



SCL

Secondary
College of
Languages

2024 Year 10 Assessment Policy

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Record of School Achievement (RoSA)

The NSW Education Standards Authority (NESA) issues the Record of School Achievement (RoSA) to eligible students who leave school before completing the Higher School Certificate (HSC).

The RoSA is a cumulative credential, meaning it contains a student's record of academic achievement up until the date they leave school. This could be from the end of Year 10 up until and including some results from Year 12.

Eligibility

To qualify for a ROSA, the student must have:

- attended a government school, an accredited non-government school or a recognised school outside NSW
- undertaken and completed courses of study that satisfy NESA's curriculum and assessment requirements for the RoSA
- complied with any other regulations or requirements (such as attendance) imposed by the Minister or NESA
- completed Year 10.

Satisfactory completion of the course

A student is considered to have satisfactorily completed a course if, in the principal's view, there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESA
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school
- achieved some or all of the course outcomes.

Participation in class and exams

At SCL you are required to engage **diligently and with sustained effort** to learn your target language. You must also ensure that you complete all course and classwork to the best of your ability and participate in classroom discussions. In the Assessment Schedule below you can see the specific information, including outcomes to be assessed and tasks that make up your final grade. If you need more information/ guidance, please speak to your teacher or Campus executive.

Effort and achievement

Your work should demonstrate a serious attempt to satisfy the demands of the course. Remember that students who work well in class, come prepared and make every effort to participate actively are more likely to perform better, as all informal and formal assessment is directly related to the outcomes, concepts and content being covered in class.

Achieving some or all of the course outcomes (ACE 4016)

A student is considered to have satisfactorily completed a course if there is sufficient evidence that the student has:

- followed the course developed or endorsed by NESAs;
- applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
- achieved some or all of the course outcomes.

If you have NOT satisfied ALL these requirements, you may receive an 'N' determination indicating unsatisfactory completion. A course for which you receive an 'N' determination does not appear on the Record of School Achievement.

Attendance

A principal may determine that, due to absence, course completion criteria may not be met. Principals must give students early written warning of the consequences of non-completion of course requirements. The warning must relate the student's absence to the non-completion of the course requirements. To receive a RoSA, students must attend school until the final day of Year 10.

Procedures for dealing with absences

The requirements regarding attendance apply to your course at the Secondary College of Languages as for your weekday school. When you are absent on a Saturday it is as if you have missed an entire week of school. You are expected to attend your language classes on Saturday every week and on time. If you miss a week because you were sick you will need to catch up on the work you have missed.

Absence through illness and/or physical injury

In the case of prolonged or recurring illness or injury, a medical certificate will be accepted as satisfactory evidence of legitimate absence.

The SCL Principal/delegate may require additional information if the medical certificate is deemed insufficient. You must ensure that the dates on the medical certificate cover all the dates of your absence.

Planned absence for holidays/other circumstances

There are times when you may apply for and be granted leave from school for short periods, provided that the reason for the absence is substantial and that your progress towards course outcomes will not be unduly affected. If you have been granted leave by your weekday school, this must be communicated to the SCL and arrangements made for catching up on tasks/coursework, to satisfactorily complete course requirements. Students are to inform the Campus supervisor and complete the Request for consideration form, completing all relevant sections carefully and attaching relevant evidence.

It may be possible for alternative arrangements to be made for students who will be absent on holidays, where SCL is informed in advance. *Alternative classwork/tasks could be assigned for the student, to be completed and posted or emailed to the SCL campus during the leave period.* In some cases, the SCL may permit a student to catch up on missed work/tasks immediately upon their return to Campus. Be advised that reasons not deemed appropriate may not be accepted; in this case, students will be required to complete the task by the due date, otherwise they will be issued with a warning for missing a task.

Absences without satisfactory explanation

Absences without satisfactory explanation, or a series of unexplained absences, where the length or pattern is extensive, may result in a course not being satisfactorily completed.

SCL will issue a warning letter to the student and their parent/carer, which will indicate how the absence may result in non-completion of course requirements and set out the steps necessary for the student to satisfactorily complete the course(s).

