



Helsingin kielilukio

Helsinki Upper Secondary School
of Languages



Satakieli Study guide 2026 – 2027

Helsinki Upper Secondary School of Languages

School timetables

Shared city schedule: blocks 6, 7 and 8

time	Mon	Tue	Wed	Thu	Fri
8:15 - 9:30	7	1	2	4	5
9:45 - 11:00	6	2	1	3	3
	lunch	lunch /ROT	lunch	lunch	lunch
12:00-13:15	5	6	5	6	1
13:30 - 14:45	4	7	4	7	2
15:00 - 16:15	3	8		8	8

Mon-Fri Timetable

Lesson	Time
1	8.15 - 9.30
2	9.45 - 11.00
Lunch	11.00 - 12.00
3	12.00 - 13.15
4	13.30 - 14.45
5	15.00 - 16.15

Lunch shifts and Tuesday homeroom guidance lessons ("ROT")*

1st year students	2nd year students	3rd year students
Lunch: 11.40 - 12.00	Lunch: 11.25 - 11.45	Lunch: 11.00 - 11.20
ROT Tue: 11.05 - 11.30	ROT Tue: 11.05 - 11.30	ROT Tue: 11.30 - 11.55

**"ROT" sessions are not scheduled every Tuesday. Please check Wilma for the dates

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WELCOME TO HEKLU!

Operating principles of Helsinki Upper Secondary School of Languages:

The spirit of Heklu is born out of cooperation. Everyone at Heklu contributes to building our shared general upper secondary school, which is a great place to learn and grow. We operate in accordance with the following five principles:

1. We are committed to work. The students study for their future, and the teachers support their learning.
2. We behave with restraint and maintain peaceful working conditions.
3. We commit to what we agree upon together: we are honest, take care of our assignments and follow schedules and rules.
4. Together we create pleasantness. We look after each other and the new school building.
5. We treat everyone with respect, kindness and equality. We praise and encourage. Everyone at Heklu is valuable.



STUDY GUIDE OF HELSINKI UPPER SECONDARY SCHOOL OF LANGUAGES

At home around the world

This guide is intended to help you navigate your way through general upper secondary school. Be sure to read it thoroughly! The guide is full of useful information to help you plan your studies over the long term.

Mission statement of Helsinki Upper Secondary School of Languages

Helsinki Upper Secondary School of Languages is a language-oriented general upper secondary school that offers a language-oriented track, a general track, a bilingual Finnish-English track and an English track. At our school, students receive a good general education and have the opportunity to acquire a wide range of language skills. Our students learn cultural literacy and global citizenship skills, which are needed in our increasingly digital and networked world. Our school prepares students for further studies, for working life and to become active members of society with an entrepreneurial attitude.

Contact information (Please note! Check the school's website for up-to-date contact information)

Acting Principal Satu Skogster	+358 40 185 9875
Vice Principal Minna Ankkuri	+358 40 861 0749
Acting Vice Principal Laia Saló i Nevado	+358 40 567 9551
Administrative Assistant Erja Sumanen	+358 9 310 82184, +358 40 334 8248
Guidance Counsellor Eija Terho	+358 50 401 3068
Guidance Counsellor Mikko Peltoniemi	+358 40 336 0172
Guidance Counsellor Laura Kulju	+358 40 831 5022
Guidance Counsellor Taru Leikas	+358 50 349 7098
Special Educational Needs Teacher Valtteri Happonen ...	+358 40 560 3685
Special Educational Needs Teacher Linda Helenius	see school website
Special Educational Needs Teacher Rea-Maria Sirén	+358 40 631 1458
School Nurse Tarja Saaros	+358 50 310 5629
School Social Worker Marika Hahka	+358 40 681 6884
School Social Worker Sirkku Selkosmaa	+358 40 668 3536
School Psychologist Emilia Rovamo	+358 40 749 3238
School Psychologist Emilia Ranta	+358 50 428 2112
Site Manager	+358 50 599 8856
School Restaurant Manager Laura Lyyra	+358 40 410 7867

The school's street address: Kiviparintie 1, 00920 Helsinki, Myllypuro

The school's postal address: PO Box 92307, 00099 City of Helsinki

School email address: 0365_kielilukiohallinto@opetus.hel.fi

Office: Administrative Assistant Erja Sumanen erja.sumanen@hel.fi

School website: <https://www.hel.fi/en/childhood-and-education/helsinki-upper-secondary-school-of-languages>

