



Principal's message



Dear School Community

So much has happened in the last few months that it is hard to remember what it was like before! Our school has been very lucky to find that we can still function quite well, even when teachers and support staff are at home. I would like to congratulate the whole staff and our students on their ability to adapt to the constant changes.

As we are not able to have students come to the school at this time, our teachers have been working on exciting ways to engage our students in online face-to-face lessons. You can read about some of these lessons in the following articles.

Having over 1000 students from across Sydney come to us for the Year 11 examinations this term has become problematic, so I send a big thank you to our home school supervisors who have made the adjustments to oversee these examinations at the home school this year. Our own teachers are planning a major operation to assess all of the students for their speaking skills in this new arrangement. Students are reminded that any correspondence with others in their class about the examination could result in a determination of malpractice.

The Parent/Teacher interviews in June were a great success. There were surprisingly few technical hitches and more than double the usual roll up of parents were able to speak with their child's teacher. Some parents even connected from Europe, South America and Hong Kong. We intend to offer online video interviews in the future.

NSL's teachers have continued with their professional learning. Of course much of the work has been online or through online video meetings. Last week I was able to attend the Australian Network of Government Language Schools (ANGLS) conference hosted by the Darwin School of Languages. Of course it would have been nicer to be there in person, but it is so valuable to be able to share inspiration and resources with other schools.

Our wonderful school support staff have been preparing bundles of brochures to send out to schools. Our executive staff thanked our SASS for all of their hard work with a distant morning tea and teachers applauded from the balconies.

The school is embarking on the task of creating a new four year Strategic Improvement Plan. Staff have been discussing the big picture themes for us to work on together as a school. Soon we will be asking for input from our school community. We have already surveyed our home school supervisors and the results are in this newsletter. We've made some of the changes already!

Most importantly we send our best wishes to our brave and resilient Year 12 students who are completing their HSC Speaking exams this term and tackling the challenge of the full HSC exam period early next term. Remember your years of effort will be rewarded - just hold your focus. And don't forget to take some relaxation time every now and then!

Hilary Hughes
Principal



LONG TAN AWARD

NSW School of Languages congratulates **Michelle Hoffman**, Year 10 German, on receiving the Long Tan 2020 Year 10 award. Angelika Goudis, her German teacher, wrote:



Leadership: Michelle has been actively involved in her home school student leadership and mentoring program, supporting her peers by setting an example and mentoring the younger girls within her school. She has actively coached a club soccer team for a season and tutored flute students.

Teamwork: Michelle excels at teamwork. This is seen through all the various sports she has participated in throughout the year. This year she is participating in AFL and soccer, for which she plays for both her school and local club. She also plays water polo and futsal, where both sports require a high level of team coherency to be played well. In the past, she has also participated in softball and netball for her school. In some more academic areas, she is involved in CSDA and Archdale debating for her school, and has represented her school in a UN Youth Competition.

Values: Michelle's values are most prominent in the volunteer work that she does. She is passionate about social justice and the environment, which came forth when she volunteered at a remote indigenous school, Djarragun College and participated in her school social justice and Green Team meetings. With her school Social Justice Captain, she attended the climate protests throughout the year advocating for change in government policies to help decrease our nation's impact on ecosystems. Furthermore, she will be volunteering at Our Lady of Mount Carmel in Waterloo, another school with a prevalent indigenous school community.

Problem Solving: Many of Michelle's academic extracurricular activities involve problem solving, notably debating and mock UN. Furthermore, she has attended meetings within the school Green Team and Social Justice Group, working to decrease the environmental impact the school has and help

raise awareness for various domestic, national or international social injustices.

Resourcefulness: Michelle has shown resourcefulness prominently through her completion of her Bronze Duke of Edinburgh Award when doing the adventurous journey. As they were canoeing, she had to make sure she packed a limited number of items, and that she organised them in the most efficient and effective way in case of capsizing. In completing her bronze medallion, she used resourcefulness again to ensure that she could save the "drowning" participant with the limited resources she had.

Communication: In Michelle's extracurricular activities she regularly displays good communication, by suggesting new strategies, mediating arguments or providing feedback. Her language learning skills are excellent so her willingness to communicate well is shown regularly.

Co-operation: All of the activities Michelle participates in, involve co-operation, whether it be sports, debating, music, teaching or volunteering, as it is vital for there to be strong levels of coherency between all people involved. Her volunteer work at the community centre has required a level of co-operation unique to her, where she was forced to work well with new people each week, including rostering fruit and vegetables packages to people who she has never met.

Community Involvement: Michelle is highly involved in both her local and school community. She volunteers for her local community centre, the Ku-ring-gai Neighbourhood Centre, where she organises food hampers that get shipped to local Women's or homeless shelters. She has also volunteered for a youth team at her local soccer club, Lindfield Football Club, where she coached an Under 10's Girls team for a season. For the same club she plays soccer, and has done so for the past 6 years. She is also very active within her school community, across many aspects. Outside of her academic or athletic activities, she participates in buddy programs, where some senior girls are selected to be a mentor-like figure for the girls in the primary school. She participates in fundraisers and other whole school events.

LONG TAN AWARD

Congratulations to **Charles McElvogue**
Year 12 Japanese Beginners
Teacher: Eri Kato Morcom



Leadership: Charles is currently involved in various leadership roles at his home school St Pius X College. For example, he is the head of the trombone section in the school's orchestra, jazz band and concert band. He has been a patrol leader in the Scouts and Venturers, in which he

has organised numerous hiking expeditions and camping trips. He is also a member of his school's robotics team, where in addition to completing his own projects, he coached teams of junior students entering into robotics competitions. As a senior student, he acts as the kind of role model that he looked up to when he was a younger student himself.

Teamwork: When others are struggling, whether it be with a concept related to school work, an issue related to his coaching or a personal issue, he has taken the time to help them sort through their problems. Charles also tries to account for the strengths and weaknesses of each individual when helping others. He believes that all people have a specific set of skills that when recognised, can be utilised to contribute to the greater wellbeing of everyone.

