



NSW SCHOOL  
OF **LANGUAGES**

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WHERE WILL A  
SECOND LANGUAGE  
TAKE YOU?



A stylized graphic of a globe on the left side of the slide. It is composed of several overlapping, rounded rectangular segments in various colors: yellow, orange, red, magenta, purple, and blue. The segments are outlined in dark blue, creating a mosaic-like effect.

# Supervisors Day 2025

These slides will be  
available on the  
website by the end  
of this week.





# Senior Executive



**Teresa Naso**  
Principal



**Tomoko Takahata**  
Deputy Principal



**Janelle Byrne**  
Deputy Principal



# Who to contact?



**Ms Athina  
Papanikolaou**

**Head Teacher  
Modern Greek  
Italian**

# Who to contact?



**Ms Maria Lomis**

**Head Teacher  
French  
Latin**

# Who to contact?



**Mr Paul Atkins**

**Head Teacher  
German  
Russian**



# Who to contact?



**Ms Sophie Choi**

**Head Teacher  
Korean  
Chinese  
Indonesian**

# Who to contact?



**Ms Anna Peers-Hooper**

**Head Teacher  
Japanese  
EAL/D**

# Who to contact?



**Ms Sonia Copelo**

**Head Teacher  
Spanish  
Portuguese**



# Our staff





# A little background

- NSW Department of Education
- Government and non-government schools
- Languages and EAL/D only
- NSW Educational Standards Authority (NESA)  
syllabuses
- Distance education only



2800+ students

480+ schools

Chinese, French, German,  
Indonesian, Italian, Japanese,  
Korean, Latin, Modern Greek,  
Russian, Portuguese and  
Spanish, EAL/D

96 courses



# What is *distance education*?

## Students:

- remain in their own (home) school
- replace one subject in their home school with an NSL course
- complete their NSL work in their home school, supported by their home school supervisor.

# How are students taught via DE?

## Blended learning

- Written and audio visual materials – Canvas, some written submissions
- Speaking lessons online (Microsoft Teams)
- Study days and face-to-face lesson days
- Individual study/catch-up days

# Your support





Official relationship is between NSW School of Languages and the student's home school:

- We communicate with the home school supervisor, e.g. lesson notifications, assessment information, lateness of work
- Reports go to home school and parents/carers.

A stylized graphic of a globe on the left side of the slide. The globe is composed of several large, irregular, rounded rectangular segments in various colors: yellow, orange, red, magenta, purple, and blue. The segments are outlined in dark blue, creating a mosaic-like effect. The globe is positioned on the left side of the slide, with its right edge facing towards the center.

**Danielle Elvy**  
**HT Enrolments**

# School Website



## NSW School of Languages

Learn locally. Communicate globally.

T: 02 9381 4800

E: [NSWSchoolLang.school@det.nsw.edu.au](mailto:NSWSchoolLang.school@det.nsw.edu.au)

[About our school](#)

[Our languages](#)

[Enrolment](#)

[Supporting our students](#)

[Assessment and reporting](#)

[E-learning community](#)

[FAQ](#)

[Contact us](#)



### Supporting our students

View the page linked above to learn more

[Student health and safety >](#)

[Supervisors >](#)

[Student award system >](#)

[Disability provisions >](#)

[Careers >](#)

[Student wellbeing resources >](#)

[Parents and carers >](#)

[Inclusive learning support >](#)

[Course schedules >](#)

Welcome to NSW School of Languages! We provide quality language learning and equitable access for students across NSW.

Welcome from the Principal

## Supervisors

← Supporting our students

Student health and safety

Disability provisions

Parents and carers

**Supervisors**

x

Supervisor and Principal  
responsibilities

Careers

+

Inclusive learning support

Student award system

Student wellbeing resources

Course schedules

+

Home school supervisors play a vital role in supporting students in their learning. Here at the NSW School of Languages we value and appreciate the commitment and effort of our supervisors, parents and carers and our students. In this section, supervisors can download information and documents related to the supervisor's role.

### On this page

- ✓ [Supervisor Information Booklet](#)
- ✓ [Supervisors' Day](#)
- ✓ [Supervisor Enrolment Information Session](#)
- ✓ [DEMS School Portal](#)
- ✓ [Course codes](#)

### Supervisor Information Booklet

Our [Supervisor Information Booklet \(PDF 2581 KB\)](#) has information to answer your questions. Please download and read the booklet.



# Enrolment

## Supervisors' Day

To show appreciation for our supervisors we hold a Supervisors' Day each year.

The 2025 Supervisors' Day will take place on **Wednesday 5 March** at NSW School of Languages. Supervisors are invited to attend the day and make a booking with the student's teacher(s).

Please download and read the **Supervisors' Day Invitation and Program (PDF 423KB)** and the detailed step by step **Instructions Guide (PDF 410KB)** on how to make bookings with teachers.

Details of how the 2024 Supervisors' Day went can be found on the **PowerPoint presentation (PDF 5400 KB)** that was shown during the information session.

## Supervisor Enrolment Information Session

Thank you to all supervisors who attended the virtual Enrolment Information session in June 2024. For those who were unable to attend, please download the **PowerPoint presentation (PDF 3458 KB)** that was shown during the information session.

The recorded virtual presentation session is also available for viewing on the **NSL YouTube channel** [🔗](#).

# Supervisors Information Session June 2024

**Danielle Elvy**  
R/HT Enrolments



## Supervisor Enrolment Information Session June 2024



NSW School of Languages (NSW School of Languages)

160 subscribers

Subscribe

Like



135 views · 8 months ago

Supervisor Enrolment Information Session June 2024

NSL – About us

0:57

...more



# Enrolment

## DEMS School Portal

NSW School of Languages uses Distance Education Management System (DEMS), an online database system to cater for our administrative and teaching and learning record keeping.

Developed by Millennium Schools, this database offers teachers, supervisors, parents and carers and our students a gateway for sharing information on student engagement and communications in the course.



Screenshot of the DEMS login.

## DEMS how to guides

- **[Guide to the DEMS school portal \(PDF 841 KB\)](#)**
- **[Uploading your School Agreement 2025 \(PDF 567 KB\)](#)** via the DEMS School Portal
- **[How to submit an online application form \(PDF 874 KB\)](#)** via the DEMS School Portal
- **[Uploading photos to DEMS \(PDF 301 KB\)](#)**
- **[Intention to continue for 2025 \(PDF 343 KB\)](#)**

# Enrolment



## DEMS

My School

Supervisors

Enrolments

Continuing  
Withdraw

Log Out

[ ACTIVE ENROLMENTS ]

ONLINE APPLICATIONS

REPORTS

B C Y

### Search for Enrolments

First Name :

Last Name :

NESA-ID :

Grade :

Select an ...▼

Search



# Enrolment



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## NSW School of Languages

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**E:** [NSWSchoolLang.school@det.nsw.edu.au](mailto:NSWSchoolLang.school@det.nsw.edu.au)

About our  
school

Our languages

Enrolment

Supporting  
our students

Assessment  
and reporting

E-learning  
community

FAQ

### Enrolment

View the page linked above to learn more

[Enrolment eligibility >](#)

[Course codes >](#)

[Enrolment quiz >](#)

[Enrolment application forms >](#)

[Course fees >](#)






## Enrolment application forms

1. [School agreement 2025 \(PDF 629 KB\)](#)
2. [Year 9, 10, 11 and 12 application 2025 \(PDF 1200 KB\)](#)
3. [Year 11 and 12 EALD application 2025 \(PDF 500 KB\)](#)
4. [Statutory declaration \(PDF 278 KB\)](#)

**Please support your student and the requirements of Distance Education**

## **Supporting documents**

1. [Year 11 eligibility charts](#)
2. [Enrolment information handbook \(PDF 500 KB\)](#)
3. [Digital signature quick start guide \(PDF 701 KB\)](#)
4. [Instructions \(PDF 202 KB\)](#) on how to download, sign and save the NSL application form
5. [Video](#)  on how to download and complete the NSL application form
6. [Course information brochure \(PDF 8.3 MB\)](#)

## **Other forms and information**

1. [Recognition of prior learning RPL \(PDF 202 KB\)](#)
2. [Late or unforeseen and unique circumstances - NSW Public Schools \(PDF 151 KB\)](#)
3. [Late or unforeseen and unique circumstances - Other educational providers \(PDF 145 KB\)](#)
4. [Change of school form \(PDF 245 KB\)](#)
5. [Distance Education intake areas \(PDF 175 KB\)](#)
6. [Generic lesson day permission slip \(PDF 1348 KB\)](#)

## Please support your students and the requirements of Distance Education

### 1.4.2 Years 11 and 12 students

**A maximum number of 13 units is permitted for Year 11 students and a maximum of 11 units for Year 12 students.** If your program of study exceeds this amount, you **must discontinue the excess units before you commence your study with NSL.**

How many units are you studying in 2025 including NSL subject/s?