Absences resulting in failure to complete course requirements

Where a student's attendance pattern may jeopardise the satisfactory completion of the Stage 5 language course, the reason for absence and its likely effect on course progress and completion will be established.

The SCL Principal/delegate will consider:

- the nature and duration of the absence
- the student's standing within the course at the time of the absence
- the student's prior pattern of attendance, application and achievement
- the student's ability and commitment to complete the classroom experiences missed.

In cases where the SCL Principal determines that course completion criteria cannot be met or that progress cannot be maintained, the student will be given formal notice relating the absence to the non-completion of course requirements and warning of the consequences.

Late enrolment

In the event of a late enrolment (after the course has commenced), the SCL Principal may determine the date and format of any prior assessment tasks that the student is required to complete. Please refer to course assessment schedules.

'N' determination – warning of non-completion of course requirements

If a student is at risk of receiving an 'N' determination (non-completion of course requirements) in any course, **the SCL Principal/delegate will:**

- advise the student of the tasks or actions to be undertaken in time for the problem to be corrected and alert the student to the possible consequences of an 'N' determination
- advise the parent or guardian in writing
- request from the student/parent/guardian a written acknowledgement of the warning
- issue at least one follow-up warning letter if the first letter is not effective
- retain copies of all relevant documents.

'N' determination

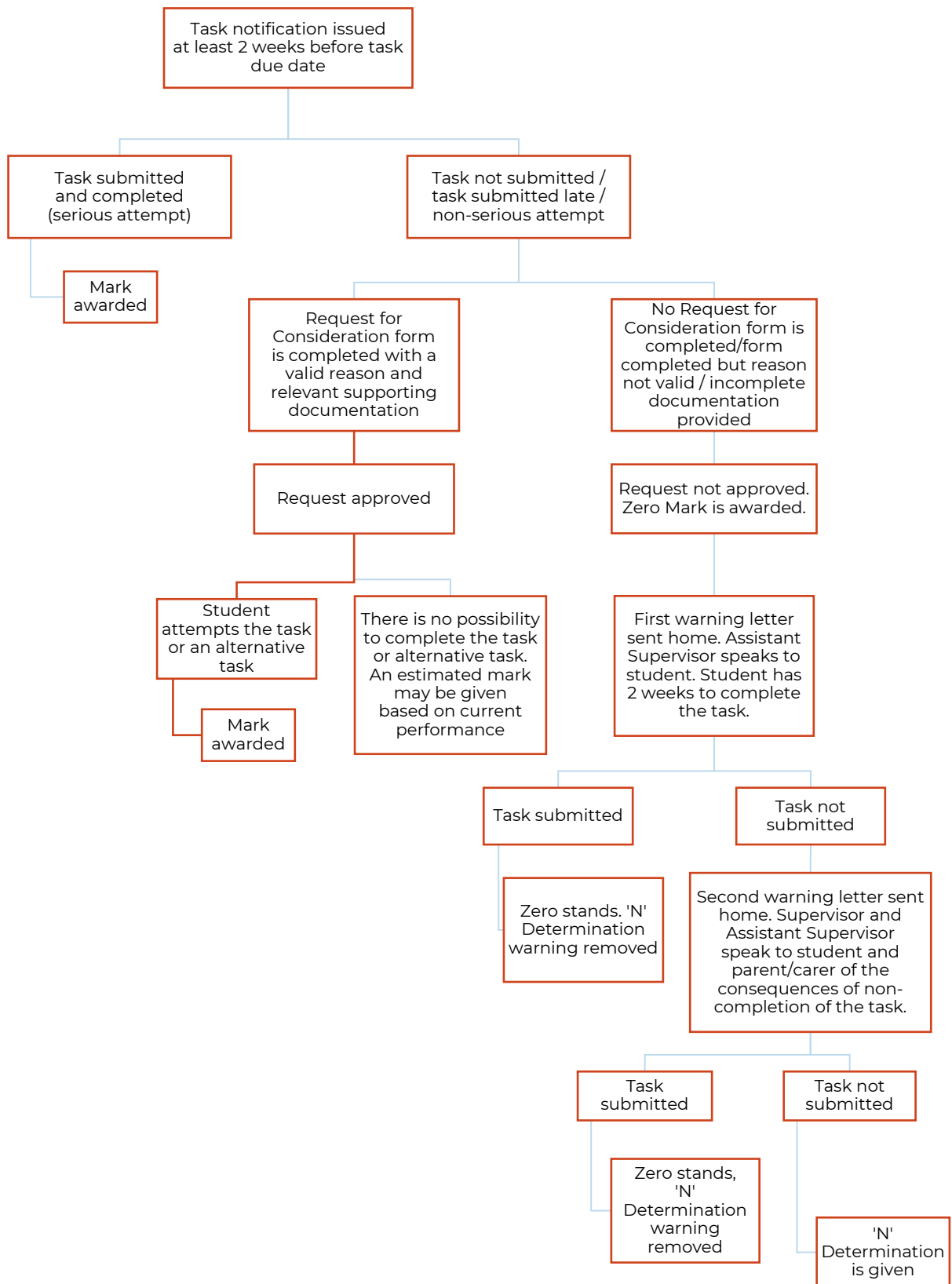
Students who have not complied with the course completion criteria and who have received at least two written warnings can be regarded as not having satisfactorily completed the course at the time of finalising grades. The principal may then apply the 'N' determination.

