

TERM 2, 2024

# NEWSLETTER

The latest news and updates from NSW School of Languages



NSW SCHOOL  
OF LANGUAGES

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Principal - Teresa Naso



## Principal's message

Dear School Community,

What a busy term we've had with numerous events taking place at the school. Our student lesson days have continued, and we've seen an improvement in attendance. While students may be reluctant to miss a full day of lessons, these days are as important as attending excursions for other subjects. They provide an opportunity to connect with fellow students, get to know their teacher better, and consolidate work completed online.

We understand that attending in person is not always possible due to distance, so all lesson day material is uploaded to the Canvas courses.

Learning remotely is not always easy, and our teachers have limited contact time with each student. It's crucial that each student participates in a weekly online speaking lesson with their teacher. If they are unable to attend, they should inform their teacher and arrange an alternative time that week. Unfortunately, like most schools, we cannot always find a substitute if a teacher is sick. In such cases, students should continue with their online work, and the teacher will cover any missed speaking lesson content the following week.

At the end of the term, we will be emailing reports, and our parent-teacher night will be held online on June 26, 2024. Booking information will be emailed to parents.

Our teachers are also busy preparing new Extension courses in Modern Greek, Italian, French, German, Chinese, Indonesian, Japanese, and Spanish. If Continuers students want to study an additional unit in Year 12 and complete the Extension course, they speak to their teacher.

Finally, we were very excited to host our inaugural Language Ambassadors Induction Ceremony and training day. It was a great privilege to work with such inspirational young people, and we look forward to seeing their future projects.



Photo: Language Ambassadors Induction Ceremony at NSL



Photo: NSL Senior Executive Team

I hope you enjoy reading the newsletter and seeing the many activities happening at the school.

**Teresa Naso**  
Principal

## Important dates at NSL - Terms 2 and 3 2024

### Term 2 2024

- Monday 10 June: Public Holiday (no student lessons)
- Wednesday 19 June: Year 12 Latin and Year 12 EALD Assessment Task 3
- Monday 24 - Friday 28 June: Year 11 Assessment Task 2 (all courses)
- Wednesday 26 June: Years 7-11 Parent and Carer interviews online
- Friday 5 July: Term 2 student lessons finish

### Term 3 2024

- Monday 22 July: Staff Development Day (no student lessons)
- Tuesday 23 July: Term 3 student lessons commence
- Tuesday 23 July - Friday 2 August: Year 12 Continuers, Beginners, In Context, Literature Trial HSC examinations
- Monday 5 - Friday 9 August: Year 12 Extension Trial HSC examinations
- Wednesday 14 and Friday 16 August: Year 12 EALD Trial HSC examinations
- Monday 19 - Friday 23 August: Year 10 Assessment Task 3
- Monday 26 - Friday 30 August: Year 9 Assessment Task 2
- Monday 2 - Friday 13 September: Year 11 Yearly examinations
- Friday 27 September: Term 3 student lessons finish

## NSL Spotify



Reminder: we are on Spotify and you can find us [here!](#) Follow this link to listen to our favourites playlists for each language we offer. We update our playlists often, so if you have any songs you'd like to see on our playlists, please let your teacher know! Happy listening!



Thumbnails for each of our playlists on Spotify



Photo: 2024 Language Ambassadors at NSL with Teresa Naso - NSL Principal (right) and Marian Botros - NSL teacher (left)

## Introducing the 2024 NSL Language Ambassadors

We are thrilled to announce the launch of our first-ever student leadership team at the NSW School of Languages: The 2024 NSL Language Ambassadors. Committed to promoting language learning and student wellbeing, this dynamic group of students is set to bring innovative projects to our school and wider community. We held our Induction Ceremony, along with a training and planning day at NSL on Monday 27 May 2024. Stay tuned for updates on the upcoming inspiring initiatives! Congratulations to our 2024 NSL Language Ambassadors:

| Name                   | School  | Language                                      |
|------------------------|---|---|
| Andrew Caramanis       | St Aloysius College                           | Year 11 Modern Greek Continuers               |
| Ava Leung-Yun Chow     | Bethany College                               | Year 11 Chinese & Italian Continuers          |
| Vanessa Haung          | Chatswood High School                         | Year 11 Korean Beginners                      |
| Patrick Helm           | Killarney Heights High School                 | Year 11 Korean Beginners                      |
| Sarah Johnston         | Mercy College - Chatswood                     | Year 11 Japanese in Context                   |
| Mehtab Kaur            | Woolgoolga High School                        | Year 12 English EAL/D                         |
| Ivan Kupstov           | Aquinas Catholic College Menai                | Year 12 Russian Continuers                    |
| Jae-seung (Jaiden) Lee | Sydney Technical High School                  | Year 11 Latin Continuers                      |
| Agnetha (Lexi) Lynch   | North Sydney Girls High School                | Year 11 German Continuers & Spanish Beginners |
| Rebekka Moritz         | Sydney Girls High School                      | Year 11 German Continuers                     |
| Amie Morton            | Kirrawee High School                          | Year 11 Spanish Beginners                     |
| Emilio Muston          | Sydney Secondary College Leichhardt Campus    | Year 10 Italian 200 hours                     |
| Ana Clara Perpetuo     | Saint Maroun's College                        | Year 12 Portuguese Continuers                 |
| Christabelle Siregar   | Dulwich High School of Visual Arts and Design | Year 11 Indonesian Continuers                 |
| Chaeni Son             | Riverside Girls High School                   | Year 12 Chinese Continuers                    |
| Naomi Subbaraman       | Wenona School Ltd                             | Year 11 Japanese in Context                   |
| Anson Tsai             | Tempe High School                             | Year 10 French 200 hours                      |
| Hanami Yamaguchi-Alam  | Penrith High School                           | Year 11 French Beginners                      |

### Language Ambassadors Committee:

Esther Arlidge-Lyon, Joanna (Yanna) Mavris, Kathy Kerestes, Marian Botros, Ros English and Sandy Huang.

## The benefits of studying a language for the HSC

It is useful to know that some universities have early offer schemes, providing opportunities for Year 12 students to be selected for courses independently of their final Year 12 results. It is also important to know that some university courses have processes to apply for adjustment factors (formerly bonus points). Studying a language to Year 12 is an adjustment factor for some university courses.

Up to ten adjustment factors, or points added to the Australian Tertiary Admission Rank (ATAR), may be available. The criteria vary between the universities and courses. Some of the selection rank adjustments include:

- living or attending school in a certain area
- outstanding results in relevant HSC or IB subjects
- being an elite athlete or performer
- having experienced disadvantage in your studies
- a recommendation based on your performance in Year 11
- being an Australian Defence Force current, reserve or previous serving member
- studying a language to Year 12 level
- applying for consideration through the Education Access Scheme.