Values: Charles genuinely enjoys helping others, whether it be with school work or just general advice. He claims that he has met what are now some of his closest friends at NSL, and most of these friendships began through either him asking others for help or thoughts on schoolwork, or these people coming to ask him. He is passionate about the process of learning languages, and thinks the more people he can help experience this, the better.

Problem Solving: Charles believes that the key to understanding or teaching any difficult concept, whether it be in languages or a different subject entirely, is to have patience and empathy with the person you are helping. By properly understanding the perspective from which that person is viewing the problem, you can then try to account for and address the issues that may have caused the

misunderstanding in the first place. This is a method of problem solving he tries to apply in all aspects of his life, from school to friends, family and his part time job.

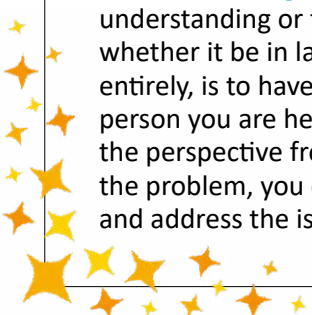
Resourcefulness:

Charles aims to complete his HSC, as well as working a part time job. He is resourceful with not only his time management for study but also with how he spends his time recreationally. This has been critical to maintaining a healthy balance between school, sleep and fun. Charles keeps to a schedule for study, but he also thinks that allocating time to do things that he enjoys, such as playing the piano, practising trombone, bushwalking or just spending time with friends is key to staying healthy both physically and mentally.

Communication: One of the greatest opportunities Charles has had to develop his communication skills was during a two month exchange in Japan in 2018. At this time, he had no prior experience with speaking Japanese, and so learning how to communicate with other people almost from scratch had a deep impact on his perception on the ways people interact with each other. While he was able to learn a great deal about Japanese culture and the differences between the typical Japanese and Australian lifestyle, he also discovered how fundamentally similar all people are, in their needs, humour, passions and relationships.

Co-operation: Charles believes that listening and understanding are the most important part of any cooperation, whether it be with a single other person or an entire group. He has found cooperation like this to be most important in the school bands. In a band, if you want to play music, then everyone has to be on the same page regarding what the music will mean.

Community Involvement: Due to the nature of studying with NSL, helping to establish a community within the students has been something Charles has seen as very important to the group's success, so he has often assisted with organising group meet-ups outside of lesson days. Apart from school, since he was 10 years old he has been involved with the Scouts and Venturers, in which he has done volunteer work such as door-knocking for the Salvation Army, helping run fundraiser barbecues and helping with community bushland clean-ups.



STAFF PROFESSIONAL LEARNING

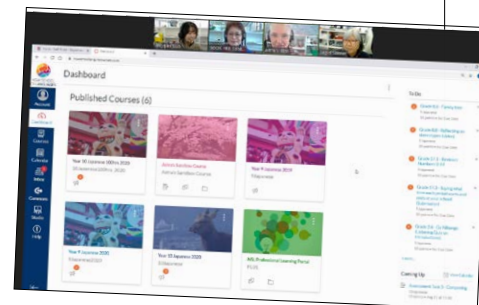
MELTS MEETINGS FOR STAFF

The teachers at NSW School of Languages have been participating in Professional Learning Teams. These teams are named MELTs (Mentoring Educational Leadership Teams). This is a time for small groups of teachers across languages to meet and collaborate on projects. These teachers have similar Professional Development Goals and are working on strategies on how to best deliver quality teaching to our students.

Some groups have looked at the Strategy Sketch Tool to discuss innovative technologies: <https://teachingsprints.com/strategy-sketch-tool>
Other groups have looked at our eLearning

platform Canvas and how we can improve digital course delivery. Some groups have discussed how teachers can mark

online. All teachers are encouraged to observe their peer's teaching – a live speaking lesson using either Zoom or Adobe Connect or Google Hangouts. Teachers may choose to observe an online individual lesson with a student or a group online lesson with the course cohort. The MELTs meet twice each term to discuss supporting each other in best practice.



LANGUAGE COMPETITION

IMMERSEME GAMES ONLINE LANGUAGE COMPETITION

Congratulations to 61 students for their amazing efforts in the inaugural ImmerseMe Games online language competition!

Students participated in a week of language immersion activities in French, German, Greek, Indonesian, Italian, Japanese, Chinese and Spanish, competing against 139 schools across Australia and New Zealand.

Awards have been presented to these students based on the number of points scored in the competition.

Gold Fluency Award: Dominik Mautner, Keanna Cabisidan

Bronze Independence Award: Keziah Espanola, Erin Cawood, Samantha Xie

The following teachers whose students earned one of these category awards were also presented with an **Innovative Educator Award:** Athanasia Tsitiridou, Megan McLean, Margie Lattimore, Martin Koester, Ke Fan and Janelle Byrne

Awards Achieved



Bronze
250+ points

3



Silver
500+ points

0



Gold
1000+ points

2



Laureate
2000+ points

2



Innovative Educator Awards

6



We are sure that this competition sparked an interest to take language learning to new heights!

ImmerseMe™ is an online language program which gives students the opportunity to respond to native speakers within contextual virtual reality-based 360° video recordings like ordering a baguette in Paris, buying a bento box in Tokyo or trying tapas at a Spanish restaurant. Learners progress through 4 scaffolded learning modes: Pronunciation > Typing > Translation > Immersion.

Students are tested on their listening, speaking, reading and writing skills. Content is differentiated into three levels: Beginner, Intermediate and Advanced.

Follow these steps for a discounted subscription for NSL students:

1. Access <https://immerseme.co/store/individual>
2. Enter learner details
3. Enter payer details
4. IMPORTANT: Enter NSW as the discount code to reduce individual price from \$300 to \$30 + GST (15% for these transactions through NZ online store)
5. Complete purchase and await the log in details from ImmerseMe.

