Message from the Principal

Welcome to students, teachers and parents to the 2014 school year.

With last Year’s VCE examinations still fresh in our minds, I wish to congratulate our Year 12 students on their successful results. We are delighted, in particular, that once again 19 of our students received the top mark in the State for their language. All students who received a top score of between 40 and 50 have been invited to attend our traditional Top Scorers Evening to be held at the Melbourne University on 3 March. Once again we hope to have the Minister for Education in attendance.

Our curriculum priority for the year is making the transition from VELS to the Australian Curriculum (AusVELS) framework with teachers assessing and reporting to AusVELS from Semester 1. Other curriculum priorities are:

- development of the VSL Language Teacher Networks
- targeted Professional Learning for centre teachers
- preparation of a Language Teachers Conference.

In terms of the Australian Curriculum it appears that the final curriculum frameworks for the first two languages (Chinese and Italian) will be finalised this Term with the implementation to commence in 2015. The Frameworks for another 11 languages will soon be released with their possible implementation in 2015.

Last year a DEECD review of our school commenced to see how the VSL can assist other schools and contribute to the implementation of the Government’s Vision for Languages 2013-2025. The review will be discussed with us this term and hopefully we will receive additional funding.

Our most exciting new initiative this year is the introduction of the VET in Schools courses in a partnership with a range of secondary schools around Victoria. We will continue to assist some languages to retain VCE accreditation, assist two new languages to obtain VCE accreditation, look at establishing two new VSL Centres, and much, much more!

I take this opportunity to thank all members of our school community who have assisted so far with student enrolments and with the promotion of our classes. Finally, best wishes to all of our students and staff for a successful and enjoyable school year.

Frank Merlino
Principal

New Indian language introduced – Malayalam

The Victorian School of Languages has just introduced the Malayalam language. The VSL has been teaching an increased number of Indian languages since it first introduced Hindi in 1987. Up until last year the VSL was still the only DEECD school in Victoria that taught Hindi. Other Indian languages taught by the VSL are Punjabi, Tamil, Bengali and Gujarati.

Malayalam is spoken by over 40 million people in the State of Kerala and in surrounding areas. The language originally developed from Tamil in the 6th century. A growing number of Malayalam speakers have settled in the northern suburbs of Melbourne such as Mill Park, South Morang, Mernda, Epping and Lalor. The language is being taught at the Epping Secondary College campus. Classes this year will range from Year 1-10 and all primary and secondary school students (from Government, independent and Catholic schools) interested in enrolling should contact the VSL Manager on 9464 0848.

One of the first teachers, Mr Johny Varkey, is enthusiastic about the new classes. “I believe”, he said “that giving the children the opportunity to study the Malayalam language provides an important connection to their culture and roots and assists with their positive self image. It also assists the students’ individual intellectual development and literacy skills in English.” He added that “India is of growing economic importance to Australia, hence there will be new trade opportunities and a growing two-way tourism between Australia and India.”

The principal, Mr Frank Merlino, hopes that school students take the opportunity to enrol. “The Victorian Education Department and the Government encourage the study of Languages and Victoria is leading the country in having the highest number of pupils studying a Language. The addition of this new language further consolidates Victoria’s leadership in Languages education”, he said.
Following discussions with RMIT University, the Victorian School of Languages is offering the VETinSchools (VETiS) languages courses from the start of this year.

Secondary schools offer Vocational Education and Training to give additional choice to their students to study subjects that have a vocational or career focus as distinct from a VCE examination focus.

VETinSchools is designed to provide additional pathways for students to undertake a nationally recognised VET qualification while still at secondary school completing VCE or VCAL. For example, students of Chinese who do not wish to sit for the Year 12 VCE examinations can undertake the VET option. At the Year 12 level the VETinSchools subject can still contribute to the VCE ‘Block Credit’, an increment towards their ATAR (university entrance) score.

Apart from acquiring practical and communicative language skills, a VETiS language program aims to increase student motivation and retention in language classes. For example, students may complete a Certificate II in Year 9 and 10 and proceed to Certificate III or possibly take VCE Units 1 and 2.