These adjustment factors are applied differently between courses and can raise the Australian Tertiary Admission Rank (ATAR), which might just give students the edge they need in getting into the course of their choice. Visit each university website for specific details. Students can see if they are eligible for adjustment factors or special consideration when applying through [Universities Admission Centre \(UAC\)](#).

## How can students be supported as they prepare for assessments?

Assessments are an opportunity for students to demonstrate their performance and progress in all areas of the course they are studying. For language courses, this includes listening, speaking, reading and writing skills.

We would appreciate parents, carers and supervisors to support students to reach their potential in these ways:

- ensure students complete the work required for their studies
- identify when the assessments are scheduled
- access the relevant [Assessment notices](#) from our school website
- ensure assessments are supervised in the home school and completed without access to electronic devices or websites (apart from the learning platform students are completing the task on if it is an online assessment)
- encourage students do their own work and do their best.

It is important that students understand that they must complete and submit their own work. Behaving dishonestly in an assessment is regarded as cheating or malpractice and can result in a zero mark and a Warning Letter being issued. Students will be required to demonstrate their knowledge, understanding and skills to show evidence that the submitted work is their own.

## Enriching practicum experiences at NSW School of Languages



During Term 2, five preservice teachers from the University of Sydney, Macquarie University, and Western Sydney University have embarked on their first or second practicum at NSW School of Languages.

They have immersed themselves in a diverse range of activities, including online teaching, lesson planning, Student Ambassador Day, the Beginning Teacher New Induction, and parent-teacher interviews.

Their experience has been further enriched by participating in faculty and staff meetings, as well as enjoying staff morning teas and other school events. This comprehensive involvement has allowed them to develop their teaching skills in a dynamic and supportive environment.

The preservice teachers have truly valued and enjoyed the rich learning opportunities offered during their practicum at the NSW School of Languages.

*Photo: (From left to right) Gianni, Alejandro, Yuening, Rachel and Vittoria, Term 2 Preservice teachers at NSL*

### Preservice teacher testimonials

*"Nihao! I am Jiani. I am honoured to have the opportunity to join the NSL family during my first practice period. Throughout my placement here, I deeply felt the beauty of cultural integration. Every teacher here has given me unique warmth and support.*

*NSL, with its rich diversity of languages, is like a miniature United Nations. The harmonious and enriching educational environment created by different cultures is a testament to the unique learning experience at NSL. Even after completing my practice period, I still find this experience incredibly special and something to be proud of.*

*Before this, I had never encountered the distance mode of education. At NSL, I experienced how technology builds bridges in language learning, allowing me to explore this innovative approach alongside the students.*

*Moreover, I was fortunate enough to participate in a special offline teaching event called Lesson Day. Engaging with students face-to-face brought a sense of closeness that was deeply felt by all. This encapsulates the essence of studying and working at NSL: people from different cultures coming together and moving forward hand in hand.*

*Thank you, NSL, for providing me with such an unforgettable internship experience!"*

**Jiani (Carrie) Peng**  
**Preservice Teacher - Chinese**





Alejandro Sarmiento Castro

*“¡Hola! Me llamo Alejandro Sarmiento Castro and I come from Macquarie University. This is my first ever practicum, and I honestly can say that I could not have gotten a better school. Before the school was chosen, I was quite nervous about how my first practicum would go, but after being here for the full two weeks I am incredibly excited for my next one and hope that I can return here for all my future practicums. In high school, I found that I loved the idea of differentiating the work in my lessons to help specific students, but always felt pushed away by the overwhelming size of each different course classroom. Seeing that personalisation, and careful lesson planning for each student in practice, makes me so unbelievably happy.*

*NSL’s distance education shocked me at first, but it is, without question, some of the most effective and organised teaching I’ve seen. The online Canvas work allows for students to study, and practise their target language at their own pace, while still being pushed to keep up with the rest of their class through the weekly submission work. This is paired by the personalised one-on-one speaking lessons, that allow for feedback on their pronunciation, contact with a teacher and the chance to get help on the writing sections they might have struggled with.*

*From my supervising teacher to the practicum students from entirely other language departments, I have been shown incredible kindness and learnt so much from everyone. The small booklet that was given to me by NSL, where I keep all of the information I learnt, has been filled to the brim with knowledge from so many different people. I want to thank the staff, the teachers and everyone for all the support that has been given to me when I needed it.”*

**Alejandro Sarmiento Castro**  
**Preservice Teacher - Spanish**

*“This four-week professional experience at NSL has been an amazing journey of growth and learning. It was both exciting and daunting to step into a learning environment that I was not familiar with; however, the support I received from teachers made this experience incredibly valuable and fulfilling. I observed how teachers use various strategies to make learning meaningful for students and provide individualised support to enrich their learning.*

*A huge thank you to my fantastic supervising teacher, Tamaki Takano-sensei, who made me feel part of the team from day one and helped me grow into a more informed teacher. Thanks to all the teachers in Lang F and beyond for making this term such a memorable one. I will not forget your incredible support and kind words - you all deserve a medal! Arigatougozaimasita!”*

**Rachel Park**  
**Preservice Teacher - Japanese**



Photo: Preservice teacher Rachel with Year 9-10 Japanese students



Photo: Vittoria with her supervising teacher, Maria Perez

*“Hola a todos! I’m Vittoria, and I’m currently completing the MTeach at The University of Sydney so that I can become a Languages teacher (Italian and Spanish). I have been given the incredible opportunity to complete my second practicum experience in the Spanish Faculty at NSL with Señora María Pérez as my supervising teacher.*

*Right from the start, I was welcomed warmly by staff from all faculties. I have been given the opportunity to observe the amazing educators, to lead lessons, and to connect with students and witness their learning. These experiences have been incredibly rewarding and valuable in my own learning journey as a pre-service teacher.*

*I’m deeply grateful and appreciative of my experience in the NSL community and the support extended to me by all teachers, with special mention to Señora Pérez. Her many years of teaching has provided her with a wealth of knowledge, and she has generously shared with me her invaluable guidance, feedback and advice over the last four weeks. She kindly took me under her wing and did not hesitate to answer all of my many questions.*

*Thank you to all of the students and staff who welcomed me warmly into the community and made my experience unforgettable! Until next time! ¡Hasta la próxima!”*

