CALL TO SAVE LANGUAGES

Several hundred people attended a public meeting in late August at the Multicultural Hub in Melbourne to raise the issue of the suspension of VCE accreditation for languages. There was a unanimous expression of regret at the loss of “Australia’s language potential”.

The following languages lost VCE language accreditation in 2006: Bengali, Czech, Latvian, Lithuanian and Slovenian. As a result, the numbers of students studying these languages at junior levels have dropped and classes have all but ceased.

Now, more languages including Albanian, Dutch, Hungarian, Swedish, Romanian, Ukrainian and Maltese could potentially lose their VCE accreditation, due to the number of students who study the language at Year 12 dropping below an arbitrary number of 15 students nationally.

Since the late 1970s an increasing number of community languages have been available as Year 12 subjects in a number of States under a co-operative agreement. Keynote speaker, Professor Michael Clyne called the current situation “an erosion of an important Australian achievement...which has given an opportunity to many young people to study a language to an advanced level, a language in which they have a special interest and background”. This demonstrated a real multicultural achievement which valued all languages as being of equal importance. Victoria has the largest choice which allows 46 languages to be studied.

Professor Clyne called for the current regulation, requiring a language subject to have a minimum average Year 12 enrolment to be removed and a solution found for this problem. He said that the attainment of high standards in a range of languages demonstrated the success of this policy and that bilingualism was responsible for cognitive development, but also contributed to the economy and social cohesion.

The Victorian School of Languages Principal, Frank Merlino, said that “it was evident that once a language loses its VCE accreditation, it is very difficult to regain it, as the student numbers fall away at the junior level”.

“At the end of the day, when students are selecting the subjects that they are going to study, they give serious consideration to those subjects which will assist them in their VCE results”, he said.

From the Principal

As we come to the end of the school year I want to take the opportunity to thank all staff, students, parents and other organisations and volunteers who have helped to make this year a success.

Highlights of the 2009 school year include the introduction of an online reporting system, the introduction of new languages and new distance education courses, the opening of a new Centre at Haileybury College, the production of a range of new textbooks and other curriculum materials, the collection of money for the Black Saturday Bushfire Appeal, and much more.

Term 4 is the time when most of our Centres conduct Centre Concerts so I would encourage parents to attend the Concerts to see what the students have prepared. I’m sure that you will enjoy them.

Student enrolments are now open in most categories for both Centre and Distance Education classes. I would encourage all students and parents to complete the enrolment as soon as possible so that we start the year without any interruptions. The first student session is on Saturday 6 February (distance education classes start earlier on 1st February).

Next year is going to be a massive year for the Victorian School of Languages given that it is our 75th year of operation. The school began in 1935 with two languages and now teaches over 40 languages, this being the largest single provider in Australia and possibly the world.

We have planned a whole range of activities scheduled throughout 2010 to acknowledge the achievements of the School. We are starting the year off with a state-wide teachers conference at University High School on Saturday 30 January and, then following this up with another big event, the VCE Top Scorers Night, at Melbourne University on March 15. On 11 September we will have a school dinner at the St Kilda Town Hall, with more events in the course of the year.

In conclusion, best wishes to all of our students, and in particular those who are sitting for their final VCE examinations. I would ask that if VCE students change their contact details and addresses between the end of the year and March 2010 that they inform their Centre Supervisor.

Finally, Seasons Greetings to everyone and best wishes for a safe and restful holiday.

Frank Merlino
Principal
Call to Save Languages

Continued from page 1

The meeting was very well attended with representatives from the following organisations: Victorian Curriculum and Assessment Authority, Modern Language Teachers Association of Victoria, Community Languages Australia, Ethnic Schools Association of Victoria, Ethnic Communities Council of Victoria, Victorian Council of School Organisations, Consular representatives, academics from the Universities of Monash, Swinburne, La Trobe, and RMIT plus teachers, community representatives, ethnic media, parents and students.

