

## Principal's message



### Term 2 2016 Newsletter

*Congratulations to all of our students who have been completing their assessments and online tests. Reports will be coming soon and I have learned a lot about our fabulous students, and their hard-working teachers while reading them.*

*In May, I met with the heads of other government Languages schools from around Australia. This meeting is an annual event and an excellent opportunity to compare notes with my colleagues from other states. We share courses, management and funding advice, as well as promotional and advocacy information. These schools are unique in our own states, so a lot of our needs are very specific to only our schools. There was also an exchange of international research on languages education.*

*The Rural and Remote Schools Conference in Bathurst was another (chilly!) opportunity to promote Open High School to educators from across NSW. We teach English as a Second Language (ESL) to refugees and non-English speaking senior students who live outside Sydney. We also offer some Language courses to students who cannot find their course in a closer distance education school. This is an ever-increasing segment of our enrolments.*

*One of our Russian teachers, Maria Lobytsyna, has just returned from a study tour in Finland. She interviewed teachers and students in several schools and universities. Her research will contribute to work at Macquarie University investigating optimal foreign language learning. We look forward to seeing the results of her studies.*

*Meanwhile, one of our French teachers, Marc Grossman, has visited the Lycée Lapérouse in Albi, France and met the descendants of the French navigator Lapérouse who set foot in Frenchmans Bay, Sydney in 1788. The principal of the school has agreed to sign a Memorandum of Understanding with Open High School to exchange student and teacher activities and news. We may even work up to exchange visits!*

### School Move

*The definite location for our new school has still not been confirmed. However, we have been working with architects and designers to outline our needs in the new premises, so that we'll be ready to move quickly when we get the go-ahead. The school will definitely be up and running at the beginning of the 2017 school year. As a lot of our schooling is online, the computer changeover will be a priority.*

*I look forward to seeing many parents at the Parent and Teacher interviews on Wednesday 8 June. Please contact the school if you would like to make an appointment.*

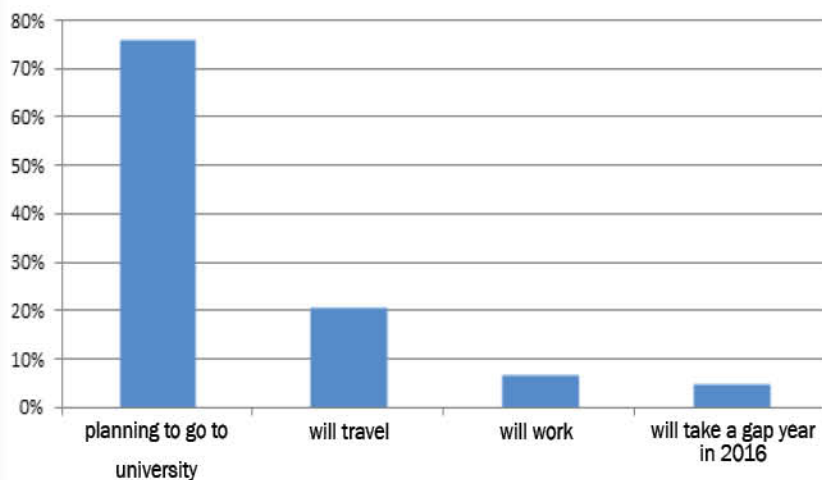
Hilary Hughes  
Principal





## YEAR 12 2015 EXIT SURVEY RESULTS

**There were 670 year 12 students studying a language at Open High School in 2015**



*We are very pleased to have student and parent feedback as we are always seeking to make improvements to our courses, pedagogy and school organisation.*

**61%** enjoyed studying a language using the Moodle online course.

**92%** had easy access to technology.

**58%** found learning a language via distance a rewarding experience.

**66%** enjoyed their face-to-face lessons and Year 12 overwhelmingly asked for more lesson days so they could get to know the other students in their language cohort.

**72%** coped with the workload.

**62%** enjoyed the course content.

**61%** found the language course stimulating and productive.



## PARENT TEACHER INTERVIEWS

**Wednesday**  
**8th June 9am – 7pm**  
at  
**Open High School**  
**78 Avoca St Randwick**

Please book for an interview with your child's teacher using this link:

<http://www.schoolinterviews.com.au/>

If there are any parents who didn't receive the email about the Parent / Teacher Interviews, please contact Open High School.