If above 13 units in Year 11 or 11 units in Year 12, specify subject(s) to be discontinued once approved.



# Enrolment

## Timetable clearly showing the NSL language

P1	Geography	09NSL2	Science	Mathematic	English	PDHPE	09NSL2	Science	Mathematic	Mathemat
P2	English	Mathematic	09NSL2	English	Science	PDHPE	Pastoral	Geography	09NSL2	Commerce
P3	PDHPE	Geography	Geography	Religion:	Commerce	Commerce	Religion:	English	English	Science
P4	09YME	Science	Religion:	Science	Religion:	Mathematic	Mathematic	09NSL2	Geography	English

## Items to organise

- A quiet place for NSL lessons
- Advise us when taking leave
- Support students to attend NSL Lesson Days

# Enrolment

## Term 2 2025

- HSC oral exam scheduling

## Term 3 2025

- School agreement
- Week 1 & 2, 2026 New enrolments open
- Year 11 Intention to 2026 HSC – DEMS portal

## Term 4 2025

- 2026 HSC courses start
- 2026 New enrolments by 7 Nov for students to start at the beginning of 2026
- Year 9 Intention to Year 10 – DEMS portal

## Term 1 2026

- Yrs 9-11 courses start

## Term 1

- Statutory Declarations
- Confirmation of Entry for Yr 10, 11, 12
- Upload passport photo for HSC oral exams



## Head Teacher Enrolments

Danielle Elvy

[danielle.elvy@det.nsw.edu.au](mailto:danielle.elvy@det.nsw.edu.au)

**Phone:** (02) 9381 4807/4800

**email:** [enrolments.nswsol@det.nsw.edu.au](mailto:enrolments.nswsol@det.nsw.edu.au)

[NSWSchoolLang.school@det.nsw.edu.au](mailto:NSWSchoolLang.school@det.nsw.edu.au)

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Deputy Principal  
Tomoko Takahata

# What should students be doing?

## Successful students

- Self-motivated
- Self-disciplined
  - ✓ Keep up with the course program
  - ✓ Use timetabled language periods for language learning
- Pro-active, organised
  - ✓ Have important dates in their diary
- Connected



# Your Support

- Provide a quiet study space at school
- School device access/IT support
- Check the student is keeping up with their work
- Contact the student's language teacher if concerned
- Check NSW School of Languages' website



# How can you support the engagement of your student?

- Lesson times at school
- Speaking lesson with NSL teacher
- Course schedule

### Year 11 Modern Greek Beginners course schedule 2025

Term 1 2025	Modules to be completed	Term 2 2025	Modules to be completed	Term 3 2025	Modules to be completed
Week 1 31 January (Friday)	Staff Development	Week 1 28 April - 2 May	Module 10	Week 1 21 - 25 July	Module 17
Week 2 3 - 7 February	Module 1 Orientation	Week 2 5 - 9 May	Module 11	Week 2 28 July - 1 August	Module 18
Week 3 10 - 14 February	Module 2	Week 3 12 - 16 May	Assessment 1	Week 3 4 - 8 August	Module 19
Week 4 17 - 21 February	Module 3	Week 4 19 - 23 May	Module 12	Week 4 11 - 15 August	Module 20
Week 5 24 - 28 February	Module 4	Week 5 26 - 30 May	Module 13	Week 5 18 - 22 August	Lesson Day TBC
Week 6 3 - 7 March	Module 5	Week 6 2 - 6 June	Module 14	Week 6 25 - 29 August	Module 21
Week 7 10 - 14 March	Module 6	Week 7 9 - 13 June	Lesson Day Thurs 12 June	Week 7 1 - 5 September	Module 22
Week 8 17 - 21 March	Module 7	Week 8 16 - 20 June	Module 15	Week 8 8 - 12 September	Assessment 3 Yearly Exam
Week 9 24 - 28 March	Lesson Day Tues 25 March	Week 9 23 - 27 June	Assessment 2	Week 9 15 - 19 September	Module 23
Week 10 31 March - 4 April	Module 8	Week 10 30 June - 4 July	Module 16	Week 10 22 - 26 September	Module 24
Week 11 7 - 11 April	Module 9	School Holidays	N/A	School Holidays	N/A
Modules to be completed	Modules 1 - 9 (9 modules)	Modules to be completed	Modules 10 - 16 (7 modules)	Modules to be completed	Modules 17 - 24 (7 modules)

## Course schedules

[Chinese](#)

[English as Additional Language/Dialect \(EAL/D\)](#)

[French](#)

[German](#)

[Indonesian](#)

[Italian](#)

[Japanese](#)

[Korean](#)

[Latin](#)

[Modern Greek](#)

[Portuguese](#)

[Russian](#)

[Spanish](#)

## Student Wellbeing Team

- HT Student Wellbeing
- Learning and Support Teacher

Support for students with health and learning needs

## Early Intervention

- Medical and health conditions
- Learning support needs
- Any concerns regarding course engagement

## Updating

- new information
- new diagnosis
- new management plan

# Action Plans



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ascia  
Australian Society of Clinical Immunology and Allergy  
www.allergy.org.au

## ACTION PLAN FOR Anaphylaxis

Name: \_\_\_\_\_ Date of birth: DD / MM / YYYY

Confirmed allergen(s): \_\_\_\_\_

Family/emergency contact(s):  
1. \_\_\_\_\_ Mobile: \_\_\_\_\_  
2. \_\_\_\_\_ Mobile: \_\_\_\_\_

Plan prepared by: \_\_\_\_\_ (doctor or nurse practitioner) who authorises medications to be given, as consented by the parent/guardian, according to this plan.  
Signed: \_\_\_\_\_ Date: DD / MM / YYYY

Antihistamine: \_\_\_\_\_ Dose: \_\_\_\_\_

This plan does not expire but review is recommended by: DD / MM / YYYY

### How to give adrenaline (epinephrine) devices

#### EpiPen®

- Form fist around EpiPen and **PULL OFF BLUE SAFETY RELEASE**
- Hold leg still and **PLACE ORANGE END** against outer mid-thigh (with or without clothing)
- PUSH DOWN HARD** until a click is heard or felt and hold in place for 3 seconds **REMOVE EpiPen®**

EpiPen® Jr (150 mcg) is prescribed for children 7.5-20kg  
EpiPen® (300 mcg) is prescribed for children over 20kg and adults

#### Anapen®

- PULL OFF BLACK NEEDLE SHIELD**
- PULL OFF GREY SAFETY CAP** from red button
- PLACE NEEDLE END FIRMLY** against outer mid-thigh at 90° angle (with or without clothing)
- PRESS RED BUTTON** so it clicks and hold for 3 seconds. **REMOVE Anapen®**

Anapen® 500 is prescribed for children and adults over 50kg

If adrenaline is accidentally injected, phone your local poisons information centre. Continue to follow this action plan for the person with the allergic reaction.

### MILD TO MODERATE ALLERGIC REACTIONS

**SIGNS:**

- Swelling of lips, face, eyes
- Hives or welts
- Tingling mouth
- Abdominal pain, vomiting - these are signs of anaphylaxis for insect allergy.

**ACTIONS:**

- Stay with person, call for help
- Locate adrenaline device
- Give antihistamine - see above
- Phone family/emergency contact
- Insect allergy - flick out sting if visible
- Tick allergy - seek medical help or freeze tick and let it drop off

**Mild to moderate allergic reactions may not always occur before anaphylaxis**

### SIGNS OF ANAPHYLAXIS (SEVERE ALLERGIC REACTIONS)

Watch for **ANY ONE** of the following signs:

- Difficult or noisy breathing
- Swelling of tongue
- Swelling or tightness in throat
- Wheeze or persistent cough
- Difficulty talking or hoarse voice
- Persistent dizziness or collapse
- Pale and floppy (young children)

### ACTIONS FOR ANAPHYLAXIS

- LAY PERSON FLAT - do NOT allow them to stand or walk**
  - If unconscious or pregnant, place in recovery position - on left side if pregnant
  - If breathing is difficult allow them to sit with legs outstretched
  - Hold young children flat, not upright
- GIVE ADRENALINE DEVICE**
- Phone ambulance - 000 (AU) or 111 (NZ)
- Phone family/emergency contact
- Further adrenaline may be given if no response after 5 minutes
- Transfer person to hospital for at least 4 hours of observation

**IF IN DOUBT GIVE ADRENALINE DEVICE**  
Commence CPR at any time if person is unresponsive and not breathing normally

**ALWAYS GIVE ADRENALINE DEVICE FIRST, and then asthma reliever puffer** if someone with known asthma and allergy to food, insects or medication (who may have been exposed to the allergen) has **SUDDEN BREATHING DIFFICULTY** (including wheeze, persistent cough or hoarse voice) even if there are no skin symptoms.

