learn English while learning the curriculum

Additional results

June 2025



The Australian Education Research Organisation (AERO) is Australia's national education evidence body, working to achieve excellence and equity in educational outcomes for all children and young people.

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Acknowledgement of Country

AERO acknowledges the Traditional Owners and Custodians of the lands, waterways, skies, islands and sea Country across Australia. We pay our deepest respects to First Nations cultures and Elders past and present. We endeavour to continually value and learn from First Nations knowledges and educational practices.

Authors

Dr Lucy Lu, Dr Wai Yin Wan, Dr Olivia Groves and Associate Professor Jenny Hammond

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Contents

Introduction	6
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Additional results A: Time taken for students to progress	6
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A.1 Kindergarten starters	7
A.2 Years 1 to 2 starters	8
A.3 Years 3 to 6 starters	9
A.4 Years 7 to 9 starters	10
A.4 Summary tables	11

Additional results B: Progress to Consolidating phase (or higher)	14
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B.1 Kindergarten starters	14
B.2 Years 1 and 2 starters	16
B.3 Years 3 to 6 starters	18
B.4 Years 7 to 9 starters	20

Additional results C: Time ratios for subgroups	22
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C.1 Relative importance of demographic factors on progression speed by phase	22
C.2 Summary of time ratios for demographic factors	26

Figures

Figure 1: Time taken by Kindergarten starters to progress from different phases assessed in mid-Kindergarten to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)	7
Figure 2: Time taken by Kindergarten starters to progress to next phase or higher – students assessed in mid-Kindergarten, median time taken (25th to 75th percentile range)	7
Figure 3: Time taken by Year 1 to Year 2 starters to progress from different phases assessed in mid-Year 1 to mid-Year 2 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)	8
Figure 4: Time taken by Year 1 to Year 2 starters to progress to next phase or higher – students assessed in mid-Year 1 or mid-Year 2, median time taken (25th to 75th percentile range)	8
Figure 5: Time taken by Year 3 to Year 6 starters to progress from different phases assessed in mid-Year 3 to mid-Year 6 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)	9
Figure 6: Time taken by Year 3 to Year 6 starters to progress to next phase or higher – students assessed in mid-Year 3 to mid-Year 6, median time taken (25th to 75th percentile range)	9
Figure 7: Time taken by Year 7 to Year 9 starters to progress from different phases assessed in mid-Year 7 to mid-Year 9 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)	10
Figure 8: Time taken by Year 7 to Year 9 starters to progress to next phase or higher – students assessed in mid-Year 7 to mid-Year 9, median time taken (25th to 75th percentile range)	10
Figure 9: Percentage of students starting at different phases in mid-Kindergarten progressing to Consolidating phase (or higher) over the following 8 years	14
Figure 10: Percentage of students starting at different phases in mid-Year 1 or mid-Year 2 progressing to Consolidating phase (or higher) over the following 8 years	16
Figure 11: Percentage of students starting at different phases in mid-Year 3 to mid-Year 6 progressing to Consolidating phase (or higher) over the following 8 years	18
Figure 12: Percentage of students starting at different phases in mid-Year 7 to mid-Year 9 progressing to Consolidating phase (or higher) over the following 7 years	20
Figure 13: Time ratios for progressing to Consolidating phase (or higher) pertaining to demographic characteristics for students starting Kindergarten to Year 9 in Beginning, Emerging and Developing phase	23

Tables

Table 1: Time taken to progress to the Consolidating phase (or higher) – median and 25th to 75th percentile range	11
Table 2: Time taken to progress through phases – median and 25th to 75th percentile range of time taken at each step in progress	12
Table 3: Median time and proportion of Kindergarten starters at different starting phases to progress between phases	15
Table 4: Median time and proportion of Year 1 to Year 2 starters at different starting phases to progress between phases	17
Table 5: Median time and proportion of Year 3 to Year 6 starters at different starting phases to progress between phases	19
Table 6: Median time and proportion of Year 7 to Year 9 starters at different starting phases to progress between phases	21
Table 7: Time ratios from 3 AFT models for Kindergarten to Year 9 starters	26



Introduction

The following are additional results from the research described in the Australian Education Research Organisation (AERO)'s main project report, [How Long it Takes to Learn English While Learning the Curriculum](#). Specifically, these results supplement the results from Part 2 of the project, which used the NSW DoE's EAL/D Annual Survey data from 2014 to 2022. Please see section 3.1.2 in the main report for more information about this dataset. These additional results provide nuanced findings to complement those presented in section 5 of the main report.

Additional results A: Time taken for students to progress

The report presented the results for all students in the dataset. This section presents the results separately for students based on whether they began school in Australia in Kindergarten, Years 1 to 2, Years 3 to 6 or Years 7 to 9. The results presented in this section are the time taken to reach the Consolidating phase (or higher)¹ and the time taken to progress through phases. Each figure in this section reports the median and typical range² for students holding typical demographic profiles.³

¹ The time estimated to reach Consolidating (or higher) is the time that students first reached that phase.

² The typical range of time is expressed as the range of the 25th percentile to 75th percentile. These percentiles were chosen because they represent the range of the middle half of the students and are less affected by any outliers in the data. However, students falling above and below this range will take longer and shorter times than indicated by the range.

³ Students holding typical demographic profiles are those who have the average values for each of the demographic variables controlled for in the model.

A.1 Kindergarten starters

Kindergarten starters are students who first enrolled in Kindergarten prior to the mid-year EAL/D Annual Survey. Figure 1 and Figure 2 show the time taken by Kindergarten starters to progress.

Figure 1: Time taken by Kindergarten starters to progress from different phases assessed in mid-Kindergarten to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)

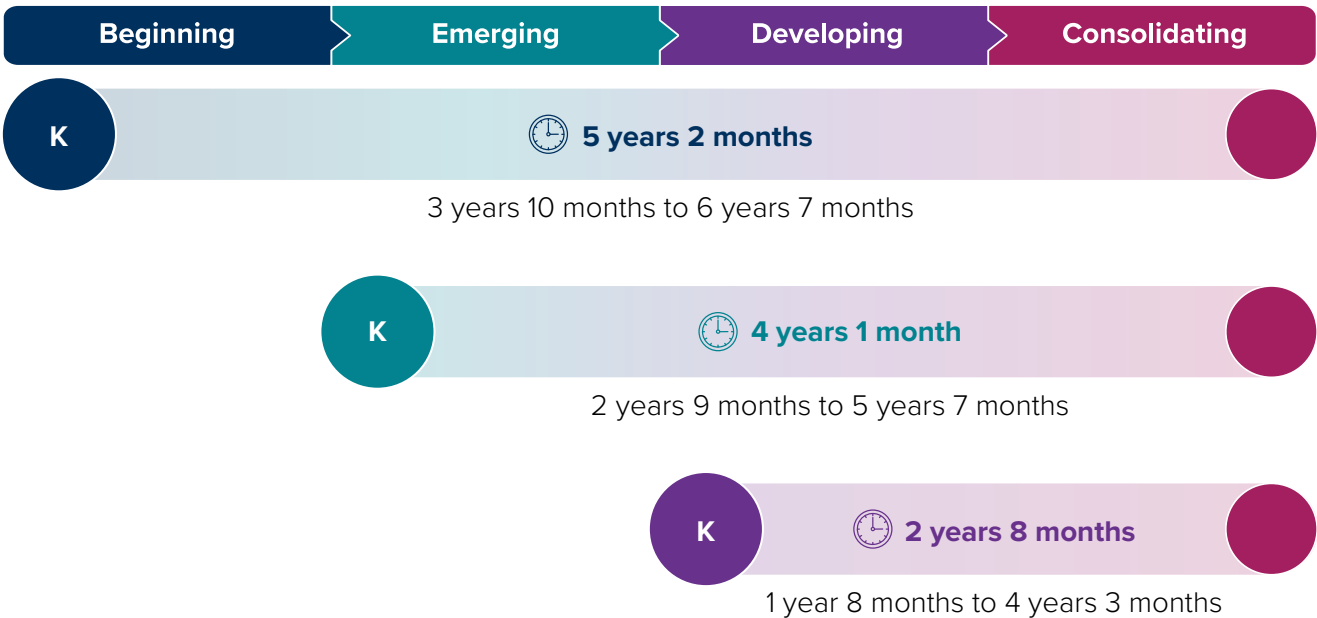
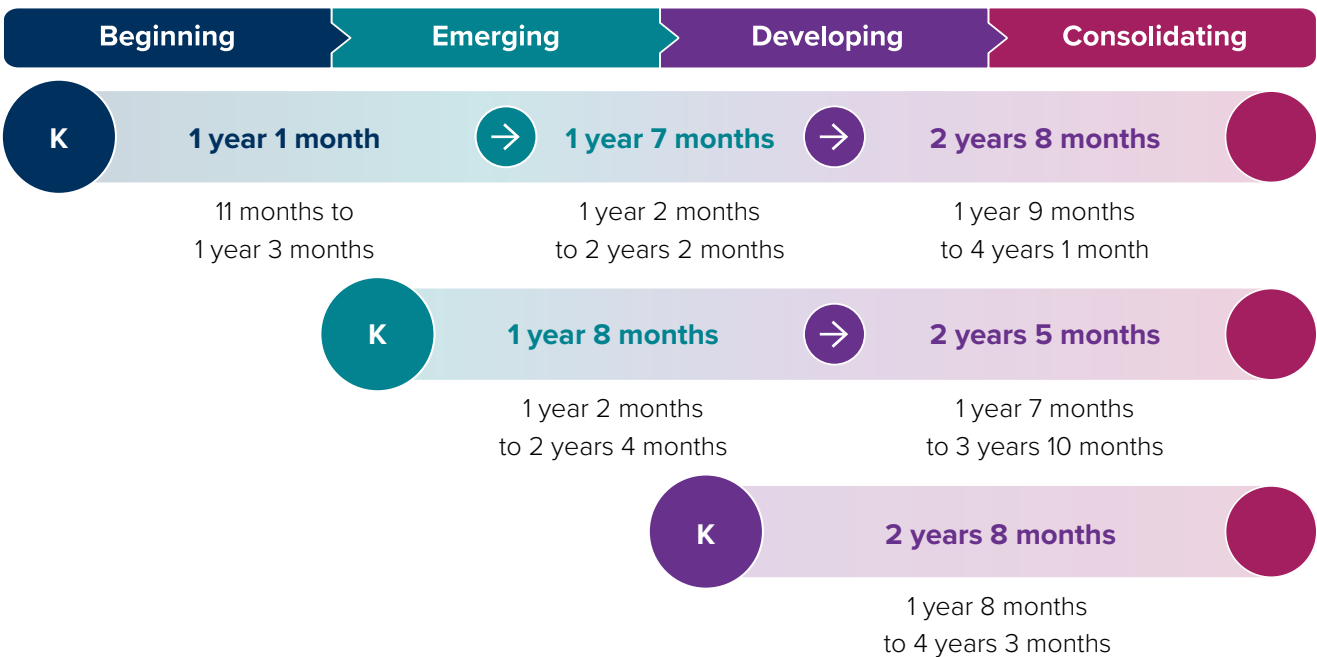