If a student is given an 'N' determination in their language course, the course will not appear on their RoSA or Transcript of Study.

Students have the right to appeal the 'N' determination to the SCL Principal and/or NESAs.

'N' determination procedure

Students should read the chart on the following page to understand the steps involved in the assessment process and 'N' determination.



Student appeals against RoSA grade or 'N' determination

Students' grades will be recorded on their Record of School Achievement. If a student disagrees with the grade awarded, they may appeal on the grounds that the grade awarded was not consistent with the progressive reporting relative to the areas for assessment received from the school. In this case, the student should submit a written appeal, together with evidence, to the principal. The same process applies for appealing against an 'N' determination.

Procedure if student appeal is successful at school level

If the student's appeal is successful at the school level:

- the original grade awarded will be amended, or
- the 'N' determination will be removed, and the grade reinstated.

Procedure if student appeal is unsuccessful at school level

If the student's appeal is unsuccessful at the school level, then it may be possible to submit a subsequent appeal to NESAs. Note that NESAs will only consider whether the school review process was adequate and proper in all respects.

A student wishing to appeal against an 'N' determination must:

- advise the Campus Supervisor in person, the next Saturday after receiving the Principal's Determination Form
- obtain a Student Appeal Form from the Principal of the weekday school
- complete this form and submit it by the date indicated on the Principal's Determination Form, *for attention: The Principal*, to SCLanguages.School@det.nsw.edu.au

Assessment

Assessment at the Secondary College of Languages is an integral part of the learning process as well as a judgement based on achievement at the end of the learning program.

Student progress in learning the language will be assessed through the central goal of Communicating – In Communicating, students use language to interact, understand texts and create texts. Students gain knowledge of language systems as an essential part of communication. They also develop their intercultural capability to exchange, understand and create meaning between people and across languages and cultures.

A **single grade** which best reflects the overall achievement of the student will be awarded. This grade will be awarded according to the Assessment Schedule and against the standards described in the Course performance descriptors for [Language] and [the Common Grade Scale](#).

RoSA reporting and grades

The RoSA shows a student's comprehensive record of academic achievement, which includes:

- completed courses and the awarded grade or mark
- courses a student has participated in but did not complete before leaving school
- results of any minimum standard literacy and numeracy tests that may have been sat
- date the student left school.
- an A to E grade for all Stage 5 (Year 10) courses that the student has satisfactorily completed.

Grades are:

- based on student achievement in their assessment work
- submitted to NESA by the school in Term 4
- monitored by NESA for fairness and consistency.

No specific allocation of marks is required for any syllabus objectives or outcomes.

Students will be awarded a grade in each of the courses studied in Year 10 in 2024.

Awarding grades

For any course studied at the Secondary College of Languages, the grade will be one of A, B, C, D, E or N ('N' determination) depending on your performance in that course.

The grades A to E indicate varying levels of satisfactory performance, whereas N indicates unsatisfactory completion of the course.

For every language, NESAs has provided Course Performance Descriptors, which describe the main features of a typical performance at each grade A-E.