SUPERVISOR SURVEY RESULTS

SUMMARY OF SUPERVISOR SURVEY RESULTS 2020

NSW School of Languages surveyed our Home School supervisors in Term 3 with 139 responses. Thank you to all supervisors - we value your feedback. Not all of the suggestions made in the summary below are possible for us to achieve, but we are already using this information to change many of our systems so we can streamline some of the tasks of our hard working supervisors.

- ▶ **66%** of supervisors also supervise students from TAFE and other Distance Education Centres
- ▶ **63%** of supervisors get no time allocation to supervise NSL students
- ▶ **81%** would like to see the enrolment form filled in online
- ▶ **63%** don't access the NSL supervisor portal
- ▶ **93.5%** would like assessment notices to be emailed to the supervisor directly.
- ▶ **84.9%** of supervisors indicated that they are able to arrange speaking lessons in a quiet room with a phone
- ▶ **87%** of supervisors are able to provide their students with disability provisions when conducting examinations for NSL
- ▶ **97.9%** supervisors prefer email as the main form of communication
- ▶ **82.7%** access the NSL website for information
- ▶ **95.7%** are satisfied with receiving reports via email

Summary of main tasks completed by Supervisor

- ⇒ Minimal - students are self-sufficient
- ⇒ Check timetables
- ⇒ Book rooms for lessons
- ⇒ Organise phone lesson timetable
- ⇒ Monitor correspondence
- ⇒ Make sure students are engaged
- ⇒ Supervise the exams in my own time
- ⇒ Printing of resources- lesson materials, workbooks
- ⇒ Supervise students in online lessons, some schools do not allow students to be online alone.
- ⇒ Answer phone calls from NSL, scan work
- ⇒ Organise devices
- ⇒ Allow them to use staffroom phone
- ⇒ Communicate with students- course schedule, exams
- ⇒ Organise catch up lessons



Supervisors suggested these improvements that could be made by NSL to assist in the supervision of student coursework.

- ⇒ Supervisor access to Moodle to check student progress or Progress checks sent regularly- Simplification of Supervisor Portal on DEMs with complete/incomplete (Too much detail)
- ⇒ Keep sending the emails – Face to Face days, assessment notifications
- ⇒ Do not delegate work to the supervisor- more assessments held at NSL- teachers to contact parents directly- notify supervisor when warning letters have

- been redeemed
- ⇒ Use of mobiles phones with parent permission
- ⇒ Notifications via text message, many students do not engage with email
- ⇒ Emails to teachers- some say please cc supervisor in all emails, emails to inform falling behind, assessment, notifications and relevant information. Give the Teacher name and course name on all emails.
- ⇒ Teachers to visit students
- ⇒ Permanent telephone lesson bookings each week or cycle- clarity over Weeks A and B- teachers changing/ cancelling lessons very difficult to reschedule- teachers change links to booking calendar and do not inform students
- ⇒ Exams flexibility over a week period like other DE schools
- ⇒ A number of students have part time teachers and their school study lessons don't always fall into their teachers available times. Teachers from NSL should be available 5 days a week for phone lessons
- ⇒ All work contained on online platforms- Moodle, Canvas and Google- consistent submission across languages- move everything online
- ⇒ Assessment information difficult to track- standardise processes across the school
- ⇒ All lessons online- no more phones
- ⇒ Term calendars of all tasks occurring- similar to Aurora and Finigan
- ⇒ Better organisation of webpage for exam notices and other documents
- ⇒ No more Principal signatures- allow Supervisor to sign for F2F days and assessment tasks
- ⇒ Give textbooks details early

Supervisors commented:

- ⇒ As a Languages HT I am very happy to support your school and I am glad that students can still study a language if it's not possible at this school.
- ⇒ Your teachers and staff are entirely professional and supportive of our home school delivery of the course. They are an example to all external providers.
- ⇒ Your staff are really well organised and communicate in an effective and timely manner. Thank you for that. It makes my job so much easier.
- ⇒ NSL is doing a great job. Students feel positive about their studies and appreciate the support they receive from everyone.
- ⇒ All the teachers I contact at NSL are very approachable, helpful and appreciative.
- ⇒ Great working with NSL and I appreciate being asked to provide feedback to improve processes.



ITALIAN

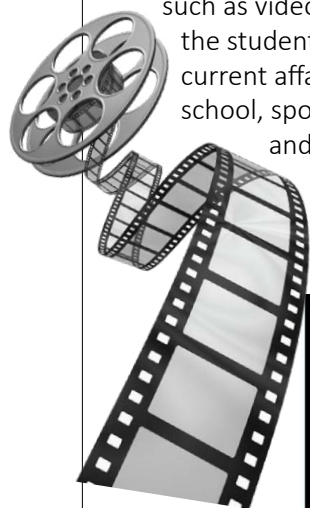
YEAR 11 ITALIAN

The Year 11 Italian Continuers class is presently working on Phase 1 of a very special project, which was started during the first face-to-face lesson in Term 1. The project which prior to COVID was intended to be a way to collaborate with a sister school in Italy, entails the production of a shared bilingual Blog.

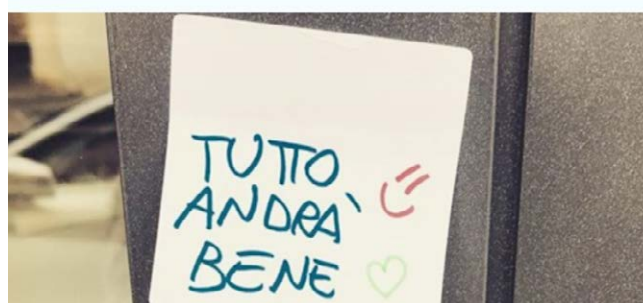


STUDENT VIDEOS

Dedicated students have participated by writing, producing, linking and uploading and translating articles and other interesting media such as videos in various sections defined by the students' own interests. These include current affairs, cuisine and health, free time, school, sport and fitness, music and cinema and protecting the environment. The design and upkeep of the site has been the fruit of Alessio Guaiana's amazing effort. Grazie Alessio!