Community Languages Australia’s Orysia Stefyn said that the scaling of languages for university entry was also a serious obstacle. “The standardisation and scaling of scores affects small candidature subjects adversely and is a disincentive for students to maintain and study the languages to VCE level”. This has lead to the deterioration of language student numbers and classes and the eventual loss of VCE language accreditation.

Several parents gave examples where their children had received a higher VCE score for a language which they were barely fluent in, like Japanese, and a lower score for a language they spoke fluently at home.

The President of the Modern Language Teachers Association of Victoria, Andrew Ferguson, indicated that all Education Ministers had recently re-endorsed the position that all languages are equally valid. He further encouraged that language teachers should establish language teacher associations which would make them eligible to apply for grants, and that groups should take an active part in the development of a National Curriculum.

The Ethnic Communities Council of Victoria’s Sam Afra commented that “lately I seem to be attending too many forums on the subject of cutbacks to language teaching programs...and the suspicion is growing that the motivation is not commercial but is based on a belief that teaching LOTE is not a worthwhile experience”. He added that supporters of language teaching should make themselves heard. “Victoria has not become the dynamic and culturally diverse State it is today by taking the narrowest view and limiting opportunities for young and old”, Mr Afra said.

A working group will explore ways to solve this problem with the relevant authorities before more community languages lose their accreditation. The group will call for the minimum threshold to be removed and that no further languages be de-accredited until there is a resolution.

A national approach to language education is timely, especially one that recognises and affirms that all languages are of equal value and a basic human right. It is imperative that the National Curriculum addresses the needs of smaller languages, ensuring that all States have a common approach.

Improved national distance education provision and the establishment of Government language schools in all States, would go a long way in supporting Australia’s language wealth.

The MC for the meeting, Dr Bruno Mascitelli of Swinburne University, said that it was important to ask the various Education Department authorities to revisit the policy of the removal of small candidature languages from the VCE. “These languages, big and small, have provided a valuable resource to our students and have provided greater communication and understanding in our multilingual population”, Dr Mascitelli said. He commended the suggestions that arose out of the public meeting as being worthy of investigation.

Among the resolutions passed at the meeting were the following:

• That we reaffirm that all languages are of equal value to Australia
• That a commitment be sought from the relevant Boards and Ministers that no further languages lose their accreditation until there is a resolution
• That the 15 student minimum threshold be removed and/or other options be investigated
• That Federal Government support be sought to support State Education Departments to establish Government language schools in States where they do not exist (eg. Queensland, WA)
• That the current Year 12 assessment and moderation system be reviewed to stop small candidature language results being scaled down
• That funding be provided to establish distance education courses for small candidature languages

Following the public meeting a delegation made up of Professor Michael Clyne, Pandora Petrovska, Stefan Romaniw and Frank Merlino met with the Acting CEO of the VCAA, Mr David Howes, and the LOTE Manager, Maree Dellora.

The following items were discussed and clarified:

• There were no moves to change the present national language examination system known as CCAF
• The languages that will be selected as part of the national curriculum have not yet been chosen
• Mr Howes was open to the suggestion that there be a moratorium on the de-accreditation of VCE smaller candidature languages until the status of the National Curriculum for languages has been clarified - but in the end this was a VCAA Board decision
• The issue of de-accreditation was not a cost issue but one of obtaining a fair statistical moderation process
• The issue of global scaling also affected other subjects

In Term 4 a working party needs to be established with representation from the key stakeholders.

A number of articles have appeared in various media, but a lot more work is required by all interested organisations and individuals if the ongoing slide in the number of students studying smaller candidature languages is to be stopped.
Flying start for new VSL Centre at Haileybury

The new Victorian School of Languages Centre at Haileybury in Springvale Road, Keysborough, has had a successful first year.

More than 320 students are enrolled in the Centre. The following languages will be offered in 2010: Chinese (Years 1-12), Vietnamese (Years 1-12), Greek (Years 1-9), Italian (Years 1-8), Spanish (Years 1-12) and Portuguese (Years 1-12). The school operates on Saturdays starting at 9am and further languages will be offered in the future.