© ASCIA 2025 This plan is a medical document that can only be completed and signed by the patient's doctor or nurse practitioner and cannot be altered without their permission.

## ASTHMA ACTION PLAN

Take me when you visit your doctor

Name: \_\_\_\_\_

Plan date: \_\_\_\_\_ Review date: \_\_\_\_\_

Doctor details: \_\_\_\_\_

### EMERGENCY CONTACT

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

Relationship: \_\_\_\_\_

### WELL CONTROLLED

is all of these...

- needing reliever medicine no more than 2 days/week
- no asthma at night
- no asthma when I wake up
- can do all my activities

**TAKE preventer**

evening ☐ night ☐ puffs/inhalations for \_\_\_\_\_ days then back to well controlled dose

**TAKE reliever**

puffs/inhalations as needed puffs/inhalations 15 minutes before exercise

Remember carry my reliever medicine

### FLARE-UP

Asthma symptoms getting worse such as any of these...

- needing reliever medicine more than usual OR more than 2 days/week
- wake up overnight with asthma
- had asthma when I woke up
- can't do all my activities

**TAKE preventer**

evening ☐ night ☐ puffs/inhalations for \_\_\_\_\_ days then back to well controlled dose

**TAKE reliever**

puffs/inhalations as needed

**START other medicine**

\_\_\_\_\_

**MAKE appointment to see my doctor same day or as soon as possible**

### SEVERE

Asthma symptoms getting worse such as any of these...

- reliever medicine not lasting 3 hours
- wake up frequently overnight with asthma
- had asthma when I woke up
- difficulty breathing

**TAKE preventer**

evening ☐ night ☐ puffs/inhalations for \_\_\_\_\_ days then back to well controlled dose

**TAKE reliever**

puffs/inhalations as needed

**START other medicine**

\_\_\_\_\_

**MAKE appointment to see my doctor TODAY**

If unable to see my doctor, visit a hospital

### OTHER INSTRUCTIONS

\_\_\_\_\_

### EMERGENCY

is any of these...

- reliever medicine not working at all
- can't speak a full sentence
- extreme difficulty breathing
- feel asthma is out of control
- lips turning blue

**CALL AMBULANCE NOW**

Dial Triple Zero (000)

**START ASTHMA FIRST AID**

Turn page for Asthma First Aid

If you are using a dual purpose reliever, your doctor will discuss the correct plan for you.

v10 Updated 13 October 2023



## Learning plans and information

- Personalised learning/support plans at home school
- Strategies to support Aboriginal and Torres Strait Islander students

## Support for students who identify as transgender

- preferred pronouns
- preferred name
- Name change
- Strategies at home school

# Lesson Days

## Lesson Day dates

- [Course schedules](#)
- Students
- [NSL Website](#)

## Lesson Day Permission Slips and Materials



Lesson Days @NSL

Each term you will be invited

need to obtain written

the appropriate term

ce permission slip.

Today

< >

5 MAR, WED

- Lesson Day - Year 12 French Continuers
- Lesson Day - Year 12 Japanese Beginners

6 MAR, THU

- Lesson Day - Year 10 Italian
- Lesson Day - Year 12 Indonesian Beginners
- Lesson Day - Year 12 Modern Greek Beginners



# Lesson Days

- Variety of language and cultural activities
- Assessment preparation
- Group activities, collaboration with classmates
- Students are expected to attend
- 9:30 am – 2:30 pm





# Lesson Days



A stylized graphic of a globe on the left side of the slide. It is composed of several large, irregular, rounded rectangular segments in various colors: yellow, orange, red, magenta, purple, and blue. The segments are outlined in dark blue, creating a mosaic-like effect. The globe is positioned on the left side of the slide, partially cut off by the edge.

Deputy Principal  
Janelle Byrne

## **NSW Education Standards Authority (NESA) requirements**

Satisfactory course completion is essential for a student to attain the Higher School Certificate (HSC) at the end of Stage 6.

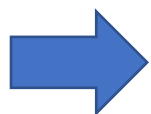
Students must demonstrate that they are constantly

- **following** the course endorsed by the Board,
- **applying** themselves with diligence and sustained effort, and
- **achieving** some or all of the course outcomes.

**Applies to all skill areas**



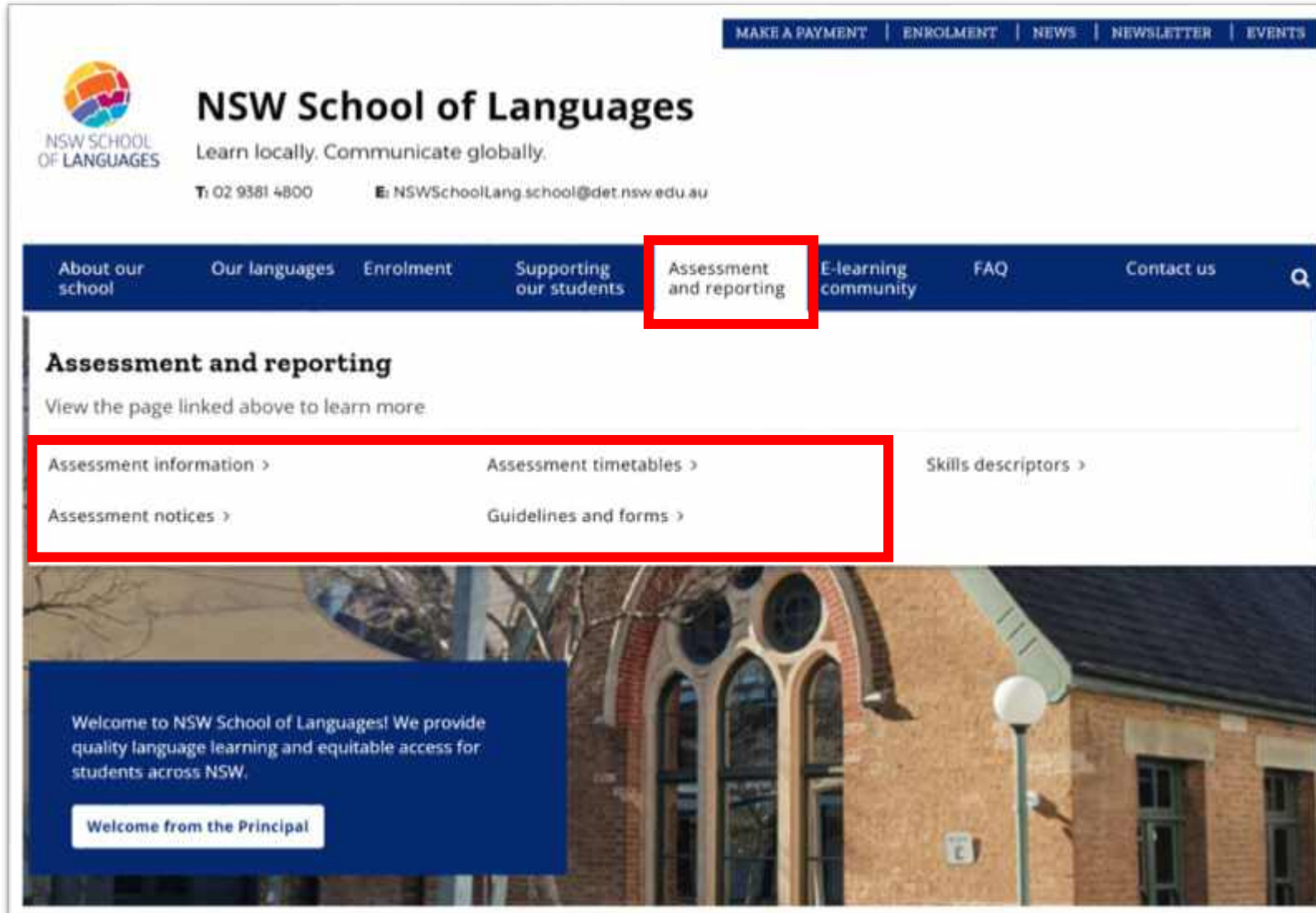
## Non-engagement



- Letter of Concern
- Warning Letter with **recovery program**
- Warning Letter 2 with recovery program
- Warning Letter 3 with recovery program
- N Determination



# Assessment and Reporting



The screenshot shows the NSW School of Languages website. At the top, there is a navigation bar with links: MAKE A PAYMENT, ENROLMENT, NEWS, NEWSLETTER, and EVENTS. Below this is the school's logo and name, "NSW School of Languages", with the tagline "Learn locally. Communicate globally." and contact information: T: 02 9381 4800 and E: NSWSchoolLang.school@det.nsw.edu.au.