Contact information is updated on the school website, please check for up-to-date information: <https://www.hel.fi/en/childhood-and-education/helsinki-upper-secondary-school-of-languages/contact-information-for-helsinki-upper-secondary-school-of-languages>

You can also follow Helsinki Upper Secondary School of Languages on Instagram (helsinginkielilukio), Facebook (Helsingin kielilukio) and TikTok (www.tiktok.com/@helsinginkielilukio). Our social media accounts post actively and allow you to follow the school's daily operations, events and current affairs.

TIMETABLES AND EVENTS DURING SCHOOL YEAR 2026–2027

School year 2026–2027 (189 working days)

Autumn term Wed 12 August 2026–Sat 19 December 2026

Grouping day for all grades	Thu 13 August 2026
Saturday school day	Sat 5 September 2026
Grouping afternoon for all grades	Thu 8 October 2026
Autumn break	12–16 October 2026 (calendar week 42)
School-leaving ceremony rehearsal	Thu 3 December 2026 at 15.00
Independence Day celebration	Fri 4 December 2026
for 1st and 2nd year students: 9.45, Independence Day	
final-year and graduating students: graduation celebration at 12.00	
Final day of the autumn term	Sat 19 December 2026

Spring term Wed 7 January 2027–Sat 5 June 2027

Spring term starts	Wed 7 January 2027
Final-year students' schoolwork ends ("penkkarit")	Thu 11 February 2027
"Senior ball" for second-year students	Fri 12 February 2027 (for families in the evening)
Winter break	22–26 February 2027 (calendar week 8)
Easter	26–29 March 2027 (no school)
Ascension Day break	Thu 6 May–Fri 7 May 2027 (no school)
School-leaving ceremony rehearsal	Fri 4 June 2027 at 13.00
Spring party for first and second year students	Fri 4 June 2027
Graduation celebration	Sat 5 June 2027 at 10.00

The school year is divided into five periods. Each period ends with a final week lasting seven working days. The first day of each final week is the exam day of block 2 and thereafter the exam days progress in the order of the blocks until the end of the final week. The exception to this is the last day of the final week, which is the exam day of both block 1 and block 8. The exam of block 8 takes place in the afternoon at 13.00–16.00, unless otherwise agreed with the teacher.

Periods of school year 2026–2027

1st period:	12 August 2026–2 October 2026 (final week Thu 24 September–Fri 2 October. Grades available in Wilma by 9 October)
2nd period:	5 October 2026–1 December 2026 (final week Mon 23 November–Tue 1 December. Grades available in Wilma by 9 December)
3rd period:	2 December 2026–9 February 2027 (final week Mon 1 February–Tue 9 February. Grades available in Wilma by 17 February)
4th period:	10 February 2027–13 April 2027 (final week Mon 5 April–Tue 13 April. Grades available in Wilma by 23 April)
5th period:	14 April 2027–5 June 2027 (final week Wed 26 May–Thu 3 June. Grades available in Wilma by 4 June)

Parents' evenings

First-year parents' evening	Wed 26 August 2026 at 17.30
Second first-year parents' evening in the spring	Tue 4 May 2027 at 18.00
Second & senior-year students parents' evening	Tue 10 November 2026 at 18.00

Homeroom group guidance 2026–2027

Homeroom group guidance lessons are held on Tuesdays about 2–3 times per period in the homeroom group guidance classrooms. The homeroom group guidance of first-year students follows a partly different structure. First-year students participate in a ‘start of homeroom group guidance’ study unit in the 1st period. From the 2nd period onwards, first-year homeroom group guidance lessons are held on Tuesdays. You can find your homeroom group’s homeroom group guidance lessons in the Wilma timetable, and information about them is also provided in weekly bulletins. Homeroom group guidance also includes one-to-one meetings. Homeroom group guidance is a compulsory part of your studies and regular attendance is a prerequisite for a pass mark.