The VETinSchools classes are not run directly by the Victorian School of Languages but by individual schools around Victoria, with our school providing an auspicing or co-ordinating role to ensure that teaching regulations and the strict accountability provisions are met in the course of the year.

In this initial year the VSL is auspicing some fifteen schools from all three sectors (Government, Catholic, independent) across Victoria to deliver a range of languages. The initial languages are Arabic, Chinese (Mandarin), French, German, Indonesian, Japanese and Spanish.

The VSL has developed strategic partnerships with schools across Victoria and is able to provide strong levels of curriculum and administrative support to principals and teachers under these auspice arrangements.

New schools that wish to deliver these VETiS Language courses should contact our VETiS school Team at vetinschools@vsl.vic.edu.au or contact the VSL Head Office on (03) 9474 0500.

The Victorian School of Languages has appointed two staff to oversee the program, namely Pandora Petrovska and Peter Shaw-Truex. According to Ms Petrovska, “The response we have received so far from schools has been outstanding and, as more teachers and principals find out about the benefits this option has for students, I have no doubt that more schools will come on board next year – and we hope to increase the number of languages that we can offer.” Mr Shaw-Truex adds: “In the next couple of weeks I’ll be visiting schools around the State that have asked for a briefing on VETiS, so schools can contact me directly if they want to explore this option.

Principal Frank Merlino is delighted to see another VSL initiative being implemented from the start of this year. “The school already offers Certificate courses through its Distance Education section in some languages, as well some tailored workplace courses and this experience has facilitated the introduction of these new courses,” he said.
VCE Top Students in the State
The Victorian School of Languages congratulates all of its 2013 VCE students and especially those who distinguished themselves by receiving scores between 40 and the maximum 50. The following 19 students received the top marks in Victoria in their language.

Edina Omerovic - Bosnian
Studying Bosnian was a very rewarding experience. I chose to study at the VSL to achieve a high Year 12 result, to further my knowledge of Bosnian and broaden my language skills. I enjoyed learning about the history and culture of Bosnia and Herzegovina. My advice for other students studying a LOTE is to try and be consistent during the entire year - complete all class work/homework, always ask for help from your teacher when you need it and put in a 100% effort. It is possible to achieve great results if you try. I now would like to attend university and then work in the field of my chosen career. I feel confident knowing the skills I have learnt during my time at VSL as well as the language will benefit me in the future in terms of travel and career opportunities.

Lara Davis - Dutch
Lara is currently travelling overseas. Her teacher, Ms Ineke Six, reports that Lara was a student of Wesley College and was studying for her International Baccalaureate. “She decided instead to switch to VCE in 2013. She opted to study Dutch at the VSL as one of her subjects and we got to know her as a delightful young lady. Lara had to quickly grasp what was a whole new concept to her and almost immediately embraced her VCE studies both at her home school and at the VSL. Although Lara admittedly had a solid background in studying Dutch in various modes, she consistently worked hard to go the extra mile by not only completing the work that needed to be done every week, but also by taking an interest in various subjects and spending some extra time on those. The commitment and hard work have definitely paid off: Laura achieved a Study Score of 41 for her Dutch. Well done Lara and congratulations (gefeliciteerd) on this excellent and well deserved result!”

Neimat Toufaili - Arabic
Even though I was born and raised in Victoria I am of Lebanese background, and keeping in touch with my ancestors is one of the reasons why I decided to study Arabic as one of my year 12 subjects. I chose it in order to learn more about my language and to make a direct connection with my culture, customs and traditions. I found Arabic fascinating because it is a rich language that enables people to express themselves in different ways and I highly recommend students to take up this subject, especially if they are interested in communicating with millions of people from many overseas countries.

Tonja Milnar - Croatian
I studied Croatian in order to obtain a greater insight into its culture and to improve my fluency in the language. My greatest challenge was tackling the oral exam as I felt nervous but the practice did assist. Sharing a class with other interested students was most enjoyable as was attending the graduation function at the end of last year. Learning a language, apart from the personal satisfaction gained, can also assist you with your academic and career options. In addition to my current studies I am also currently working as a broadcaster and an MC at 3ZZZ Ethnic Community Radio where I can use my language skills. After completing my university studies I want to travel around the world in pursuit of a career as a musicologist and/or music producer where my language skills will also come in handy.