The main navigation menu includes: About our school, Our languages, Enrolment, Supporting our students, **Assessment and reporting** (highlighted with a red box), E-learning community, FAQ, and Contact us. A search icon is also present.

The "Assessment and reporting" section is active, showing the heading "Assessment and reporting" and the text "View the page linked above to learn more". Below this, there are four links: "Assessment information >", "Assessment timetables >", "Assessment notices >", and "Guidelines and forms >". These four links are grouped within a red rectangular box. To the right of this box is a link for "Skills descriptors >".

At the bottom of the page, there is a large image of a brick building with arched windows. Overlaid on the left side of this image is a blue box with white text that reads: "Welcome to NSW School of Languages! We provide quality language learning and equitable access for students across NSW." Below this text is a button that says "Welcome from the Principal".

# Assessment Information

NSW School of Languages

School-based assessment information



## Preliminary Continuers Courses

Chinese, French, German, Indonesian, Italian, Greek, Spanish

We have arranged this document so that it provides information to ask about the assessment of your course.

### Table of Contents

- 1.1 How will NSW School of Languages report on student performance?
- 1.2 What are the assessment components of the Preliminary Course?
- 1.3 What objectives and outcomes will be assessed?
- 1.4 What criteria will be used to judge performance in the assessment?
- 1.5 What information will be given before assessment?
- 1.6 What feedback will be given on student performance?

## 1.2 What are the assessment components of the Preliminary Course?

### Year 11 Continuers Assessment 2025

Chinese – French – German – Indonesian – Italian – Japanese – Korean – Modern Greek – Spanish

Skill components and outcomes assessed (refer to syllabus)	Task 1		Task 2		Task 3		Total Weighting %
	5 – 9 May 2025		23 – 27 June 2025		1 – 5 September 2025 Yearly Examination		
	Mark	Weighting %	Mark	Weighting %	Mark	Weighting %	
<b>Listening</b> Objective: 3 Outcomes: 3.1, 3.2, 3.3, 3.4, 3.5, 3.6	20	20			20	10	30
<b>Reading</b> Objective: 1, 2 & 3 Outcomes: 1.1, 1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3, 3.4, 3.5, 3.6			20	20	Part A: 10 Part B: 10	10	30
<b>Speaking</b> Objective: 1 & 4 Outcomes: 1.1, 1.2, 1.3, 1.4, 4.1, 4.2, 4.3	10	10			20	10	20
<b>Writing</b> Objective: 2 Outcomes: 2.1, 2.2, 2.3			10	10	10	10	20
<b>Total %</b>		30		30		40	100

# Assessment Notices

[← Assessment and reporting](#)

Assessment information

Assessment notices

Chinese

French

English as Additional Language/Dialect (EAL/D)

German

Indonesian

Italian

Japanese

Korean

Latin


Modern Greek

Portuguese

Russian

Spanish



 NSW SCHOOL OF LANGUAGES	ASSESSMENT TASK NOTIFICATION - Supervisor
COURSE	Year 12 SPANISH Continuers HSC
TASK NUMBER	Assessment 2
SKILL	Listening, Speaking
DATE OF ASSESSMENT	<b>Supervised task</b> The <b>Listening</b> section (paper-based task) is to be completed between 8:30 a.m. and 3:30 p.m. at the Home School on <b>Monday 10 March 2025</b> . The <b>Speaking</b> section is to be completed at the Home School online during the week of <b>10-14 March 2025</b> . You will be contacted closer to the date to organise the date/s and time/s for your students.
TIME ALLOWED	<b>Listening:</b> approximately 30 minutes plus 5 minutes reading time <b>Speaking:</b> approximately 7 minutes plus 3 minutes preparation time
ADDITIONAL INFORMATION	Monolingual and/or bilingual print dictionaries <b>ARE</b> permitted during the Listening component only. However, they <b>must not</b> be annotated.

# Assessment Timetables

## Assessment timetables

← Assessment and reporting

Assessment information

Assessment notices



**Assessment timetables**

Guidelines and forms

Skills descriptors

Be aware of exam dates and procedures! Give yourself the best chance to succeed by getting organised and knowing your assessment schedules.

### On this page

- ✓ Year 12 assessment timetables
- ✓ Year 11 assessment timetable
- ✓ Year 9 and 10 assessment timetable

You can download specific assessment timetables for each year group below.

## Year 12 assessment timetables

**[2024-2025 Year 12 Assessment timetable \(PDF 168 KB\)](#)**

## Year 11 assessment timetable

**[2025 Year 11 Assessment timetable \(PDF 137 KB\)](#)**

## Year 9 and 10 assessment timetable

**[2025 Year 9 and 10 timetable \(PDF 143 KB\)](#)**

**[2025 Year 9 and 10 Latin timetable \(PDF 142 KB\)](#)**





# Yr 12 Assessment Timetables

All assessments must be conducted on the same day as listed on the timetable.

**Assessments 3 and 4 (Trial):** Metropolitan students will attend NSW School of Languages. Non-metropolitan students will complete in their home school.

Course	Assessment 1	Assessment 2	Assessments 3 and 4 (Trial)
Beginners	27 November 2024	See below for timetable All students sit task in home schools	See below for timetable Metropolitan students at NSL Non-metro at home schools
Continuers			
Language in Context			

Course	Assessment 1	Assessment 2	Assessment 3 (Trial)
Extension (All students in home schools)	12 February 2025	2 April 2025	4 - 8 August 2025 (Speaking exam date and time to be organised two weeks prior)  6 August (Written exam)

	Assessment 1	Assessment 2	Assessment 3	Assessment 4
EAL/D (All students in home schools)	4 December 2024	26 March 2025	18 June 2025	13 and 15 August 2025
Latin (All students in home schools)	27 November 2024	19 March 2025	18 June 2025	30 July 2025

# Yr 12 Assessment Timetables

## Assessment 2 Term 1 2025

Speaking assessments are conducted online on dates and times over the examination period, arranged by NSW School of Languages teachers in consultation with individual Home School Supervisors and students.

Term 1	Monday 10 March 2025	Tuesday 11 March 2025	Wednesday 12 March 2025	Thursday 13 March 2025	Friday 14 March 2025
Assessment held at students' home schools	<b>Spanish Continuers</b> Speaking and Listening  <b>Chinese in Context</b> Personal investigation and Processing and Responding  <b>Japanese in Context</b> Personal investigation and Processing and Responding	<b>Italian Continuers</b> Speaking and Listening  <b>Modern Greek Continuers</b> Speaking and Listening	<b>German Continuers</b> Speaking and Listening  <b>Korean in Context</b> Personal investigation and Processing and Responding  <b>Portuguese Continuers</b> Speaking and Listening	<b>Chinese Continuers</b> Speaking and Listening  <b>Korean Continuers</b> Speaking and Listening  <b>French Continuers</b> Speaking and Listening	<b>Indonesian Continuers</b> Speaking and Listening  <b>Japanese Continuers</b> Speaking and Listening  <b>Russian Continuers</b> Speaking and Listening

Term 1	Monday 17 March 2025	Tuesday 18 March 2025	Wednesday 19 March 2025	Thursday 20 March 2025	Friday 21 March 2025
Assessment held at students' home schools	<b>Indonesian Beginners</b> Speaking and Listening  <b>Chinese Beginners</b> Speaking and Listening  <b>Korean Beginners</b> Speaking and Listening	<b>French Beginners</b> Speaking and Listening	<b>Italian Beginners</b> Speaking and Listening  <b>Modern Greek Beginners</b> Speaking and Listening  <b>Latin Continuers</b> Skills in translating Understanding prescribed texts Understanding and translating unseen texts	<b>Japanese Beginners</b> Speaking and Listening  <b>German Beginners</b> Speaking and Listening	<b>Spanish Beginners</b> Speaking and Listening



# Yr 12 Assessment Timetables

## Assessments 3 and 4 (Trial HSC Examination) Term 3 2025

Term 3	Monday 21 July 2025	Tuesday 22 July 2025	Wednesday 23 July 2025	Thursday 24 July 2025	Friday 25 July 2025
<b>Metropolitan students</b> Assessments held at NSW School of Languages  <b>Non-metropolitan students</b> Assessments held at students' home schools	Staff Development Day	<b>Italian Continuers</b> Speaking and Written  <b>Spanish Continuers</b> Speaking and Written	<b>German Continuers</b> Speaking and Written  <b>Modern Greek Continuers</b> Speaking and Written  <b>Portuguese Continuers</b> Speaking and Written	<b>Chinese Continuers</b> Speaking and Written  <b>Korean Continuers</b> Speaking and Written  <b>French Continuers</b> Speaking and Written	<b>Indonesian Continuers</b> Speaking and Written  <b>Japanese Continuers</b> Speaking and Written  <b>Russian Continuers</b> Speaking and Written
Term 3	Monday 28 July 2025	Tuesday 29 July 2025	Wednesday 30 July 2025	Thursday 31 July 2025	Friday 1 August 2025
<b>Metropolitan students</b> Assessments held at NSW School of Languages  <b>Non-metropolitan and Latin students</b> Assessments held at students' home schools	<b>Spanish Beginners</b> Speaking and Written  <b>Chinese Beginners</b> Speaking and Written	<b>Italian Beginners</b> Speaking and Written  <b>Korean Beginners</b> Speaking and Written	<b>German Beginners</b> Speaking and Written  <b>Japanese Beginners</b> Speaking and Written  <b>Indonesian Beginners</b> Speaking and Written  <b>Latin Continuers</b> Skills in translating Understanding prescribed texts Understanding and translating unseen texts	<b>Japanese in Context</b> Speaking and Written  <b>Chinese in Context</b> Speaking and Written  <b>Modern Greek Beginners</b> Speaking and Written	<b>French Beginners</b> Speaking and Written  <b>Korean in Context</b> Speaking and Written