For guardians

The guardian of a child of compulsory education age must see to it that the child completes compulsory education. Compulsory education ends on the day that the child reaches the age of 18. (Act on Compulsory Education, sections 2 and 9)

Guardians must monitor their child’s school attendance and study progress in Wilma until the child turns 18. Even after this, the young person can, if they wish, give their guardian(s) access to Wilma using the My information form in Wilma. Instructions on how to report absences and submit absence applications are provided later in this guide. As a guardian, you should especially monitor the upgrading of grades for incomplete and failed study units (see the section on O and K marks in this guide). The school’s website contains contact information, news (in Finnish) and a link to Wilma, among other things.

The homeroom teacher is the local instructor of their homeroom group. They meet with the students of their homeroom group in homeroom group guidance lessons, monitor their study progress and maintain contact with guardians. Guardians can contact not only the homeroom teacher, but also the student’s designated guidance counsellor, the principal and student welfare staff. Each student’s matters are handled confidentially and in cooperation with the student.

The Board of Helsinki Upper Secondary School of Languages is an important link between our school and students’ families. The Board is made up of two representatives of guardians, students and members of teaching and other staff, each of whom has a deputy. The principal acts as rapporteur and secretary. In total, the Board has 7–10 members. The Board approves the school’s action plan and operating plan and participates in the evaluation of the school’s activities.

Parents’ evenings are held to discuss current issues related to general upper secondary school studies and the matriculation examination. They provide guardians with an opportunity to meet with homeroom and other teachers. The dates of parents’ evenings are provided in this guide and on the school’s website.

Study unit assessment methods

The learning goals and completion requirements of each study unit are explained by the teacher in the first lesson of each study unit. Study units may include a brief or extensive final exam or other competence demonstrations. Many study units also have smaller intermediate tests, word tests, etc. Assessment is also affected by project work carried out during the study unit and other continuous demonstration of competence.

Retaking exams

Teachers and subject groups organise their own retake exams. More information is provided by the teacher at the start of the study unit. You can retake a failed exam only once. Registration to retake an exam is binding and failure to sit the exam without an acceptable reason will result in the completion of the study unit being discontinued. You can also retake a passed exam in order to raise your grade for the study unit. If you want to do so, discuss the matter with your teacher.

Cheating in an exam or assignment

If a student cheats in an exam, the study unit cannot be assessed and must be retaken in its entirety. If a student cheats on a study unit assignment subject to assessment, for example by submitting a text generated by an AI as their own work, directly copying someone else's work or taking the credit for someone else's work, the work will be rejected. In the event of cheating or attempted cheating, the student will receive a written warning from the principal, which will also be sent to their guardian for information.

STUDY INSTRUCTIONS

About general upper secondary school studies

The general upper secondary school syllabus is studied in three years. Daytime general upper secondary school studies are full-time studies and therefore also covered by student financial aid. If you receive student financial aid, make sure that your studies progress in line with the requirements of the aid. Extending general upper secondary school studies to 3.5 or 4 years is possible for justified reasons. If you wish to extend your studies, book an appointment with your designated guidance counsellor, who will determine the grounds for the extension and provide guidance on preparing a plan.

In addition to the studies offered by Helsinki Upper Secondary School of Languages, you can choose online studies offered by the Helsinki Online Upper Secondary School. You can choose up to two online study units per period. You can also choose suitable cross-institutional studies (such as those offered by Helsinki Vocational College and Helsinki Finnish Adult Education Centre), which can be credited as part of your general upper secondary school studies. In addition to this, you can take advantage of summer studies and studies offered by the general upper secondary school for adults. In Wilma, you can also find out about the University of Helsinki's open university courses that are suitable for general upper secondary school students. For more information about these options, please contact your designated guidance counsellor.

Satakieli Language Passport

You can complete the Satakieli Language Passport during your general upper secondary school studies to demonstrate your special interest in foreign languages. You can report completed assignments in a foreign language of your choice. There is also a strong focus on future and working life skills. To complete the Satakieli Language Passport, you must collect a total of 40 points from various assignments. You must complete at least one assignment from all the categories (Language Studies, Languages and Internationalism, Further Studies and Working Life) and earn at least 10 points from Language Studies. When you graduate from general upper secondary school, you will then receive a diploma for completing the Satakieli Language Passport as an attachment to your matriculation certificate. You also earn two credits for completing the Satakieli Language Passport. For more information, please contact the language teachers.