### **Vittoria Triulcio** **Preservice Teacher - Spanish**

*“你好! (Hello). My name is Yuening (Paul) Piao, and I am currently one of the five interns at the NSW School of Languages. This is a meaningful and great experience for me to work here for five weeks. I have had the opportunity to observe and participate in several professional development experiences, such as course writing, parent teacher interview, and enrolment. I also collaborated with other teachers in my faculty to prepare for the Year 9 and 10 Lesson Day on Week 3 Friday. Together with other teachers, we designed several fun and engaging activities for the students, and they were very happy about those activities, such as “Character hunt, Slam the word, and Storytelling”, etc.*



Photo: Paul with Year 9 Chinese students on a lesson day

*During the online speaking lessons, I built a positive relationship with the students, and I also have had the chance to mark their Canvas work, giving feedback to them. I developed and improved a range of teaching skills in this five-week period. Many thanks to my two supervising teachers, Ke Fan and Annie Deng. They have provided many useful and insightful feedback to me and help me prepare for my future teaching career.*

*I would also like to thank all the staff here in NSW School of Languages, they are all very helpful, supportive, and caring. It is my pleasure to be here for five weeks, being part of the NSL community has been an amazing experience for me.”*

### **Yuening (Paul) Piao** **Preservice Teacher - Chinese**

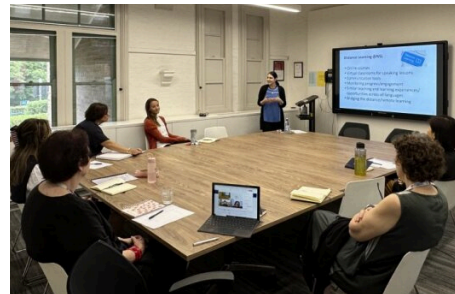


## Nurturing new teachers: NSW School of Languages' Comprehensive Induction Program

During Term 2, NSW School of Languages has continued its comprehensive Beginning Teacher Induction Program, covering a wide range of essential topics.

These meetings have focused on best practices for online lessons using Microsoft Teams, effectively navigating learning platforms such as Canvas and Moodle, and utilizing DEMS (Distance Education Millennium System) to record student attendance and monitor their learning progress. Additionally, the program has provided valuable insights into conducting parent-teacher interviews, assessment processes, effective communication with parents, best practices in reporting, and ensuring student wellbeing.

All teachers have found these induction meetings to be incredibly valuable, enhancing their teaching practices and supporting their professional growth.



*Photo: Beginning Teachers having induction meeting at NSW School of Languages*

**Sydney**

**careers & EMPLOYMENT expo**

**TERTIARY ▶ SKILLS ▶ TRAINING ▶ JOBS**

### Sydney Careers & Employment Expo

Sydney's New Careers & Employment Event will open on August 16 & 17, 2024, at the Hordern Pavilion, Moore Park. The Expo will showcase over 120 organisations and employers with career opportunities for all ages. Entry's Free.

The event is for school students, parents, teachers, graduates, job seekers, people looking for courses and workers seeking new opportunities.

The Expo is packed with Free advice, you can...

- talk with over 120 Training Organisations & Employers
- gain Free Career Advice
- discover Jobs of the Future
- talk with Leading Organisations about Training & Apprenticeships
- experience the Free Career Seminars
- learn how to write a Winning Resume.

If you are looking for a job, career change, courses or you are a school student looking for a career path, you can't afford to miss the Expo.

Dates:

**Friday August 16, 2024** - 9am to 3pm  
**Saturday August 17, 2024** - 9am to 4pm

Location:

**Hordern Pavilion, Moore Park**

**MODERN GREEK**

Ελληνικά



Photo: Year 12 Modern Greek student Silia Kapsis

## Eurovision and the ABC come to the Greek Faculty

Who would have known that among our talented students we would have a Eurovision star?

Silia Kapsis is enrolled with NSW School of Languages and is studying Greek. She represented Cyprus with her song 'Liar' in Malmo, Sweden where Eurovision was held this year.

She started this journey as a four-year-old, attending her first dance classes. She has been the lead singer for the Australian Youth Performing Arts Company and taken part in various television projects including for Australian Nickelodeon. Her perseverance and hard work have culminated in her being the youngest entrant and the opening act for this year's Eurovision Final, performing in front of 260 million viewers worldwide, achieving amazing success.

## ABC Breakfast TV comes to NSL to interview Ms Sia Memtsas



Photos: Modern Greek teacher Sia Memtsas' interview with ABC Breakfast TV

As Silia progressed to the finals of Eurovision we were contacted by ABC Breakfast TV to interview Ms Sia Memtsas, Silia's teacher of Modern Greek. Ms Memtsas said Silia had been humble about her progress to the Eurovision Song Contest finals.

*"I am in awe of her. She is a dedicated student, so polite and humble. She never misses a class and is never late. She is level-headed and focused,"* Ms Memtsas said.

While achieving this success, Silia has also been a dedicated and disciplined student. She always submits her work before the due dates to fit in with her busy schedule and never misses her weekly speaking lessons. She was promptly on TEAMS for her speaking lesson even a few days after she took part in the contest!

She is testament to a young person's ability to pursue their dream while remaining grounded, and achieving a balance between their schoolwork while realising their career ambitions.

We wish her every success in her studies and hope all her dreams are realised for a wonderful career!

## France Study Tour 2024

In the April school holidays, 25 students of French from Years 10-12 and three NSL teachers, Madame Marsden, Madame Botros and Monsieur Douglas, travelled to France for a study tour.

The trip began with three days in Paris, covering the must-see monuments such as the Eiffel Tower and the Louvre, as well as lowkey destinations like Rue Cler, a market and restaurant street, to experience slices of everyday Parisian life.

A train trip on the TGV, France's high-speed train, took us to Aix-en-Provence, the "city of a thousand fountains" for a 10-day homestay and language immersion program.



Photo: Notre Dame

Aix-en-Provence, founded by the Romans, is known for its iconic landscapes, beautiful architecture, and its warm and friendly people. It is the birthplace and home of one of France's famous artists, Paul Cézanne.

The students attended classes at the Alliance Française in Aix in the mornings in specially designed lessons for their individual levels, and then attended a variety of excursions to cultural sites and activities in the afternoons and on weekends, including visits to Marseille, the Roman town of Arles (and one-time home of Vincent Van Gogh), typical Provençale villages and the Pont du Gard.

Navigating daily French life in between with their host families, allowed students to use their language skills in a range of authentic daily contexts. The trip ended with a day exploring Nice before flying home.