# Yr 11 Assessment Timetables

## Assessment Tasks 1, 2 and 3 (Final examination) 2025

Course	Assessment 1	Assessment 2	Assessment Task 3 Final Year 11 Examination
Beginners	12 - 16 May 2025	23 – 27 June 2025	See below for timetable
Continuers	5 - 9 May 2025		
Language In Context	5 - 9 May 2025		

**Assessment 1 and Assessment 2** will be conducted under supervision at the student's home school.

**Assessment Task 3 (Final examination):** All students complete the task on the day listed on the timetable below.

Metropolitan students will attend NSW School of Languages. Non-metropolitan students will complete the task under supervision in their home school.

Course	Assessment 1	Assessment 2	Assessment Task 3 Final Year 11 Examination
English (EAL/D)	2 April 2025	25 June 2025	10 September 2025
Latin	7 May 2025		3 September 2025

All EAL/D and Latin tasks are completed under supervision in home schools.



# Yr 11 Assessment Timetables

## Assessment Task 3 (Final examination)

Term 3 Week 7	Monday 1 September 2025	Tuesday 2 September 2025	Wednesday 3 September 2025	Thursday 4 September 2025	Friday 5 September 2025
Metropolitan students Examinations held at NSW School of Languages	<b>French Continuers</b> Written* & Speaking examinations	<b>Italian Continuers</b> Written* & Speaking examinations	<b>Korean in Context</b> Written* & Speaking examinations	<b>German Continuers</b> Written* & Speaking examinations	<b>Chinese Continuers</b> Written* & Speaking examinations
Non-metropolitan students Examinations held at students' home schools	<b>Korean Continuers</b> Written* & Speaking examinations	<b>Modern Greek Continuers</b> Written* & Speaking examinations	<b>Japanese in Context</b> Written* & Speaking examinations	<b>Spanish Continuers</b> Written* & Speaking examinations	<b>Portuguese Continuers</b> Written* & Speaking examinations
	<b>Russian Continuers</b> Written* & Speaking examinations	<b>Indonesian Continuers</b> Written* & Speaking examinations	<b>Chinese in Context</b> Written* & Speaking examinations		<b>Japanese Continuers</b> Written* & Speaking examinations
			<b>Latin Continuers</b> Written examination		

Term 3 Week 8	Monday 8 September 2025	Tuesday 9 September 2025	Wednesday 10 September 2025	Thursday 11 September 2025	Friday 12 September 2025
Metropolitan students Examinations held at NSW School of Languages	<b>Modern Greek Beginners</b> Written* & Speaking examinations	<b>Japanese Beginners</b> Written* & Speaking examinations	<b>French Beginners</b> Written* & Speaking examinations	<b>Korean Beginners</b> Written* & Speaking examinations	<b>Spanish Beginners</b> Written* & Speaking examinations
Non-metropolitan students Examinations held at students' home schools		<b>Italian Beginners</b> Written* & Speaking examinations	<b>German Beginners</b> Written* & Speaking examinations	<b>Indonesian Beginners</b> Written* & Speaking examinations	
			<b>Chinese Beginners</b> Written* & Speaking examinations		
			<b>EAL/D</b> Listening, Reading and Writing examination (All students in home schools)		

# Stage 5 Assessment Timetables

**All Year 9 and 10 language assessments and examinations are to be held in the home school in the scheduled weeks.**

Assessments 1 and 2 are in Canvas and do not require supervision. The Final examination requires supervision (45 minutes).

All students will be notified via Canvas two weeks prior to the assessment tasks.

Task	Focus skill	Year 9 / Year 10 (100 hours)	Year 10 (200 hours)
Assessment 1	Interacting and Understanding texts	2 - 6 June 2025	19 - 23 May 2025
Assessment 2	Creating texts and Understanding texts	25 - 29 August 2025	11 - 15 August 2025
Final examination	All skills	27 - 31 October 2025	

The Interacting components will be conducted online during scheduled speaking lessons. Dates and times will be arranged by NSW School of Languages Teachers in collaboration with Supervisors and students.

\* Latin tasks are paper-based and require supervision in the Home school

[St 5 Assessment Timetable](#)

[St 5 Latin Assessment Timetable](#)

# Forms and Guidelines

## Guidelines and forms

### ← Assessment and reporting

Assessment information

Assessment notices

Assessment timetables

**Guidelines and forms**

Skills descriptors

Guidelines and forms you may need such as guidelines for speaking or conduct of home school examinations



### Guidelines

Stage 6 courses assessment guidelines (PDF 416 KB)

Stage 5 courses assessment guidelines (PDF 550 KB)

Guidelines for conduct of examinations in home schools

Year 11-12 EAL/D listening guidelines (PDF 239 KB)

Extension oral exam guidelines (PDF 144 KB)

### Forms

Exam change of date or venue form (PDF 408 KB)

Illness or misadventure appeal form (PDF 202 KB)



## ILLNESS/ MISADVENTURE APPEAL FORM

Information / Application for Assessment Task Misadventure

Name:

Subject:

Date

This form is to be submitted in the event of illness or misadventure.

### You cannot submit an appeal if:

- difficulties in pre-examination computers
- alleged deficiencies in the task
- long-term illness or injury of your symptoms
- the same ground has been used previously for additional difficulties
- misreading the instructions

The illness / misadventure must be the missed task only. Completion must be immediately before the task is completed for EVERY missed Assessment Task.

### How to complete

It is essential that you follow the instructions you wish to give your appeal.



Email: [NSWSchoolLang.school@det.nsw.edu.au](mailto:NSWSchoolLang.school@det.nsw.edu.au)

Student

Supervisor

### Change of Date or Venue for NSW School of Languages assessment task or examination

Language and Course

Student's home school

Name of examination/assessment task to be changed


New examination/assessment task date/venue

Reason (please read the information on page 1 before filling in this section and attach relevant evidence)



# Assessment Tasks - Leave

- Extraordinary circumstances a change of date and venue will be considered – must apply 2 weeks before
- Change of date for an assessment task will not be approved for Leave from school for example, family holidays
- Unforeseen illness or misadventure – Appeal form



**ILLNESS/ MISADVENTURE APPEAL FORM**  
Information / Application for Assessment Task Misadventure

Name:	Subject:	Date
-------	----------	------

This form is to be submitted if you were/are unable to complete an Assessment Task due to an illness or misadventure.

**You cannot submit an appeal on the basis of:**

- difficulties in preparation or loss of preparation time including difficulties experienced computers
- alleged deficiencies in tuition
- long-term illnesses such as glandular fever – unless you have suffered a 'flare-up' or ex of your symptoms during the exam/task period
- the same grounds for which you received special exam provisions – unless you have ex additional difficulties during a task
- misreading the exam or exam instructions

The illness / misadventure application is limited to matters pertaining to the conduct and preser the missed task only. Consequently, students may only appeal in relation to circumstances that immediately before the task in question. **Note: A separate Illness / Misadventure appeal form completed for EVERY missed task and must be received within 5 school days after the due dat Assessment Task.**

---


**How to Complete this Illness / Misadventure Form**

It is essential that you follow these instructions for completing an Illness / Misadventure appe you wish to give your appeal every chance of receiving favourable consideration.



# Malpractice

- copying in an exam from another student or using information secretly brought in
- handing in work that someone else did and saying it is your own
- assisting another student to engage in malpractice.

A stylized graphic of a globe on the left side of the slide. It is composed of several overlapping, rounded rectangular segments in various colors: yellow, orange, red, magenta, purple, and blue. The segments are outlined in dark blue, creating a mosaic-like effect.