Figure 2: Time taken by Kindergarten starters to progress to next phase or higher – students assessed in mid-Kindergarten, median time taken (25th to 75th percentile range)



Note: Horizontal bars show the times taken by the fastest 50% of typical students to reach the next phase. The times beneath are estimates for how long it takes the fastest 25% and 75% of typical students to reach the next phase.

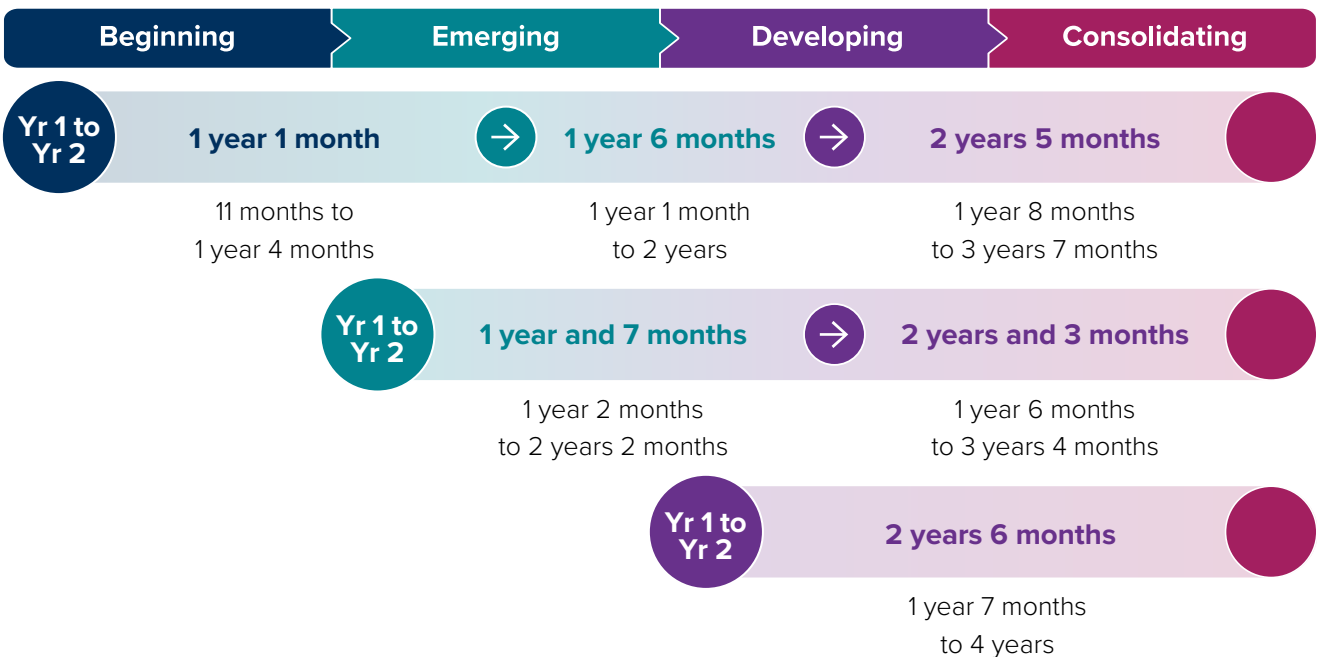
A.2 Years 1 to 2 starters

Year 1 to Year 2 starters are students who first enrolled in Year 1 or Year 2 prior to the mid-year EAL/D Annual Survey in their starting year level. Figure 3 and Figure 4 show the time taken by Years 1 to 2 starters to progress.

Figure 3: Time taken by Year 1 to Year 2 starters to progress from different phases assessed in mid-Year 1 to mid-Year 2 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)



Figure 4: Time taken by Year 1 to Year 2 starters to progress to next phase or higher – students assessed in mid-Year 1 or mid-Year 2, median time taken (25th to 75th percentile range)



Note: Horizontal bars show the times taken by the fastest 50% of typical students to reach the next phase. The times beneath are estimates for how long it takes the fastest 25% and 75% of typical students to reach the next phase.

A.3 Years 3 to 6 starters

Year 3 to Year 6 starters are students who first enrolled in Years 3 to 6 prior to the mid-year EAL/D Annual Survey in their starting year level. Figure 5 and Figure 6 show the time taken by Years 3 to 6 starters to progress.

Figure 5: Time taken by Year 3 to Year 6 starters to progress from different phases assessed in mid-Year 3 to mid-Year 6 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)

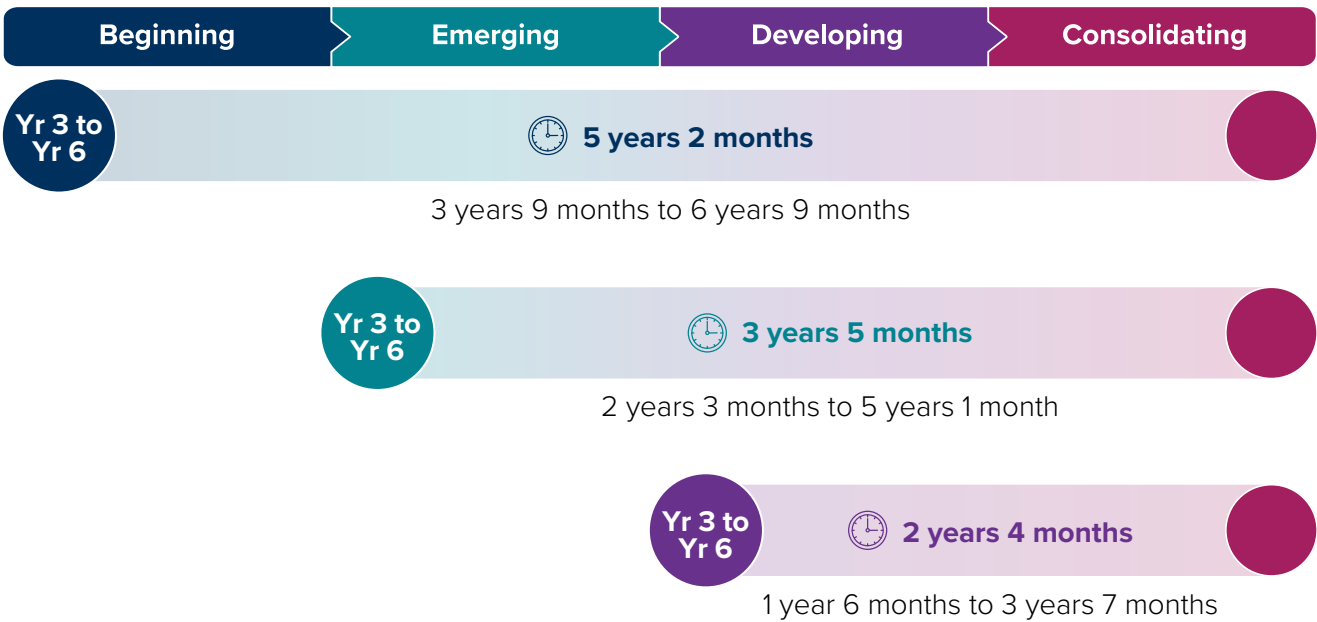
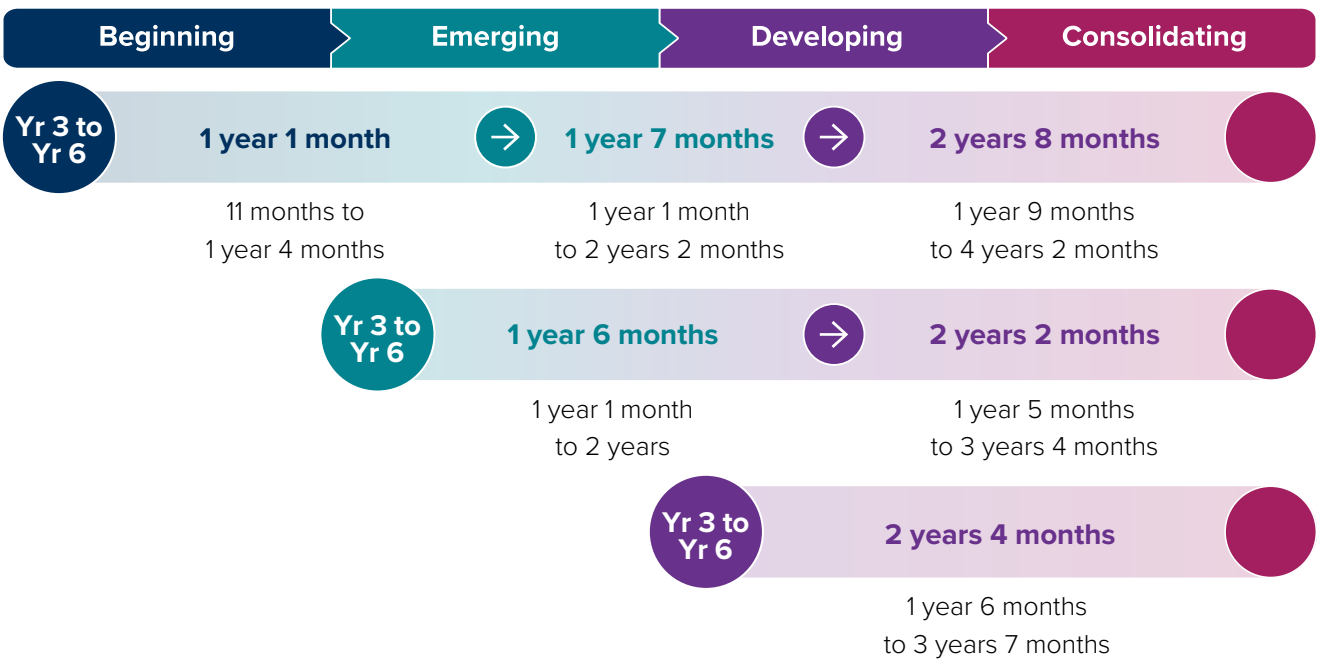