Please note that there is no parking on site. Allow extra time for parking in the side streets.



## TELL THEM FROM ME STUDENT SURVEY 2016

Open High School thanks all of the students who participated in the Term 1 survey.

**A total of 324 students completed the survey:**

The overall results were very positive. The students' responses were above the State average in almost all sections in the survey:

Intellectual engagement - students were highly motivated, interested in their work and very optimistic. Further, our students expressed high levels of self-concept and happiness. They had a positive sense of belonging, valued their school outcomes, having high expectations of success.

97% of students indicated they plan to finish school up to the HSC and then go to university. They appreciated our school's Careers advice and were very optimistic about their future. They praised their Open High School teacher-student relations and indicated a strong positive learning climate. They found their language coursework was relevant and rigorous.





## SUPERVISOR DAY

About thirty Supervising teachers from Home Schools visited Open High School on 23rd March.

### Here are some recollections from a supervisor:

"It was lovely being greeted at the door. An excellent day. Well organised, interesting and informative. Having everyone in the main room helped maximize time, minimize movement and encouraged interaction at the beginning of the day.

The teachers I saw were so upbeat and positive. It was also appreciated that the Open High School teachers were so gracious and said a big thank you to me (and I presume other visiting teachers) for coming in. I really look forward to being able to see student progress on DEMS - the new database called Millennium. I really look forward to the online enrolment application process."



## LANGUAGE PERFECT TEST RESULTS

A total of 23 Year 9 students volunteered to do the Language Perfect test at the end of Term 1. Nine students received 90% and above (4 x Italian, 2x Spanish, 2x German and 1x French). One student received 100% in Italian.



### Language Perfect ran their Annual World Championship

Sarah Qing Yun Tan in Year 12 came 4th overall (across all languages) in the world in the Language Perfect World Championships with 48,073 points earned. She was 1st overall in French globally, with all of her points earned in that language. Congratulations to Jocelyn Grognard, her French teacher and the Open High School French Faculty.



## OPEN HIGH SCHOOL HARMONY DAY

### Diversity is our strength because ...

- We can all come together and use our differences to be stronger and better as a group rather than an individual
- It helps people learn to accept everyone and everything for who they are no matter what they look like or their moral beliefs
- Without it we would be boring as who wants to be the same as everyone else
- There is always change and new ideas
- People can collaborate and learn from one another as everyone has a different history
- We cannot only learn to appreciate others but ourselves too as we can realise how great it is to truly be different
- One can grow a greater understanding on different worldly, religious, cultural, social and political issues
- We can grow as a diverse nation thus showing how open-minded the majority is, meaning in an international way, we are more connected with the rest of the world
- Society can grow to open up their mind to welcome everyone to their country thus providing a more supportive network from those whom are different
- It creates a strong sense of unity and love
- As it is linked to creativity, individualism, ability to adapt to change and acceptance which are all positive and strong attributes.



Year 12 French  
22/3/16

Keira Proust





## OPEN HIGH SCHOOL HARMONY DAY

Diversity is our strength because .....We are stronger together.

Harmony Day is celebrated on 21 March every year. For Australia, it is a day to celebrate our diverse and multicultural society. This day gives us the opportunity to come together to celebrate our rich cultural diversity and recognise that it is this diversity that makes us stronger and makes Australia a great place to live.

Harmony day began in 1999 and has been enthusiastically celebrated across Australia.

This day really reminds me about my current experience in contact with peers from different linguistically and culturally diverse background at Marrickville High school.

Reflecting on my first days in Sydney, precisely around Marrickville I could see differences between me and others due to many acts and behaviours I have been experiencing. I could still remember one of bad experience when I got on the bus, there was only one seat left next to girl at the back. But as I was walking up I noticed that she put her bag on the empty seat. So, because I was not so confident in English that time to express myself, I didn't show any reaction, but I was deeply affected and kept thinking of that during the whole day. So when I started my high school at Marrickville, my first day was very silent and I kept to myself, in the sense of avoiding any discrimination as the one I encountered before. But I couldn't really believe the positive behaviours of my peers and was very impressed by this good approach of my fellow students, they created a good relationship with me and we often played together. Their positive attitudes create my sense of inclusion and belonging which I lost since I came in Australia, I felt accepted in this environment and therefore involved in some of sportive activities include Basketball and Soccer in which I was a team player. Together we won the Bligh Zone soccer competition and also won the second of place of the Basketball competition. And in school time we worked together and helped each other with some difficult questions.