**Jannan Assaad**  
Head Teacher  
Teaching and Learning  
(eLearning)

**Canvas**

**Microsoft  
Office 365**

**Online  
speaking  
lessons**



# Canvas Learning Management Systems

- Teaching & Learning activities
- Listening activities
- Course schedules
- Teacher feedback
- Lesson day materials
- Assessments & Exam notifications and tasks







canvas

# Canvas Courses



NSW SCHOOL  
OF LANGUAGES

Learn locally. Communicate globally.

## Year 11 Korean Beginners



### Course Information & Schedule



### Modules



### Assessments



### Lesson Days



### Additional Resources



### Links



- Fully online teaching and learning activities
- Work submissions
- Additional resources
- Links to educational websites
- Discussions

# Canvas Discussion Activities

## 30.1 - CULTURE TALK: Movie posters



View & Discuss

Look at the five movie posters below.


Can you say the movie genres for each movie, in Korean?




Forum: Answer the following question in the forum.

What would be the best translation for each movie title above?


# Student marks & feedback summary




Account




Dashboard




Courses



Calendar



Inbox



Help

Home

Announcements

Assignments

Discussions

**Marks**

People

Pages

Files

Syllabus

Quizzes

Modules

Collaborations

Office 365

Google Drive

## Grades for Harry Potter

Course

Year 11 French Beginners

Arrange By

Module

Apply

Print

Name	Due	Status	Score	Out of
1.1 Activity 1 Multiple Choice/Multiple Answers/True or False			8	10
<div><p>Comments</p><p>Bravo, Harry! An excellent effort in this activity! You have applied the vocabulary accurately in your answers. Keep up the great work :)</p><p>Jannan Assaad, Feb 17 at 19:14</p></div>				
1.2 Activity 2 Fill in the Blank			10	10
1.3 Activity 3 Matching			10	10

# Student marks & feedback summary

Write a self-introduction using these model sentences as a guide. Add extra details from the [Sentence builder 1](#), [Sentence Builder 2](#), [Language in Context 1](#) and [Language in Context 2](#).

1. Salut! Je m'appelle xxx et j'ai xxx ans.
2. J'habite avec xxx. Je m'entends bien avec xxx.
3. Mon frère/ ma sœur s'appelle xxx.
4. En famille, on fait xxx
5. Je vais dans un lycée xxx.
6. J'ai xxx copains/copines et xxx amis/ amies intimes.
7. Mon meilleur ami/ ma meilleure amie s'appelle xxx.
8. Quand j'ai du temps libre, je fais xxx avec xxx et je regarde xxx

Bonjour! Je m'appelle Harry et je suis seize ans.

J'ai beaucoup des copains. Ma meilleur ami s'appelle Ron Weasley.

Quand j'ai du temps libre, j'aime jouer au Quidditch.

## Teacher annotations and feedback



In French we use the verb avoir to express age: J'ai 16 ans



beaucoup de (fixed expression - no plural required)



Mon meilleur ami (m) - possessive adjective must agree with the gender and number of the noun



# Student marks & feedback summary



NSW SCHOOL  
OF LANGUAGES

Learn locally. Communicate globally.

1.9 Submission - Step 1 of focus task  
Module 1

Feb 25 at 22:08



1

Assessment by Jannan Assaad

[Close Rubric](#)

## Module 1 French cont. Success criteria

Criteria	Ratings
Have you used vocabulary and expressions from this Module when completing the focus task (e.g. c'est génial ..... J'attends ma visite avec impatience! ...)	Excellent On track Keep practising
Have you used present tense regular and irregular verbs accurately to describe what you do with your family/friends (e.g. nous jouons au foot; nous faisons du skate)	Excellent On track Keep practising
Have you correctly formulated a negative statement (e.g. je n'ai pas de frères)	Excellent On track Keep practising
Have you expressed likes or dislikes using the correct form of (e.g. J'aime la musique)	Excellent On track Keep practising
Have you included personal details (name, age, nationality), family, friends, what you have in common with your family/friends	Excellent On track Keep practising

## Feedback



### Attempt 1 Feedback:



Feb 25 at 22:15

Bon travail, Harry! A great introduction about yourself in French. Please read my corrections carefully. Keep up the excellent effort!

- Jannan Assaad

## Microsoft Office 365



# MS Teams



Microsoft Teams



# Access to DEMS



The screenshot shows the 'Millennium School Portal' login interface. At the top left is a red and white logo. The title 'DEMS' is in large red letters. Below it, the text 'Millennium School Portal' is displayed. The login form includes fields for 'Username :', 'Password :', and a 'Login' button.




The screenshot shows the 'Millennium Student & Parent Portal' login interface. At the top left is a blue and white logo. The title 'MILLENNIUM' is in blue. Below it, the text 'Millennium Student & Parent Portal' is displayed. The login form includes fields for 'Username :', 'Password :', 'School :', and a 'Login' button.

**Supervisors Portal & Parent Portal** provides access to some student information:

- Record cards and Register
- Teacher comments
- Reports
- Assessment results



## Supervisor Portal - Instructions on [NSL Website](#)



**Millennium School Portal**


Username :

Password :

Forgot your login details? [Click here](#) to have them sent to your school email.

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# My School Profile



**My School** [Details]

**Supervisors**

**Enrolments**

**Log Out**

Name : NSW School of Languages

Address : 35 West St

City : PETERSHAM

State : NSW Postcode : 2049

Phone : 0293814800 Fax : 0293814950

PO Address : Locked Bag 88

City : STRAWBERRY HILLS

State : NSW Postcode : 2012

Login : nsl

Password : password875!

Email : NSWSchoolLang.school@det.nsw.edu.au

Secondary Students : 2500 ☐ Government School

Year : 2024 (Select Year to administrate)

**Update My School**

## Enrolments heading provides:

- a list of all students studying at NSL and SCL
- access to each student's **Curriculum Report** and **Student Content**