Nicholas demonstrates how fast a pizza can be made!

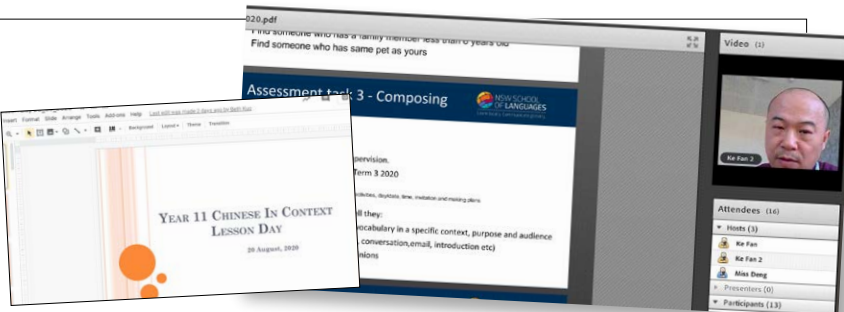


- Eliza Lo Russo** 13 Jun 2020, 17:17:03
Fantastico! Il video della preparazione della pizza è stato informativo e interessante! La pizza italiana è il miglior cibo del mondo! ❤️
REPLY DELETE
- The Love for Food** 14 Jun 2020, 05:24:00
È vero che il cibo italiano è il migliore del mondo! Il video è stato fico e molto facile seguire! Adesso voglio preparare la pizza!
REPLY DELETE

The aim was also to have full class participation through interactive commentary. Whilst our present worldwide situation has unfortunately slowed down this undertaking, we hope this very worthwhile project will continue!

CHINESE

Chinese has been preparing students for the upcoming examinations via online lessons. Under new guidelines from the Department of Education, Term 3 face-to-face lessons at Petersham had to be cancelled. However, this won't stop our students from learning Chinese with their peers. Instead, teachers have been preparing Chinese online lessons to enable students to work and practise their language skills together. These lessons will also allow Year 9-11 and Year 12 students prepare for the upcoming assessments and HSC examinations, respectively. If students are not available during the online lesson time, these lessons will be recorded and made available to them on our Moodle later. We look



forward to meeting you all online!
P.S NSW School of Languages sends its best wishes to all of our Chinese students attending their Speaking skills examinations this term.

Here are the times and dates for the online lessons this term:
Year 9 & 10 @ 9:30-11:15 on Thursday, 17 September 2020
Year 11 @ 9:30-11:15 on Thursday, 20 August 2020
Year 12 @ 9:30-11:15 on Monday, 14 September 2020

FRENCH

BONJOUR TOUT LE MONDE!

"I have loved doing French this year with NSW School of Languages. I do the French Beginners course, and I have found it very enjoyable. I love learning about French culture and food, and its differences and similarities to Australia. Learning about the cafés and the cuisine specialties of the different regions has been very enjoyable. Of all the delicious dishes in France, I would love to try the entrecôte marchand de vin, from Bordeaux.

I love being able to learn another language, and with its many exciting and enjoyable traits, it can be difficult at times. Irregular verbs and vocabulary pose



challenges for me, however my teacher, Madame Mavris, has been very helpful to me in working and persevering through these difficulties.

Being able to write and construct emails, postcards, letters, and phrases in French is very exciting and enjoyable. Learning a new language has been nothing like I expected with challenges and success alike, however I have thoroughly enjoyed my time in the course so far! " Year 11

Samuel Beatson



GERMAN

YEAR 11 GERMAN STUDENTS PLAN THE PERFECT PARTY

In May, the Year 11 German Beginners students attended their first virtual German lesson. Our teachers took a festive approach towards bringing German to life within the confines of a Zoom lesson.

Students used vocabulary and grammar from their course to plan a hypothetical birthday party.

No lesson is complete without a good dose of German grammar. Students worked collaboratively with their teachers to write a party invitation in German. This is not as easy as one might think! Teachers explained how to communicate dates and times and to tell others when your birthday is.

Although unable to prepare food in our school kitchen, food was still a part of our online lesson. Students practised using the separable verb 'mitbringen' to communicate what food they were bringing to our party. Using a Padlet, students chose from a variety of food items. They wrote and spoke full German sentences to indicate what they were bringing along. Students had been learning about specialties from the German-speaking countries.

Despite being challenging to spell and pronounce, die SchwarzwälderKirschtorte (Black Forest Cake) and das Lebkuchenherz (Gingerbread Heart) were particularly popular.

Everyone needs a top outfit for a party. Our lucky party planners were given 100 Euro to spend on an outfit for the party. They were provided with a selection of clothing and prices. Students practised describing their outfit choices and communicating the cost of each item. Revising the Accusative Case has never been so enjoyable!

Naturally, the teachers kept the best activity until last. Singing in German! We introduced our students to Fettes Brot- a band from Hamburg. Teachers and students sang along to the party-themed song 'Kannste Kommen' Karaoke style. We encouraged students to explore other German music. Engaging with popular culture makes language learning even more enjoyable.

A fun-filled lesson was had by all. We are looking forward to welcoming our students to our next online German lesson.



JAPANESE

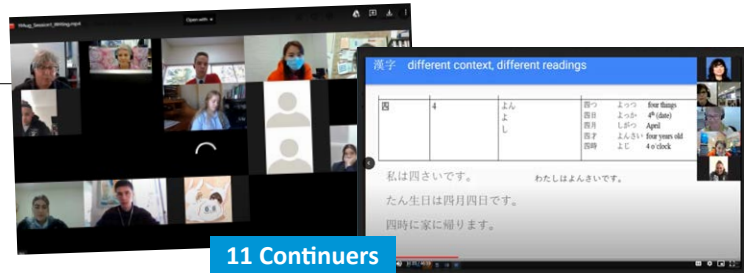
JAPANESE ONLINE LESSON DAYS

We are in online lesson mode, using Zoom meetings with our students. These online lesson days are preparing our students for their examinations in Week 7 and 8.