So from all these experiences I've gone through, I've gained a deep understanding that multiculturalism makes society more powerful due to the variety of experience and knowledge anyone could put in. It's this social cohesion that allows us to fully enjoy the many economic and social benefits our cultural diversity brings. Living in a multicultural society like Australia has significantly improved my understanding and acceptance of people for who they are. This experience has changed my old perspective and behaviours towards other people from different backgrounds than me.

In this special Harmony day, I would like to tell everyone living in this multicultural country to sincerely promote social inclusion by accepting people despite of our difference in order to make Australia a better place where anyone can achieve their full potential.

I believe that we can only find strength in diversity...

Marrickville High School

22/3/16

*Micheal Bangura* (born in Sierra Leone)





## RUSSIAN

### “The Finnish Lessons”

Maria Lobytsyna, one of our Russian teachers, has recently attended a conference on Language education and has conducted lesson observations at an upper secondary school in Finland.

Finland, is a nation of about 5.5 million people. Since 2001 Finnish pupils have scored at the top of a well-respected international PISA tests in mathematics, science and reading. The innovative aspects of Finnish pedagogy have been an object of in-depth research by many Australian educators. There are many similarities between the innovative projects developed by the Finnish and those of Australian (NSW) educators in the area of “Innovative Education, Successful Students”. (<http://www.dec.nsw.gov.au/about-the-department/our-reforms/innovative-education-successful-students>).

Australia and Finland share similarities with contemporary multilingual societies and the

concept that foreign language study is “a practical, theoretical and cultural subject.”

Our Australian Curriculum for Languages states that Language study provides the opportunity for students . . . to reflect on their understanding of human experience in all aspects of social life.

In both countries language teachers are encouraged by their university teacher education and their school curriculum to foster students’ engagement, motivation and linguistic competence.

Here is a link to the Collective Commas, the 19th century Gothic style building called “Minerva”. It is the home of one of the first Faculties of Education in Finland, the University of Helsinki. Now it is called “Institute of Behavioral Sciences” and it includes the Faculty of Education.

<http://www.helsinki.fi/kirjasto/en/library-locations/minerva/>

## FRENCH

### TRIP TO FRANCE

*Minah Lebreton* from Year 11 French Beginners has written to Open High School about her trip to France.

“At the end of March, my family and I left Sydney for a 6 week trip to France. From Fontainebleau to Provence, Chamonix to Paris and many more stops along the way, we saw lavender fields, slid down snow hills, picnicked in front of the Eiffel Tower, explored ruins and small towns, and of course ate some of the best food in the world!

We stayed in a new town every week and enjoyed being part of the community for a short time, making some friends along the way.

I’m currently learning French with Open High School and visiting France was an excellent opportunity for me to hear the language, practise it and experience the culture as well. It truly was our best holiday ever! France is a beautiful country. The people are lovely and there is so much history everywhere you go, I’ll be sure to return as soon as possible!”





## JAPANESE

### ★ YEAR 10 CULTURAL EXCURSION



The Maiko and Geiko performance.  
Very intriguing and just overall awesome.  
I like the music. *Alistair*

I enjoyed shopping at Daiso and the Daruma restaurant the most because I was able to socialise with the others more. I found the excursion a lot of fun and it helped me better understand Japanese culture. *Lewis*

On Wednesday 24 February, I went with the other students studying my same Japanese course to see Maiko and Geisha dance and play music for us at the Monkey Baa Theatre Company (near Darling Harbour). It was a rare experience for everyone who was lucky enough to see the performance, and something you'll never forget. The traditional Japanese music that the Maiko and Geisha played was very different from anything we would usually listen to. Most of the instruments they used I had not heard of before. The samisen was one of the instruments featured in their performance. It looked like a three stringed guitar with a square body but it had a great and interesting sound when played. We were also lucky enough to play traditional games with the Maiko and Geisha, which looked fun to participate in, but equally hilarious to watch! This excursion was not only educational but also a joy to experience. *Huon*