### Student impressions

*"The France Trip was such a fun and educational experience. My favourite parts were the trip to the Louvre and staying with my host family in Aix-en-Provence. I gained knowledge from learning French at the Alliance, and I enjoyed exploring the town and trying delicious foods from the bakeries and restaurants. My host family's cooking was also amazing. We visited so many places and cultural sites, and going to Marseille was definitely a highlight. Overall, it was a truly unforgettable trip, I made many new friendships and learnt so many new things about the country."*

#### Molly Uraipong - Year 11 French Continuers

*"France was incredible! Besides seeing the iconic French sites of Paris and getting a truly authentic exposure of French culture in the food and the people, I have learned so, so much. Our time at Alliance Francaise in Aix-en-Provence taught me countless things about the French language and the activities we did each day after our lessons and on the weekends were incredibly entertaining, super memorable and a true credit to the inspiring teachers that were on the tour. My host mother remains a total inspiration to me, and I continue to keep in contact with her to this day! I'll always remember and treasure the friendships I formed with the funny, resilient and brilliant people on this trip and am already looking forward to finding myself back in France in the future!"*

#### Carmen Malikides - Year 10

*"Our trip to France was surreal and the time of my life. Everyone on the trip became friends and found their people. A memorable time was when my friends and I accidentally took the stairs of the Eiffel Tower and we had to run all the way back up and my legs were jelly. My favourite part of the trip was our trip to the Pont du Gard and lying about on the rocks like lizards in the sun. Another highlight of the trip was our host mum and her cooking. Each night after dinner she made us some kind of dessert and during meal time we would discuss our day together in French, which was very helpful practice. Overall, the trip was invaluable and I miss the time we all spent together (and the warm spring Parisian weather)."*

#### Mari Wilson - Year 12 French Beginners

*"The 2024 NSL trip to France in April was very productive and useful for my studies in French Continuers. As a student, I feel very grateful and privileged to have been given the opportunity to go on this trip. During the trip I had many valuable experiences like taking lessons at the Alliance Francaise d'Aix Marseille, taking excursions to other nearby towns (Avignon and Arles), and staying with a host family for two weeks. As well as all the wonderful afternoon and day excursions, I have made some very good friends and we enjoyed each other's company while on our excursions around the towns. It was fantastic that I also had time to spend on my photography hobby, taking a lot of great photos. I would like to thank the teachers at NSL very much for the opportunity. Without them, this trip would not have been possible. I am really grateful to have been part of this amazing trip."*

**Harrison Smith - Year 12 French Continuers**

*"The thing I was looking forward to most out of the trip was all of the amazing pastry, of course, but also the amazing memories and friendships that would last forever because of it. I enjoyed Paris the most because no one really knew each other yet and we were all shy which made it funny and brought us close as a group. On the first walk in Paris, none of us could even comprehend how taking an online class at NSL would get us all the way to France with 25 other students that we didn't really know but after only two days our group clicked and everyone was friends. A highlight of the trip was getting macarons from Pierre Herme and doing a review of the different flavours under the Eiffel Tower; it was just iconic. Also going to Cedric Grolet's shop (my pastry idol) and trying his amazing desserts. A funny time was when I and a few others caught the metro only to find out that everyone had gotten off and waited for the next train because it was too busy. Then five stops later, we got off and only a few minutes after the rest caught up, we had a big group hug. The thing I loved most about my host family was indulging in French culture by enjoying a fresh baguette and cheese every night after dinner."*

**William Nickl - Year 12 French Beginners**

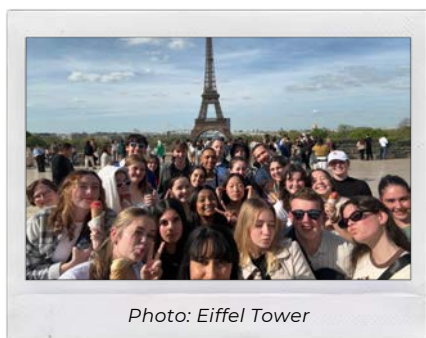


Photo: Eiffel Tower



Photo: Alliance Française



Photo: Louvre



Photo: Pont du Gard

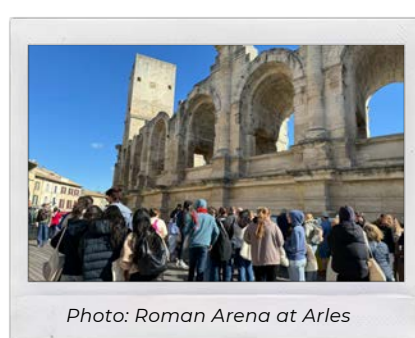


Photo: Roman Arena at Arles



Photo: Receiving certificate of attainment at Alliance Française

**Parent feedback**

*"The 2024 NSL excursion to France was well -organised. We, parents, were well kept informed about the process and progress of the trip. In our view, it is an excellent opportunity for our child to experience a study trip overseas independently (without us). This would have not been possible without the initiation, hard work, support and dedication of the NSL teachers and staff. On arrival at the Sydney airport, our child was very pleased to repeatedly tell us how thankful and fortunate to have been on the trip, made a few really good friends, and gained invaluable life experience, and that the trip was worth every single cent. We really appreciate and very thankful to the NSL Team, thank you very much."* - **Emma Smith - Parent of Harrison Smith**

## LATIN

Lingua Latina



### Getting started with Latin

This term, we asked our new Latin students, the Year 9 cohort, to briefly talk about their experience so far with Distance Education. The cohort is made up of young people with diverse interests, and cultural and geographic background. Collectively, they are motivated, interesting and very polite. They are pushing through the joys and challenges of distance education with humour and smiles. There is a total of ten students, six girls and four boys. Six of them agreed to write for this newsletter:

*"I decided to study Latin because of its relationship to the English language and I felt it would be a good choice because I am understanding the roots of English. The only difficulties I have had with distance ed were technical ones, but they have been easily solved. Some of the benefits of learning Latin via distance ed is the freedom to work at my own pace during each of the periods. And I enjoy the speaking lessons and learning pronunciation."* - **Tara**

*"I decided to study Latin as I know that knowing the roots of countless English words from Latin helps greatly with comprehending the English language. I have seen unfamiliar English words that I was able to gather meaning from, because of my knowledge of Latin. Latin, I have been told right from the beginning, is a difficult language to learn. Whilst I have found this in parts, specifically the grammar and word endings, to be true, I have greatly enjoyed learning Latin with the help of my teacher."* - **Ella**

**Why did I decide to study Latin?** *"Last year, I went out for dinner with a few friends. We were discussing possible subjects that could benefit me. Somebody mentioned that Latin was useful because it could help with writing, English, whatever. And they recommended it to me. So I thought, "Why not try it out and see?"*

**What challenges have I experienced with distance learning so far?** *"Definitely the learning pace. It is far more efficient to do it face to face."* **What positives have I experienced so far?** *"I would say that generally, positives have been learning a new language and helping a bit with my vocabulary. And learning the importance of grammar."* - **Liam**