The new centre was officially launched in May this year by former Haileybury student and local MP Tim Holding. The Minister is a strong supporter of the study of languages and is currently studying Arabic himself.

VSL Principal, Mr Frank Merlino, said there had long been a demand to increase the variety of languages and classes offered in the Keysborough and Springvale area.

“The VSL is delighted to enter this partnership with Haileybury, the first of its kind, which will lead to a wider language curriculum choice for primary and secondary students from all three school sectors”, Mr Merlino said.

Haileybury’s Principal, Mr Derek Scott, initiated the collaboration for language provision at Haileybury and is pleased with the results at the Keysborough Campus.

“Language study can play an important role in the academic, social and cultural development of young people. In a complex, global society, the study of languages helps promote global understanding and can significantly enhance young people’s job prospects with multi-national corporations”, Mr Scott said.

“Students who study languages also find that it sharpens their cognitive skills and enables them to gain different insights and perspectives on complex social and cultural issues. The study of a language is also of considerable benefit in assisting a student to gain a university placement. The significance of language study means a bonus is added to the study score before it is converted into the ENTER (Equivalent National Tertiary Entrance Rank)”, he said.

Mr Scott continued “Many students have benefited from learning a language during their senior years at our school and in some cases it has meant gaining entry into their desired university course”.

Ms Sharyne Rankine from the Association of Independent Schools of Victoria, described Haileybury’s partnership with the VSL as an exciting venture and noted that it was the only independent school in Victoria to host a VSL Centre.

The Victorian School of Languages looks forward to a long and successful working relationship with Haileybury and the staff has enjoyed access to Haileybury’s great facilities.

The supervisor is Angelos Mavridis. For information on student enrolments contact the Area Manager, Roslyn Tsao, on 9558 5566.
Two Year 6 Student Successes
Amanda - Junior Ambassador Visits Japan

A VSL student was one of a select group of Junior Ambassadors who represented Australia at the 21st Asia Pacific Childrens Convention held in Japan.
Amanda Yuan is a Year 6 student studying Japanese at the VSL Centre at Glen Waverley Secondary College and spent two weeks in Japan, attending the convention in the southern city of Fukuoka, Kyushu, in July.

About 400 children from over 50 Asian Pacific countries and regions arrived in Japan for the convention.

“Our room leader Miss Ayu Yamasaki took us to the Marine Camp. After we checked in we were taken to an ‘ONSEN’, which is a hot spring bath. It was such a unique experience and we felt so relaxed after the long journey”, Amanda said.

Morning exercises were held every day and provided an opportunity to learn teamwork skills. The art workshop encouraged students to place icons on a big cloth to symbolise the connection between Japan and representatives from the visiting countries.

“Our Australian team put native creature shapes like kangaroos, koalas, snakes and bull ants on the cloth which looked really great,” Amanda said.

The Junior Ambassadors took part in many educational activities, including Amanda’s favourite, the Japanese IKEBANA flower arrangement.

“We had to start with the base using many green leaves, then put many beautiful flowers, with the colours well-balanced and matched”, Amanda said.

Unfortunately, three Junior Ambassadors from other countries contracted H1N1 flu and the convention had to be suspended halfway through the program. The Australian team members were not affected and were able to meet their host families during the trip.

The Junior Ambassadors visited the Canal City, Dazaifu and Kyushu National Museum. “We also ate dinner at a sushi train restaurant where there were hundreds of different kinds of delicious sushi. The desserts were tasty as well. For the last three days we visited our Japanese host families, who took us to many fun places. I tried many authentic Japanese foods like Ramen, Takoyaki, Sushi and Yakitori”, Amanda said.

“Although it was only two weeks, I have made many friends from the other countries and learned a lot about Japan. I will never forget this wonderful experience in my whole life”, she said.