Tushar Goyal - Hindi
Being a student at VSL and acquiring bilingual skills has benefited me greatly. The ability to read and write another language allows you to see the world in a new perspective and broadens your cultural horizons. Studying Hindi gave me the opportunity to converse with my Indian relatives and also helped me understand the literary, historical and cultural values of India. Learning a language requires additional cognitive skills along with creativity and expression. Cliched advice such as listening to your teacher, submitting homework, paying attention in class are actually skills that work. However, future students should remember to embrace the enjoyment of learning the language and not become too engrossed in just passing the exams.

Ana García González - Spanish
Ana is currently in Spain putting her language skills into practice. She studied Spanish in the Distance Education section of the Victorian School of Languages as her base school, Wellington Secondary College, did not offer the language. She received a study score of 46 which is the highest in the State for Spanish. Her teacher, Ms Floра Osorio, is proud of Ana’s achievement. “Ana demonstrated a lot of enthusiasm and dedication and she was highly motivated. Her Spanish is fluent and her pieces of writing were of a high standard. I wish her well with her further studies,” Ms Osorio commented.
Pauline Kimberley - Indonesian FL

I studied Indonesian at the VSL as my day school didn’t offer the language. My main challenge was to use the formal language as distinct from slang and to get used to the format of weekly classes. I therefore made sure that I attended every single week so that I didn’t fall behind. Meeting the amazing people, both the teachers and students, made it all worthwhile. This was a memorable experience as I hadn’t personally known many Indonesian speakers until then.

In learning a language you become more perceptive and open-minded and it opens the door to other fields such as music, media, people, and history. I would advise students to always, ALWAYS practice the language, wherever and whenever. ‘Practice makes perfect’ may be a cliché - but it is the key to mastering your language, whether it be with your friends, family, through uses of the media, or even by talking to yourself in front of a mirror! This year I am studying a Commerce/Arts degree at Monash University.

Hyunwoo Paik - Korean FL

I decided to study Korean at the VSL because I thought it important for me to sustain and further improve my language skills. To be able to fluently communicate in a variety of languages is a blessing and brings many advantages. I would have to admit, however, that being committed to sacrifice every Saturday came to me as a big challenge as well as the process of preparing for my oral examination. That is why I would like to thank my precious teacher for constantly encouraging and guiding me step by step. Without her this achievement would not have been possible.

To every student studying a language, I’d like to say, be proud of your language and culture. Once you understand what a blessing it is to be able to learn more than one language, you will truly get to love the language and that will definitely lead you to gain a satisfying achievement. Thank you to everyone that has been on the journey with me so far.

Agnes Cauchi - Maltese

As a mature aged student I decided to study Maltese to be an example to our Maltese community and encourage young people to do the same. My studies provided a positive experience and meeting other participants was enjoyable and socially stimulating. The challenges I faced was the inconvenience of attending school on Saturdays and revising the Maltese grammar was at times difficult as the language has evolved since I was small. Languages really are a door to the world and make you a more versatile and tolerant person. My advice to students studying a language is that it is also an excellent mental exercise and a life-long skill. The most immediate benefit is that the VCE marks could make all the difference to your final ATAR score and whether you get into the University of your choice. I did not study Maltese for employment purposes but I am more confident in using it socially in the community. What you learn in life can never be taken away from you so this achievement is mine to keep.

Panhavuth Phoeung - Khmer

I previously studied French, a language that I love, at the VSL’s Distance Education section. I also studied Khmer at the Westall centre as I wish to keep in touch with my community both in Australia and around the world, and to try to assist it in the future.

My biggest weekly challenge was having to travel long distance to attend the classes. However, meeting new friends was most enjoyable as well attempting to excel in the language. Studying a language helps us to better communicate both at the local and at the international level. It was not the easiest subject to study and it required independence, tenacity and passion for the language.

This year I am studying a Bachelor of Dental Surgery. In the future after I become an orthodontist, I would like to work in Australia, France and Cambodia. Khmer and French will definitely play a big part in my future.