*"My name is Elsie. I chose to study Latin because it interested me, and because it is the base for many European languages. A challenge I have encountered so far with distance education is my internet, since it isn't always the best. The benefits that I have experienced are being independent and learning on my own."* - **Elsie**

*"My name is Nicholas. I decided to choose Latin because I found it interesting to learn a new language and to learn about ancient civilisations. Some challenges that I encountered during this course was learning the grammar and vocabulary of a new language that I wasn't familiar with. Some benefits of learning Latin is the vocabulary, and how it relates to the English language today, and also how I have increased my knowledge of the ancient world."* - **Nicholas**

*"I studied Latin in Years 7 and 8 at my school, and though it was not available in Year 9, I was able to study it through NSL. I have found the experience just as rewarding as I did in Years 7 and 8 despite the challenges that come with distance education. Thanks to the extensiveness of the course, I now know more about Latin than ever, despite starting from the beginning. Distance education has brought with it some challenges, such as getting my schedule to fit the course as well as some minor confusions, but they have all been easily overcome and I do not hold them against the success of this course so far. I have also appreciated being able to look at Latin in a different way, as in the past I have used the Cambridge textbook, which I have found to be vastly different to the Oxford one. All in all, I think this has been a valuable course and I am glad I chose it as an elective."* - **Thomas**

## Hana Centre Immersion Program at NSL

On Thursday, April 11, the Korean Hana Centre buzzed with excitement as Year 11 and 12 students from Riverstone High School and Chester Hill High School gathered for a rich cultural experience. These students, all Korean language learners, enjoyed a dynamic day immersing themselves in Korean language, culture, and customs.

The day kicked off with a warm welcome, setting an engaging and educational tone. Students had the chance to try on hanbok, the traditional Korean clothing known for its vibrant colours and elegant designs. The program featured interactive language sessions and hands-on cultural workshops, leaving students with a deeper appreciation for Korean culture and a renewed enthusiasm for their language studies.

The Korean Hana Centre offers NSW school students unique opportunities to enhance their language skills and cultural understanding through authentic cultural experiences. The centre welcomes schools and students to join and learn with them!



Photo: Hana Centre Program



Photo: Students wearing the Korean traditional clothing



Photo: Students with their Korean pencil case craft

## Korean students in Years 9-10 embrace the elegance of traditional fan dancing!

This term, Stage 5 Korean students learned 'Buchaechum (부채춤)', a traditional Korean fan dance, from a professional dance teacher. They showcased excellent teamwork, rhythm, and coordination while mastering this new dance form. We interviewed students after the fan dance class to hear their reactions and experiences.

*"The 'Buchaecum' was different from other dances. We needed to develop our skills in using the 'fan' as well as work on our coordination of the movements. It was tricky at first, but soon we got the hang of it."* - **Zion Lustre (Year 10 Korean)**

*"Korean fan dancing required a lot of teamwork to move in coordination with each other. It was a wonderful opportunity to get to know everyone and work as a team."* - **Audrey Yan and Monica Ku (Year 9 Korean)**

*"Although my background is Korean, it was my first time trying the Korean fan dance. The fans were very elegant and looked beautiful. It was a good team-bonding experience."* - **Dana Kim (Year 10 Korean)**



Photos: (from top to bottom) Year 9 and 10 students learning the Korean traditional fan dance, learning the Korean traditional fan dance formation

## Indonesian teachers' workshop

**INDONESIAN**  
*Bahasa Indonesia*

On May 17, 2024, the Department of Education organized an Indonesian Teachers workshop, attended by 26 teachers from Sydney, Nowra, and Wollongong. The event featured notable guests such as Mr. Mukhamad Najib, the Education & Culture Attache from Canberra, and delegates from the Consulate General of the Republic of Indonesia, including the Consul General and Consuls of Education, Social, and Culture.

The workshop began with an opening address by the Consul General, Mr. Vedi Kurnia Buana, and included five sessions on teaching strategies, assessment ideas, and success criteria presented by experienced teachers. It was inspiring to see young Indonesian teachers emerging and actively teaching.

Participants collaborated to promote the new prescribed text for the Extension Course, the film "Sang Pemimpi," which will be used starting Term 4, 2024. The Extension Course is a one unit course offered for Continuers Course students who want to explore in depth the contemporary issues in the syllabus.



Photo: Ida Harsojo, Indonesian teacher at NSL, presented a session about Assessment Ideas for the new Syllabus K-10



Photo: All participants in the Indonesian Teachers Workshop at the Department of Education office in Parramatta.

## Year 9 and 10 Chinese lesson day

**CHINESE**  
中文



Photo: Year 9 and 10 students practise writing Chinese blessings on their paper rice dumplings

We are excited to share the highlights of our Year 9 and Year 10 Chinese Lesson Day. This event was a wonderful blend of academic preparation and cultural immersion that left students deeply engaged.

In the morning, students focused on preparing for their first assessment in listening and speaking. They also explored Chinese Hanzi, delving into the complexities and beauty of Chinese characters. The afternoon was dedicated to the traditional Chinese culture of the Dragon Boat Festival.

Students learned about the significance of dragon boat competitions and the cultural importance of rice dumplings. They also participated in a hands-on activity, crafting their own paper rice dumplings. Additionally, all students enjoyed a yummy Chinese buffet and the traditional Chinese game of pitch pot, which added a fun and an interactive element to the day.

Overall, the event was a great success, and students participated enthusiastically, making the most of this enriching experience.



Photo: Chinese Blessing on the paper rice dumpling

EAL/D



## EAL/D Focus on Writing task

Our EAL/D students have Close Study of Text as one of their modules. Year 12 are composing a Focus on Writing task using descriptive language and sensory imagery based on the stimulus of the novel, *The Namesake*, they are studying for Module C Close Study of Text. The Focus on Writing task is to describe a room.