Students enjoying traditional games



Group shot



At Daruma restaurant

### Student Feedback:

*Last year after completing my Open High School Japanese studies, I went to Japan for two weeks on an exchange. I went to Kobe and attended an all girls private school called Kobe Kaisei High School. It was lots of fun! I went to a sports festival, shrines and classes. We also visited Miyajima Island and Hiroshima and rode a shinkansen (bullet train). It was all so beautiful and exciting. Everyone was crying when my group had to say goodbye. In a few months I'm having a Japanese student stay for two weeks which will be fun.*

*Rebecca Cooper (ex student)*



## JAPANESE

### REPORT FROM PAST STUDENT

James completed the Japanese Beginners Course at Open High School in 2014. He continues his Japanese studies at university. He will share with us the opportunity he has available to him because of his language studies.

“My study of Japanese language started with Open High School in 2013, where I began to study the preliminary Japanese Beginners course. I decided to learn Japanese as I was seeking to challenge myself and had always had an interest in Japanese culture. Following the completion of my HSC I was accepted into a B Science Information Technology, B Arts International Studies at UTS. I decided to combine International Studies with Information Technology as I greatly enjoyed studying Japanese Beginners and wanted to continue further. Additionally, students undertaking a combined degree with International Studies at UTS spend twelve months in their country of study during their fourth year. I will be studying in Japan during 2018 after having two more years of language classes to further develop my communication abilities before leaving.

After the completion of my first year at UTS I received an email from the University advertising a short-term internship program during summer time, working and learning with a Japanese company in Tokyo and Nagoya. After promptly applying for the opportunity I eventually was selected as one of 12 UTS students to go on the program. The UTS BUILD (Beyond UTS International Leadership and Development) Program provided me with a \$1500 grant to cover the costs of flights and some personal expenses, so I was able to participate with no money struggles. The Australian Government Department of Foreign Affairs and Trade's New Colombo Plan funded the program; this covered the costs of my



hotel for the duration of the program and for the company to be able to host us.

During the internship we were taught about Japanese Business Culture and taken on various site visits to other associated companies and relevant locations in Tokyo and Nagoya. We also learned about Australia and Japan's relationship and made presentations to company executives, including the Australian branch's CEO, to demonstrate what we had learned. The experience was fantastic for my personal and professional development as it allowed me to improve my communication, time-management, holistic thinking, and intercultural understanding skills.

I booked my flights to give myself two weeks extra to explore Japan outside of the internship times. I was able to visit Sapporo for the Snow Festival, and Hiroshima for the Peace Park and Museum. I also travelled to Nara to spend time at the famous deer park, to Kyoto to see various temples and shrines, and to Osaka to explore the city's sights and nightlife. Altogether I was in Japan for a month and had a life changing experience being able to see a different culture and practise the language that I had started learning at Open High School. You are able to see photos and details of my trip here: [jimmy-in-japan.tumblr.com](http://jimmy-in-japan.tumblr.com)

I'd strongly recommend students keep in mind that there are various opportunities available following high school to continue language study and to travel overseas. Many universities offer programs for both short and long-term study overseas through exchanges and internships, so keep an eye out for these as they can provide an experience that you'll never forget.

*James Fenton (Class of 2014)*



## LATIN

### ANNUAL QUIZ

It's almost time for the annual Years 7-10 Kevin Lee Classics Quiz on Thursday 16 June. Open High will be fielding a team to engage in linguistic and cultural combat of a classical kind against our aemuli that is 'rivals' from other Latin-loving schools. The quiz is in the style of "Sale of the Century", with teams of student using buzzers to answer questions. This will provide an invaluable opportunity for students to develop their knowledge of Latin vocabulary and grammar which are both the 'sine qua non' of translation. It is done in a fun and engaging way - through a competitive quiz held in an auditorium replete with connoisseurs of classical culture.

They will need to be sure of their answers - as one Roman sage once wrote

*Gravis animus dubiam non habet sententiam*

*A serious mind does not have a doubtful opinion.*

*That is, you have to consider your answer carefully before pressing on the buzzer.*

BUT they will also have to be careful!