Figure 6: Time taken by Year 3 to Year 6 starters to progress to next phase or higher – students assessed in mid-Year 3 to mid-Year 6, median time taken (25th to 75th percentile range)



Note: Horizontal bars show the times taken by the fastest 50% of typical students to reach the next phase. The times beneath are estimates for how long it takes the fastest 25% and 75% of typical students to reach the next phase.

A.4 Years 7 to 9 starters

Year 7 to Year 9 starters are students who first enrolled in Years 7 to 9 prior to the mid-year EAL/D Annual Survey in their starting year level. Figure 7 and Figure 8 show the time taken by Years 7 to 9 starters to progress.

Figure 7: Time taken by Year 7 to Year 9 starters to progress from different phases assessed in mid-Year 7 to mid-Year 9 to Consolidating phase (or higher) – median time taken (25th to 75th percentile range)

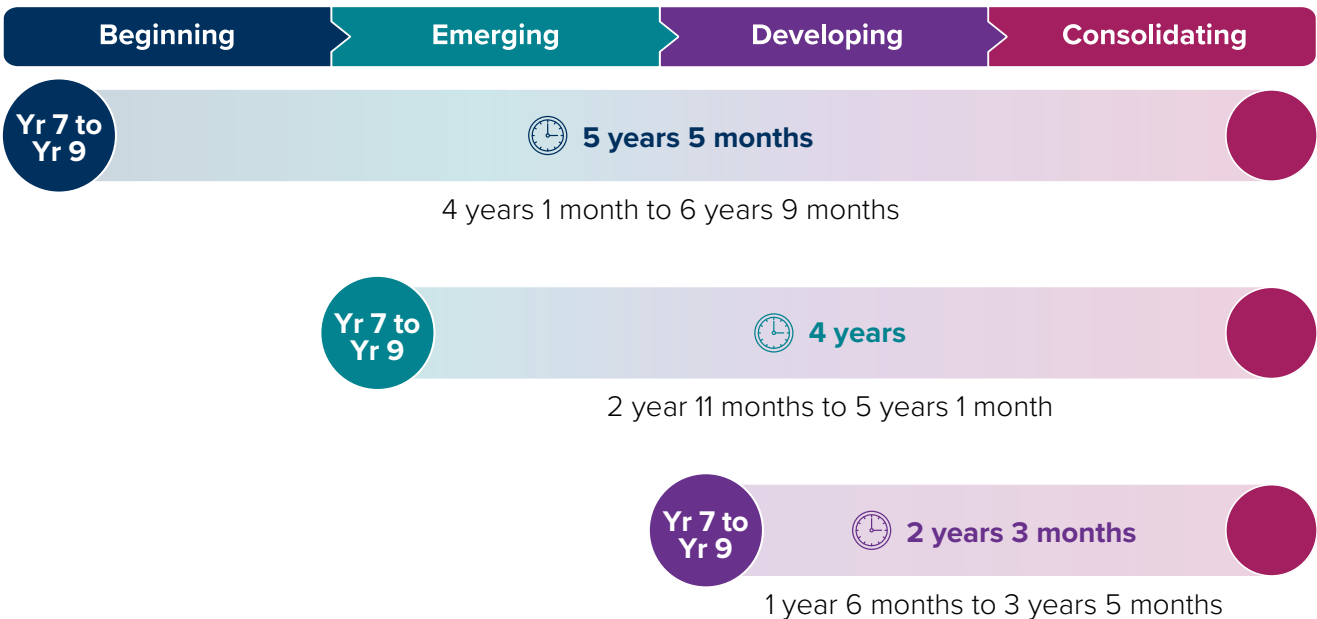
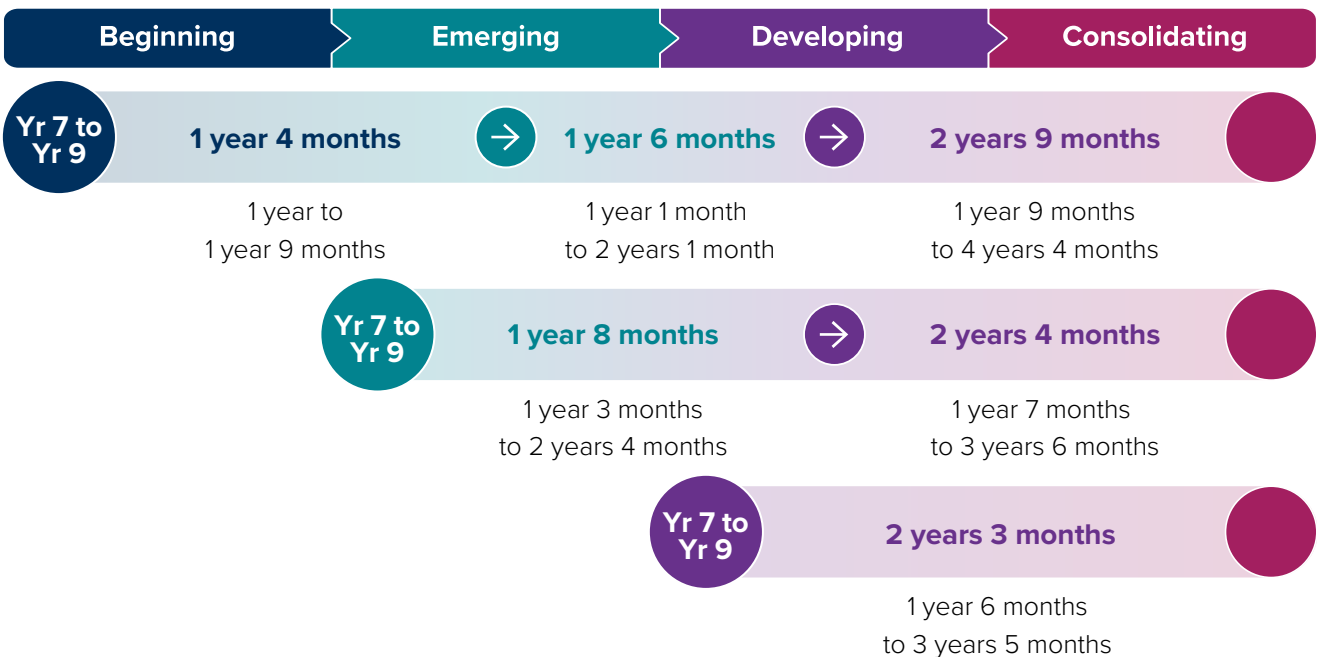


Figure 8: Time taken by Year 7 to Year 9 starters to progress to next phase or higher – students assessed in mid-Year 7 to mid-Year 9, median time taken (25th to 75th percentile range)



Note: Horizontal bars show the times taken by the fastest 50% of typical students to reach the next phase. The times beneath are estimates for how long it takes the fastest 25% and 75% of typical students to reach the next phase.

A.4 Summary tables

This section provides 2 tables that summarise the results of the Part 2 analysis: time to Consolidating phase (or higher) (Table 1) and time between phases (Table 2). This information was also presented in the graphs from [Figure 1](#) to [Figure 8](#).