*“After walking around in the hot sun that is like an oven, finally, I reach an oasis, the nice and clear room settles me, green and blue tables are placed in order along the white wall. How relaxing, I think to myself. The sunshine outside has been reaching and caressing my cheek through the window. The sound of birds chirping and people talking outside the window. After a while has passed, the smell of delicious food is flying toward my study room. A pie, I said. The smell that kicks my nose tells me that it can only be a pie. Slowly, I open my cold zipper, then feel the rough surface of the white cardboard box inside my jacket that contains the pie that I made. I place the box on the cold but smooth surface of the table. Only a little bit, I said with my eye yelling for that pie in the box. I carefully opened the box and reached my hand to the pie that was calling for me. I touched the pie; it was as warm as sunshine in winter. The taste of the chunky meat that melted in my mouth was the best moment.”*

### Silalak Junmeka

*“Usually, as the window's curtain is pulled down, my room is always covered by a shading colour, only a bit of light at the edge between the curtain and my window's rim reflecting into my gloomy room. However, that's enough for me every morning. Often being awakened by the irritating alarm from my phone, I swing my hand aside pushing the blanket on its way. Attempting to bend over, I sit on the bed for approximately five minutes. My cat always surprises me. She creeps silently through the gap of the door. She meows and I always mimic the same sound to her. My room is messy, not because of me being lazy and leaving all my clothes around. I have two bags, one for school, the other for work sitting together at the right end of my bed. On the same side of my bed, but in the middle, there is my broken fan which I don't want to bring outside. My sister would probably complain about it. A long cable, which has several plugs, is placed between the top part of my bed and my table so that I can both charge my phone and computer and the light and heater. I stand up, stretch myself vertically feeling the ache coming from my back and leg. I can see myself as my sliding wardrobe is in front of me with huge glass on its doors. Tangled hair with sleepy face. I quickly put on my school uniform before stepping slowly to the bathroom which is just 1 meter away from my room.”*

### Frank Nguyen

*“My bedroom is what makes me want to come home every day. My favourite scent is lavender so I use the lavender essential oil in my room. Every time I go far from home, I really miss this nostalgic scent. The first thing I see when I enter the room is a soft, warm bed and a wool blanket made by my mother. Next to it is a desk with necessary items for my studies such as books, documents, laptop, and personal items for skincare. My room has three windows, so it is very airy and bright. During the day, I just need to open the curtains and the light illuminates the whole room. Summer is quite hot but winter is warm.”*

### Ashley Tang





Year 11 students are writing about their personal response to the film being studied: **Rabbit - Proof Fence** as part of their Close Study of Text.

*"My personal response to the film, after watching it for the first time is that the film tells us about historical events that happened in the past to Aboriginal people. I observe that, we have a lot of lessons to learn from "Rabbit Proof Fence." For instance, we can learn about the diverse Aboriginality culture, their relationships with their land and home, the value of family bonds, the courage and determination for their homeland, culture, and their family, provide us with moral lessons. Unity is one of those moral things that we can learn from this film.*

**Responsibility** is another quality which is upheld by Molly Craigh who takes care of her younger sister and cousin along the long journey hours and finds a way to feed them and motivate them along the journey to keep them going and provides the light of hope for them.

The essential thing that we learn about is the "Love of Mother" that their mother is very courageous and motivated that their children will resolve the problem and find a way back home. Molly Craigh is a very clever and fearless girl who is resilient, resourceful, and determined which helps her as well as her sister and cousin to achieve their aims and have a happy life with their family. One significant thing that I have learnt from the movie is that, if we ourselves are not going to take a step for ourselves then no one else is going to do it for us and in that way, we can become a source of hope for others who are afraid to show courage and are forced to stop acting courageous because in the film, I observe that when Molly escaped the place, other children must have heard the news and maybe the news gave them courage and lightened their spirits and gave the reason to also believe that they deserve freedom and have the right to live their life according to their own rules and principles."

### **Maliha Jaffari**

*"The Rabbit-proof-fence' is an incredibly touching movie. It made me feel great sorrow about the unfair things that happened to the Aboriginal girls, but I also admire their bravery and how they never gave up on finding their way home to their mothers loving arms. It made me think about how important it is to treat everyone fairly and to learn from the mistakes of history so we can create a better future. I enjoyed the film a lot as I found the film to be incredibly powerful and thought provoking. It effectively conveyed important themes about resilience, identity and social justice. The storytelling was compelling, and the characters were portrayed in a way that made their struggles feel real and relatable.*

*My favourite character was Molly Craig because in the film 'Rabbit Proof Fence' she is the eldest of three sisters and displayed her leadership qualities on the way back home. She's tough, smart, and never gives up even when things get hard. She's the one who keeps them going and helps them survive. My least favourite character was Mr. AO Neville because his goal was to absorb the Aboriginal people's race into western society. He seems very cold hearted because he doesn't see anything wrong in what he's doing with the Aboriginals.*

*The main theme of the film revolves around the strength of the indigenous Australian culture, particularly focusing on the Stolen Generation and the injustice they faced. It explores identity, family, and the human spirit's ability to endure against brutal systems.*

*In "Rabbit Proof Fence" the landscape plays a significant role in conveying the challenges of Molly, Daisy and Gracie's journey. The film beautifully captures the harsh beauty of the land with its endless horizons and is like a vast dry desert with few plants and big sand hills. It looks lonely and tough, with the girls walking through it, showing how hard their journey is. The fences, stretching for miles, are a big part of the scenery.*

*Overall, the film reminds us of the power of hope, determination, and love for family. And teaches us about the resilience and the strength of the human spirit. "*

### **Muskan Dhaliwal**

*"My response to the film is I found it challenging and interesting and scary in parts. I really enjoyed the film because of the story, the acting is very good especially of the young girls who had never acted before. I like that the idea of the film is to go home and really like their courage in doing this. I like Molly the most because she is strong and caring and Daisy the youngest who is very cute. I didn't like all the men, the policeman, Mr Neville, the tracker, they all don't help the girls. Importance of home and family is a main idea or theme of the film. The landscape is big, dry and very hot too ,especially in the desert. I learnt about the top part of Australia an area I am not familiar and about how children were taken by the government. They are called the Stolen Generation."*

### **Unseen Sombatpattanapokin**

*"The movie 'Rabbit-Proof Fence' directed by Phillip Noyce is a thought-provoking film that represents the theme of cultural heritage, identity and the impact of colonialism and it left a huge impression on me. I found most interesting fact that this film is based on true story represents historical event and the story is about three Aboriginal girls named Molly, Daisy and Gracie who were forcibly taken from their families by Australian government, and they attempted escaping from the institution and had an incredible journey to find the way back home. Here are my thoughts on the film:*

*The overall reaction of the film deeply impacted my emotions and gave me a strong impression. I felt sadness and frustrated towards the injustices against Indigenous people throughout the Stolen Generation period as depicted in the film. This movie made me realise many things and it was a great chance to know more about stolen generations and how they were affected by colonisation. I can't imagine how would stolen generations and their families get hurt from that situation. I was saddened by the fact that almost all of the victims who experienced it and adopted or employed without asking their own opinions were unable to meet their families again.*

*If I was to imagine myself in this position, I would be overwhelmed by a range of emotions such as fear, sadness and confusion. The thought of being forcibly taken from my family, who I mostly loved, put in a harsh environment that stripped my identity, would be stressful. I'll be so resentful for what they've done to me. However, I would also feel a strong sense of resilience, hope and bravery as the characters in this film. The desire to be reunited, to escape from that horrible situation and find the way to go back to my family and reclaim my identity would serve as powerful motivators, propelling me forward despite challenges ahead.*

