



ELIGIBILITY FOR ENROLMENT

STAGE 1 AND STAGE 2 LANGUAGES AT CONTINUERS LEVEL

This form is to be completed by students seeking to enrol in Stage 1 or Stage 2 Chinese, Japanese, Korean, or Vietnamese at continuers level.

Eligibility for Enrolment applications for 2017 must be submitted to the school principal/principal's delegate before the student is enrolled in the subject.

Late submission of Eligibility for Enrolment forms may disadvantage students who, if found to be ineligible, will have to reconsider their enrolment options.

The completed form and any supporting documentation should be kept at the school. This information may be requested by the SACE Board for auditing purposes for up to 2 years from the date of this application.

Before completing this form, students are expected to have read the guidelines on eligibility for enrolment outlined in Information Sheet 6.

Parts A, B, C, and D must be completed by the student.

PART A — STUDENT INFORMATION

Name of student (BLOCK LETTERS) FAMILY NAME GIVEN NAMES

SACE REGISTRATION NUMBER grid

Proposed language of study Stage 1 Stage 2

Year level at school in 2017 Gender: Female Male

Are you enrolled in Stage 1 or Stage 2 English as an Additional Language? Yes No

Country of birth Date of birth

If born/resided overseas, age on arrival in Australia: years months

Documentation provided: Passport (showing arrival date) School records Other

PART B — LINGUISTIC EXPERIENCE

What is your first language (i.e. the one you first learnt to speak)?

What other language(s) do you speak?

Tick (✓) the box(es) below to indicate the frequency of use (if spoken or spoken to in) of the proposed language of study (or dialect) with your immediate family, extended family, and/or community.

Table with 5 columns: Use (speak with, or spoken to in the language by, any of the following), Frequency of use of proposed language of study (or dialect), Daily, Weekly, Monthly, Infrequently, Never. Rows: Immediate family, Extended family, Community and friends.

PART C — EDUCATIONAL BACKGROUND

Complete the table below, giving details for each year *from the age of 5 years. Complete all parts of this table.*

Calendar year	Year level	Age	Country of residence	School attended	Language(s) of instruction for subjects	Number of hours of instruction using proposed language of study per week
	12					
	11					
	10					
	9					
	8					
	7					
	6					
	5					
	4					
	3					
	2					
	1					
	Reception					
	Pre-school					

PART D — STUDENT’S DECLARATION

This part must be completed by the student in order to verify that the information provided in support of the application is both true and accurate. See [Information Sheet 6](#) for the implications of supplying incorrect, misleading, or incomplete information.

- There are special circumstances relevant to my application. I have attached additional details.
- I was born overseas or have lived overseas, and I have enclosed photocopies of appropriate documentation (e.g. school records, passports showing arrival date, visas, and certificates of citizenship).
- I certify that the information I have provided, and/or which has been provided on my behalf, in support of this application is both true and accurate.
- I understand that continuers-level subjects for Chinese, Japanese, Korean, and Vietnamese are intended for students who have not had more than 1 year’s education from the age of 5 years in a country where the language to be studied is a major language of communication or a medium of instruction.

Student’s signature _____ Date _____

PART E — PRINCIPAL’S ELIGIBILITY DETERMINATION

This part must be completed by the principal/delegate, and a copy of the completed form provided to the applicant.

This student is **Eligible / Not Eligible** for enrolment in Stage _____
(PROPOSED LANGUAGE OF STUDY)

Name of principal/**delegate HALINA PIETRZAK** _____

Signature of principal/**delegate** _____ Date _____

Teaching school (of the language) **SCHOOL OF LANGUAGES** _____ SACE Board school number

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Student’s contact school _____ SACE Board school number

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