You will be awarded the grade according to the Course Performance Descriptor which most closely describes your overall achievement in the Stage 5 course. The final grade will appear on your Yearly report and on your RoSA.

Disability provisions

Students with disability needs may require adjustments to assessment activities to enable access to the task and equitable opportunity to demonstrate what they know and can do. Providing an adjustment does not restrict a student's access to the full range of grades.

Students and their parents are responsible for informing SCL of the disability and providing relevant evidence where required or relevant, including adjustments to coursework, assessment activities and tasks at the student's weekday school. The SCL will endeavour to apply accommodations/adjustments where possible.

Classwork and tasks

Students will be provided with several opportunities to demonstrate their achievement of syllabus outcomes.

The purpose of this assessment is for students to be able to demonstrate active involvement, progress and achievement in their learning over the entire course. The assessment program will take place throughout the year, with the teacher assessing and gathering evidence of student progress and achievement against the syllabus outcomes. Class exercises, activities and tasks may include role plays, speeches, listening activities, dialogues, reading comprehensions, journal entries, emails, or other activities decided by the teacher.

At specified points during each semester, certain tasks will be formally assessed. Students will be notified of which tasks will be assessed, including the marking criteria detailing how each task will be assessed.

This means that the assessment program will consist of both informal and formal assessment. Examples of these are:

Informal assessment (assessment for learning):

- Teacher observation of student learning
- Classroom activities
- Homework assignments
- Mini tests /mini-tasks
- Group and pair work
- Participation and interaction.

Formal assessment (assessment of learning)

- Presentations
- Research assignments
- End of unit tests
- Half-yearly and yearly examinations*
- Assessment tasks
- Mini projects.

*Assessment notifications will be issued for mid-year and end of year assessments

The assessment program will take place throughout the year, with the teacher assessing and gathering evidence of student progress and achievement against syllabus outcomes.

Outcomes assessed

The tables below set out the outcomes which NESA requires to be assessed. For more detailed information refer to educationstandards.nsw.edu.au

Interacting	<p>ML5-INT-01</p> <p>exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p>
Understanding texts	<p>ML5-UND-01</p> <p>analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p>
Creating texts	<p>ML5-CRT-01</p> <p>creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>

Macro skills

There are four macro skills, also known as language modes: Listening, reading, speaking, and writing. They are related to focus areas as shown in the table below.

Interacting	Understanding texts*	Creating texts
Listening	Listening	
	Reading	
Speaking	Speaking	Speaking
	Writing	Writing

** The response to texts may be in English or [Language].*

Representation of language systems and culture

The syllabus content is organised to show that knowledge of language systems and culture is required to communicate across all 3 focus areas as shown in the table below.

Interacting	Understanding texts	Creating texts
Sound system	Sound system	Sound system
Vocabulary	Vocabulary	Vocabulary
Grammatical system	Grammatical system	Grammatical system
	Writing system	Writing system
Culture	Culture	Culture

Assessment procedures

Assessment schedule

SCL's calendar of assessment tasks and dates can be found in the Assessment Schedule section of this booklet. The schedule will be followed as published unless there are exceptional circumstances which require the schedule to be adjusted. Any changes to the schedule require prior approval of the SCL Principal. Students will be provided with a new schedule should a change occur.

Assessment notifications

Assessment notifications will be issued for mid-year and end of year assessments. An assessment task notification will be given 2 weeks prior to each assessment task, providing more specific information on:

- description and format of the task
- the outcomes to be assessed
- the concept and work covered on which the task is based
- criteria to be used in assessing the task
- feedback to be provided to students.

Missed assessment tasks

If an assessment task is missed (or if it has not been submitted by the due date) and the student has not provided a valid reason, a zero mark is awarded and noted as a non-attempt. Students will still be given the opportunity to sit for the assessment task later and be given feedback. They will be issued with a Warning letter and a copy will be sent to the weekday school.

Lateness to assessment

Students arriving late to an assessment task without a justifiable reason will complete the task in the time remaining. Students late to a task where circumstances are outside their control OR they are not in a fit state to sit the task on arrival are to see the Campus Supervisor before entering the assessment venue. Students are advised to apply for illness/misadventure using the Request for consideration form.