*In summary, the film 'Rabbit-Proof Fence' is a powerful movie that resonates with me, discovering themes of cultural heritage, identity and the impact of colonialism during the period of stolen generation. It made me realising the importance of historical awareness and the deep connection between Indigenous people and their land. The film evoked multi mixed emotions in me including sadness, frustration, anger and fear. Its portrayal of their story was both fascinating and enlightening."*

### **Ashley Lee**

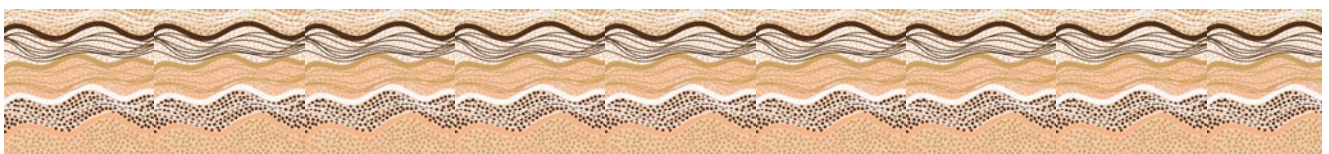




Photo: Year 9 and 10 Italian students created Carnevale masks during Term 1 lesson day

## News from our junior classes

What a start for our Year 9 and 10 students who have begun their Italian learning journey showing great commitment, curiosity and enthusiasm. They have been challenged by the different aspects of the Italian language, learning about masculine and feminine nouns and adjectives, articles (did you know they have 7 different words for the English "the?") and verb conjugation... so much to learn!

It is priceless to see the students' happiness when they realise how much they can say now, after only a few months of learning! The cohort has attended two lesson days at NSL so far, engaged in review activities, games and cultural activities where they researched and learned about Italian Carnevale and Italian regions. It was a great opportunity for many to research the regions their families came from or amazing holiday destinations which sparked conversations about exchange programs, family history and future plans.

The lesson days were also a challenging opportunity for our background speaker students who visited our recording room twice to produce a double interview in Italian in Term 1 and a podcast in Italian in Term 2. They're becoming professionals using microphones!

Feedback from the lesson day evaluation forms showed that the students enjoyed our hands-on activities and language-related games. What's more, our students showed maturity by understanding and valuing the more structured activities.

**Susanna Carnaghi**  
Italian Teacher

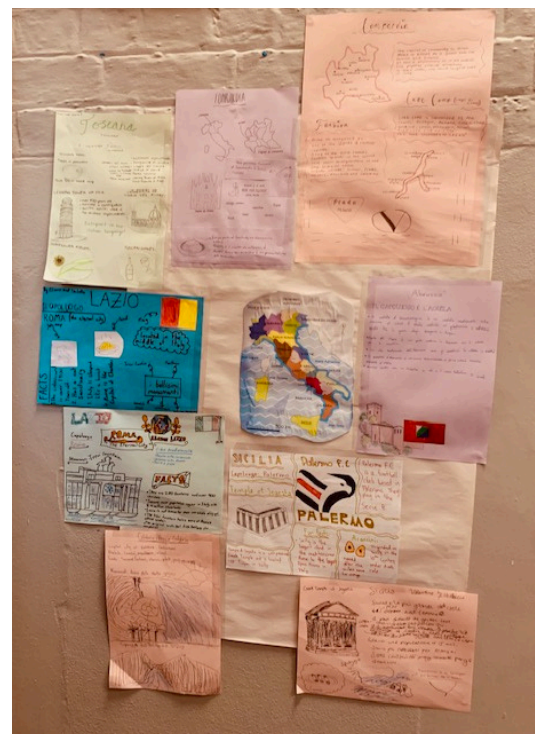


Photo: posters created by Year 9 and 10 Italian students on Italian regions

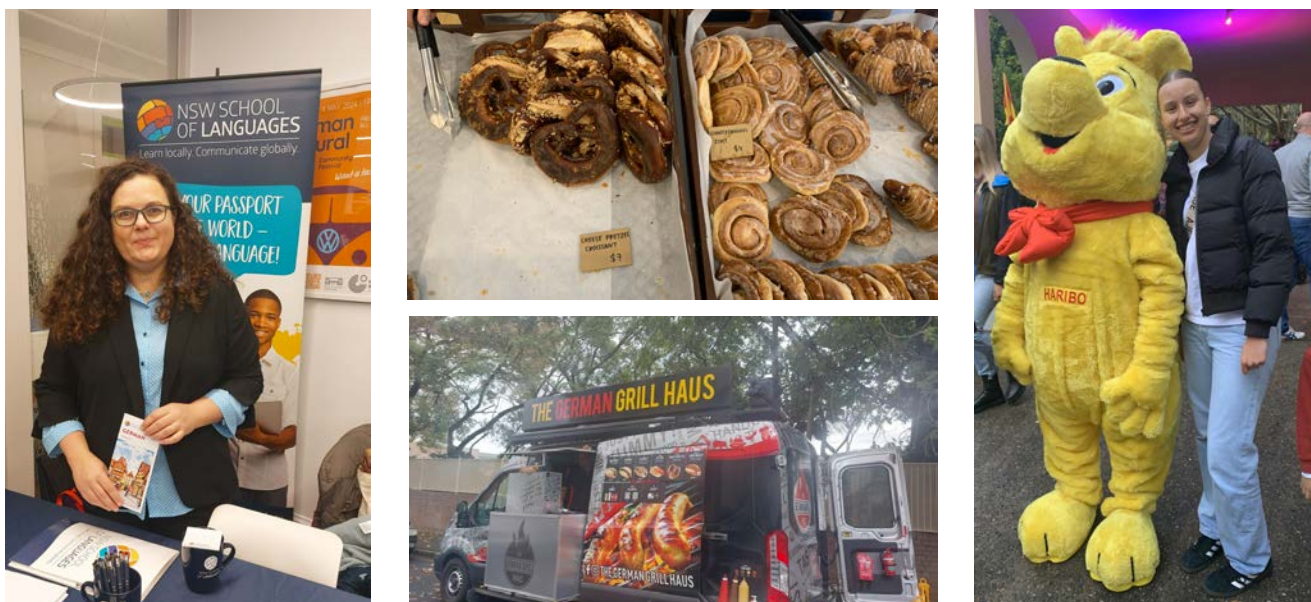
## GERMAN *Deutsch*

### German Cultural Day

On the 4th of May, the Goethe Institute in Sydney celebrated a German Cultural Day. The entry was free and there were food trucks and drink stalls galore, live music and DJs, language learning sessions and much more. Thousands of people attended. A big thank you to our wonderful German teacher, Mrs. Daniela Michael, who was also there all day at the NSW School of Languages stand promoting our German courses. Mrs. Michael enjoyed speaking to many people who were interested in the language learning courses at our school for themselves or for their children. Many of our students and teachers also attended the day and thoroughly enjoyed being immersed in German culture. Here is a report from one of our Year 12 German Continuers & German Extension students, Charlotte Mai.