Table 1: Time taken to progress to the Consolidating phase (or higher) – median and 25th to 75th percentile range

Percentile range by starting phase and Year group	Group	Median time (corresponding grade, depending on starting grade)	Typical range: 25th to 75th percentile range*
Beginning phase to Consolidating phase (or higher)	Kindergarten to Year 9 (all)	5 years 2 months	3 years 10 months – 6 years 7 months
	Kindergarten	5 years 2 months	3 years 10 months – 6 years 7 months
	Year 1 to Year 2	4 years 11 months	3 years 8 months – 6 years 2 months
	Year 3 to Year 6	5 years 2 months	3 years 9 months – 6 years 9 months
	Year 7 to Year 9	5 years 5 months	4 years 1 month – 6 years 9 months
Emerging phase to Consolidating phase (or higher)	Kindergarten to Year 9	4 years 1 month	2 years 9 months – 5 years 7 months
	Kindergarten	4 years 1 month	2 years 9 months – 5 years 7 months
	Year 1 to Year 2	3 years 10 months	2 years 9 months – 5 years 1 month
	Year 3 to Year 6	3 years 5 months	2 years 3 months – 5 years 1 month
	Year 7 to Year 9	4 years	2 years 11 months – 5 years 1 month
Developing phase to Consolidating phase (or higher)	Kindergarten to Year 9	2 years 7 months	1 year 8 months – 4 years 2 months
	Kindergarten	2 years 8 months	1 year 8 months – 4 years 3 months
	Year 1 to Year 2	2 years 6 months	1 year 7 months – 4 years
	Year 3 to Year 6	2 years 4 months	1 year 6 months – 3 years 7 months
	Year 7 to Year 9	2 years 3 months	1 year 6 months – 3 years 5 months

Note: * Typical range shows at its limits the time taken for the fastest 25% of students and 75% of students to progress to the Consolidating phase (or higher).

Table 2: Time taken to progress through phases – median and 25th to 75th percentile range of time taken at each step in progress

Initial phase	Step in progress	Cohort	Median time (25th to 75th percentiles)
Beginning	Beginning to Emerging	Kindergarten to Year 9	1 year 1 month (11 months – 1 year 3 months)
		Kindergarten	1 year 1 month (11 months – 1 year 3 months)
		Year 1 to Year 2	1 year 1 month (11 months – 1 year 4 months)
		Year 3 to Year 6	1 year 1 month (11 months – 1 year 4 months)
		Year 7 to Year 9	1 year 4 months (1 year – 1 year 9 months)
	Emerging to Developing	Kindergarten to Year 9	1 year 7 months (1 year 2 months – 2 years 2 months)
		Kindergarten	1 year 7 months (1 year 2 months – 2 years 2 months)
		Year 1 to Year 2	1 year 6 months (1 year 1 month – 2 years)
		Year 3 to Year 6	1 year 7 months (1 year 1 month – 2 years 2 months)
		Year 7 to Year 9	1 year 6 months (1 year 1 month – 2 years 1 month)
	Developing to Consolidating (or higher)	Kindergarten to Year 9	2 years 8 months (1 year 9 months – 4 years 1 month)
		Kindergarten	2 years 8 months (1 year 9 months – 4 years 1 month)
		Year 1 to Year 2	2 years 5 months (1 year 8 months – 3 years 7 months)
		Year 3 to Year 6	2 years 8 months (1 year 9 months – 4 years 2 months)
		Year 7 to Year 9	2 years 9 months (1 year 9 months – 4 years 4 months)

Initial phase	Step in progress	Cohort	Median time (25th to 75th percentiles)
Emerging	Emerging to Developing	Kindergarten to Year 9	1 year 8 months (1 year 2 months – 2 years 4 months)
		Kindergarten	1 year 8 months (1 year 2 months – 2 years 4 months)
		Year 1 to Year 2	1 year 7 months (1 year 2 months – 2 years 2 months)
		Year 3 to Year 6	1 year 6 months (1 year 1 month – 2 years)
		Year 7 to Year 9	1 year 8 months (1 year 3 months – 2 years 4 months)
	Developing to Consolidating (or higher)	Kindergarten to Year 9	2 years 5 months (1 year 7 months – 3 years 9 months)
		Kindergarten	2 years 5 months (1 year 7 months – 3 years 10 months)
		Year 1 to Year 2	2 years 3 months (1 year 6 months – 3 years 4 months)
		Year 3 to Year 6	2 years 2 months (1 year 5 months – 3 years 4 months)
		Year 7 to Year 9	2 years 4 months (1 year 7 months – 3 years 6 months)
Developing	Developing to Consolidating (or higher)	Kindergarten to Year 9	2 years 7 months (1 year 8 months – 4 years 2 months)
		Kindergarten	2 years 8 months (1 year 8 months – 4 years 3 months)
		Year 1 to Year 2	2 years 6 months (1 year 7 months – 4 years)
		Year 3 to Year 6	2 years 4 months (1 year 6 months – 3 years 7 months)
		Year 7 to Year 9	2 years 3 months (1 year 6 months – 3 years 5 months)

Additional results B: Progress to Consolidating phase (or higher)

This section presents additional results to those in the main report about the proportion of students who reach the Consolidating phase (or higher) at regular time points (e.g., 1 year, 2 years and 3 years after their first assessment). This section then presents the same information in relation to progress through the phases. The information in this section provides more nuance than the average and typical times included in the main report.

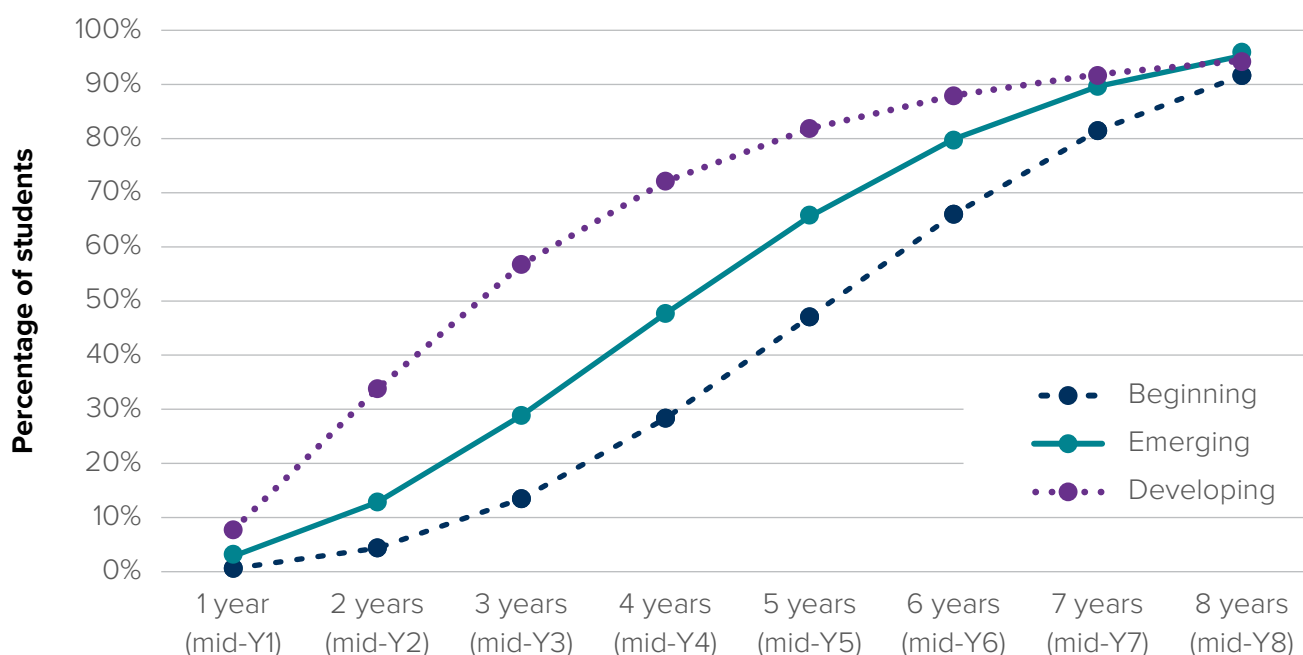
B.1 Kindergarten starters

Kindergarten starters are students who first enrolled in Kindergarten prior to the mid-year EAL/D Annual Survey. The results here are very similar to those of the Kindergarten to Year 9 starter group in the main report because about 89% of that group were Kindergarten starters.

B.1.1 Proportion of students to progress to Consolidating phase (or higher)

Figure 9 shows the proportion of students who were assessed as reaching the Consolidating phase (or higher) each calendar year after they were first assessed mid-Kindergarten, disaggregated by their starting phase. The proportions are also reported in the first row of each phase in [Table 3](#).

Figure 9: Percentage of students starting at different phases in mid-Kindergarten progressing to Consolidating phase (or higher) over the following 8 years



The Kindergarten starters assessed at the Beginning phase in mid-Kindergarten (represented by the dashed line in Figure 9) had lower proportions at each time point progressing to the Consolidating phase (or higher) compared to starters in the other EAL/D phases assessed in mid-Kindergarten.

By the middle of Year 6 (6 years later), approximately two-thirds of Beginning Kindergarten starters had progressed to the Consolidating phase (or higher) (66% in the first row in Table 3). In contrast, 80% of Kindergarten Emerging starters and 88% of Kindergarten Developing starters achieved this by the middle of Year 6.

By the middle of Year 8 (the last time point assessed for Kindergarten starters), most Beginning starters had caught up to the students in the other 2 starting phases, with 92% of students reaching Consolidating phase (or higher) (compared to 95% and 94% for Emerging and Developing starters, respectively).