Blagojce Trajevski - Macedonian

One of the challenges I faced in studying Macedonian was to adapt to a new grammatical structure as simply translating words from English to Macedonian was inadequate. Also, going to school six days a week can be tough!

The most enjoyable aspect was hearing the countless funny and interesting stories from my VCE teacher Novka Blajer who always engaged us in an interactive way. Studying another language has many benefits and multilingual students tend to excel in their studies which can open up unexpected and exciting career paths. My advice to language students is to practice, practice, and then when that’s done, do more practice. What you learn in the class room can only get you so far. It’s that extra effort in your own time that will help you to achieve the results you desire. This year I am studying Biomedical Science. I can’t predict where my future will take me, but I have no doubt that the language skills I have acquired at the VSL will play a major role in my life and my career path.

Delaram Ansari Mahabadi - Persian

As Tim Doner once said “Each language in many ways is an expression of how a society or a culture thinks.”

I studied Persian to expand my knowledge of the language itself and also to get to know my culture better.

I experienced an amazing time speaking Persian in the class and making friends. Some of the tips I can give to help other students in the study of a language is, to keep up to date, spend time on homework, try to improve on your weaknesses and also to feel comfortable to ask your teachers questions.

Personally I found it really useful to speak Persian at home and also to read and watch movies in Persian. My aim is to study medicine and become a Doctor and I think knowing a language will help me to connect with people who speak the language.
Aimée Paternoga - Polish

I have been attending VSL Polish language classes during most of my youth and the VSL has provided me with the opportunity to achieve formal recognition through its VCE program.

It was recommended to me by my friends who all enjoyed great teachers and good learning experiences in their classes. Although the regular sacrifice of a Saturday was a challenge at times, the payoff for my hard work and the positive experience at the Dandenong VSL has made it certainly worthwhile.

I recommend students to study a foreign language in order to enhance their professional profile, and it will also assist individuals to seek academic and other opportunities overseas. I am certainly looking forward to spending more time and communicating with my relatives and friends in Europe.

Larissa Moga - Serbian

Having travelled through various European cities and villages, I can appreciate the importance that speaking another language has in appreciating a country’s history, culture and traditions. Meeting like-minded individuals in the classroom provided me with a sense of comfort and allowed me to build new friendships with individuals with whom I have a lot in common. The ability to learn in a relaxing and positive environment provided me with the incentive to apply myself more in mastering my language skills. Furthermore, the passion and dedication of language teachers, and the enthusiasm of students was inspiring. I am proud to say that I have fulfilled my aspirations of enrolling in the Arts/Law course at Monash University and my language score did assist. Being bilingual will open many doors for me and give me the ability to work in a wider range of specialist fields within the law, and possibly even to work in international politics.

Isabella Mezzetti - Italian

Pursuing a language allows you to learn more about the culture and traditions of the country (or countries) that speak the said language, and it also allows you to better comprehend the English language. I found preparing detailed answers for the Oral component of my final exam challenging.

To students studying a language I would recommend trying to immerse yourself in the language as much as possible by regularly watching movies/TV, listening to music/radio, and speaking it as often as possible.

This year I plan to go to university to study medicine, in the hope of one day becoming a surgeon, where my ability to speak Italian will come in handy when speaking to Italophone patients, or if I ever choose, to work in Italy.

Keerat Judge - Punjabi

I thoroughly enjoyed learning Punjabi and studied it as a passion not a subject. I did face some challenges, the main one being time management. I would highly recommend practising past exam papers so as to get an idea of how to manage your time throughout the written exam. Alongside this, students should also try to speak in their language as much as possible with friends and family. This is because pronunciation and fluency are some of the main skills that the examiners will be assessing in the oral exam. Overall, Punjabi classes were an amazing investment of time, which gave me a greater understanding of my culture. I would really like to thank my supportive teacher and fellow peers for making Punjabi so memorable.