Amanda Yuan in Japan

Lilian - 1st Prize For Young Student Author

A Year 6 VSL student from the Springvale Centre won first prize in the Gasworks Story Festival competition held at Albert Park in September. Lilian Nguyen recounts an early childhood memory in her story titled “My Culture Language”. Lilian’s story describes the time she was asked to act as a translator for her Vietnamese speaking mother after a salesman knocked on their door. Lilian uses this everyday event to explain how she has developed her language skills in English and Vietnamese.

The Gasworks Story Festival is a one day children’s festival, focusing on literacy, imagination and play. It’s a free community event that includes art activities, performances, book launches, author events and storytelling.

Lilian won the children’s story competition for her age group. She read her story aloud on stage and was presented with her certificate by the Mayor of the City of Port Phillip, Cr Frank O’Connor.

“My Culture Language”
by Lilian Nguyen – Year 6

Hi, my name is Lilian! I have a family: mum, dad and an older sister. My mum works as a housekeeper and a cook while my dad goes to work. My original language at home was VIETNAMESE and my second language was ENGLISH. In my family, words chirped in Vietnamese. The reason why I couldn’t speak in English was because my mum and dad were originally born in Vietnam, so they didn’t know how to speak English.

Time and time had passed…It wasn’t so long that a man knocked at our front window door. My mum opened the door knob and after that the man started asking my mum some questions:

- Hi! How are you madam? I just want to ask you a few questions. Are you interested in signing up in a gym?
- Hi, my name is Lilian! I have a family: mum, dad and an older sister. My mum works as a housekeeper and a cook while my dad goes to work. My original language at home was VIETNAMESE and my second language was ENGLISH. In my family, words chirped in Vietnamese. The reason why I couldn’t speak in English was because my mum and dad were originally born in Vietnam, so they didn’t know how to speak English.

My mum didn’t really understand what the man had asked her, so she called me instead:

- “Lì, con ra đây thông dịch cho má” (Lì, you come out here and translate for me).
- Okay, Thanks for spending this time with us.

The man replied and went off to the next door neighbour. I shook my head outside of the door and laughed, because the next door neighbour didn’t know how to speak English.

- “Đi vô!” (Get inside)
- “Đùung lo. Không có gì đâu, ông ấy chi xin tiền thôi” (don’t worry; it was nothing but some ugly man asking for money).

My mum asked. I didn’t really get what the man was saying either, so then without my mum understanding I turned around to the man and said:

- “Đừng nói gì nữa!” (What did he say?)
- “Đừng nói gì nữa!” (What did he say?)

My mum asked. I didn’t really get what the man was saying either, so I said:

- “Ong đó nói cái gì vậy?” (What did he say?)
- “Ong đó nói cái gì vậy?” (What did he say?)

My mum asked. I didn’t really get what the man was saying either, so I said:

- “Đừng lo. Không có gì đâu, ông ấy chi xin tiền thôi” (don’t worry; it was nothing but some ugly man asking for money).
- “Đừng lo. Không có gì đâu, ông ấy chi xin tiền thôi” (don’t worry; it was nothing but some ugly man asking for money).

- “Heheeeheee” I giggled to my mum trying to exaggerate that my words were all true.

Lilian Nguyen receiving the award from the Mayor Cr O’Connor
ANGLS Conference promotes the study of languages

On 24-26 September principals from around Australia met in Adelaide for the annual working conference of the “Australian Network of Government Language Schools” (ANGLS).

This year’s conference was hosted by Principal Karmen Petric from the (SA) School of Languages.

The Conference is a great opportunity to hear about recent developments in the various schools/States, to develop contacts, to share resources, and to develop joint projects.

Among invited speakers from South Australia to the Conference were Maribel Coffey (Manager Languages, DECS) on the new SA Language Policy, Lia Tedesco (Director of Literacy, DECS) on Languages at the National Level, and Michell Kohler (University of South Australia) on Intercultural Language Learning and Professional Standards for language teachers.