B.1.2 Proportion of students to progress through the phases

Table 3 shows the proportion of Kindergarten starters reaching each phase in 1 to 8 years from their starting year, by their starting phase assessed in mid-Kindergarten.

All Kindergarten starters commencing in the Beginning phase reached the next (Emerging) phase within 3 years. Of the Beginning starters who reached the Emerging phase,⁴ 91% then reached the Developing phase or higher within 3 years – roughly twice the median time taken to progress from Emerging to Developing or higher. Of the Beginning starters who reached the Developing phase, 84% then reached the Consolidating phase (or higher) within 5 years – roughly twice the median time taken to progress from Developing to Consolidating (or higher).

Almost all Kindergarten Emerging students (99%) reached the next (Developing) phase by mid-Year 5. Of the Emerging starters who reached the Developing phase, 62% reached the Consolidating phase (or higher) within 3 years. This is 5 percentage points higher than the progress of Beginning starters.

Table 3: Median time and percentage of Kindergarten starters at different starting phases to progress between phases

EAL/D phase in mid-Kindergarten	EAL status	N	Median time (yr,m)	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs
Beginning	B → C or higher	52,154	5yr 2m	1%	4%	13%	28%	47%	66%	81%	92%
	B → E or higher	52,154	1yr 1m	39%	99%	100%	100%	100%	100%	100%	100%
	E → D or higher	40,497	1yr 7m	17%	69%	91%	97%	99%	100%	100%	-
	D → C or higher	37,764	2yr 8m	5%	32%	57%	74%	84%	90%	94%	-
Emerging	E → C or higher	34,639	4yr 1m	3%	13%	29%	48%	66%	80%	90%	95%
	E → D or higher	34,639	1yr 8m	15%	64%	88%	96%	99%	99%	100%	100%
	D → C or higher	27,201	2yr 5m	8%	38%	62%	78%	86%	92%	95%	-
Developing	D → C or higher	11,736	2yr 8m	8%	34%	57%	72%	82%	88%	92%	94%

Note: B, E, D and C stand for 'Beginning', 'Emerging', 'Developing' and 'Consolidating', respectively.

⁴ Only 40,497 out of 52,154 Beginning students were included in the further analysis. This is because 11,223 students skipped the Emerging phase and progressed to the Developing phase or higher. A small proportion of students (268 students) were also excluded due to insufficient follow-up time after they reached the Emerging phase.

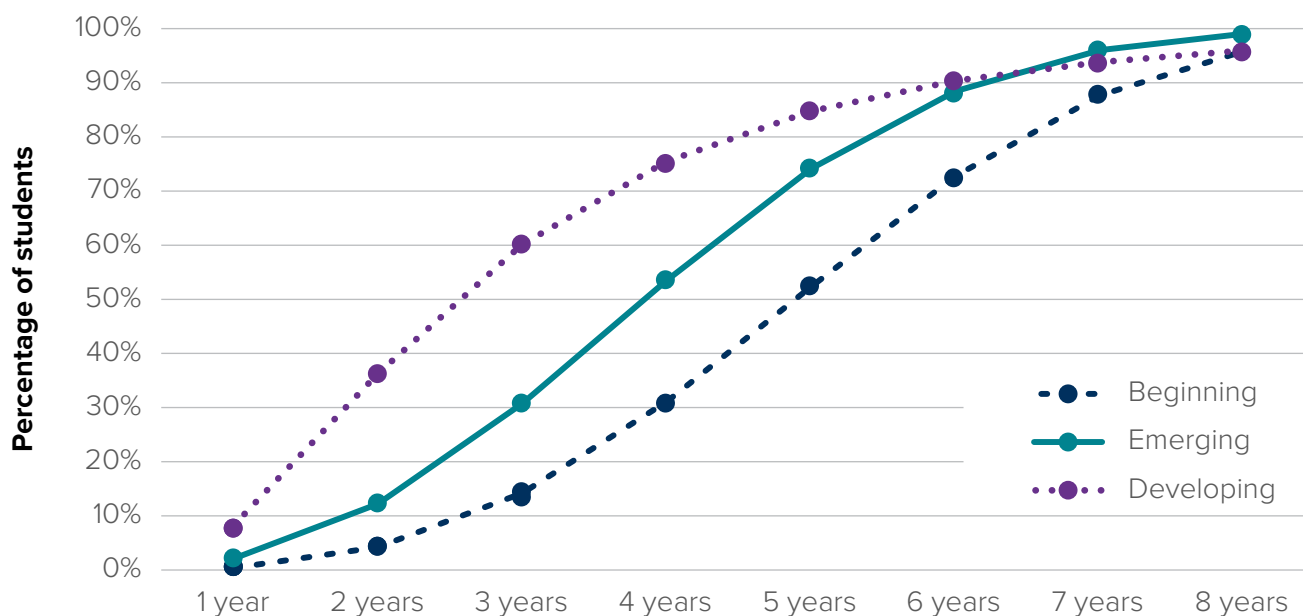
B.2 Years 1 and 2 starters

Year 1 to Year 2 starters are students who first enrolled in Year 1 or Year 2 prior to the mid-year EAL/D Annual Survey in their starting year level.

B.2.1 Proportion of students to progress to Consolidating phase (or higher)

Figure 10 shows the proportion of Year 1 and Year 2 starters who were assessed as reaching the Consolidating phase (or higher) each calendar year after they were first assessed in mid-year of their starting Year level, disaggregated by their starting phase. The proportions are also reported in the first row of each phase in [Table 4](#).

Figure 10: Percentage of students starting at different phases in mid-Year 1 or mid-Year 2 progressing to Consolidating phase (or higher) over the following 8 years



The Year 1 or Year 2 Beginning starters (represented by the dashed line in Figure 10) started off having lower proportions of students who had progressed to the Consolidating phase (or higher) compared to the proportions observed for the groups of students starting in the other EAL/D phases. However, this group largely caught up after 8 years with 96% of students reaching Consolidating or higher (compared to 99% and 96% for Emerging and Developing starters, respectively).

5 years after starting school, (when the Year 1 to Year 2 starters were in mid-Year 6 or mid-Year 7, respectively), 52% of Year 1 to Year 2 Beginning starters had progressed to the Consolidating phase or higher. In contrast, 74% of the Emerging starters and 85% of Developing starters had achieved this.

Table 4: Median time and percentage of Year 1 to Year 2 starters at different starting phases to progress between phases

EAL/D phase in mid-Year 1 or 2	EAL status	N	Median time (yr, m)	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs
Beginning	B → C or higher	2,415	4yr 11m	1%	4%	14%	31%	52%	73%	88%	96%
	B → E or higher	2,415	1yr 1m	34%	97%	100%	100%	100%	100%	100%	
	E → D or higher	1,828	1yr 6m	19%	74%	94%	98%	100%	100%		
	D → C or higher	1,823	2yr 5m	7%	37%	64%	81%	89%	94%	97%	
Emerging	E → C or higher	1,402	3yr 10m	2%	12%	31%	53%	74%	88%	96%	99%
	E → D or higher	1,402	1yr 7m	18%	70%	91%	98%	99%	100%	100%	
	D → C or higher	1,130	2yr 3m	8%	42%	69%	84%	91%	95%	97%	
Developing	D → C or higher	606	2yr 6m	8%	36%	60%	75%	85%	90%	94%	96%

Note: B, E, D and C stand for 'Beginning', 'Emerging', 'Developing' and 'Consolidating', respectively.

B.2.2 Proportion of students to progress through phases

Table 4 shows the proportion of students reaching each phase in 1 to 8 years from their starting year in Year 1 to Year 2, by their starting phase assessed in mid-Year 1 or Year 2.

All Year 1 to Year 2 starters commencing in the Beginning phase reached the next (Emerging) phase or higher within 3 years. Of the Beginning starters who reached the Emerging phase, 94% then reached the Developing phase within 3 years – roughly twice the median time taken between these phases. Of the Beginning starters who reached the Developing phase, 89% then reached the Consolidating phase (or higher) within 5 years – roughly twice the median time taken between these phases.

Of the Year 1 to Year 2 Emerging starters, 91% reached the next (Developing) phase in 3 years – roughly twice the median time taken between these phases. Of the Emerging starters who reached the Developing phase, 91% reached the Consolidating phase (or higher) within 5 years – 2 percentage points higher than the progress of Beginning starters.