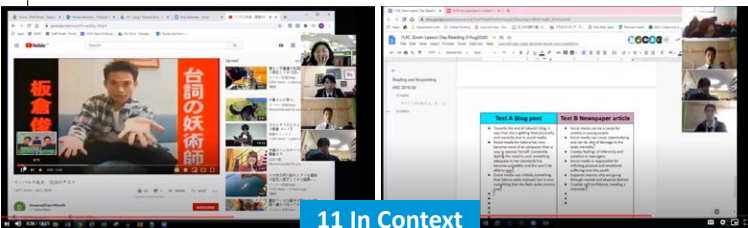
Wednesday 19 August Year 11 Continuers - 40 students participated

Friday 21 August Year 11 In Context- 12 students participated

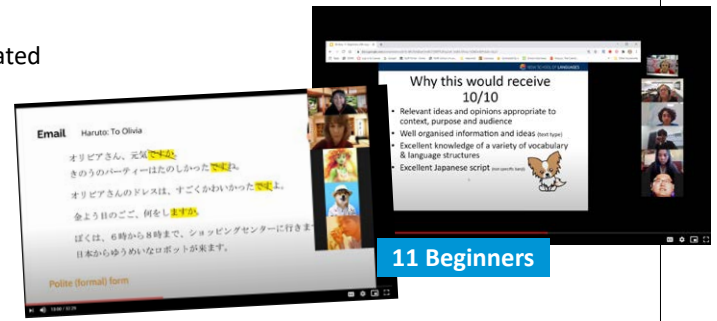
Monday 24 August Year 11 Beginners - 50 students participated



11 Continuers



11 In Context



11 Beginners



FAREWELL TO YEAR 12 BEGINNERS STUDENTS

Year 12 students have recently completed their Trial HSC exams. NSW School of Languages wishes all our Year 12 students every success in their future. Japanese Year 12 Beginners students were in good spirits after the completion of their exam. The students sat for a speaking exam followed by the written paper.

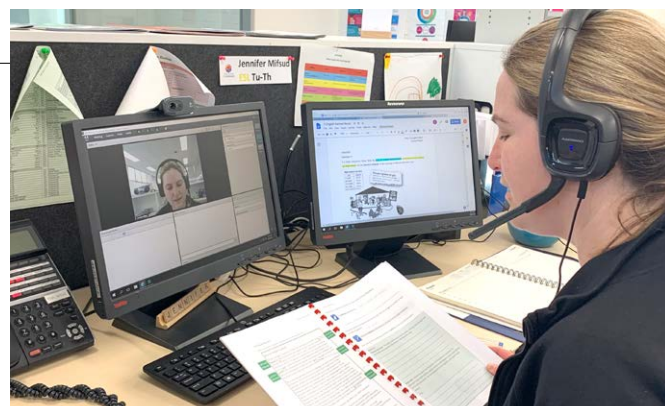


EAL/D

ENGLISH AS AN ADDITIONAL LANGUAGE OR DIALECT (EAL/D)

NSL offers English as an Additional Language or Dialect (EAL/D) to Year 11 and 12 students living in rural and regional areas of NSW. The course content is very similar to the Standard English course and covers novel, poetry and film study, as well as creative writing and listening skills. The course follows the NESA syllabus and all course materials have been written for delivery through distance education. The exercises and quizzes are online and students are also given a printed copy of the accompanying booklet for each module. Students have two full lessons per week with their teacher using a variety of computer programs including Adobe Connect, Zoom and Google Hangouts or video conference. Lessons have continued without interruption this year even when schools have been working from home.

This course enables students to access the Stage 6 course which is appropriate to their English ability and experience, rather than enrolling in the Standard English course with native speakers of English. Aside from receiving individual tuition from their teacher,



students also become self-reliant and independent learners, learning to organise their own time. Students are encouraged to participate actively in lessons, expressing themselves in English and incorporating new language and vocabulary from their current coursework.

This course is open to students who have been in Australia for fewer than 5 years at the beginning of Year 11. Please refer to the school website for full conditions of enrolment. Although it is preferred that students complete both the Year 11 and 12 courses with NSL, it is possible to enrol for the Year 12 course only. Please contact NSL Enrolments for further information.

RUSSIAN

EXCHANGE STUDENT EXPERIENCE

Eline Naess, an international student from Norway, joined our Year 11 class for a few months in order to study Russian Continuers. Eline found the course interesting and challenging. She showed an excellent work ethic, determination and enthusiasm in her Russian studies. It has been an absolute pleasure teaching Eline and we wish her all the very best with her future Russian studies. This is what Eline had to say about her stay in Australia.



“My name is Eline and I’m a 17 year old girl from Norway. I moved to Australia (Gold Coast) in July 2019 to live with an Australian family and experience the Australian lifestyle. Little did I know this was the best decision I would ever make. I got good lifelong friendships right away both with Australians and other exchange students like me. I lived right on the beach and got to experience the surf and beach lifestyle really close. During my exchange year I also travelled around the country and visited Sydney, Melbourne, the outback and Great Barrier Reef. Everyone is so friendly there and I will forever remember all the adventures and amazing people I met.”

Eline Naess

SBS RADIO INTERVIEW WITH YANA STAKHOVA



One of our hard-working students of Russian, Yana Strakhova, recently participated in an SBS Radio program conducted by the Head of Russian Radio, Ms Svetlana Printcev. Yana shares her insights

regarding the importance of studying Russian at NSW School of Languages and how her study is contributing to her professional goals and aspirations. Yana is also an aspiring young artist and her interests in the Russian language, art and culture are inspiring her artistic works. In the radio interview Yana also explains how studying via distance education with our school has helped her to develop her language skills in preparation for the upcoming HSC Russian Continuers examination. You can listen to the SBS radio interview by clicking on this link.