*"Despite the rain on Saturday, we had a nice day out at the annual **German Cultural Day** organised by the Goethe Institut. We ate traditional German food, my favourites were the Currywurst and Döner, followed by delicious pastries. I was there with friends from NSL and it was a great opportunity to get in contact with DAAD (German Academic Exchange Services) to together learn and gain insights of what our studies in Germany could one day look like. The highlight? Undoubtedly the Haribo stand, filled with the iconic 'Gummibärchen', along with jar-guessing games and photo opportunities with the Haribo bear himself. Overall, it was a fabulous day out, filled with German culture!"*

#### Charlotte Mai - Year 12 German



Photos: From left to right - NSL German teacher Daniela Michael, Bretzel, The German Grill House and Year 12 German student Charlotte Mai

### Bairro Português: Celebrating Petersham's Portuguese heritage

## PORTUGUESE *Português*

Students recently had a wonderful opportunity to immerse themselves in the rich Portuguese cultural heritage of Petersham at the vibrant Bairro Português street festival. This event was a perfect blend of traditional and contemporary food and entertainment, providing a fantastic opportunity for students to practise their Portuguese language skills in a real-world setting.

The festival encouraged local and cultural connections, with the streets of Petersham bursting with energy and the rich aromas of Portuguese cuisine. Students were able to engage with native speakers, enhancing their language proficiency and cultural understanding in a fun and festive environment.

Bairro Português was a memorable experience for all.

**RUSSIAN**  
Русский



Photo: (from left to right) Syona's grandmother, Syona and Syona's mother



Photo: Syona's family

**My multilingual family**

*"I have been raised in a very vibrant and multilingual family. My mother was born in Azerbaijan, but her family is originally Armenian and had to relocate due to the war happening there. Her mother and father raised her in Estonia and after school she studied medicine in Finland. She knows five different languages including Russian, Armenian, Finnish and English. My father was born in the state of Kerala, in India. In India each state has its own main language, religion and culture, so each state is very unique. Both of my father's parents were in the army so they moved around and visited a lot of different states of India. As a result, my father knows several different languages. My parents met in America and had an Indian wedding ceremony as seen in the photo above right. Shortly after, they moved to Australia where I was born.*

*I am really grateful to my school, NSW School of Languages for giving me an opportunity to further my studies in Russian and become more fluent in this amazing language. I really like expanding my knowledge and skills and studying another language helps me to do this."*

**Syona Nishant – Year 10 Russian**

**Year 11 Spanish Beginners lesson day**

Recently, our Year 11 Spanish students enjoyed a special day dedicated to experiencing Spanish language and culture through various engaging activities. The day started with an Acknowledgement of Country, showing our respect for the traditional custodians of the land. The different sessions included reading, writing, and listening activities in Spanish.

To wrap up the day, everyone took part in a "baile latino" dance session. Our teachers taught the students popular Latin dance styles like Merengue and Salsa. The students enthusiastically learned the dance moves. The day ended on a high note with everyone dancing together and celebrating the joy of Hispanic culture.

This special day was not just about learning a language; it was about experiencing and appreciating the rich culture that comes with it. Our Year 11 Spanish day was a big success, leaving students with improved language skills and a deeper understanding of Hispanic traditions. We look forward to more cultural experiences like this in the future!

¡Hasta luego!

**SPANISH**  
Español



Photo: Year 11 Spanish Beginners lesson day in the "baile latino".



Photo: Year 11 Spanish Beginners lesson day

## Year 9 and 10 Japanese lesson days

**JAPANESE**  
日本語

In recent weeks we have had some fun-filled lesson days with our Japanese students in Years 9 and 10. Each lesson day incorporated some cultural activities and snack making along with language activities. Year 9 enjoyed learning to make professional-looking onigiri (rice balls), a skill that will easily translate to their kitchens at home. Onigiri could become a lunchbox favourite for our Year 9 students! These lucky students then connected via Teams to a teacher, Michie Akahane, at the Japan Foundation, to learn how to wrap items such as bottles, lunch boxes and watermelons using a *furoshiki* (a Japanese wrapping cloth). Year 10 made *onigirazu* (rice sandwiches). This was followed by a craft activity where we celebrated Children's Day by making a climbing carp "mobile". The energy our Stage 5 students bring to the lesson days never ceases to amaze us!

**Katie Zerefos**  
Japanese teacher

"It was amazing to meet Year 9 and Year 10 students in person on the lesson days. What wonderful students we have here at NSL! The students actively participated in various learning activities, demonstrated their Japanese skills, and interacted with peers from many different schools. I am sure our students realised that they are not alone in this learning journey. Enjoy your Japanese learning, everyone! Arigatou gozaimashita!"

**Rachel Park**  
Practicum Teacher



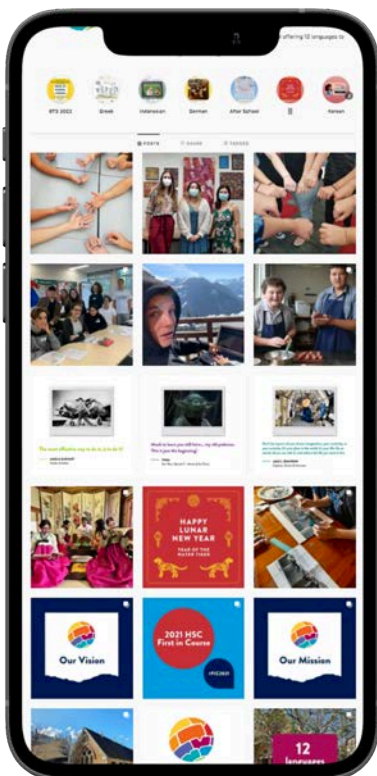
Photo: Wrapping items with Furoshiki



Photo: Rachel Park (pre-service teacher)



Photo: Onigiri



### NSL Instagram

Follow us [@nswschooloflanguages](https://www.instagram.com/nswschooloflanguages) to keep up-to-date with all the latest news and events from our school. We will also share important information and updates from NSW Education and other relevant cultural and language-related posts.

You may also like to follow us on [Facebook](https://www.facebook.com/nswschooloflanguages) for more in-depth posts about lesson days and school updates.