**DEMS**

My School  
Supervisors  
**Enrolments**  
Log Out

**MY SCHOOL : [ Details ]**

Name : NSW School of Languages

Address : 35 West St

City : PETERSHAM

State : NSW Postcode : 2049

Curriculum Report	Student Content
print	view



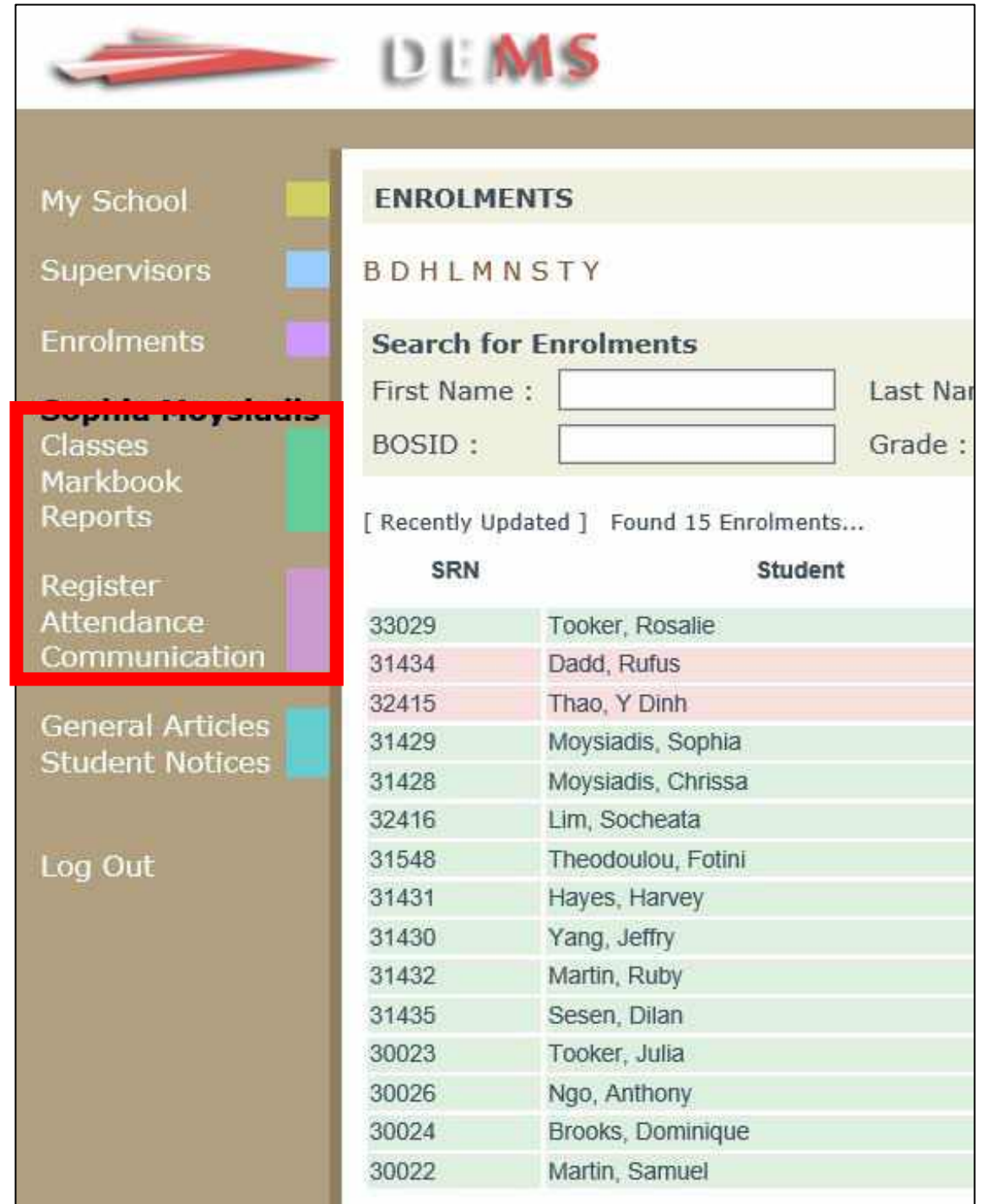
# Student Curriculum Report

Curriculum Report [REDACTED]					Date Sent	Date Returned	Date Marked
Course	LA No	Resource	Engage Scale	Feedback			
French Beginners - Preliminary	[1]	Module 1: Orientation Module		<p>09 FEB 24 - <a href="#">Online speaking lesson</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- Had an introductory lesson where Ariella received her digital workbook, learnt how to navigate Canvas, the Course Schedule, and discussed working on Module 1 this week.</li> </ul> <p>13 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 1.1 Getting to know you!</li> </ul> <p>Thank you for your detailed and open responses Ariella. I have no ability to dance or move in a rhythmic way, so I really appreciate those who can! I can also empathise with the experience of a having amind that can hyperfocus but not necessarily on what it needs to at a certain point in time! I'll try to share any hints and tips that work for me with motivation and also memory. I can advise you on time management as well as French.</p> <p>13 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 1.1 Getting to know you!</li> </ul> <p>Thank you for your detailed and open responses Ariella. I have no ability to dance or move in a rhythmic way, so I really appreciate those who can! I can also empathise with the experience of a having amind that can hyperfocus but not necessarily on what it needs to at a certain point in time! I'll try to share any hints and tips that work for me with motivation and also memory. I can advise you on time management as well as French.</p>	26 JUL 2024	9 FEB 2024	18 FEB 2024
French Beginners - Preliminary	[2]	Module 2: How can I make a good first impression?		<p>15 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 2.5 Submission: Reading/Writing task and Focus Task Step 1</li> </ul> <p>Solid start to your focus task. You have correctly given your name, nationality and year group. Think about ways you could include some of the other language in the unit (greetings, how you are).</p> <p>15 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 2.5 Submission: Reading/Writing task and Focus Task Step 1</li> </ul> <p>Solid start to your focus task. You have correctly given your name, nationality and year group. Think about ways you could include some of the other language in the unit (greetings, how you are).</p> <p>15 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 2.5 Submission: Reading/Writing task and Focus Task Step 1</li> </ul> <p>A high understanding demonstrated in the reading exercise. You show a perceptive understanding of how formality is reflected in the French language.</p> <p>15 FEB 24 - <a href="#">Feedback from Teacher</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- 2.5 Submission: Reading/Writing task and Focus Task Step 1</li> </ul> <p>A high understanding demonstrated in the reading exercise. You show a perceptive understanding of how formality is reflected in the French language.</p> <p>16 FEB 24 - <a href="#">Online speaking lesson</a> - Mr Andy Douglas</p> <ul style="list-style-type: none"> <li>- Did speaking lesson for Module 2. You understood the difference between masculine and feminine endings. Practise your nasal N sound a little more. Greetings all applied in correct contexts.</li> </ul>	26 JUL 2024	21 FEB 2024	19 FEB 2024



## Student Content

- Class and teacher details
- Markbook results
- Reports
- Register/  
Communications
- Attendance



**ENROLMENTS**

B D H L M N S T Y

**Search for Enrolments**

First Name :  Last Name :

BOSID :  Grade :

[ Recently Updated ] Found 15 Enrolments...

SRN	Student
33029	Tooker, Rosalie
31434	Dadd, Rufus
32415	Thao, Y Dinh
31429	Moysiadis, Sophia
31428	Moysiadis, Chrissa
32416	Lim, Socheata
31548	Theodoulou, Fotini
31431	Hayes, Harvey
31430	Yang, Jeffry
31432	Martin, Ruby
31435	Sesen, Dilan
30023	Tooker, Julia
30026	Ngo, Anthony
30024	Brooks, Dominique
30022	Martin, Samuel



# Register of communications / N Award letters

REGISTER : [REDACTED]

## Incident History

Date	ID	Category	Course
12 NOV 2020	4837114	N-Award	Portuguese Continuers - HSC
	Warning Letter - HSC		<a href="#">Print Warning Letter HSC</a>
18 NOV 2020	4863495	Communications	
	Supervisor contact, Parent/Carer Contact, Email contact		
25 NOV 2020	4879781	Communications	Portuguese Continuers - HSC
	Supervisor contact, Telephone Contact		
25 NOV 2020	4879791	Communications	Portuguese Continuers - HSC
	Parent/Carer Contact, Telephone Contact		
28 JAN 2021	4987992	N-Award	Portuguese Continuers - HSC
	Warning Letter - HSC		<a href="#">Print Warning Letter HSC</a>
5 FEB 2021	5036610	Communications	Portuguese Continuers - HSC
	Telephone Contact		
15 FEB 2021	5076716	Communications	Portuguese Continuers - HSC
	Supervisor contact, Parent/Carer Contact, Email contact		
19 FEB 2021	5096132	Communications	Portuguese Continuers - HSC
	Parent/Carer Contact, Telephone Contact		
19 FEB 2021	5096204	Communications	Portuguese Continuers - HSC
	Supervisor contact, Telephone Contact		
26 FEB 2021	5112691	N-Award	Portuguese Continuers - HSC
	Warning Letter - HSC		<a href="#">Print Warning Letter HSC</a>
1 MAR 2021	5113811	Communications	Portuguese Continuers - HSC
	Telephone Contact		



# Attendance calendar (online speaking/ telephone lessons)

ATTENDANCE : XXXXXXXXXX

January 2020							February 2020							March 2020							April 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4							1											1	2	3	4
5	6	7	8	9	10	11	2	3	4	5	6	7	8	1	2	3	4	5	6	7	5	6	7	8	9	10	11
12	13	14	15	16	17	18	9	10	11	12	13	14	15	8	9	10	11	12	13	14	12	13	14	15	16	17	18
19	20	21	22	23	24	25	16	17	18	19	20	21	22	15	16	17	18	19	20	21	19	20	21	22	23	24	25
26	27	28	29	30	31		23	24	25	26	27	28	29	22	23	24	25	26	27	28	26	27	28	29	30		
														29	30	31											
May 2020							June 2020							July 2020							August 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
					1	2		1	2	3	4	5	6				1	2	3	4							1
3	4	5	6	7	8	9	7	8	9	10	11	12	13	5	6	7	8	9	10	11	2	3	4	5	6	7	8
10	11	12	13	14	15	16	14	15	16	17	18	19	20	12	13	14	15	16	17	18	9	10	11	12	13	14	15
17	18	19	20	21	22	23	21	22	23	24	25	26	27	19	20	21	22	23	24	25	16	17	18	19	20	21	22
24	25	26	27	28	29	30	28	29	30					26	27	28	29	30	31		23	24	25	26	27	28	29
31																					30	31					
September 2020							October 2020							November 2020							December 2020						
Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa	Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5					1	2	3										1	2	3	4	5
6	7	8	9	10	11	12	4	5	6	7	8	9	10	1	2	3	4	5	6	7	6	7	8	9	10	11	12
13	14	15	16	17	18	19	11	12	13	14	15	16	17	8	9	10	11	12	13	14	13	14	15	16	17	18	19
20	21	22	23	24	25	26	18	19	20	21	22	23	24	15	16	17	18	19	20	21	20	21	22	23	24	25	26
27	28	29	30				25	26	27	28	29	30	31	22	23	24	25	26	27	28	27	28	29	30	31		
														29	30												

Register :  Actually SightedAttendance :  Present Contacted Whole-Day Absent Absent Action Partial Absent Variation

A stylized graphic of a globe on the left side of the slide. It is composed of several large, irregular, rounded rectangular segments in various colors: yellow, orange, red, magenta, purple, and blue. The segments are outlined in dark blue, creating a mosaic-like effect. The globe is positioned on the left side of the slide, partially cut off by the edge.