The structure of the language schools varies from State to State. South Australia has 16 centres and 24 languages, the NSW Saturday School of Community Languages teaches 25 languages. The Alice Springs Language Centre provides LOTE classes in six languages to all government schools in the Alice Springs area. The (NSW) Open High School is a distance education provider and offers ten languages, the Darwin Language Centre delivers language programs to primary schools and after hours classes in high schools, and so on.

Amidst this diversity, all schools face similar challenges like battling to maintain and increase language student enrolments and working within budgets to review and update their language courses. Asian languages (Chinese in particular) continue to have increasing enrolments, with a corresponding decline in a number of European languages. The development of technology is a priority for all States with teachers needing access to laptops, ICT training, and appropriate software for all languages.

Two participants from Victoria, Katica Perinac and Nina Kovacina, spoke about the links that are being developed with Croatian educationists and schools, on what the Croatian Teachers Association is doing to promote the language classes, and about the proposed Australia-wide conference for teachers of Croatian to be held on 15-16 January 2010.

At a national level, we have seen Federal support for the NALSSP languages of Chinese, Indonesian, Japanese and Korean. Also just established is the “Australian Curriculum, Assessment and Reporting Authority” (ACARA) with Professor Barry McGaw as the Board Chair and Dr Peter Hill as the CEO. Given that we already have the CCAFL system in place, which is basically a collaborative nation-wide system, we would hope that languages would be at the forefront of the moves towards a national curriculum. We cannot assume this – we need to build on the CCAFL system and stop any moves to have LOTE policies adopted at the lowest common denominator.

The Network will request that it be contacted during national consultation. It will also seek support for distance education courses for small candidature languages to maximise student enrolments. Finally it would dearly love to see the establishment of similar language schools in States like Queensland and Western Australia.

The network has certainly set an ambitious program to follow up.

In conclusion, ANGLS would like to place on record its appreciation for the work done by Marjory Ellsmore who retired as Principal of the NSW Saturday School of Community Languages at the end of 2008.
A recent school trip to Italy has left students and teachers with memories to last a lifetime. The schools represented included the Victorian School of Languages, Northcote High School and Reservoir District Secondary College. VSL teacher Nina Rossini recounts her experiences...

The plane took off and as we (18 students and 3 staff) sat back breathing a sigh of relief, I wondered how the students would cope with the fact that they barely knew each other but I needn’t have worried. Before too long, they were chatting with each other, playing games and finding ways to distract themselves from the long journey ahead. By the time we landed at the Fiumicino airport, we were one cohesive group travelling together.

Here we were in the Eternal City, the great cultural ROMA. That very afternoon, shortly after we had deposited our luggage in our assigned rooms, we were off on our first walk in that pulsating, energetic cosmopolitan city. The first challenge was to learn to cross the streets – not an easy feat by any means and definitely requiring specific techniques if you wanted to get to the other side. Thus also began our daily dose of gelati (some days we even managed two) with flavours so intense that all others paled in comparison.

Our ‘simpatico’ guide Francesco was wonderful in communicating to us the wealth of history pertaining to such places as the Colosseum, the Forum, St Peter’s Square, the Cathedral, the Vatican museum and the awe inspiring Sistine Chapel. In the three days that we were there, we managed to visit the regular sites such as the popular Spanish Steps, Piazza Venezia, Piazza Navona, Trastevere, the Fontana di Trevi and of course the temple of all the gods, the Pantheon. The walks became gradually longer as the students’ stamina and willingness to explore increased.

Our stay in Rome ended and in the early hours of the fourth morning in Italy we boarded our comfortable private coach and headed down to BARI where our host families were eagerly waiting to greet us. In the next 5 days we would experience an authentic Italian lifestyle, enjoying unique southern hospitality with its excellent cuisine and family bonding. The mornings were taken up with attending school where we presented our power point on Australia and its significant icons to groups of students studying English and keen to learn about our faraway land. The students also attended normal classes with their ‘buddies’ and immersed themselves in school life. On our last day both the Italian and the Australian students went on a day trip to Alberobello to see the famous Trulli houses and to visit the ancient city of Otranto where some students enjoyed a quick dip in the bay.