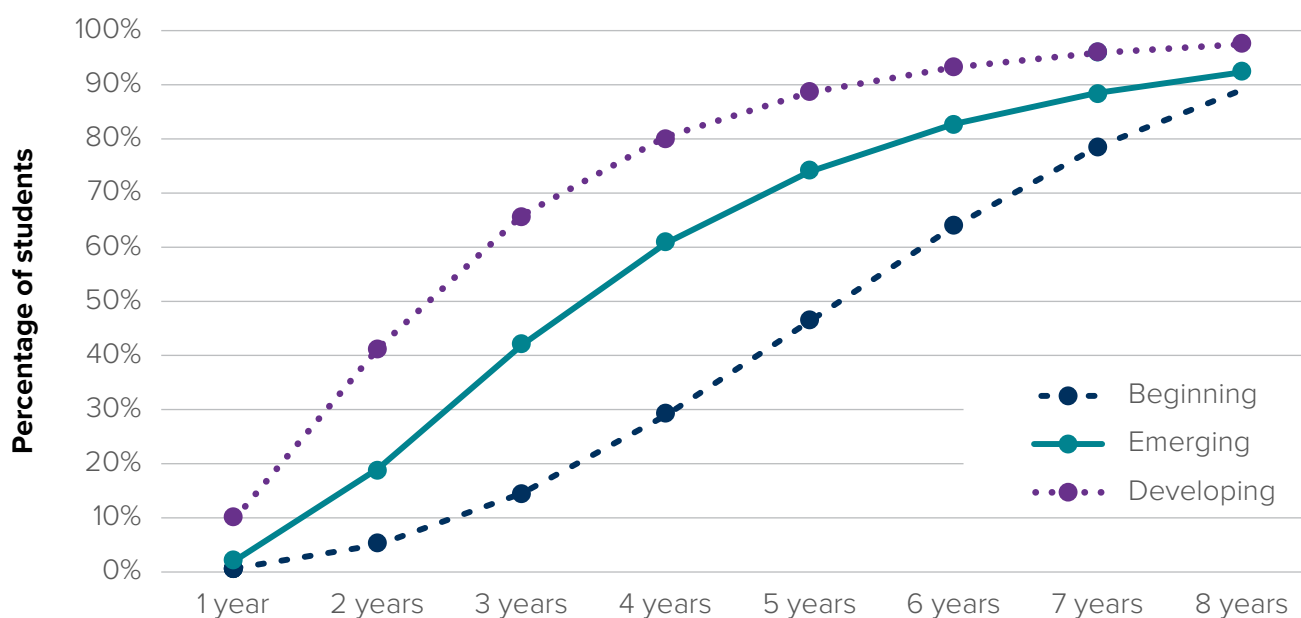
B.3 Years 3 to 6 starters

Year 3 to Year 6 starters are students who first enrolled in Years 3 to 6 prior to the mid-year EAL/D Annual Survey in their starting year level.

B.3.1 Proportion of students to progress to Consolidating phase (or higher)

Figure 11 shows the proportion of Year 3 to 6 starters assessed as reaching the Consolidating phase (or higher) each calendar year after they were first assessed in mid-year of their starting year level, disaggregated by their starting phase. The proportions are also reported in the first row of each phase in [Table 5](#).

Figure 11: Percentage of students starting at different phases in mid-Year 3 to mid-Year 6 progressing to Consolidating phase (or higher) over the following 8 years



The Years 3 to 6 Beginning starters (represented by the dashed line in Figure 11) had smaller proportions of students progressing to the Consolidating phase (or higher) at all time points compared to the Emerging starters. The proportions for the Emerging starters are also lower than those of the Developing starters at all time points. However, the gap in the proportions began to close after 4 years.

After 3 years of schooling, (when the Year 3 to Year 6 starters were in mid-Year 6 to mid-Year 9, respectively), 15% of Years 3 to Year 6 Beginning starters had progressed to the Consolidating phase or higher. In contrast, 42% of the Emerging starters and 66% of Developing starters had achieved this.

After 6 years of schooling, (when the Year 3 to Year 6 starters were in mid-Year 9 to Year 12, respectively), the proportions of students reaching Consolidating (or higher) between the groups became smaller, with 64% of the Beginning starters reaching the Consolidating phase or higher (compared to 83% and 93% of the Emerging and Developing starters, respectively).

Table 5: Median time and percentage of Year 3 to Year 6 starters at different starting phases to progress between phases

EAL/D phase in mid-Year 3 to 6	EAL status	N	Median time (yr, m)	1 yr	2 yrs	3 yrs	4 yrs	5 yrs	6 yrs	7 yrs	8 yrs
Beginning	B → C or higher	2,447	5yr 2m	1%	5%	15%	29%	46%	64%	78%	89%
	B → E or higher	2,447	1yr 1m	34%	96%	100%	100%	100%	100%		
	E → D or higher	1,762	1yr 7m	18%	69%	91%	97%	99%	100%		
	D → C or higher	1,738	2yr 8m	7%	33%	57%	73%	83%	89%	93%	
Emerging	E → C or higher	1,598	3yr 5m	2%	19%	42%	61%	74%	83%	88%	92%
	E → D or higher	1,598	1yr 6m	21%	75%	94%	98%	100%	100%	100%	100%
	D → C or higher	1,250	2yr 2m	12%	45%	69%	83%	90%	94%	97%	
Developing	D → C or higher	1,233	2yr 4m	10%	41%	66%	80%	88%	93%	96%	97%

Note: B, E, D and C stand for 'Beginning', 'Emerging', 'Developing' and 'Consolidating', respectively.

B.3.2 Proportion of students to progress between phases

Table 5 shows the proportion of students reaching each phase in 1 to 8 years from their starting year in Year 3 to Year 6, by their starting phase assessed in mid-Year 3 to mid-Year 6.

All Year 3 to Year 6 starters commencing in the Beginning phase reached the next (Emerging) phase or higher within 3 years. Of the Beginning starters who reached the Emerging phase, 91% then reached the Developing phase or higher within 3 years – roughly twice the median time taken between these phases. Of the Beginning starters who reached the Developing phase, 83% then reached the Consolidating phase (or higher) within 5 years – roughly twice the median time taken between these phases.

Of the Year 3 to Year 6 Emerging starters, 94% reached the next (Developing) phase or higher in 3 years – roughly twice the median time taken between these phases. Of the Emerging starters who reached the Developing phase, 83% reached the Consolidating phase (or higher) within 4 years.

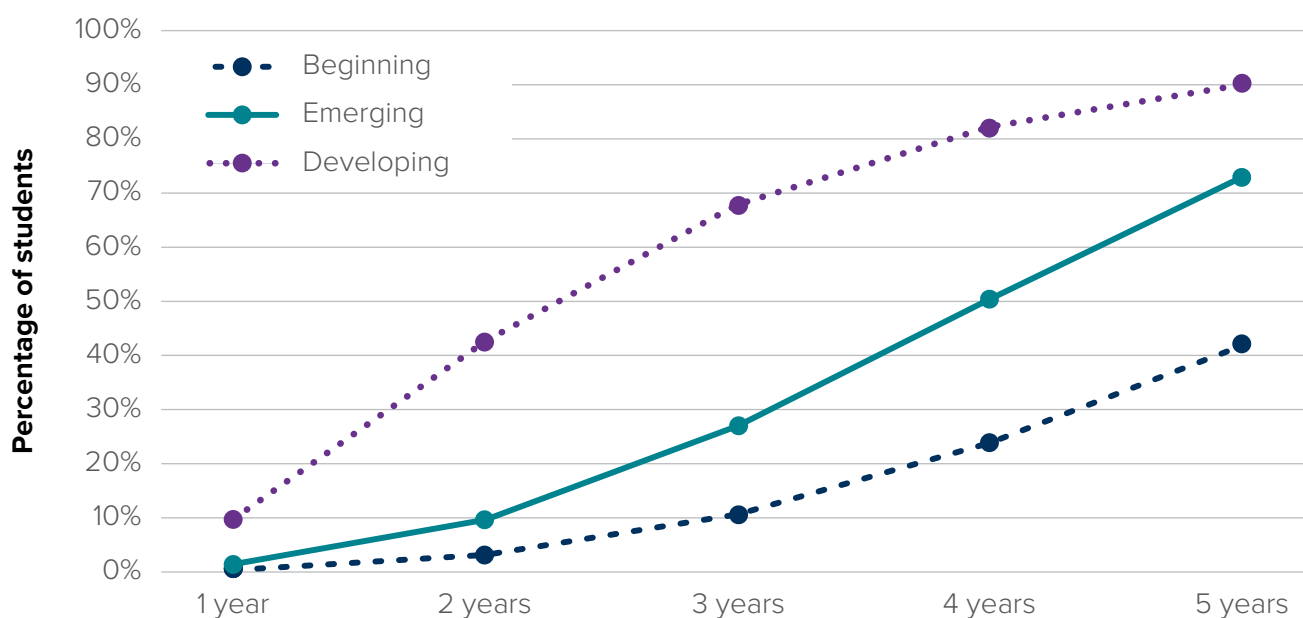
B.4 Years 7 to 9 starters

Year 7 to Year 9 starters are students who first enrolled in Years 7 to 9 prior to the mid-year EAL/D Annual Survey in their starting year level.

B.4.1 Proportion of students to progress to Consolidating phase (or higher)

Figure 12 shows the proportion of Years 7 to 9 starters who were assessed as reaching the Consolidating phase (or higher) each calendar year after they were first assessed in mid-year of their starting year level, disaggregated by their starting phase. The proportions are also reported in the first row of each phase in [Table 6](#).

Figure 12: Percentage of students starting at different phases in mid-Year 7 to mid-Year 9 progressing to Consolidating phase (or higher) over the following 5 years



The Years 7 to 9 Beginning starters (represented by the dashed line in Figure 12) had smaller proportions at each time point who had progressed to the Consolidating phase (or higher) compared to the groups of students in the other phases.

After 3 years of schooling, (when the Year 7 to Year 9 starters were in mid-Year 10 to mid-Year 12, respectively), 11% of the Years 7 to 9 Beginning starters had progressed to the Consolidating phase or higher. In contrast, 27% of the Emerging and 68% of the Developing starters had achieved this.