Art Passport

The Art Pass is suitable for any student interested in the arts who wants to add creativity and wellbeing to their studies. You can combine the Art Passport flexibly with your other study units. No previous experience is required, so everyone interested is warmly welcome.

You can start the Art Passport in your first or second year of upper secondary school, and you may continue building it throughout your entire journey at school. You will have the opportunity to:

- Collect art studies – compile the art study units, visits, and possibly even your own hobbies into an Art Passport worth 2 credits and an official completion mark
- Join cultural visits – participate for free in cultural excursions, such as an art trip to a selected nearby destination, theatre, concerts, or museums
- Help with school exhibitions – take part in creating exhibitions or other events at the school
- Visit further study places – visit higher education institutions in the arts or cultural fields
- Attend Tallinn culture day – travel to Tallinn in May for a cultural day

The Art Passport gives you the chance to develop your own creativity and artistic expression, while offering meaningful creative activities and wellbeing for students.

Active Study Path (TOA), studies completed elsewhere and recognition of prior learning

One of the objectives of general upper secondary school studies is to prepare students for their future working life. To this end, the students learn skills and methods for working together, how to be considerate of others and how to be responsible. At general upper secondary school, studies completed elsewhere or learning acquired in other ways can also be recognised as part of general upper secondary school studies.

Submit any certificates for studies and learning completed elsewhere to your designated guidance counsellor.

Active Study Path studies are graded with a pass mark (S), and the scope of the competence demonstration determines the number of credits awarded. In situations where the demonstration is insufficient for the recognition of competence, the student will be guided to supplement their competence.

- General upper secondary school tutoring (1–6 cr), (TOA01)
- In addition to general tutoring, thematic tutoring such as ENbassador or sports tutoring is also taken into account.
- Representation and influencing (1–6 cr), (TOA02)
- Working in a board or working group within or outside the educational institution, including at the city, national and international levels.
- Volunteering and international competence (1–6 cr), (TOA03)
- Activities in your free time, both abroad and at home, such as training as a camp or club counsellor, coaching or refereeing, volunteering, regular work in an organisation, international competence acquired as an exchange student, au pair or some other way.
- School projects or events (1–6 cr), (TOA04)
- Participating in the implementation of school events or projects. The study unit can include activities other than tutoring and representation, such as planning, implementing and evaluating projects or events such as parties, campaigns, fairs, theme days and weeks, or creating a school newspaper, blog or calendar.
- Preparatory education for working life (1–6 cr), (TOA05)
- E.g. driving licence, hygiene passport, alcohol passport, security steward licence, lifeguard certificate, first aid card (I II III), occupational safety card, working life passport, entrepreneurship studies, etc.

To balance studying

Tutors, sports tutors, youth instructors and various student teams organise a wide range of activities throughout the school year. For example, you can play together during recess, sign up for badminton and basketball tournaments or join events organised by the student body! All students are members of the student body. The student body board is elected annually. You can become a tutor by completing the tutor study unit, which takes place every year in the 5th period. For more information about sports tutor activities, please contact Physical Education Teacher Sanna Jaatela. The student social media team also welcomes new members. For more information about the social media team, please contact Vice Principal Minna Ankuri. The tutors, the social media team and the student body board meet weekly.

Helsinki Upper Secondary School of Languages also has clubs organised by students, which can vary in theme from year to year, as they are based on student interest and initiative. New clubs are announced in the autumn. The contact persons for the clubs are youth instructors Otto and Ricky. If you are interested in starting a new club, come and talk to the principal about your idea. The school also has a community space for students where you can discuss your own matters with a youth instructor. The youth instructors also organise a wide range of leisure activities at the school.

Helsinki Upper Secondary School of Languages offers students the opportunity to participate in band activities, and we also have a choir. For more information, please contact the music teachers. The school also hosts many other activities each year, such as an environmental panel and Unesco network activities. Please do not hesitate to join!

On Wednesdays, see you in the lobby for the Wednesday coffee break!

General Track

The student acquires strong skills for the matriculation examination, further studies, and working life. A student in the general line can include a wide range of studies in their program, such as language studies, humanities, as well as arts and science subjects (with the option to choose either the science track or complete the Art Passport). Students in the science track will, during their upper secondary studies, explore further study opportunities in the natural sciences, and each science-track student has the possibility to participate in a science camp school during their time at school. Science-track students may also choose study units specifically designed for them.

