

Principal's message



Welcome to NSW School of Languages!

We've had all of the excitement of changing our school's name and choosing the new logo. We're awaiting the installation of a new electronic sign for the front of the school and slowly rebranding our forms and policies. Who knew we had so many!

Our enrolment team has had a frantic few months. This year has seen the largest number of enrolments ever – over 2250 students. We also have 10 new teachers who are undergoing an induction program to the school.

With so many new students, our teachers have been working hard to make sure that our learners are confident in studying by distance education. Teachers are available via email and in scheduled phone lessons to answer questions and give guidance on the course. Some students also feel supported by keeping in touch with their classmates.

This year, NSW high schools will be moving to a new finance system called LMBR. This massive changeover should happen in July, and our wonderful office staff and I will have a lot of training before then. Our new School Administration Manager, Jason Sellick has timed his start well!

Home school supervisors will soon have access through the school administration portal to their students' engagement and communications in their courses. This will make it easier to keep track of where students are up to in their course and if they have been in regular contact with their teacher.

We had outstanding 2016 HSC results, with 9 First in State and 36 students in the top 5 of their language subject (see the full list below). Congratulations to these students and their wonderful teachers who have worked so hard to achieve these amazing results.

The school's move to Petersham has been postponed until 2018, however the Project Reference Group is continuing to work towards the relocation. The designs have been signed off and we are awaiting council DA approval. The refurbishment work will start soon and I will keep you up-to-date with any developments.

I look forward to the opportunity to have NSW School of Languages continue in its role as a centre of excellence- of creative lessons, a commitment to learning and enthusiastic language learners!

Best wishes

Hilary Hughes
Principal

A handwritten signature in black ink that reads "Hilary Hughes". The signature is written in a cursive style.

HSC TOP ACHIEVERS

| Student Name | Course Name | Student Name | Course Name |
|------------------------------|--------------------------------|------------------------------|--------------------------------|
| First Place in Course | | | |
| 1. Atkins, Olivia | German Beginners | 14. Lee, Dabin | Chinese Beginners |
| 2. Hartanto, Stephanie | Heritage Indonesian | 15. Lee, Irene Dabin | Japanese Beginners |
| 3. Heryxlim, Lorenzia | Indonesian Background Speakers | 16. Li, Rebecca | Japanese Beginners |
| 4. Kritikos, Stephanie | Modern Greek Beginners | 17. Ly, Thanh | Chinese Beginners |
| 5. Ly, Thanh | Chinese Beginners | 18. Narendri, Danys | Indonesian Background Speakers |
| 6. Parikh, Payal | Indonesian Extension | 19. Nikiforov, Pavel | Russian Continuers |
| 7. Shafeeva, Sophie | Russian Continuers | 20. Nikolaidou, Zoe | Modern Greek Extension |
| 8. Situ, Matthew | Heritage Chinese (Mandarin) | 21. Nosovtsev, Artem | Russian Continuers |
| 9. Wu, Henry | Korean Continuers | 22. Okuda, Karen | Heritage Japanese |
| Top Achievers | | | |
| 1. Atkins, Olivia | German Beginners | 23. Parikh, Payal | Indonesian Extension |
| 2. Caldelis, Evangelia | Modern Greek Beginners | 24. Park, Jooeun | Chinese Beginners |
| 3. Chetin, Daniil | Russian Continuers | 25. Riley, Eden Marley Grace | Italian Continuers |
| 4. Fauchon, Alex Edward | Spanish Continuers | 26. Santiago Medeiros, Liz | Portuguese Continuers |
| 5. Fauchon, Alex Edward | Spanish Extension | 27. Shafeeva, Sophie | Russian Continuers |
| 6. Fernandez Jones, Victoria | Spanish Continuers | 28. Silvanian, Karina | French Beginners |
| 7. Fernandez Jones, Victoria | Spanish Extension | 29. Sison, Eunice Ivanna | Korean Continuers |
| 8. Hartanto, Stephanie | Heritage Indonesian | 30. Situ, Matthew | Heritage Chinese (Mandarin) |
| 9. Heryxlim, Lorenzia | Indonesian Background Speakers | 31. Sladkova, Elena | Russian Continuers |
| 10. Koinis, Lianne | Modern Greek Beginners | 32. Takahata, Kentaro James | Heritage Japanese |
| 11. Kouch, Ashley | Korean Continuers | 33. Wallis, Francesca | Italian Beginners |
| 12. Kritikos, Stephanie | Modern Greek Beginners | 34. Wu, Henry | Korean Continuers |
| 13. Lea, Bridey Clare Elysia | French Beginners | 35. Zhao, Hailin | Heritage Chinese (Mandarin) |
| | | 36. Zheng, Yong (Jocelyn) | Korean Continuers |