Deshamani Cooray - Sinhala

I was fortunate to study Sinhala with many talented teachers who never hesitated to offer a helping hand and who always supported and encouraged the students to achieve their full potential. Studying the language at the VSL Centre also gave me the opportunity to meet new people from my community. Aspects of the language classes enabled me to learn more about my culture and to gain the knowledge needed for me to fearlessly face my examinations. The skills needed for Year 12 were developed from earlier year levels. However, the jump from Year 11 to Year 12 did prove to be a difficult one. The course required more individual learning, hard work and dedication. Another very important skill that we as students had to develop with time was confidence. Meeting new people and developing strong friendships was one of the highlights of studying my language at VSL. I would like to finally say to the VCE students of 2014, ‘Stay positive and work hard and it will get you to where you want to be’.

Chau Ly - Vietnamese

Going to Vietnamese class every Saturday was never a burden for me. On the contrary, I found studying Vietnamese as a practical source of help in strengthening my cultural identity and broadening my limited knowledge about my home country.

Studying a language is not only about listening, reading, speaking and writing; but it also involves becoming familiar with its culture, heritage and a nation’s history.

Thus my advice is apart from completing your homework, you should also do some extra research on each topic that you have studied in class. Doing this will both allow you to deepen your understanding of the lessons as well as consistently build up motivation and interest in your study.

I do not yet have any specific plans for my future, but I am currently studying a Bachelor of Science at the University of Melbourne.
The VSL School Council
2014 Election

The following details are provided to the VSL community about the 2014 School Council Election.

The Victorian School of Languages is a government school providing instruction to approximately 15,000 students in languages other than English. The school’s language program is delivered through both face to face teaching in centres across the State and through distance education mode. The face to face classes are held during out of school hours in 31 metropolitan and 9 country and regional centres. The VSL distance education section offers 11 languages from beginners to VCE.

School Council
The VSL is governed by a School Council and this body provides leadership and direction in language programs offered by the school. Parents of VSL students are eligible to stand for election and/or vote for parent candidates.

SCHOOL COUNCIL COMPOSITION
The Council of the Victorian School of Languages comprises the following membership:
- 6 Parents (non DEECD employees) (elected)
- 2 DEECD staff* employed more than 8 hours per week (elected)
- 2 staff* employed less than 8 hours per week (elected)
- 4 representatives from relevant agencies (nominated)
- 1 representative from DEECD (nominated)
- 2 community members (nominated)
- 1 Principal

President to be appointed from one of these categories.

*Staff refers to VSL employees.

1. FOR PARENTS OF VSL STUDENTS
There are 3 vacancies for 2014-2016 and one (1) vacancy for 2014-2015.

CANDIDATES for one of the above positions should nominate on the correct form (see the next page of this Bulletin). Nominations must be delivered to the Head Office of the VSL, 315 Clarendon Street Thornbury, or mailed to PO Box 1172 Thornbury 3071, no later than 4pm on 24 February 2014. The PARENTS category also includes guardians or people who have the custody of a VSL student.

2. FOR VSL STAFF EMPLOYED WITH THE VSL MORE THAN EIGHT HOURS.
There is one vacancy for 2014-2016.

A separate nomination form is available from the VSL Head Office. The nomination date is the same.

3. FOR VSL STAFF EMPLOYED LESS THAN 8 HOURS PER WEEK
   (ie. Instructors/non teaching staff in VSL centres)
   There is one vacancy for 2014-2016.
   CANDIDATES for this position should nominate on the correct form available from the Centre or the Head Office and deliver nominations no later than 4pm on 24 February 2014 to the Head Office of the VSL or mail to PO Box 1172 Thornbury 3071.

THOSE WHO NOMINATE A CANDIDATE MUST BE ELIGIBLE VOTERS.

A LIST OF CANDIDATES will be posted at each VSL centre and the VSL Head Office on 26 February 2014.

ELIGIBILITY TO VOTE
To be eligible to vote you must either be a parent or guardian of a student, or be employed by the VSL.

VOTING FOR CANDIDATES
For all people eligible to vote - you may vote by post. To collect the ballot papers and envelopes, you need to attend the VSL centre listed in the section below marked - VOTING BY POST OR, for parents in country locations, a ballot paper and envelopes could be forwarded on request by the VSL (Tel. 03 9474 0500)

OR you may vote by coming to the Head Office on 11 March 2014 before 4pm. The Election Meeting will be convened at 3.30pm although you may vote at any time during the day between 9am and 4pm.