Our departure from Bari was truly emotional with students shedding tears as they warmly hugged their host families and said their last goodbyes. Our next destination was FIRENZE, the city of art and beauty. The students attended the ABC language school in the morning and visited the many places of interest in the afternoon with their assigned guides. We also made several trips to the different enticing shops and bargained our way through the market of St Lorenzo, picking up bargains and gifts for our families at home. We also visited the Leaning Tower in Pisa, a truly miraculous sight and on the last day in Firenze, we climbed the endless steps to get a bird’s eye view of the beautiful city.

Upon leaving Firenze for VENEZIA by train, we knew that our journey was gradually coming to a close. As we approached the magical city on water, we soaked in the last warm rays and, dodging the hoards of tourists, we made our way to the islands of Murano, famous for their glass making and then Burano well known for its lace work and its characteristic, colourful houses. The majestic St Mark’s Square and the iconic Rialto Bridge as well as the superb gondolas of Venice were a feast for the eyes. Leaving by a chartered taxi boat to go to the airport was our final treat as we departed from il ‘Bel Paese’ with the hope of returning again one day as we had wished when we threw our coins in the Trevi Fountain.

Student comments
“Bari was the best because we got to see how Italians live”. “Everything seemed to be a lot more artistic”. “The thin crusty pizzas were the best”. “Wow! The tower is really leaning”. “Venice is the best place ever”. “One of the best and most fun things I have ever done”. “I will never forget this experience”. “Can you really have too much gelato?”
Term 4 is traditionally the time when concerts are held in our centres throughout Victoria.

The first one to get off the ground was the Sinhala “Suwanda Kakulu 2009” which was held at the PRACC Theatre in South Morang on 11 October.

Among the guests were the new Sri Lankan Honorary Consul Mr Bandu Disanayaka, VSL representatives Frank Merlino, Khalaf Greis and Mr Nazih Salama, and Mr Daya Silva and Mr Pat Devapura from the Sri Lankan community.

The guests were led into the theatre by ceremonial drum performers and this was followed by the lighting of the lamp tower.

A special touching moment was the presentation by the Principal of a special award to Mr Pat Devapura, a pioneer who worked tirelessly to start the Sinhala language classes in the northern centres at the then Upfield Centre in 1991.

Mrs Himalee Karunasena, the Sinhala Co-ordinator, acknowledged the contribution of the founding members of the North Western Sri Lankan Welfare Association, including its President Mr Daya Sila. Awards were also given to Mr Kapila Mapa Wansathilaka and Mr Chinthaka Liyanarathna for their contribution.

"While teaching our mother language, we consider it as our responsibility to pass on our culture, customs and values as well to our children, to lay a foundation for their future" Mrs Karunasena added.

The Principal, Mr Frank Merlino, acknowledged the hard work of organisers.

"Congratulations to our Mill Park and Roxburgh teachers, students, parents, volunteers, and sponsors, who have assisted in organising the concert, a biannual event on our school calendar”, Mr Merlino said.

Sinhala classes have been offered by the VSL in the northern suburbs since 1991. Students of Sinhala in Victoria continue to benefit from the LOTE bonus at the VCE level used for tertiary entry – Victoria being the leading State in Australia for the promotion of Languages Other than English”, Mr Merlino said. “Of the 33 students who studied Sinhala at the Year 12 VCE level last year, 31 came from Victoria”, he said.

An extensive program of short plays, dances and songs by the students kept the audience entertained for over four hours. A highlight of the concert was the colourful costumes worn by the performers.