2016 AWARDS

Deadly Kids Doing Well Award

Chelsea Inman, Year 9 Latin

Caltex All Rounder Award

Samuel Lees, Year 12 French Continuers

Reuben F Scarf Award

Kristofer Martyn, German Beginners HSC Course

Long Tan Award

Aedan Southeran, Year 12 Japanese Continuers

Lachlan Hill, Year 10 Japanese

National Young Leaders Day

Jasmin Cochrane, Year 11 Portuguese Continuers

Tim Dutton, Year 11 Spanish Beginners

Awal Maker, Year 11 English as a Second Language (ESL)

Tibebu Aulfina-Deressa,

Year 11 English as a Second Language (ESL)

Lachlan Hill, Year 10 Japanese

Young Women's Seminar

Shahd Alkalil, Year 11 French Beginners

Gemma Bolton, Year 11 French Continuers

Consulate General of Republic Indonesia for 1st in State

2016 Indonesian Extension

Payal Parikh, Year 12 Indonesian

International Classical Literacy Examination - Latin

Lucija Rezo, Year 9 Latin (Perfect Score)

Eben Taylor, Year 9 Latin (Gold Award)

Joshua Carter, Year 9 Latin (Bronze Award)

Sierra Penberthy, Year 9 Latin (Bronze Award)

AIA (Australia Indonesian Association)

1st in state in 2016 Indonesian HSC Heritage

Stephanie Hartanto, Year 12 Indonesian

Linguafest Highly Commended Award

Year 10 Indonesian class

Kompetisi Siswa Indonesian Competition 3rd place

Zoe Boot and Natasha Shewring, Year 9 Indonesian

Australia Indonesia Association to Yogyakarta

2 week scholarship

Ciaran Gilling, Year 11 Indonesian

Ritsumeikan Asia Pacific University in Japan Kyuushuu

4 year scholarship (Honors program)

Aedan Southeran, Year 12 Japanese Extension

Ritsumeikan Asia Pacific University in Japan Kyuushuu

4 year scholarship

Noah Jago, Year 12 Japanese Extension

HSC STUDENT PERSPECTIVE



Studying a language for the HSC can be hard enough, doing it via correspondence is even harder, but not impossible...

This is my 4th year studying Japanese by correspondence. Ever since I was little I have been fascinated with all this Japanese. So when it came

time to enter Year 9, I really wanted to study Japanese but it wasn't offered at my school. So instead I did some research and discovered I could study languages through correspondence.

What is correspondence I hear by say?

Well, when you study a subject correspondence instead of having a teacher with you in a classroom, you have a teacher which you can call or email whenever you need help.

Your work is simply either sent to you through the mail on a weekly basis or, like me, sorted into weekly units to complete online. Your school will give you around 4 periods a week to learn content and complete class work. Not that different from any other class right?

However, there are some things you have to keep in mind when choosing to study a subject by correspondence

- You need to keep organised
- It is important to use the syllabus
- Your work load may be heavier for this subject
- Depending on the subject you might have limited time with your teacher.
- Self-motivation is key!

Language Correspondence Do's and Don'ts!

OK. Let's go through some hints for those currently studying a language by correspondence or who may be considering it. Please note I can't speak for everyone, these are just some things I have noticed in my experience doing Japanese Continuers at Open High School.

1. DO plan your class time and homework.

Yes believe it or not, you do have to plan your own classes and homework. Your teacher will provide you with what has to be done for the week. However, if you don't plan, your class time will be spent sitting at table, staring off into blank space, and saying to yourself "What now?"

Planning an effective class and scheduling homework can be difficult but here are some easy steps to get you started.

Step One: Write down a list of things you must cover and complete over the next 2 weeks.

Step Two: Order these tasks by date due (Due first at the top, last at the bottom).

Step Three: Highlight the most important tasks.

Step Four: In your diary or on a piece of paper have two separate columns for each day, class work and homework.

Step Five: First allocate the highlighted tasks then the others according to date.

Step Six: Check over your schedule making sure you have not given yourself too little or too much work to get done in a class period. Also make sure you have left enough time for other subjects in the afternoon.

Planning keeps you motivated to do work and keeps stress and overwhelmed feelings at bay. It also helps make sure subjects aren't ignored when studying and helps prevent late homework and assignments. For HSC Japanese I would recommend trying to do an hour of study 5 nights a week!