*Honos honestum decorat, inhonestum notat.*

*Honour adorns the honourable, and renders the dishonourable infamous.*

*That is, you need to be a good sportsman/woman too!*

*Our last pearls of wisdom from Publilius Syrus are.*

*Ibi semper est victoria, ubi concordia est.*

*There is always victory where there is harmony!*

*So students will just give it their best - but only after having devoted adequate time and preparation to it in these weeks leading up to the Quiz.*



### Classical Literacy Examination

#### CONGRATULOR TIBI DE CERTAMINE!

Seven students in Years 9 and 10 Latin participated in the annual Classical Literacy Exam held in February.

This is the first time Open High School has participated in this competition, which is based in America. It provides our students with a wonderful opportunity to deepen their 'background knowledge' of antiquity, enhancing their analytical and translation skills for the HSC. Congratulations to our students who, just like the ancient Romans, brought back in triumph the spoils of war. These heroes brought back one **Perfect Score** (Lucija Rezo), **one Gold** (Eben Taylor), and **two Bronze** (Joshua Carter and Sierra Penberthy).

## GERMAN

### GREAT RESPONSE TO THE GERMAN CAMP

4th June – 5th June

The German department is running its first German camp to give students an opportunity to immerse themselves in German culture and language.

Especially our Year 9 students have heeded the call and all places are now filled.

The students are excited that they will be cooking scrumptious German dishes as well as creating short videos to enter the Modern Language Teacher Association and Goethe Institute film competitions. Combined with fun German games and the wholesome mountain air, the camp is sure to be a winner.

Our German Head teacher: Christa-Ernst Wilson with a groups of Yr 10 students



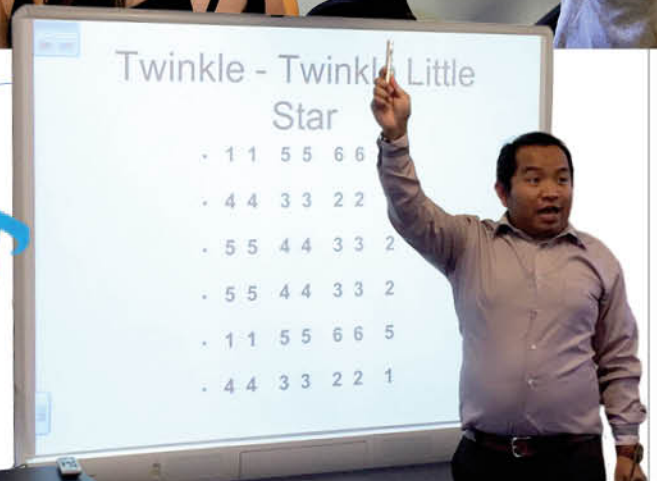


## INDONESIAN

### YEAR 10 MUSIC LESSON

On the 31st March we were lucky enough to have Mr Novan Saleh, Consul of Culture, and his team from the Consulate General of the Republic of Indonesian visit us at Open High School to teach our students Angklung. For those of you who are not familiar with Angklung, originally from Java, it is a bamboo instrument with 2 (or more) tubes attached to a frame which is shaken to produce a musical note. Consequently, for a more difficult melody to be played numerous sized angklungs are required. Students were instructed by Mr Asi, in Indonesian, in conjunction with a PowerPoint presentation, starting off with the tune of Twinkle Twinkle Little Star, followed by popular Indonesian nursery rhymes. We then progressed to using two angklungs each of different pitches and played harder tunes. We culminated with Waltzing Matilda which could be heard through out the school.

It was a wonderful experience for all the students and teachers. The staff from the consulate were very accommodating and took great interest in the students, talking to them in Indonesian as well as asking about their language learning activities.



## ESL

### ESL Out and About

Open High School's English as a Second Language teachers have been able to view their students in three dimensions and not just during video conferences! At the end of Term 1 and the beginning of Term 2, ESL teachers visited some of

their students in country NSW. All 3 ESL teachers flew to Coffs Harbour, to visit their students at nearby Woolgoolga High School. As well as completing much intensive work for the whole day, the group enjoyed a delicious lunch of home-cooked food, prepared by the students, which represented their home countries. The teachers felt very spoilt! ESL students at Hastings College Westport Campus at Port Macquarie were also visited early this term and worked very industriously for the day.

It was wonderful to meet many of our Year 11 and 12 students face to face and spend time with them. I think everyone agrees that these visits are invaluable and strengthen both the personal and learning relationships between teachers and students. Our wonderful students this year come from a variety of different countries, including The Congo, Nepal, Solomon Islands, Ethiopia, Thailand, Somalia, India, The Philippines and Vietnam.