[Radio link:](#)

MODERN GREEK

THE COUNTDOWN BEGINS!

Term 3 is rapidly coming to an end and our Year 11 and 12 students are preparing for the final stretch of their examinations and assessments.

Week 4 was a busy and exciting time for Year 12 teachers. After marking the Trial exams, teachers invited students to attend lesson days for feedback.

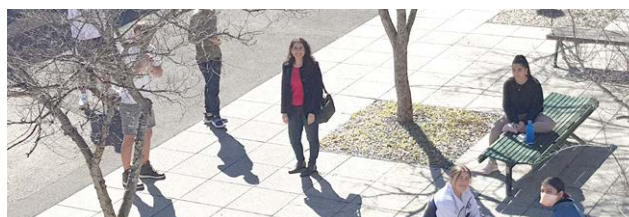
Small groups of students attended lessons for the Year 12 Continuers and Beginners courses. Judging from their feedback, students enjoyed their learning experience and appreciated the extra focus on speaking in time for their HSC oral exams.

Week 5 began with a face-to-face lesson for year 11 Continuers.

It was very rewarding for students and teachers to meet for a second time in what has been an unusual year due to COVID-19. Students were very well

versed on the safety rules in and outside the classroom and collaborated well with their peers. Many students felt more confident in what to expect in their yearly exam from having attended this lesson.

It was very pleasing to witness the collaborative learning spirit of all the students in this class. A special thank you to Nasia Diakogianni and her support teacher Ms Jessica Angelopoulos from Beverly Hills Girls High School for joining us on the day. We wish all our students success in their exams.
Year 11 and 12 Modern Greek Teachers



INDONESIAN

Consul General, Mr Heru Subolo as the Inspector of the Flag raising Ceremony



INDEPENDENCE DAY

August is an important month for Indonesians because on 17 August Indonesians celebrate their Independence Day. This year is the 75th anniversary of their independence.

This happy day was celebrated with a flag raising ceremony held in every place throughout Indonesia. In Sydney, the Consulate General of RI, Mr Heru Subolo, conducted the ceremony at the Consul General's residence in Rose Bay. He was the Inspector of the Ceremony.

Following the ceremony, there was a small celebration conducted with the Consulate General staff and noted guests. Nasi tumpeng (a rice dish for special occasions) symbolised the significance of the celebration. Usually, during August there are many competitions and quizzes organised by the Consulate General RI, such as karaoke, traditional costumes parade, a fun run, to name a few. However, due to the current pandemic, there were just two events, the Lomba Cerdas Cermat – The General Knowledge Contest which was held on 15 August 2020 and the Independence Day Costume Photography Competition.

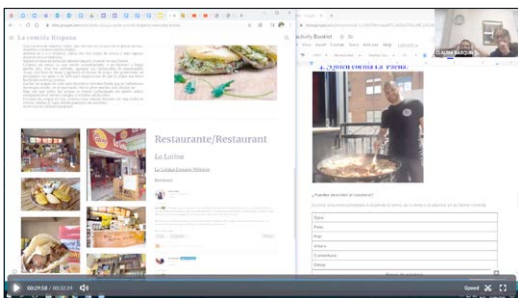
The Consul General cut the top of the tumpeng and handed it to his beloved wife.



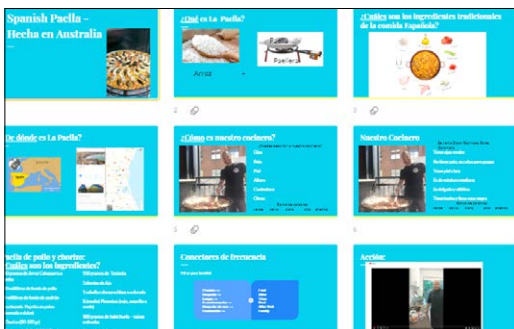
SPANISH

ONLINE COOKING-LANGUAGE LESSON

Learning Spanish has always been fun, but because of the pandemic our students have not been able to take Salsa dancing workshops, Taco Making classes or Paella catering. However, teachers in the Spanish Department joined forces to deliver online Cooking Language Sessions.



The Year 11 Spanish Beginners students attended a Multimodal Lesson where the aim was to learn how to make Paella, the traditional Spanish dish, incorporating important aspects of language, such as question words, food related vocabulary, physical and personality descriptions, etc.



After students watched a YouTube video, completed a printed booklet and participated in an interactive slide presentation, they left for home, planning to cook with their family. Some even shared the results with the rest of the class by contributing to a Padlet!

“I really enjoyed the workshop, it helped me to improve my reading skills by following a recipe, I gained a deeper understanding of Spanish culture and I really enjoyed cooking food for my family”

Y11 Spanish Beginners
Damia O'Loughlin

We extend the invitation to follow the recipe to the rest of the NSL community.

For the Spanish version, follow this link:

For the English version, follow this link:

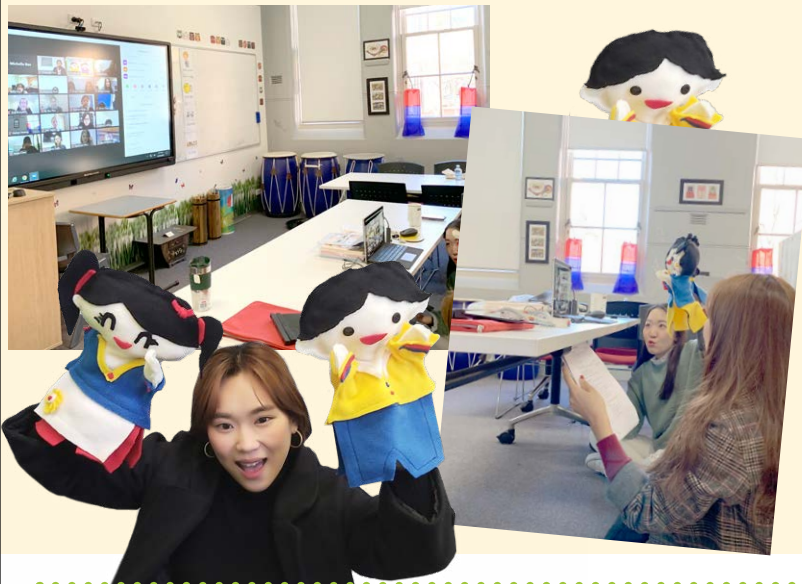
To share your experience cooking, follow this link:



KOREAN

고민보다 GO GO!