VOTING BY POST
To collect a ballot paper and envelopes for voting you should attend a nearby VSL Centre at the times indicated below. If uncertain, ring the VSL Head Office.

Metropolitan and Geelong Centres – 1 March 2014
Voting will take place at all metropolitan and Geelong Centres on Saturday 1 March 2014.

Other Centres – Between 1 March and 8 March
The following country centres will be contacted by the Area Manager separately Ballarat, Bendigo, Cobram, Doncaster (mid-week), Gisborne, Glen Waverley (mid-week), McKinnon, Mildura, Shepparton, Traralgon, Warrnambool, and Wodonga.

VSL Head Office – 5 March
Staff based at the VSL Head Office will vote on 5 March.

VOTING TIMETABLE
The postal votes, whether mailed or hand delivered, must reach the Head Office of the VSL by no later than 4pm on 11 March 2014.

Frank Merlino
Principal
School Council Elections
Schedule 4: Notice of Election and Call for Nominations

An election is to be conducted for members of the School Council of the Victorian School of Languages.

Nomination forms may be obtained from the school and must be lodged by 4:00pm on 24/2/2014.

The ballot will close at 4:00 pm on 11/3/2014.

Following the closing of nominations a list of the nominations received will be posted at the school. The terms of office, membership categories and number of positions in each membership category open for election are as follows:

<table>
<thead>
<tr>
<th>MEMBERSHIP</th>
<th>TERM OF OFFICE</th>
<th>NUMBER OF POSITIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent member</td>
<td>From 19 March 2014 to and inclusive of the date of the declaration of the poll in 2016</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>From 19 March 2014 to and inclusive of the date of the declaration of the poll in 2015</td>
<td>1</td>
</tr>
<tr>
<td>DEECD employee member (VSL staff employed by the VSL more than eight hours per week)</td>
<td>From 19 March 2014 to and inclusive of the date of the declaration of the poll in 2016</td>
<td>1</td>
</tr>
<tr>
<td>VSL staff employed by the VSL less than 8 hours per week</td>
<td>From 19 March 2014 to and inclusive of the date of the declaration of the poll in 2016</td>
<td>1</td>
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If the number of nominations is less than the number of vacancies, a notice to that effect and calling for further nominations will be posted in a prominent position at the school.

Frank Merlino, Principal

Schedule 5B: Nomination Form for Parent Member Category (and Centre Staff)

I wish to nominate ................................................................. for an elected position as a parent member on the Victorian School of Languages school council.

CANDIDATES DETAILS
Name (use block letters)...............................................................................................................................................................................
Residential address.......................................................................................................................................................... P/code..........
Contact phone (mobile or landline)......................................................... Email...........................................................................................
I am the parent / guardian of ................................................................., who is/are currently enrolled at this school.
The person I have nominated is the parent/guardian of ................................................................., who is/are currently enrolled at this school.
The person I have nominated is an employee of the Department of Education and Early Childhood Development but not engaged in work at and for the school.
Yes / No (please circle)
Name of Nominator (use block letters) .......................................................................................................................................................
Signature of Nominator ...................................................................................................... Date .............. / .............. / ..............

CANDIDATE TO COMPLETE:
I accept the nomination and I am prepared to serve as a Parent member of the above-named school council. I hereby declare that I am not an undischarged bankrupt, of unsound mind, currently serving a sentence for an indictable offence, a registrate offender within the meaning of the Sex Offenders Registration Act 2004.

Signature of Candidate ....................................................................................................... Date .............. / .............. / ..............

You will be notified when your nomination has been received.

Personal information provided in this form is collected as part of the school council election nomination process. The information may be used to determine your eligibility as a candidate and to nominate. Your personal information may be disclosed as a result of inspection prior to the commencement of voting or at any time up to one year from the declaration of the poll.

Your name will be included in a list of school council candidates and nominators (where applicable) posted in a prominent position at the school and for candidates, on a ballot paper (where applicable).