## ITALIAN

### Year 9 face-to-face lesson day

The Year 9 Italian class face-to-face lesson this term was a great opportunity to brainstorm ideas for a film. The film will be a team effort, with each student choosing how they wish to contribute to the film making, apart from the acting. Ongoing online collaboration will be required for the class to produce the synopsis and the script. The filming will take place during the next face-to-face lesson in Term 3 and will be entered in the Linguafest Short Film competition run by the Modern Language Teachers' Association. We look forward to this new experience for the Italian students.

The class has been training in online collaboration since the start of the school year, as they participate in an online Forum which is part of their course work. Two students, *Isabella Buhagiar* (right) and *Sabrina Zulman* (far right) received Achievement Awards for outstanding participation in the Forum. Well done girls!



## KOREAN

### AWARD CEREMONY

Every year the Korean Education Centre in Sydney and the Korean Teachers' Association in Australia hold an award ceremony for students who received first, second and third rankings in HSC Korean courses.

This award ceremony was held at the Korean Education Centre on Monday, 7 March 2016.

Last year our Korean students did very well in the 2015 HSC and we had two students, *Iola Killian* and *Cassandra Li*, who achieved first and second in the state for Korean Continuers and were able to attend the ceremony.

Unfortunately, *Crystal*

*Hillary Sathio* (Open High School 2015 student) came 1st in NSW in Indonesian Beginners course. She received a certificate from the Consulate of Republic of Indonesia and \$200 Lottie Maramis prize from Australia Indonesia Association. In support and recognition of Open High School a trophy was given to the school from the Consulate of Republic of Indonesia.



*Chin* and *Jiwoo Lee* who achieved third in the state in for Korean Continuers and Korean Background Speakers respectively could not attend the ceremony.

Here are the girls receiving their award certificates from the Director of Korean Education Centre, Mr Soo Hwan Kang, in Sydney.

*Iola Killian* (second from the left) received \$250, *Cassandra Li* (third from the left) received \$200 and *Crystal Chin* and *Jiwoo Lee* received \$150 with a certificate of recognition of achievement.

It was an enjoyable day for Korean language at Open High School.





## CHINESE

### FACE TO FACE LESSON



The Year 11 Chinese students attended Open High School for a face to face lesson day in May. Nearly 30 students from three courses: Beginners, Continuers and Heritage came to the face-to-face lesson day to prepare for their first Preliminary assessment task and to catch up with Chinese speaking friends. The students were treated to an authentic Chinese lunch buffet and enjoyed it very much. Some even said that it was the best Chinese meal they have ever had!

## SPANISH

### ADVENTURES IN SPAIN

We arrived in Valladolid, the administrative capital of the biggest autonomous region in Spain, in the northwest of Spain in August of 2014. Spain has for many years developed a bilingual education program in public and private schools. To reinforce this amazing initiative they recruit every year thousands of native English speakers mostly from the US but also New Zealanders, Canadians and of course Australians to help support the teachers in their delivery of the bilingual program. In a country which has suffered enormous cuts, including significant cuts in staffing and salaries, most autonomous regions have maintained this commitment to the bilingual program.

“Auxiliares de conversacion” as we are called are given a stipend of €700 a month in exchange for 12 weekly hours in the classroom. In my 2 years at the IES Emilio Ferrari I supported the Science, Social Studies and the English departments. The Spanish teachers’ dedication and willingness to

promote English in the classroom was exceptional. Before they can teach their subjects in English they need to demonstrate at least a B2 level of proficiency and soon this will be increased to a C1 level. At Ferrari, Science, History and Geography and Extension English were all taught in English from Year 7 to 10.

In the feeder primary school these subjects had already been taught to the pupils in English and these children automatically entered the program. The other students had to pass an entrance test.

The students were highly motivated and their level of English was excellent. Their eagerness to speak and practice English in and out of the classroom with me and the other native English speakers was a cause for celebration and hope.

Having exchange programs and the support of native speakers in the classroom since primary school, demonstrates clearly that if there is a long term genuine political willingness and support, language learning can be taken to a whole new level of importance and significance.

I am now back teaching in Sydney at Open High School to share this enriching and rewarding experience with all of you!

*Vincent Nave*