This term, Year 12 Korean Beginners students came to NSL to do their Korean Trial Examination. All of our students have worked really hard despite the current situation. NSL's Korean teachers would like to pass on this message to our students: "고민보다 Go Go" (keep going rather than worrying), a lyric from the famous song by K-Pop Idol, BTS.

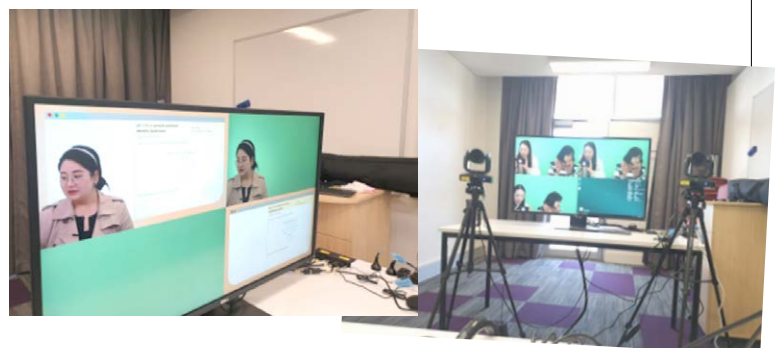


HAND-MADE KOREAN PUPPETS

Although our lesson days were delivered virtually this term, our teachers have spent quality time and their best efforts to create innovative lessons for all their students. We hand-made Korean puppets, who acted as teachers' assistants and also as a special Korean classmate during the virtual lesson. Students watched and engaged in the teachers' puppet show and enjoyed the online lesson day. Here is a snapshot of the puppet making process.

VIDEO TUTORIAL ON THE WAY

Korean teachers have completed professional learning on how to embed short videos to enhance the teaching delivery for our students. At the new video studio set up in Semester 1 at the NSW School of Languages, teachers have rehearsed many times to make motivational video tutorials for our new courses. We can't wait for our new courses to start soon!



CAREERS CORNER

The year continues to provide challenges for all of us. We are all learning to be resilient, resourceful and to learn new skills. While dealing with the present, we are planning for the future. Whether you are in Year 11 or 12 and thinking about post school options, or in Years 9 or 10 and deciding what subjects to choose, there is some useful information for you here.

Educational Access scheme 2020

Educational Access Schemes

Educational Access Schemes (EAS) aim to help students, whose education has been negatively affected during Year 11 and/or Year 12 (or equivalent), receive an offer to university.

N.B. You should apply for EAS through your HOME SCHOOL (speak to the Careers Advisor or Senior Curriculum person at your home school)

Who can apply for EAS?

To apply for EAS you must be able to demonstrate that your Year 11 and/or Year 12 studies (or equivalent) were negatively affected for a period of at least six months as a result of circumstances beyond your control or choosing.

EAS categories of disadvantage and required documents:

*Disrupted schooling

**Financial hardship

Severe family disruption

Excessive family responsibilities

English language difficulty

Personal illness/disability

Refugee status

School environment

Socio-economic indexes for areas (SEIFA)

***Disrupted schooling** (this is of particular relevance for NSL students)

S01D: Studying any Year 12 subjects through distance education or an access program

Eligibility criteria

You're studying any of your Year 12 courses through a secondary distance education centre or an access program as a result of circumstances beyond your control or choosing; for example, the Year 12 course you have chosen is not provided by the secondary school you are attending and you have to study it online via a distance education provider.

You will need:

Details of your HSC program and how you're studying



(eg at school, by distance education or through an access program).

The reason/s for your enrolment in HSC courses by distance education or through an access program.

A letter from the distance education centre or access program confirming your enrolment and the courses you are undertaking.

If you are applying for EAS under this category, a letter to confirm your enrolment can be supplied on request by contacting the NSW School of Languages nwsschoollang.school@det.nsw.edu.au

****Two new disadvantages in response to COVID-19**

From 1 August 2020, applicants will be able to claim financial hardship if a parent or guardian has received Job Keeper or Job Seeker payments for at least three months (from March 2020). Check the details under 'Financial hardship' on the website.

Note that the students most disadvantaged by COVID-19 may already be eligible under at least one of the existing EAS categories relating to financial hardship, home environment and personal illness.

Click on the link below for the UAC site

<https://www.uac.edu.au/future-applicants/scholarships-and-schemes/educational-access-schemes>

University Open Days

Trying to decide on which University to choose?

Throughout August and September, universities are providing virtual Open Days, offering online tours and information sessions. Click on the link below to take you to the UAC site and links to Open Days for a number of institutions.

<https://www.uac.edu.au/future-applicants/open-days>

TAFE NSW

Study through TAFE: Did you know you can study at

TAFE while still at school? Complete your HSC through TAFE? Enrol in a degree course without an ATAR? Have a look at what TAFE has to offer.

With hundreds of courses to choose from, TAFE NSW can help you find your passion – and turn that passion into a career. We are the #1 choice for education in real-world, useable skills and courses – so take a look at what TAFE has to offer. You will find information for Yr 10 students, Yr 11-12 students, and information for parents and carers. Click on the link below.

<https://www.tafensw.edu.au/ambition>

Choosing a career path: Not sure about what you want to do in the future? The TAFE NSW Be Ambitious app can help you discover your future career. Click on the link below.