2. DO contact your teacher if you need help.

Teachers are one of the most valuable resources in the HSC. When it comes to studying correspondence it is important you contact them if you are having trouble. Here are some reasons why;

- You tend to teach yourself most content when studying correspondence so the purpose of having your teachers is to answer your questions and guide you in your learning.
- If you don't understand, you won't be able to improve grades.
- Communication is key to an easy ride through your HSC.
- It will reduce stress and anxiety.

Most importantly, by asking your teachers for help, it makes it faster and easier to do class and homework. This helps you with organisation, stress and anxiety, and generally makes your life easier.

Remember, attempting work you don't understand will waste time. Contacting your teacher is a much more efficient way of learning when you are struggling to understand something. Your time could be used a lot better studying or learning the content, which unlike doing work you don't understand, will improve your grades.

Japanese has been the most time consuming subject I have chosen for the HSC. In saying this, it is also a lot of fun.

It's important to try and enjoy what you learn in and outside of school. Here are some reasons why;

- It helps retain information.
- Makes it easier to study and do home/classwork.
- School becomes more fun
- Your marks will improve naturally!
- Stress will be a thing of the past.

But it's hard for learning a language to be fun when you feel you are not getting anywhere!

Practising everyday will help you achieve fluency faster!

For example, in Japanese there are 3 'alphabets' and 4 areas to study. These are writing, reading, listening and speaking. This has to be studied on top of your homework and theory given to you by your teacher.

Class time is not enough to get all of this done. By doing some study each night, it will prevent those cramming

sessions before exams.

Here is how I study in the afternoon

4:00-4:30pm Complete any homework that needs to be done.

4:30-4:45pm Use Language Perfect to review and learn new vocabulary .

4:45-5:00pm Practice new kanji (characters) for the week and review 10 kanji

5:00-5:30pm Read some manga in Japanese.

Note: I do this for fun but it happens to be helpful!

5:30-5:45pm Write out practice sentences for new and old grammar structures.

5:45-6:00pm Have a lovely conversation with myself in Japanese.

Don't waste holiday time!

The huge block of time during the Christmas holidays is extremely valuable. There is no other time before your HSC exam in which you will get such a long period of time to study. Holidays are the perfect time to catch up on work or more importantly get ahead, this means you will have MORE time to revise or have the ability to take a break from that subject when school gets hectic.

I would recommend planning in a diary or an online document so plans can be easily moved around. Here are some steps on how to get started.

1. Create a list for what you must do for school and what study you should do for school. Also create another two lists for what you want to do in the holidays and what you have already planned to do.



2. On a weekly basis add to your diary or document the planned events happening that week.

3. Then simply add what you must do for school and correspondence work you can get ahead in (I would recommend trying to do 5 days of at least 3hrs a week).

4. Make sure you add in your daily language practice!

5. Add in anything you would like to do or plan to do in remaining time. Make sure you leave some time to do nothing and relax.

So are you ready to start correspondence study now?

Remember you are not in this alone.

No matter how hard the work might get it's never too late to try and put in just a bit more effort. You are not the only one doing correspondence, other people understand what you are going through. Try contacting your class mates to practise or just complain!

Let us know your experiences learning a language or doing correspondence, I would love to hear your stories.

<http://www.artofsmart.com.au/studying-a-language-by-correspondence-in-the-hsc/>

Good Luck!

Jessica Kornhaber

Jessica Kornhaber is a Year 12 student from the Central Coast. Jessica finds relaxation from her studies by listening to Visual Kei and Japanese punk rock bands in addition to beating her records in Guitar Hero! She also recharges drawing manga-style illustrations, reading, re-watching Studio Ghibli productions and occasionally participating in cosplay events. Her keen interest in Japanese language and culture led to a memorable journey to Japan in 2015 which has inspired her to combine future studies at university with work experience in Japan. Currently studying English Advanced, English Extension 1 & 2, Economics, Japanese Continuers, Religious Studies and Visual Arts, Jessica hopes that her experiences will be beneficial to future HSC students and those beginning their journey in 2017.

LETTER FROM A PAST STUDENT

Bene grazie :) e' Lei? Come Sta? I hope you are well! I'm doing well. I'm actually still on holidays from university at the moment. I'm currently studying Primary Teaching at Western Sydney University while studying psychology as a major for the Arts degree.

Throughout my first semester at university, I had to complete a core unit called Analytical Reading and Writing, where I was taught how to use grammar properly. I just couldn't help but remember a lot of what I was taught, was actually done with your help and the Italian staff members who were patient with me in explaining both Italian and the English perspectives! Not primary or high school taught me this, but you did and I am forever grateful for all that you have done. You have made it so much easier to understand and use the concepts, while it would have taken much longer without your help. Of course I am not perfect in anyway yet, but I will get there, hopefully.