Table 6: Median time and percentage of Year 7 to Year 9 starters at different starting phases to progress between phases

EAL/D phase in Year 7 to Year 9	EAL status	N	Median time (yr, m)	1 year	2 yrs	3 yrs	4 yrs	5 yrs
Beginning	B → C or higher	1,964	5yr 5m	0%	3%	11%	24%	42%
	B → E or higher	1,964	1yr 4m	22%	84%	98%	100%	100%
	E → D or higher	1,382	1yr 6m	18%	72%	93%	98%	99%
	D → C or higher	1,166	2yr 9m	6%	32%	55%	71%	82%
Emerging	E → C or higher	505	4yr 0m	1%	10%	27%	50%	73%
	E → D or higher	505	1yr 8m	14%	63%	87%	96%	99%
	D → C or higher	361	2yr 4m	7%	39%	66%	82%	
Developing	D → C or higher	436	2yr 3m	10%	43%	68%	82%	90%

Note: B, E, D and C stand for 'Beginning', 'Emerging', 'Developing' and 'Consolidating', respectively.

B.4.2 Proportion of students to progress between phases

Table 6 provides additional detail to show the proportion of students reaching each phase in 1 to 5 years from their starting year in Year 7 to Year 9, by their starting phase assessed in mid-Year 7 to Year 9.

Of the Year 7 to Year 9 Beginning starters, 98% reached the next (Emerging) phase within 3 years – roughly twice the median time taken between these phases. Of the Beginning starters who reached the Emerging phase, 93% then reached the Developing phase or higher within 3 years – roughly twice the median time taken between these phases. Of the Beginning starters who reached the Developing phase, 82% then reached Consolidating phase (or higher) within 5 years.

Of the Years 7 to 9 starters commencing in the Emerging phase, 96% reached the next (Developing) phase within 4 years – slightly over twice the median time taken between these phases. Of the Emerging starters who reached the Developing phase, 82% reached Consolidating phase (or higher) within 4 years.

Additional results C: Time ratios for subgroups

The main report presented time ratio results of the survival analysis for all students, regardless of their starting phase. This section presents the results for 3 subgroups based on whether students started school in the Beginning, Emerging or Developing phase.

C.1 Relative importance of demographic factors on progression speed by phase

Figure 13 contains 3 panels showing the independent effects of each of the demographic variables for students starting at each of the Beginning, Emerging and Developing phases. The time ratios shown are non-significant when they are indistinguishable from a value of 1. A time ratio greater than 1 indicates slower progress, while a time ratio less than 1 indicates faster progress for a particular demographic subgroup, controlling for the other variables included in the model. The values for this figure are available in [Table 7](#).

All models, regardless of starting phase, showed that students based outside of major cities – whether in inner or outer regional or remote or very remote settings – progressed significantly faster than the city-based students. The time ratios were considerable, showing reductions in time for non-major cities students of between 18% and 50% relative to their city-based peers (all $p < .01$). Additionally, all starting phase models showed that with lower SEA, students had significantly slower progress by about 20% to 23% (all $p < .001$).

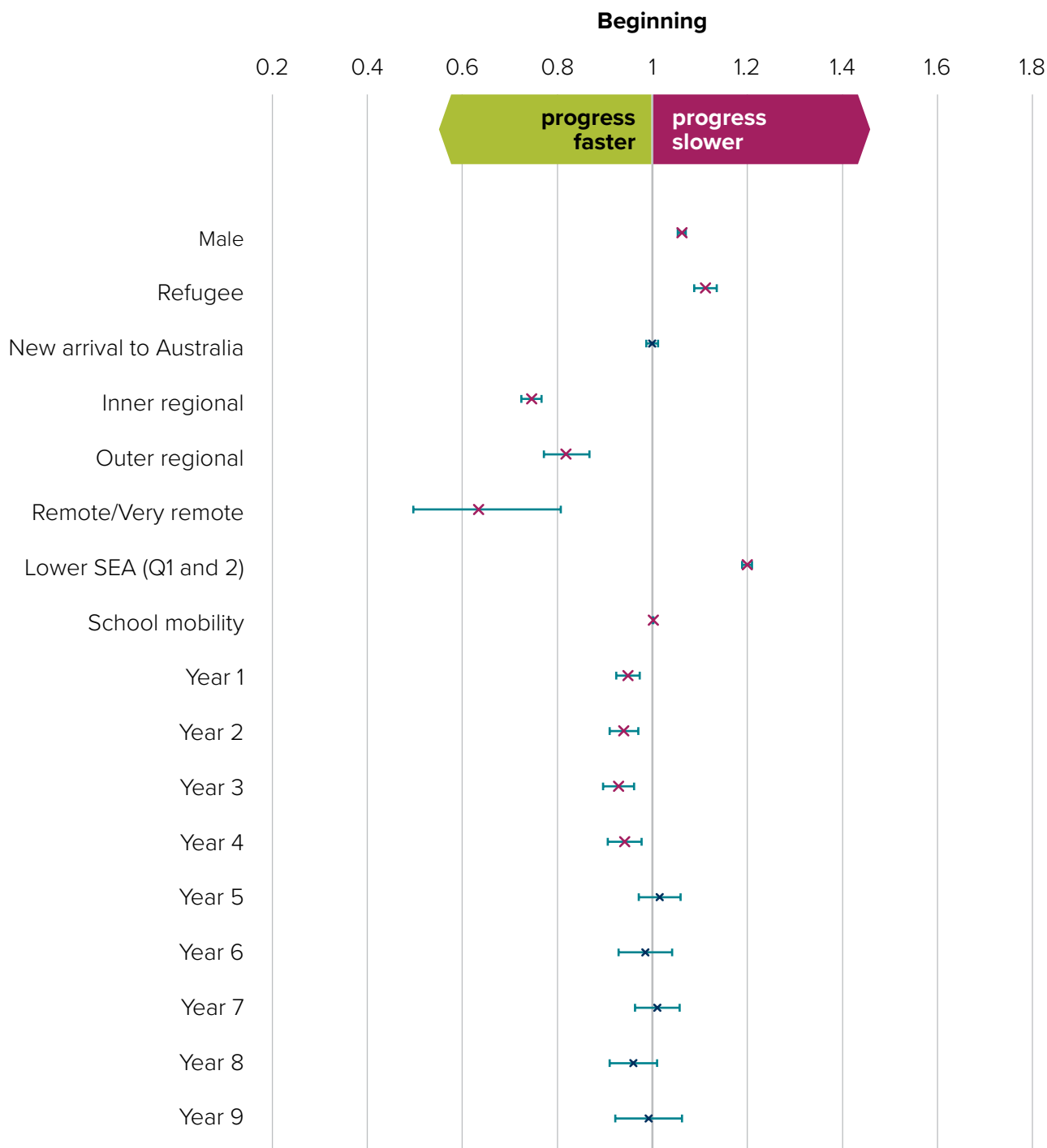
Starting school later than Kindergarten was associated with either the same or faster progress through to the Consolidating phase (or higher) than being a Kindergarten starter, regardless of whether the model was based on students starting at the Beginning, Emerging or Developing phase. Students starting school in Australia between Year 2 and Year 4 had faster progress than Kindergarten starters, and this was consistent across the 3 starting phases.

Regardless of starting phase model, refugee students progressed significantly slower than non-refugee students, with students with refugee experience estimated to progress around 11 to 16% slower (all $p < .05$). Male students progressed significantly slower than female students. It should be noted that while this result was consistently significant, the time ratios indicated only small differences in times taken to reach the Consolidating phase (or higher), with males estimated to progress around 3 to 6% slower than females (all $p < .01$).

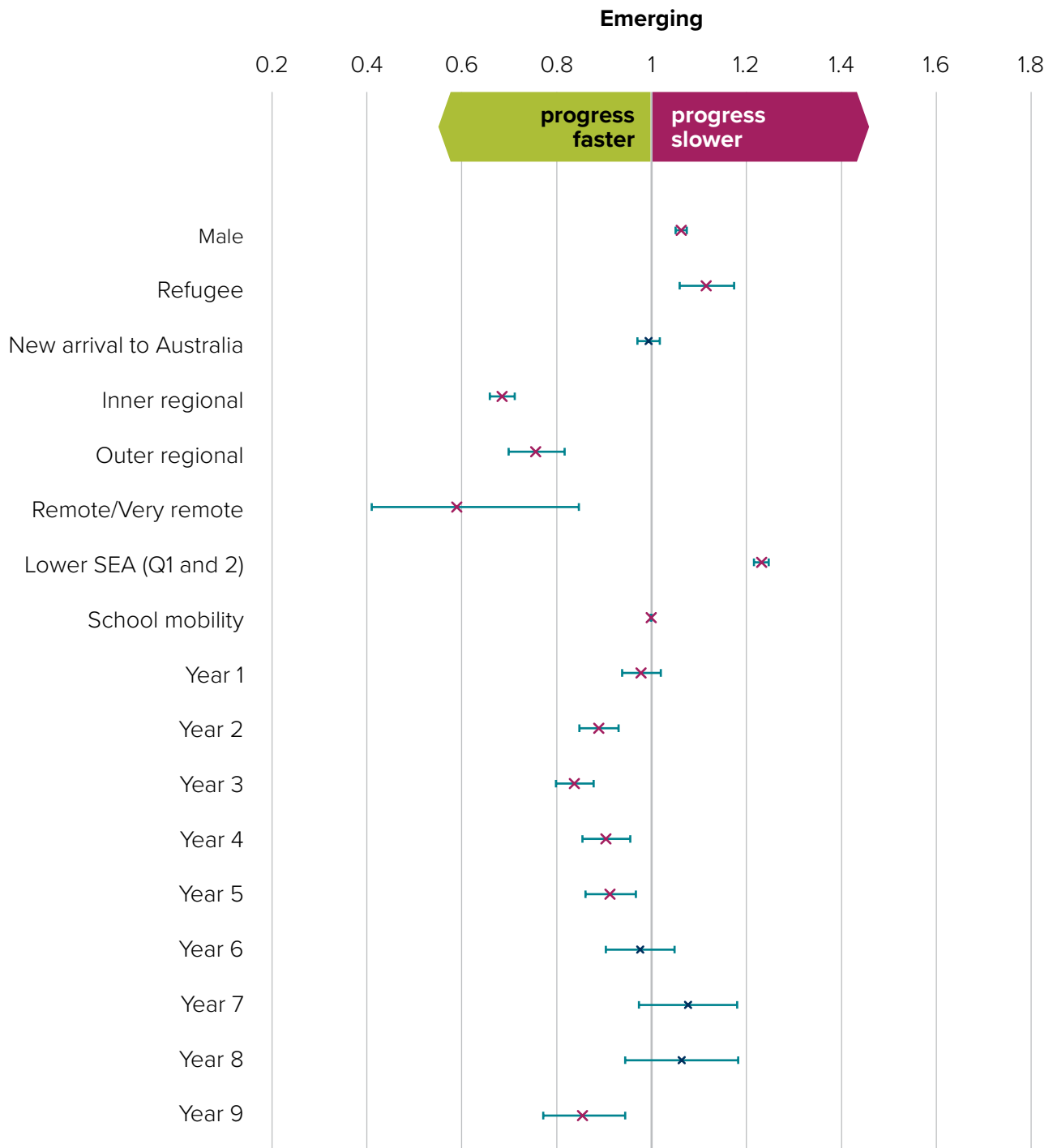
Finally, the models for Beginning and Emerging phase starters showed a non-significant effect of being a recent arrival to Australia (both $p > .50$). However, the model of progress for students starting in the Developing phase showed a significantly slower time to progress for students who had recently arrived in Australia ($p < .001$). The time ratios for the variable – recent arrivals – was small, however, showing differences in time taken to progress to the Consolidating phase (or higher) of 10%.