Retired VSL teacher Dr Premalatha Kudaligama praised the enthusiasm of students who had worked hard to refine their concert items. “A concert opens the doorway for teachers and parents to interact with children in a positive way. It provides opportunities for children to develop self esteem and self confidence. More than anything else it provides the opportunity for them to be happy and enjoy fun”, Dr Kudaligama said.

Organisers thanked the parents for taking students to rehearsals and for volunteering their time and skills with preparations for the concert, including the costume designs, which complemented the performances. The VSL printed the souvenir concert program which included background information about the context and cultural history of many of the songs and dances. A very special thank you goes to Mrs Karunasena for being the driving force behind this wonderful event.
**Key Dates Term 4 2009 & Term 1, 2010**

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity name</th>
<th>Centre</th>
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<tbody>
<tr>
<td>5 - 29 October</td>
<td>LOTE VCE Oral Examinations</td>
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<td>20 – 28 October</td>
<td>LOTE VCE Written Examinations Nationally Assessed</td>
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<td>16 – 19 November</td>
<td>VCE Written Examinations Victorian Assessed</td>
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<td>23 October</td>
<td>VSL Country Supervisors PD</td>
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<td>7 November</td>
<td>Final Day VCE (Centres)</td>
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<td>21 November</td>
<td>Final Day Years 1-10 (Centres)</td>
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<td>18 December</td>
<td>End of School Year</td>
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<td>21 January</td>
<td>Head Office Staff return</td>
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<td>27 January</td>
<td>Distance Ed and Head Office Teachers return</td>
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<td>30 January</td>
<td>Whole School PD and 75th Anniversary Launch (no classes)</td>
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<td>6 February</td>
<td>Centre Classes Commence (student enrolments continue)</td>
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<td>Late February</td>
<td>Seminars for new VSL Teachers and new VCE Teachers</td>
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<td>15 March</td>
<td>VSL VCE Top Scorer Awards Evening</td>
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**VCE Chinese, Indonesian and Japanese are all offered for First and Second Language students; VCE Chinese is also offered for Second Language Advanced students. Accelerated courses for beginners are offered for German, French, Indonesian, Italian, Latin, and Spanish. Most languages are also available as VET Beginners courses as Certificate I, II and III in Language. The guidelines for students enrolling in these classes are very strict. For detailed information concerning enrolment eligibility, costs and enrolment contact Sophie or Thomas on (03) 9474 0500.

**2010 Distance Education Courses Offered**

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<tr>
<th>Year</th>
<th>Language</th>
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<tbody>
<tr>
<td>Arabic Years</td>
<td>11-12</td>
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<tr>
<td>Chinese Years</td>
<td>11-12</td>
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<tr>
<td>French Years</td>
<td>7-12</td>
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<td>German Years</td>
<td>7-12</td>
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<td>Greek Years</td>
<td>7-12</td>
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<tr>
<td>Indonesian</td>
<td>11-12</td>
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<tr>
<td>2010 Distance Education Courses Offered</td>
<td>Italian Years 7-12</td>
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**Enrolment Processes for 2010 School Year** (A greater range of options for enrolments and payment of fees)

**Centre Classes**

**Existing students** – re-enrolments commence 5 October 2009

**New students** – enrolments commence 7 November

The first phase of enrolment will only be available to re-enrolling students. Each phase will start with online enrolment being first available. After a few weeks of online enrolment, paper forms will be available for those without access to technology. All students are personally informed of the enrolment processes and stages by email first, so it is important that they have a current email in the VSL data base. An enrolment Help Desk EnrolHelp@vsl.vic.edu.au has been set up to assist students.

**Enrolment enquiries:** Contact the relevant Centre or the school website: www.vsl.vic.edu.au or VSL Head Office for the number of the nearest Centre.

**Distance Education Classes**

**Existing or new students:** Schools can start enrolling students as from 24 October 2009. Most categories of Distance Education students will continue to enrol online. **School Based Students** will be enrolled by their School Supervisor.

**Non-School Based Students** need to contact a VSL enrolment officer (Tel: 9474 0555) who will give access to online enrolment.