I also couldn't help but be grateful for how Open High School really prepared me for university. It was my trial and error and

I've done many errors such as leaving online homework till the last minute. When I got to university, I knew that I needed to change that to better myself. The school has made me much more independent before I got to university. To get tasks done and sent in time, to try not to fall behind is quite difficult when I have so much to do. But I knew I had to push myself if I wanted to get the marks that I wanted. Towards exam times, I would ask other students if they had watched their online lectures and they would tell me, they find it too difficult to catch up on a 2 hour lecture. It is daunting, yes, but with your help, I was able to learn that I have to make time and prioritise!

At the most random moments, I just reflect on how much I am grateful for your help and how lucky I was, to be able to be part of Open High School. I wanted to say Thank you, and please do thank the Italian staff members in Open High School for me, for making me really enjoy learning Italian, the experience itself and the valuable life lessons, that I consciously and unconsciously use.

Yasmin

ADVICE TO NEW STUDENTS



Hello, my name is Kevin. I go to Marcellin College. This is my 4th year studying Japanese at NSW School of Languages. Prior to taking this course, I had no experience with Japanese, but I was however very interested in it. I am currently in the Year 12 Japanese Continuers class.

The way languages are taught at NSW School of Languages is through online courses, worksheets and student to teacher phone lessons, so this means that everything is self-guided, and you won't have a teacher in front of you when working. The online courses are split up into units, and consist of many activities aimed at strengthening your understanding and improving your knowledge. There are audio files with question based activities, and reading exercises. Although these may seem daunting at first, I can guarantee you that you will have an enjoyable time.

Each week, there is a unit of work that needs to be completed, which contains both a worksheet that needs to be submitted at the end of the week, and a phone lesson where you will communicate with your teacher according to the phone lesson worksheet that is given for the week. In my opinion, it is important to go through all the course activities thoroughly so you have a good understanding of what you need to know.

A website which helped me learn Japanese better was Language Perfect. You are quizzed on your language, and gain points for answering correctly. It is a fun way to learn your chosen language better, and strengthens your grammar and vocabulary. Everything you are quizzed on in Language Perfect has been made from the vocabulary you are given on Moodle. The levels of the questions vary from what you choose. It is definitely worth it, as it helped me a lot.

Also, every quiz you do, you have a chance of entering a draw to win a prize if you answer 20 or more questions correctly.

I suggest when doing the online course, students should always maintain communication with their teacher, letting them know about any inconveniences you might face, such as a school event conflicting with your phone lesson times or if you cannot submit your work on time, because these things will definitely come up some time. I'm sure they will understand, but you have to let them know. Keeping a good relationship with your teacher is also important, because they will be the

most important person in helping you succeed, just like any other subject.

As I mentioned before, the course is all self-guided, so you have to be disciplined enough to focus on doing the work even when you are by yourself, as many of you would probably be doing your work in a library at school. From experience, when I started off learning Japanese in year 9 and what I still do now, I always allocated one unit of work per week, and in my opinion this is good because if you overload yourself with trying to get ahead and rush through units, especially since this is a language course, you start to miss out on a lot of finer details which will be the difference between a good mark and a high mark. Also, if you don't understand something, you can always email your teacher or ask them during a phone lesson.

Some strategies I have to build independent learning skills include practising the grammar you have learnt, evaluating yourself on your strengths and weaknesses, and taking your time to immerse yourself in the language – don't be in a rush, but don't slack off either. When

“ Don't be in a rush, but don't slack off either ”

learning a language, it is important to keep drilling yourself so you don't forget what you have learnt. What I did to learn

my language better was: during my allocated time for Japanese, I would work through the Unit I was up to for the week, even if I had already completed it, and made sure I understood everything. If I didn't I would send my teacher an email or ask her during a phone lesson.

Lastly, I'd like to say a few personal words. Ever since learning Japanese at Open High School/NSW School of Languages, I've made many new friends and strong bonds with people and had many positive experiences. Whether you like watching anime or reading manga, enjoy karaoke, like Japanese food, or want to teach Japanese after school. Whether you live 2 minutes away, or 2 hours away, you will create many long-lasting memories with people who enjoy the same interests as you do. In particular, I enjoy studying Japanese here because it's different from any other subjects that I'm sure we all learn at school. You have this quiet space to yourself where you can immerse yourself in something fun and interesting, which is quite different from being in a classroom and learning as a class with a teacher at the front of the room.

I wish you all good luck for the year, and I hope you enjoy your language course.