<https://www.tafensw.edu.au/career-advice/blog/-/blogs/take-a-swipe-at-your-perfect-career>

Where to next? CareersEvent.com

Students planning their pathway from education to employment and wanting the latest information on tertiary studies, further training, courses, career options and job opportunities can engage with Exhibitors via the webinars, download information/forms and ask questions.

<https://www.careersevent.com/seminar/>

Sydney Morning Herald HSC Study Guide 2020

This is an annual guide to all things HSC. Click on the link below.

<https://www.smh.com.au/hsc-study-guide-2020>

There is useful information including essential HSC information (including key dates and disability provisions), COVID-19 news, top tips from top students, how to stay healthy and study tips.

Of particular interest to students of Languages is Chapter 3 of the study guide, with some great advice from a 2019 top languages student Jesse Caminer who had the following advice:

How I tackled preparation for Languages exams:

To ensure I had constant exposure to the languages I was studying, I tried to weave them into all areas of my life. This included:

- watching the news in the languages I was studying
- changing the language setting on my phone

- keeping up with Netflix shows in my chosen language.

Consistency is also important. Spend at least 15

minutes a day practising the language. This is better than practising for one hour once a week. Another tactic is to learn five new words each day or commit to a few writing tasks each week to improve accuracy and fluency.

In the language exams, question styles follow a clear pattern and framework. It was therefore useful getting familiar with the style of questions for the listening, reading and writing components through consistent practice.

Great advice for all languages students!

Scholarship Opportunities:

NSW Department of Education's [future teacher scholarships](#)

Are you interested in teaching as a career?

Applications for the NSW Department of Education's future teacher scholarships are now open.

The scholarship programs offer a range of benefits and incentives, including financial support whilst studying and a permanent teaching position in a NSW public school upon successful completion of studies. Applications close 11:59pm on **Friday, 11 September 2020**.

The following three scholarships are open to all HSC students:

Teacher Education Scholarship

<https://teach.nsw.edu.au/getpaidtostudy/teacher-education-scholarship>

There are up to 150 scholarships on offer for those whose future plans include studying teacher education in the subject areas of: mathematics; science (with physics); selected technological and applied studies; English in combination with ancient and/or modern history; special education (K-12).

Teacher education scholars receive:

- \$7,500 per year of full-time study

- + \$6,000 appointment allowance

- + permanent teaching position in a NSW public school

Teacher Education Scholarship - Aboriginal

This scholarship is an identified scholarship for Aboriginal people and Torres Strait Islanders.

<https://teach.nsw.edu.au/getpaidtostudy/teacher-education-scholarship-aboriginal>

There are up to 80 scholarships available to Aboriginal people and Torres Strait Islanders studying to become primary or secondary school teachers.

Teacher education scholars receive:

\$7,500 per year of full-time study
+ \$6,000 appointment allowance
+ permanent teaching position in a NSW public school
teach.Rural Scholarship
<https://teach.nsw.edu.au/getpaidtostudy/teach.rural-scholarship>

Become a teacher in a rural or remote NSW public school with one of 60 teach.Rural Scholarships available to HSC and university students. Apply now to receive financial incentives while you study and a guaranteed permanent teaching position when you graduate. teach.Rural scholars receive:

- up to \$50,000 equivalent upfront course contribution fee
- + \$7,500 per year of full-time study
- + \$500 per week while completing a rural practicum
- + \$6,000 appointment allowance
- + permanent teaching position in a NSW public school

Public Education Foundation Scholarships

The Public Education Foundation is a not-for-profit organisation dedicated to providing life changing scholarships to young people in public education. A number of scholarships are available to students in Yrs 7-12. Closing date for SECONDARY applications is MIDNIGHT 15th September 2020.

<https://publiceducationfoundation.org.au/scholarships/students-scholarships/>

What does a scholarship recipient receive?

Financial support (funds for educational goals such as laptops, school supplies and study needs, school excursions etc.), Academic support (working with teachers and principals to ensure ongoing support and mentoring for scholarship recipients), Awards ceremony (a formal acknowledgement of recipient achievement at the annual Public Education Awards Ceremony in Sydney)

Our scholarships focus on need:

Students from low socio-economic backgrounds;
Indigenous students; Students from refugee backgrounds; Students in rural and remote areas;
Students living with a disability

HSC subject selection made easy – for Year 10 students deciding what to study in Year 11 and 12 – Subject Compass

Subject Compass, created by UAC, gives you much of

the information you need to help you make the right choices of subjects for senior high school. Click on the link below.

<https://www.uac.edu.au/future-applicants/subject-compass>

Languages open doors to careers

Languages open doors to lots of different careers. Whether you are learning a language at school or in your community, or if you have a home or heritage language other than English, languages can take you places you don't yet know you want to go. You don't even have to be fluent in a language for it to lead to career opportunities. Learning languages gives you transferable skills; you develop the ability to think creatively, to forge connections between communities, to translate across cultures and identities. Languages give us a sense of who we are and allow us to express and explore ourselves.

The videos below were created in the UK, but are relevant to us here in Australia too. Be ambitious and think creatively about the career possibilities languages open up. You will hear from a musician, a lawyer, a journalist, a vlogger, a documentary director... Click on the link below.

https://www.youtube.com/watch?time_continue=14&v=DdqZ7cfZtY4&feature=emb_logo

Rob Wightman: Teacher / Former Journalist

https://www.youtube.com/watch?v=TQJFtobuTi8&feature=emb_logo

RTkal: Musician

https://www.youtube.com/watch?v=aB67949FkL4&feature=emb_logo

Speaking a foreign language is my superpower

In the fun clips below, you will hear how one man uses his language skills to get jobs. This could be you!

<https://youtu.be/2FpOHEm5D-g>

<https://youtu.be/9lRQPw1-Mdg>

For further information on careers matters, speak to the Careers Advisor at your home school. Feel free to contact me at NSL if you have any careers questions related to your study of languages. Keep an eye on our Facebook page for new careers information as it becomes available.

Margaret Lattimore, NSL Teacher of French/ Careers Advisor

margaret.lattimore@det.nsw.edu.au