Alternative tasks

If the reason for absence is accepted as valid by the Campus Supervisor, the teacher may:

- arrange for the student to attempt the task at a different time
- arrange for the student to attempt an alternative task with similar outcomes to the original task
- generate an estimate for the missed task following SCL and NESAs guidelines.

Attendance at a sporting or cultural event or family holiday are not considered to be valid reasons for missing a task.

Non-serious attempts – ‘N-Determination warning’

Students must attempt each task to the best of their ability. Any student who submits a non-serious attempt at an assessment task, including a task with inappropriate or derogatory comments, will receive a mark of zero for that assessment task and a Warning letter will be issued.

Invalid tasks

In rare circumstances, if a task is found to be invalid at the discretion of the Principal, students will be informed in writing by the Campus Supervisor. The Principal may determine that the weighting of the task will be reduced, and a replacement task added with weightings adjusted accordingly. A minimum of two weeks' notice will be given for the additional task.

Technological failure

Students are solely responsible for maintaining backups of all personal data files, independent of the SCL's computers and network. Technology and computer problems (e.g., broken computer, faulty USBs, printing issues, submission issues) will not be accepted as valid excuses for late submission of work. An extension may be granted if students can provide independent evidence of the technological failure, such as attempts to rebuild or recover printouts of drafts or partial drafts or associated notes and summaries, or if an illness/misadventure application is completed and submitted to the Campus Supervisor with all supporting evidence attached. The Assessment Review Panel will determine the appeal, in consultation with the respective Campus Supervisor. No further appeal will be considered after determination.

Extraordinary circumstances

In the event of extraordinary circumstances that prevent an individual and/or group of students from completing a task at a campus, the SCL Principal may give approval for the task to be completed later or in a different format (online rather than in class, for example). At least 2 weeks' notice and an amended assessment schedule will be provided. The task may be completed on Campus or through alternate arrangements with the weekday school where possible.

Feedback on assessment tasks

When tasks have been marked students will be provided with:

- sample responses where appropriate
- detailed marking guidelines
- feedback against the criteria used in judging students' performance
- detailed comments on students' performance.

Reports will be issued at the end of Term 2 and on Presentation Day in Term 4, the last day of the Secondary College of Languages school year.

The first report will include a grade based on classwork and assessments in Term 1 and Term 2. The second report will include an overall grade based on classwork and assessments in Term 3 and Term 4 and student achievement throughout the year. These reports will reflect achievement of course outcomes.

General rules and procedures

Examinations and assessments

Examination conditions apply from when the first student enters the examination/assessment venue until the last student leaves the venue.

Before entering the venue

- Students should plan to arrive at least 10 minutes prior to the commencement of the task. Lateness is unacceptable
- No electronic devices may be brought into the venue
- Students must ensure that their mobile phone is turned off (or preferably secured at home or in the front office) while sitting for a task
- Students should ensure they have all the necessary equipment for each task
- Students must ensure they have a **print** dictionary for the language they are studying where it is required
- No borrowing of equipment is permitted in the venue. All equipment must be stored in a clear plastic sleeve - no pencil cases allowed.

During assessment tasks/examinations

- Do not speak to any person other than the supervisor during the task/examination
- Do not behave in any way likely to disturb the work of any other student or upset the conduct of the task
- Do not take into the examination room/assessment venue, anything other than the aids specified. Mobile phones and electronic devices are not permitted
- Do not copy or plagiarise from textbooks, the internet, prepared materials, or other students
- Do not leave early during a task/examination.

Consistent consequences will apply for students found to be breaching examination rules. The SCL Principal or delegate will consider the penalty for breach of these rules which could mean that the student receives a zero mark for the task or exam.

Malpractice

Cheating or malpractice is about doing the wrong thing by behaving dishonestly. It could involve:

- copying someone else's work as their own in part or in whole, and presenting it as their own
- using material directly from books, journals, CDs, or the internet without reference to the source
- building on the ideas of another person without reference to the source
- submitting work to which another person such as a parent, coach or subject expert has contributed substantially
- using words, ideas, designs, or the workmanship of others in practical and performance tasks without appropriate acknowledgement
- paying someone to write or prepare material
- breaching school examination rules
- using non-approved aids during an assessment task
- contriving false explanations to explain work not handed in by the due date
- assisting another student to engage in malpractice.