Kevin Tse Kai Wai
2017

STUDENT LEADERSHIP CONFERENCE

Last November, three Open High School students attended the Student Leadership Conference held at Sydney Olympic Park.

Jasmine Cochrane (below right), Year 11 Portuguese, **Lachlan Hill** (below left), Year 10 Japanese, and **Tim Marshallsea-Dutton** (below middle), Year 11 Beginners Spanish were delegates at the conference, called 'ImagiNATION'.

About 3,000 students from government and non-government school across NSW attended and enjoyed inspiring talks by four well-known and successful Australians, all leaders in their own fields. They were:

- Melissa Doyle, television journalist and media personality
- Alex Malley, CEO of CPA (Chartered Practising Accountants), television interviewer and author of 'The Naked CEO'
- Poppy Starr, 16 year old world champion skateboarder and artist
- Abdul Abdullah, well-known artist and Archibald portrait competition finalist.

Each spoke of their journey, their struggles, their determination and their successes. The final talk, by well-known professional DJ Tom Loud, revealed how he has overcome his struggles with anxiety and panic attacks to become successful



and popular in the music world, performing Australia wide and internationally. After sitting quietly all day, the students were treated to 15 minutes of DJ Hot Dub's 'mashed visuals' and music 'all scratched live from vinyl turntables'. A truly memorable day in many respects!

Deb Mueller – ESL Teacher

LANGUAGE PERFECT

WHAT'S NEW IN LANGUAGE PERFECT?



Education Perfect Dash is a fun, competitive revision activity for students to complete after they've worked through a Smart Lesson. Students will be asked up to 10 random questions from the lesson they've just completed, and they need to answer them as quickly as they can. Their fastest time will go onto a scoreboard, where they can compare themselves to their class, school, country and the whole world!

By completing a Dash, students are also revising the key pieces of information they learned during a

lesson.

To help with long-term retention of knowledge, they can come back over time and complete Dashes again, without having to reset the entire lesson. The questions students are asked are all automatically-marked, like multi choice, fill in the blanks or short answer. 100,000 questions have been answered by our students so far this year. Why don't you give it a go?

Join up or log in to Education Perfect: <http://worldseries.educationperfect.com/payment-ohs.html>

Student Comments:

"Although I had just received my subscription for Language Perfect (LP) a few days ago, I have suddenly been able to memorise everything I have learnt from my wonderful teacher. LP has been helping me majorly and is actually quite enjoyable and fun. I can't wait to continue learning more and more!"

"Thanks Language Perfect for my improvement with Japanese studies."

"It allows me to learn the script writing easily in a fun environment."

JAPANESE

JAPANESE EXCURSION

Events Cinema George St
Thirty two Year 11 Japanese students from 3 courses- Beginners, Continuers and Heritage saw the movie "Bakuman" which was organised by the Japan Foundation. After the movie the group went across the road to a Japanese restaurant for lunch. Oishikatta (おいしかった)!



HANDS-ON LEARNING!

On the Year 9 and Year 11 Orientation Day students were able to get in touch with their creative side as we made a huge hiragana chart out of playdoh.

**NIHONGO TANKEN CENTRE
JAPANESE EXCURSION**

Year 9 and 10 Japanese students went to the Nihongo Tanken Centre.

The students were immersed for the whole day in Japanese language, culture and traditions. The students participated in various activities involving speaking, listening, reading and writing skills.



INDONESIAN

For many Australian students, studying Indonesian is an opportunity to learn about a different culture. But for Stephanie Hartanto, learning the language was more personal: it helped the Sydney-born teenager communicate with her family in Jakarta. “No other subject allowed me to learn more about my cultural and personal identity,” she said.

Stephanie’s efforts paid off in more ways than one, with the Open High School student achieving 1st place in the HSC Heritage Indonesian course.

This year, she will continue her studies at the University of Sydney where she hopes her degree in Global and International Studies will be the start of a career that allows her to embrace her Indonesian heritage as well as the Australian culture she has come to know.

Payal Parikh, a Parramatta High School student who studied the Indonesian Extension Course with Open High School in 2016, achieved 1st place. Payal’s diligent attitude to her studies, that is, never missing a phone lesson with the teacher and always completing her work to an excellent standard, contributed to her achievement.

Payal and Stephanie received a certificate from KJRI (Consulate General of Republic Indonesia) and a certificate from AIA (Australia Indonesia Association) plus a \$200 gift for their achievement and effort.

MLTA LINGUAFEST FILM COMPETITION 2016

Indonesian Year 9 students and teacher Danielle Elvy received a Highly Commended Award in the state-wide languages film competition.