Further, the name, membership category, gender, term of office, office held (if any) of school council members and notification whether the member is an employee of the Department will be forwarded to the Department of Education and Early Childhood Development by the principal by 30 April each year as a record of council membership and may be used for statistical purposes.

You can access your personal information by contacting the principal on (03) 9474 0500.

If you choose not to give some or all of the information requested your nomination may not be accepted. If you have any queries about the school council nomination process, please contact the principal.
Key 2014 Term 1 Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>21 January</td>
<td>Head Office Staff return</td>
</tr>
<tr>
<td>24 January</td>
<td>AP’s &amp; Area Managers return</td>
</tr>
<tr>
<td>28 January</td>
<td>Teachers resume</td>
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<tr>
<td>8 February</td>
<td>Centre classes commence</td>
</tr>
<tr>
<td>1-11 March</td>
<td>School Council Elections</td>
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<tr>
<td>3 March</td>
<td>VCE Top Scorers Evening – Melbourne University</td>
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<tr>
<td>8 March</td>
<td>Labour Day Weekend – No Classes</td>
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<tr>
<td>15-23 March</td>
<td>Cultural Diversity Week Activities</td>
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<tr>
<td>29 March</td>
<td>Final Day Centre Classes for Term 1</td>
</tr>
<tr>
<td>1 April</td>
<td>Semester 1 Distance Education Parent teacher Interview Day</td>
</tr>
<tr>
<td>4 April</td>
<td>Term 1 concludes</td>
</tr>
<tr>
<td>5 April</td>
<td>VCE Classes (Selected VCE classes only)</td>
</tr>
<tr>
<td>22 April</td>
<td>Term 2 begins</td>
</tr>
</tbody>
</table>

NEW 2014 VSL Teacher & Student Publications

The following key curriculum & administrative publications for staff and students are available:

- AusVELS Planning & Assessment Teacher Manual 2014
- 2014 VCE Teacher Manual – CCAFL Languages
- 2014 VCE Teacher Manual - First Languages
- 2014 VCE Teacher Manual – Victorian Second Languages
- Language Passports – Years 1-4 and Years 5-10
- Staff Handbook – Centre Classes
- Staff Handbook – Distance Education
- AusVELS Generic Course Outline
  - (Foundation–Year 10) – available Term 2
- Class Record Book
- VCE Languages Student Handbooks: CCAFL Languages, Chinese Second Language/Second Language Advanced, First Languages, – Victorian Second Languages

Materials

- Chinese Year 8 Online course (NALSSP project)
- Indonesian Year 11 Online course (NALSSP project)
- Spanish Primary Online resources – Languages Online (Stage 2)
- Turkish Primary (1-2) Coursebook
- Turkish 1-2 Flashcards and Kits

Projects currently in progress

- Macedonian VCE Text Types
  - Hindi VELS Level 2 Workbook
  - German 11 Online Course
  - Chinese 9 Course
  - Japanese year 12 Course
  - Indonesian 7 Online Course
  - Turkish Year 9 Textbook

New 2014 Publications

Term 1 - Professional Development

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>28-29 January</td>
<td>Distance Education Professional Development days – Thornbury</td>
</tr>
<tr>
<td>29 January</td>
<td>PD Day for Area Managers - Thornbury</td>
</tr>
<tr>
<td>1 February</td>
<td>Centre Staff Professional Development – Area Based</td>
</tr>
<tr>
<td>26 February</td>
<td>New Centre Staff Induction Seminar- Thornbury</td>
</tr>
<tr>
<td>3 March</td>
<td>VET in Schools Introductory PD session for auspice teachers- Thornbury</td>
</tr>
<tr>
<td>7 March</td>
<td>VET in Schools Introductory PD session for auspice teachers- Ballarat</td>
</tr>
<tr>
<td>26 March</td>
<td>Centre Coordinators Meeting – Thornbury</td>
</tr>
</tbody>
</table>

Distance Education Awards Day, December 2013

Editorial Committee: Frank Merlino, Angela Natoli, Stefo Stojanovski, Cameron Waites