Figure 13: Time ratios for progressing to Consolidating phase (or higher) pertaining to demographic characteristics for students starting Kindergarten to Year 9 in Beginning, Emerging and Developing phase

13a: Beginning phase

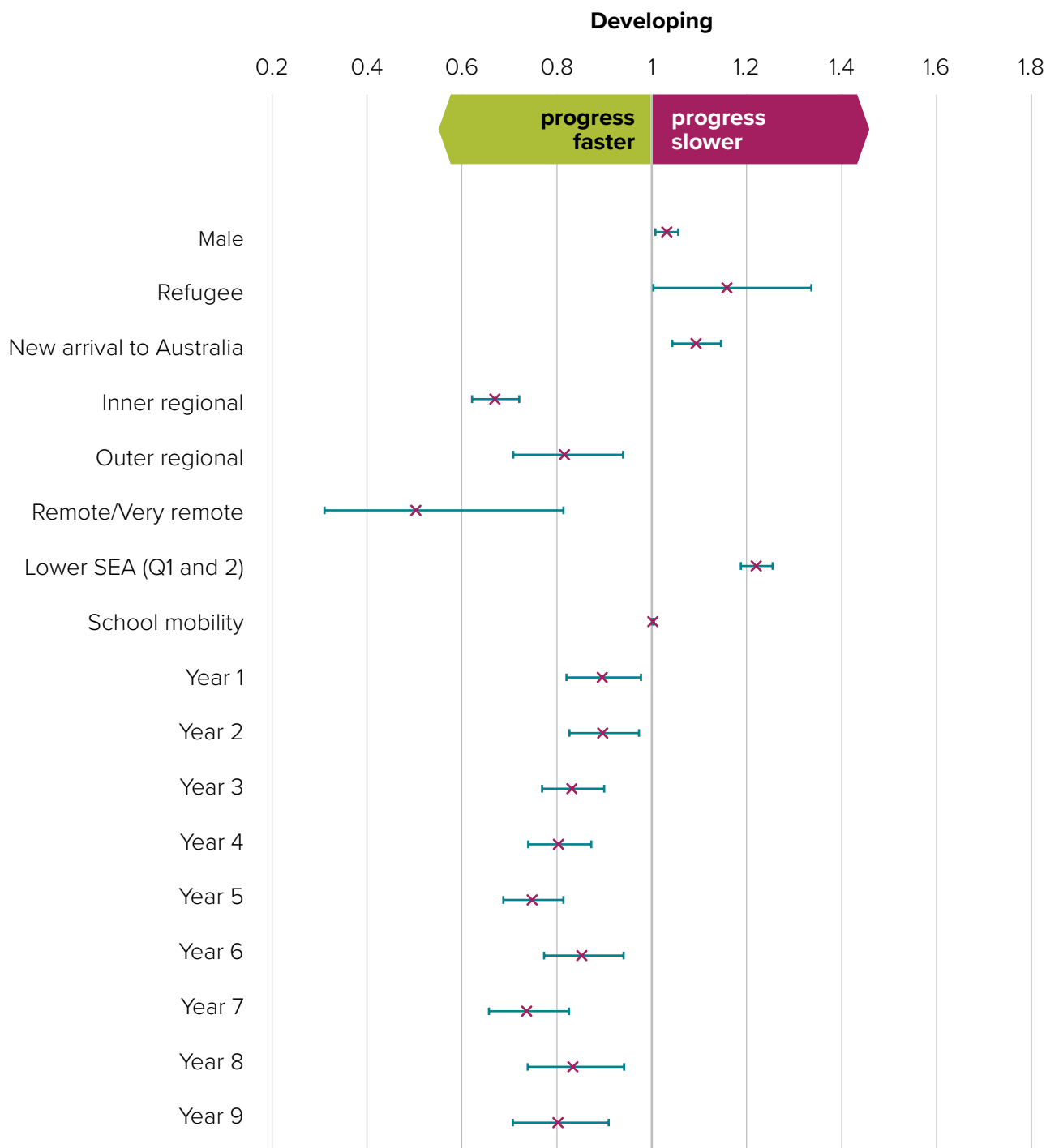


Note: The reference group for male is female; the reference group for refugee is non-refugee; the reference group for new arrival in Australia is non-new arrival; the reference group for Inner regional, Outer regional, and Remote/Very remote is Major cities; the reference group for lower SEA (Q1 and Q2) is higher SEA (Q3 and Q4) and the reference group for all starting Year levels is Kindergarten. Statistically significant time ratios are indicated by a larger red cross.

13b: Emerging phase

Note: The reference group for male is female; the reference group for refugee is non-refugee; the reference group for new arrival in Australia is non-new arrival; the reference group for Inner regional, Outer regional, and Remote/Very remote is Major cities; the reference group for lower SEA (Q1 and Q2) is higher SEA (Q3 and Q4) and the reference group for all starting Year levels is Kindergarten. Statistically significant time ratios are indicated by a larger red cross.

13c: Developing phase



Note: The reference group for male is female; the reference group for refugee is non-refugee; the reference group for new arrival in Australia is non-new arrival; the reference group for Inner regional, Outer regional, and Remote/Very remote is Major cities; the reference group for lower SEA (Q1 and Q2) is higher SEA (Q3 and Q4) and the reference group for all starting Year levels is Kindergarten. Statistically significant time ratios are indicated by a larger red cross.

C.2 Summary of time ratios for demographic factors

Table 7 shows the time ratios for each demographic variable shown in Figure 13. As in Figure 13, each starting phase of English language proficiency level (Beginning, Emerging and Developing) was modelled separately, and each model included all students starting anywhere between Kindergarten and Year 9.

Table 7: Time ratios from 3 AFT models for Kindergarten to Year 9 starters

Variable	Category	Beginning (n=58,980)	Emerging (n=38,144)	Developing (n=14,011)
Gender	Female (reference)	1.000	1.000	1.000
	Male	1.062**	1.064**	1.034**
Refugee status	Non-refugee (reference)	1.000	1.000	1.000
	Previously or currently on a refugee visa	1.111**	1.116**	1.160*
New arrival status	No (reference)	1.000	1.000	1.000
	New arrival to Australia	0.999	0.994	1.095**
School remoteness	Major cities of Australia (reference)	1.000	1.000	1.000
	Inner regional Australia	0.745**	0.686**	0.670**
	Outer regional Australia	0.818**	0.756**	0.817**
	Remote/ Very remote Australia	0.633**	0.591**	0.503**
Starting year level in Australian schools	Kindergarten (reference)	1.000	1.000	1.000
	Year 1	0.948**	0.979	0.897*
	Year 2	0.940**	0.889**	0.898*
	Year 3	0.928**	0.838**	0.833**
	Year 4	0.941**	0.905**	0.805**
	Year 5	1.014	0.914**	0.749**
	Year 6	0.983	0.975	0.854**
	Year 7	1.009	1.073	0.737**
	Year 8	0.959	1.058	0.835**
	Year 9	0.990	0.855**	0.803**
SEA	Higher SEA (Q3 and Q4) (reference)	1.000	1.000	1.000
	Lower SEA (Q1 and Q2)	1.199**	1.233**	1.223**
Average school mobility	-	1.001**	1.001	1.004**
Constant	-	61.841**	52.538**	27.872**

Note: ** Indicates that the time ratio is significant at a 1% significance level and * indicates that the time ratio is significant at a 5% significance level.



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