The film called ***Impian Hari Ulang Tahun Saya – My Dream birthday*** – was filmed here at Open High School in one day.

Congratulations also to the German, Italian and Russian students and teachers who made the big effort to make films.

All of the shortlisted films are available on <https://youtu.be/4oYErwc7Gxo>



ESL

OUTSTANDING RESULTS FOR ESL IN 2016

Can you imagine moving to another country and sitting all of your HSC exams in a new language after only a few short years? The ESL (English as a Second Language) course is similar in content and structure to the Standard English course, the difference being that the ESL students have only been in Australia for between 2 and 5 years. Three of our students achieved very high Band 5 results in the HSC exams, demonstrating not only a strong ability in reading comprehension and understand listening texts, but also excellent analytical and essay writing skills.

The rest of the 2016 HSC cohort of 14 students is also to be congratulated on their very pleasing results. All of them intend to continue on to tertiary education and will no doubt have bright futures in their chosen areas, which include nursing, engineering, business and hotel management.

This year’s HSC group has just begun the study of poetry by well-known Aboriginal poet, Oodgeroo Noonuccal, also known as Kath Walker, for their ‘Discovery’ module.



 LATIN



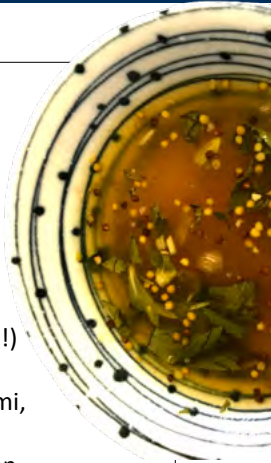
LATIN MASTERCHEF

At the end of last year, with overflowing wine-cups, (calix – think ‘chalice’- redundans) we celebrated a well-deserved final ‘cap off’ to a year of Latin. It was our very first Latin Masterchef. The recipes our students used were written 1800-2200 years ago. Their brief was to imbibe the culinary culture and associated vocabulary and grammar, to teach that via their own video presentations in lingua Latina to their fellow discipuli/ae (students) and finally to ‘eat of their dainties’. So while feasting on Ethan’s ‘ Alexandrine

Squashes’, and while savouring the wild lamb chops prepared by Aaron, and adorned with Schuyler’s divinely delectable aniseed marinade sauce, we ate our fill to the accompaniment of ancient Roman music.

Ut prosit! (May it benefit you!)

In the attached pictures one can see our coqui venerabilissimi, our highly-esteemed cooks – Schuyler Boe, Eben Taylor, Aaron Sandelowsky and Ethan Lee-Chalk.



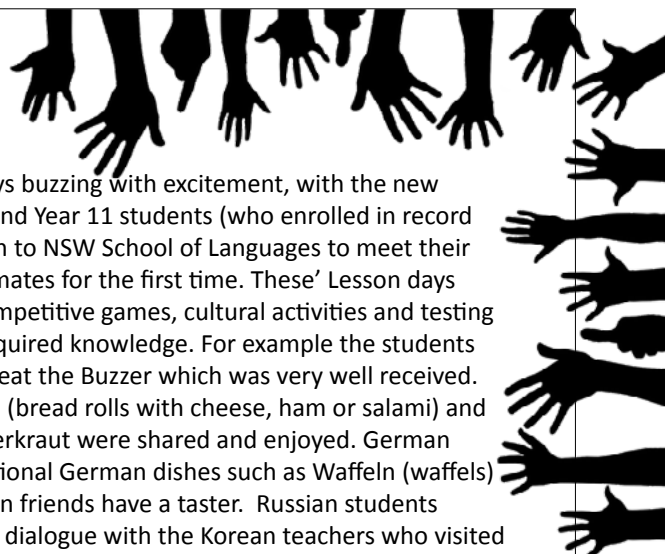
 PORTUGUESE

FACE TO FACE LESSON

In February we had our first face to face lesson with the Year 11 and 12 Portuguese Continuers students combined. In the first session, the students got to know the class by interviewing each other.



 GERMAN
 RUSSIAN



First term is always buzzing with excitement, with the new German Year 9 and Year 11 students (who enrolled in record numbers) coming in to NSW School of Languages to meet their teachers and classmates for the first time. These Lesson days were filled with competitive games, cultural activities and testing students’ newly acquired knowledge. For example the students played Kahoot or Beat the Buzzer which was very well received.

Belegte Brötchen (bread rolls with cheese, ham or salami) and Bratwurst und Sauerkraut were shared and enjoyed. German classes made traditional German dishes such as Waffeln (waffles) and let their Russian friends have a taster. Russian students engaged in cultural dialogue with the Korean teachers who visited the German class. They found it very inspiring.