**Patrick Cigana**  
Head Teacher  
Administration



# Merits



## Merit Award

- Outstanding effort
- Application
- Improvement
- Commitment
- Lesson day effort
- Coursework submission
- Assessment result
- Independent learning skills

## Principal's Award

- 10 Merit Awards

# Progress Reports



NSW SCHOOL  
OF LANGUAGES

Learn locally. Communicate globally.



## 2025 Progress Report 1

John Smith

### Italian Beginners - Preliminary

A	Outstanding	The student demonstrates extensive knowledge of content and understanding of course concepts, and applies highly developed skills and processes in a wide variety of contexts. In addition the student demonstrates creative and critical thinking skills using perceptive analysis and evaluation. The student effectively communicates complex ideas and information.
B	High	The student demonstrates thorough knowledge of content and understanding of course concepts, and applies well-developed skills and processes in a variety of contexts. In addition the student demonstrates creative and critical thinking skills using analysis and evaluation. The student clearly communicates complex ideas and information.
C	Sound	The student demonstrates sound knowledge of content and understanding of course concepts, and applies skills and processes in a range of familiar contexts. In addition the student demonstrates skills in selecting and integrating information and communicates relevant ideas in an appropriate manner.
D	Basic	The student demonstrates a basic knowledge of content and understanding of course concepts, and applies skills and processes in some familiar contexts. In addition the student demonstrates skills in selecting and using information and communicates ideas in a descriptive manner.
E	Limited	The student demonstrates an elementary knowledge of content and understanding of course concepts, and applies some skills and processes with guidance. In addition the student demonstrates elementary skills in recounting information and communicating ideas.

### Progress towards Attainment of Syllabus Objectives

	Outstanding	High	Sound	Basic	Limited	Unable to Assess
Speaking: establishes and maintains communication in Italian using a range of structures	✓					
Listening: understands, interprets and draws conclusions from a variety of spoken texts	✓					
Reading: understands, interprets and draws conclusions from a variety of written texts	✓					
Writing: produces texts in Italian appropriate to audience, purpose and context using diverse linguistic structures	✓					
Identifies, explains and applies knowledge of the culture of the Italian-speaking communities	✓					

### Application to Studies

	Always	Consistently	Sometimes	Rarely	Unable to Assess
Maintains regular contact with the teacher	✓				
Responds to teacher feedback and implements suggestions	✓				
Shows ability to be self-disciplined and to work independently	✓				
Submits work according to the course schedule	✓				
Submitted work is fully completed	✓				

### Semester 1 Grade

**A**

### Capabilities

John makes regular contact for his speaking lessons and....

### Recommendations

John is encouraged to....

Teacher: Ms Jane Italiana

Head Teacher: Ms Athina Papanikolaou

Principal: *J. S. Aflano*  
Ms Teresa Naso

Issued without alteration - June 2024  
John Smith - Australia High school

# Bonus!

- Increased **independent learning skills**
- In Year 12 students - 2 areas for bonus 'points':
  - 1) For taking a Year 12 **language**
  - 2) For having studied by distance education (Educational Access Scheme).

If allocated bonus points the student's selection rank for a particular course will change. The ATAR won't change.

[www.uac.edu.au/eas](http://www.uac.edu.au/eas)

# Newsletters

TERM 4, 2024

## NEWSLETTER

The latest news and updates from NSW School of Languages



### Important dates at NSL - Terms 4 2024 and 2025

#### Term 4 2024

- Wednesday 14 June
- Wednesday 21 June
- Wednesday 28 June

#### Term 1 2025

- Friday 30 August
- Develop
- Thursday 12 September
- Wednesday 19 September
- Tuesday 26 September
- Wednesday 3 October
- 10 – 14 M
- 17 – 21 M
- Wednesday 12 October
- Wednesday 19 October
- Wednesday 26 October
- Friday 11 November

#### Term 2 2025

- Wednesday 12 November
- Monday 9 June: King's Birthday
- Friday 4 July: Term 2 student

### Student Awards 2024

Congratulations to all students who have won awards this year and shown great commitment to your language studies!

#### Long

Congr  
2024.

Year 1  
Year 1

**GERMAN**  
*Deutsch*



**SPANISH**  
*Español*



### Celebrating success

We're thrilled to celebrate dedicated students at NSL, Beginner's course! Sara's parents earned her top marks and shares some insights into students.

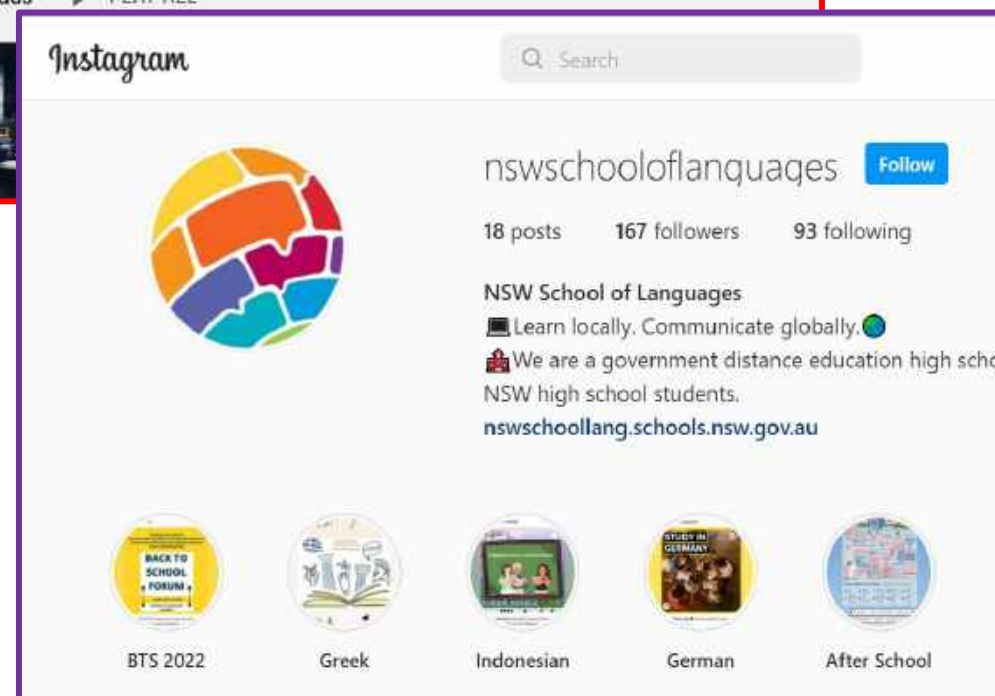
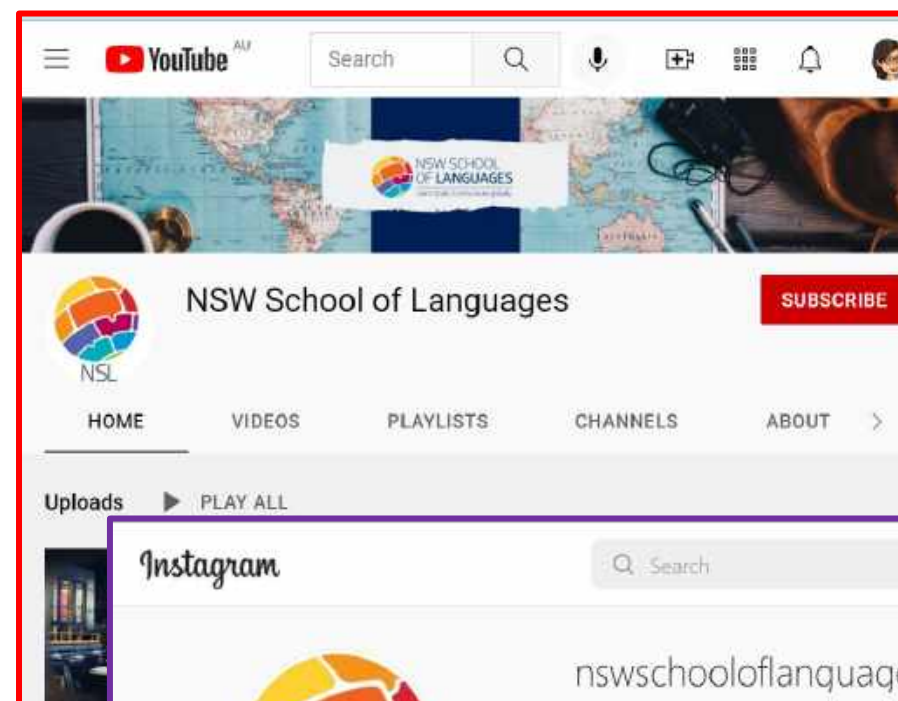
#### Why did you choose to study

"I chose to study Spanish because learning a new language is not just a personal growth. Developing it is incredibly rewarding, both about broadening horizons.

Photo: Sara Stephenon with NSL Spanish teacher Mariana Soares Damiao



# Follow us



# Any questions?



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