The above examples of malpractice are not conclusive. The Principal or delegate may determine if any act performed by the student is malpractice.

Consequences of malpractice

Cheating will result in a zero mark for the assessment task involved. Any student proved to have given or received information on the content of an assessment task will be awarded a zero mark and will be issued with a Warning letter. This may place the award of a RoSA in jeopardy.

Request for Consideration

Students who know in advance they will be absent for a task must inform the Campus Supervisor via the Campus email or phone (where possible) as soon as they are aware of the impending absence.

Students who miss a task due to an emergency must make every effort to contact the Campus before classes begin on the Saturday. They must then see the Campus

Supervisor to submit a completed Request for consideration form, before attending class on the first Saturday of their return.

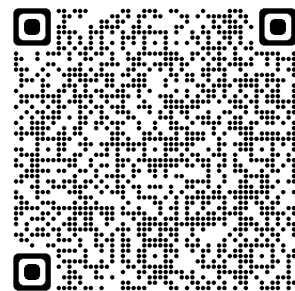
If the student's absence extends beyond the date of the assessment task, the student must contact the Campus Supervisor on any additional Saturday of absence to provide advice of the extended absence.

In all cases, appropriate documentation must be provided, and the matter discussed with the Campus Supervisor. Students who miss tasks because of illness must provide a medical certificate dated on or before the date of the assessment task. The medical certificate must be specific and include details of the onset of the condition, plus any additional dates of consultation, together with a statement about how this might be expected to affect the student's performance in the assessment task. A medical certificate only stating 'illness' will not be accepted. The request for consideration form that needs to be completed is included at the end of this document.

Note that if a student misses a task and does not follow the procedures for submitting a Request for consideration, or the reason for failing to complete an examination is unacceptable, the student will receive a Warning letter and may be in danger of receiving an 'N' determination.

Please note:

The form may be accessed online from the College's website. [Home - Secondary College of Languages \(nsw.gov.au\)](https://www.nsw.gov.au/secondary-college-of-languages)



Stage 5 course performance descriptors

The school report will include the grade awarded in the course studied in this year at the Secondary College of Languages.

Grade A - A student performing at this grade typically:

- exchanges information, ideas and perspectives in the target language consistently and effectively in a range of contexts
- demonstrates extensive understanding of a range of texts by responding effectively in a variety of ways
- analyses meaning consistently and effectively in moderately complex texts on diverse themes
- creates consistently clear, coherent and well-structured texts in the target language appropriate to context, purpose and audience
- applies extensive knowledge of language systems to interact, understand texts and create texts
- analyses the relationship between language, culture and identity in communication

Grade B - A student performing at this grade typically:

- exchanges information, ideas and perspectives in the target language consistently in a range of contexts
- demonstrates thorough understanding of a range of texts by responding appropriately in a variety of ways
- analyses meaning effectively in moderately complex texts on diverse themes
- creates clear and coherent texts in the target language appropriate to context, purpose and audience
- applies thorough knowledge of language systems to interact, understand texts and create texts
- analyses the relationship between language, culture and identity in communication

Grade C - A student performing at this grade typically:

- exchanges information, ideas and perspectives in the target language in familiar contexts
- demonstrates sound understanding of texts by responding in a variety of ways
- analyses meaning in texts on familiar themes
- creates comprehensible texts in the target language appropriate to context, purpose and audience
- applies sound knowledge of language systems to interact, understand texts and create texts
- describes the relationship between language, culture and identity in communication

Grade D - A student performing at this grade typically:

- exchanges basic information and ideas in the target language
- demonstrates basic understanding of texts by responding in limited ways
- identifies and explains information in texts on familiar themes
- creates mostly comprehensible texts in the target language
- applies basic knowledge of language systems to interact, understand texts and create texts
- identifies the relationship between language, culture and identity in communication

Grade E - A student performing at this grade typically:

- exchanges very limited information in the target language
- demonstrates elementary understanding of texts by responding in very limited ways
- identifies vocabulary and phrases in simple texts on familiar themes
- creates simple texts in the target language using vocabulary and formulaic phrases
- applies elementary knowledge of language systems to interact, understand texts and create texts
- identifies aspects of the relationship between language, culture and identity in communication

Year 10 assessment schedule

Focus areas and outcomes	Task 1 - Mid Year Term 2 Weeks 5 & 6 Mid-year assessment 1st and 8th June 2024	Task 2 - Yearly Term 4 Weeks 2 & 3 End of year assessment 26th Oct and 2nd Nov 2024
<p>Interacting ML5-INT-01 exchanges information, ideas and perspectives in a range of contexts by manipulating culturally appropriate language</p> <p>Understanding texts ML5-UND-01 analyses and responds to information, ideas and perspectives in a range of texts to demonstrate understanding</p> <p>Composing text ML5-CRT-01 creates a range of texts for diverse communicative purposes by manipulating culturally appropriate language</p>	<p>All focus areas will be assessed</p> <p>A-E</p>	<p>All focus areas will be assessed</p> <p>A-E</p>
<p>Informal Formative Assessment</p> <ul style="list-style-type: none"> • Teacher observation of student learning • Classroom activities • Homework assignments • Mini tests / tasks • Group and pair work • Participation and interaction. 	<p>A-E</p> <p>A range of class activities and tasks will be assessed throughout the semester</p>	

Assessment notifications will be issued for mid-year and end of year assessments.

SCL responsibilities

For each language course, SCL prepares and administers an assessment program in accordance with the syllabus. The syllabus identifies the components of the course to be assessed and their weightings. The timing and weighting of tasks are determined by the school.

Teachers at the SCL are required to:

- conduct sound assessment programs that allow students to demonstrate the breadth and depth of their knowledge, skills and understanding
- develop quality assessment tasks and well-constructed marking guidelines
- inform students in writing of the assessment requirements before the commencement of the course, including the number, mark values and types of tasks to be used
- ensure that students are given adequate written notice of the nature and timing of assessment tasks
- provide meaningful feedback on students' performance in all assessment tasks in relation to their strengths and weaknesses and areas for improvement
- report assessments to NESAC that provide appropriate discrimination between students in terms of their overall achievement
- maintain records of marks awarded to each student for all assessment tasks
- consistently follow school procedures relating to illness, misadventure and malpractice in assessment tasks
- consistently follow school procedures relating to late submission and non-completion of assessment tasks
- advise students in writing when they are not meeting the assessment requirements in a course and indicate what is necessary to enable the students to meet the requirements satisfactorily
- provide clear instructions and expectations for each task regarding what format is required (for example, whether electronic submission is acceptable) and whether receipt is to be formally acknowledged
- provide clear criteria for marking
- use a range of marking strategies, such as common or consensus marking of tasks
- follow the assessment program, checking that each task conforms to the assessment program
- inform students about their entitlements to appeals and reviews.

Student's responsibilities

- I acknowledge, by signature and date, that I have received and read the Year 10 assessment policy and assessment schedule.
- I will attend regularly, punctually and complete all assessment tasks. I acknowledge that the SCL calendar is provided in advance to allow for planning ahead appropriately.
- I will keep a record of my assessment marks.
- For a missed task I will complete the Request for consideration form with appropriate supporting documentation, following the guidelines outlined in this policy.

Student full name: _____

SCL Campus: _____

Teacher: _____

Student signature: _____

Date signed: _____ / _____ / _____

Contact us

Head office

Phone: 02 7814 2115

Email: SCLanguages.School@det.nsw.edu.au

Address: 105 Phillip St, Parramatta NSW 2150

Website: sclanguages.schools.nsw.gov.au

The SCL Head office is contactable Monday to Friday during school hours throughout the school term. When enquiring about a student, please include the following information:

- student's full name
- student's weekday school
- SCL Campus the student attends
- student's year group and language course.



Say hello on social media

 [SCL](#)

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 [@SCLanguages](#)



We acknowledge the homelands of all Aboriginal and Torres Strait Islander peoples. We pay our respect to the Elders, past and present, for they hold the memories, traditions, the culture and hopes of Aboriginal and Torres Strait Islander peoples across the state.