And something to look forward to: The German Faculty will run an incursion day this year, to provide more time for activities such as movie making, playing language games, cooking German dishes, watching German movies and most importantly getting to know their peers better.

MODERN GREEK

When you want to travel half way across the world to learn a language, the choice is very clear- it must be for Modern Greek! This was the case with our two International Students from Hong Kong who flew in to Sydney to study with Mrs Papanikolaou here at NSW School of Languages, for one day only. The students from Hong Kong took part in a day's lesson filled with activities, ranging from grammar quizzes to cooking. Although the students were making delicious Greek cheese triangles (τυρόπιτες/tiropites), they were engaging in sub conscious learning, as all of the instructions were given in Greek- a lesson in disguise! We didn't want to waste any valuable learning time.

They also met with their German teachers, Mrs Kriewaldt and Mr Atkins, as they recently began the German Beginners Course with us - we all know that you can never learn enough languages! The two students lead by example as they also speak Chinese (Mandarin), making them quadrilingual. Well done! The teachers in the Greek Department and the Principal (see photo) were very grateful to receive wonderful gifts from the students. We were also spoiled with a delicious Greek feast, courtesy of the students' father, consisting of souvlakia and pites and we would like to thank him very much for his generosity. We made a toast to good health... and to good grades of course!



SPANISH

¡TOTOPOS CON SALSA!

Face-to-face lessons are now expanding at NSW School of Languages (NSL). In February our Year 12 Spanish Beginners

students were enthusiastically preparing for their upcoming assessment task with teachers Vincent Nave, Norma Kopti and Sonia Copelo.



CHINESE

FACE-TO-FACE LESSON

In early February, new students came to NSW School of Languages and met their classmates and teachers for the first time. This induction session has equipped students to study Chinese via distance education. They also made Tangyuan, a traditional Chinese dessert food. In the afternoon students enjoyed playing Jianzi, kicking and heading a weighted shuttlecock. Some showed great talented in this sport.



KOREAN

HSC KOREAN EXCELLENCE AWARD CEREMONY

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

This year's ceremony was held at the Korean Education Centre on Friday, 17 February 2017. Our students achieved first to fourth in the state. The following students received the award certificates from the Director of Korean Education Centre, Mr S. Kang, in Sydney. Congratulations!

- **Henry Wu** won \$200
 - **Jocelyn Yong** won \$ 150
 - **Eunice Sison** won \$100
- with a certificate of recognition of achievement.

YEAR 11 KOREAN BEGINNERS FACE-TO-FACE LESSON:

Our Term 1 face-to-face lesson was held on Wednesday, 22 February with 44 students attending. It was a great opportunity to introduce the course and NSW School of Languages as well as meet the Korean teachers. Students participated in exciting activities and gained a better understanding of Korean culture and language. For lunch, we prepared a famous Korean meal called Bibimbab and the students and teachers enjoyed the meal.

From right to left:
Kyung-Ae Yu - Present of KOLTA(Korean Teachers Association of NSW), Soo Hwan Kang - Director of KEC (Korean Education Centre), Eunice Sison - Korean Continuers, NSW School of Languages



FRENCH

NSL - LYCÉE LAPÉROUSE, ALBI LEARNING PARTNERSHIP

We are pleased to report that there is growing participation of NSL students of French engaging with the "Learning Partnership" opportunities with Lycée Lapérouse in Albi, France. Our students are corresponding and creating video presentations of themselves to share. This original French connection is now generating intercultural contacts and purposeful interactions.

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ZINA GORELICK RETIREMENT

Zina Gorelick, a long-time teacher of French at this school, retired this month after a long and varied career. Zina began her teaching career at the University of Kiev where she had previously gained her undergraduate and post-graduate degrees in French and Linguistics. After 10 years in academia, Zina migrated to Australia. She served the school for more than 30 years. The school community wishes Zina a long and happy retirement.

CAREERS CORNER

Australian Catholic University Personalised Campus Tours

If you are thinking about studying at ACU, book a personalised campus tour. If you would like to individually visit an ACU campus or speak to ACU staff about their course offerings; personalised tours are available Monday to Friday, at 10:00am or 3:00pm Sydney Campus. Approximate duration is 30 minutes.

http://www.acu.edu.au/student_experience/student_life/experience_uni_before_you_start/campus_tours2

Western Sydney University Open Day

27 August 2017 Meet academic staff, attend course presentations, get scholarship information and learn about pathways into Western Sydney University.

https://www.westernsydney.edu.au/informationforcareersadvisers/welcome/important_dates_and_events

Western Sydney University Webchat Icon

Western Sydney University have now added

a webchat icon on their website for students who prefer this method of communication. This can be accessed by clicking on the thought bubble icon in the bottom right corner and entering your name and email.

<https://www.westernsydney.edu.au/>

Macquarie in a Day

19 and 20 April- The day offers students a chance to choose which classes they are interested in attending, experience practical sessions and tutorials, and ask staff and students about university life.

<http://www.mq.edu.au/mqinaday/index.html>

Global leadership entry program

Applications open 8 May 2017. The program is open to students completing the HSC or SSC or the IB, who are active in the community and achieve good results in school. To register your interest for the program, complete the online form on the website.

<http://www.mq.edu.au/study/find-a-course/undergraduate/macquarie-entry/global-leadership-entry-program>

CAREERS CORNER

University of Melbourne at Sydney Careers Expos

HSC Careers Expo – 1 to 4 June Western Sydney,
Careers Expo – 22 to 25 June. The University of
Melbourne will be at the Sydney Careers Expo to
answer any questions about available courses or the
application process.

[https://futurestudents.unimelb.edu.au/explore/
events/victoria_and_interstate/interstate](https://futurestudents.unimelb.edu.au/explore/events/victoria_and_interstate/interstate) Central

Coast Career Expo

27 June, 8:45am to 2:30pm, Avondale College
Cooranbong

This expo will have representatives from universities,
TAFE, trades and training providers to help students
decide on what career path might suit them.

[http://www.hunter.tafensw.edu.au/events/pages/
central-coast-career-expo.aspx](http://www.hunter.tafensw.edu.au/events/pages/central-coast-career-expo.aspx)

Western Sydney University: The Academy Scholarships

The Academy at Western Sydney Uni offers substantial
financial support for high-achieving students who are
committed to academic excellence and to making a
contribution to their community. Scholarships include
the VC Leadership Scholarship, valued at \$10 000
per year, and the Dean's Scholarship and Academic
Excellence Scholarship, valued at \$5 000 per year.

<http://www.theacademy.edu.au/scholarships>

Western Sydney College: Foundation and Diploma
Foundation Studies allow guaranteed entry to an
undergraduate degree at the University of Western
Sydney. An ATAR is not required for entry. From
Foundation Studies, students can enter the first year
of an undergraduate degree or complete a Diploma,
which allows them entry into the second year of an
undergraduate degree.

[https://www.westernsydney.edu.au/thecollege/
courses_and_pathways/foundation_studies](https://www.westernsydney.edu.au/thecollege/courses_and_pathways/foundation_studies)

UNSW Indigenous Students Enabling Programs

Enabling programs are designed for Indigenous people
who have the potential, but are not yet prepared for
first year undergraduate study. Enabling programs
generally run for one year and are offered at UNSW's
Kensington campus in Sydney. At the end of the
program, students who have demonstrated an ability
to perform at a tertiary level can apply to transfer into

a degree program at UNSW.

[http://www.nuragili.unsw.edu.au/unsw-enabling-
programs](http://www.nuragili.unsw.edu.au/unsw-enabling-programs)

How to ace an apprenticeship interview

This page provides information on what interviewers
are looking for in an apprenticeship interview,
including knowledge of the industry and English and
Mathematics skills.

[https://www.migas.com.au/news/apprenticeship-
interviews-what-do-we-look-for/](https://www.migas.com.au/news/apprenticeship-interviews-what-do-we-look-for/)

Sydney TAFE Career Guide

The Career Guide provides information on the support
services offered, careers index, courses and more.

[http://sydneytafe.edu.au/sites/default/files/
files/2017-Career-Guide.pdf](http://sydneytafe.edu.au/sites/default/files/files/2017-Career-Guide.pdf)

Disability Discrimination Commissioner Webinar

Discussion on the experiences of disability rights
in education and employment with the Disability
Discrimination Commissioner Date: Monday, 13th
March Time: 1pm-2pm.

[https://attendee.gotowebinar.com/
register/5712516340862857473](https://attendee.gotowebinar.com/register/5712516340862857473)

[Gapyear.com](http://www.gapyear.com)

A website providing opportunities and advice for
students interested in taking a gap year.

<http://www.gapyear.com/>

Job Outlook Career Quiz

The Job Outlook Career Quiz takes students' answers
to a small range of questions and provides them
with detailed career profiles for jobs in fields that
might suit them. The career profiles include future
job prospects, skills needed for that job, vacancies,
training opportunities and any relevant reports or
links.

<http://joboutlook.gov.au/pages/careerquiz.aspx>

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