Languages and Internationality Track

The aim of the Languages and Internationality Track is to develop language provision, teaching and international activities. The aim is to provide students with the opportunity to participate in an internationalisation project or, alternatively, in an international studies study unit held at our school. The studies are determined by the national distribution of lesson hours and students also have the opportunity to take advantage of the extensive language offerings of Helsinki Upper Secondary School of Languages. Students can continue their previous language studies and start studying one or more new foreign languages in general upper secondary school. Students can earn a separate certificate for the Languages and Internationality Track as long as they complete the associated 16-credit study module.

Bilingual Finnish-English Track

The aim of the Bilingual Finnish-English Track is to develop students' academic English, Finnish and English language skills and strengthen communication and interaction skills in both languages. In this track, students complete approximately 30% of their general upper secondary school studies in English. The track prepares students well for further studies and working life in Finland and abroad. Students can earn a separate certificate for completing the Bilingual Finnish-English Track.

English Track, or general upper secondary education in English

English Track students complete their entire general upper secondary education in English in accordance with the Finnish national core curriculum for general upper secondary education. The English Track prepares students well for taking the matriculation examination in English, international further studies and global working life. English Track students develop strong academic English language skills and acquire a broad range of skills to work in multicultural environments. The English Track has limited admission and is aimed at international applicants.

Instructions for exchange students

Before leaving on an exchange, you must submit a written application for the suspension of compulsory education to the principal (this can be done via Wilma). After returning from an exchange, you must also submit a written application for the recognition of completed studies to the principal. The application must include certificates of the completed studies and any additional explanations of the scope of the studies. After returning from an exchange, you must make an appointment with a guidance counsellor via email or Wilma to plan your general upper secondary school studies.

Switching to a lower or higher level in a language

If you switch to a lower or higher level in a language that you are studying, the number of study units recorded on your final certificate will be the total number of study units completed in that language. You will be graded according to the level that you studied most recently, provided you have completed at least three study units at that level. The teacher will assess the language syllabus according to the new level and may arrange an examination of the study units that you completed before the switch to support their assessment.

Switching the mathematics syllabus

Switching the mathematics syllabus always requires a discussion with the subject teacher and the guidance counsellor. The guardian of a student under the age of 18 will be informed of the switch of syllabus via Wilma message. Once the switch of syllabus has been approved, Wilma will show the grades for the new syllabus.

Religion and worldview studies

There are two compulsory study units in religion or worldview studies. Helsinki Upper Secondary School of Languages offers study units in Evangelical Lutheran religion, worldview studies and Islam religion. Members of the Evangelical Lutheran Church and the Orthodox Church participate in the teaching of their own religion and complete compulsory study units. Students who are not part of any religious community take part in worldview studies, in which they must complete at least the compulsory study units. Students who are members of other religious communities may participate in the teaching of their own religion. If they choose not to do so, they must participate in either majority religion studies (UE) or worldview studies (ET).

Advanced and applied study units in religion and worldview studies can be freely chosen by all students, and the grades earned for them are combined with the student's grade in religion or worldview studies. Students from other religious communities and students who are not part of any religious communities can also participate in the school's general (Evangelical Lutheran) religion studies if they wish. Information about the teaching of your own religion organised by the City of Helsinki is provided at the beginning of the school year. Information is also provided by the guidance counsellors and the principal. Students who are part of a religious community other than the Evangelical Lutheran Church or the Orthodox Church may ask the principal for teaching in their own religion or choose not to ask for it.

The matriculation examination includes tests in Evangelical Lutheran and Orthodox religion and in worldview studies.

Exemption from Swedish in general upper secondary school

The second national language of Finland (Swedish) is a compulsory subject in general upper secondary education. If a student has not studied Swedish before starting their general upper secondary school studies, they can be exempted from Swedish language studies by a decision of the principal. The application form for this can be found in Wilma and instructions on how to fill it in can be obtained from the principal.

ABSENCES

According to section 30 of the Act on General Upper Secondary Education (714/2018), students must participate in teaching unless they have been granted an exemption. Teachers record all absences in Wilma. The student or their guardian (if the student is under 18) must provide a reason for each recorded absence in Wilma within one week of the absence. After three absences, the student and, if the student is under 18, their guardian will receive a reminder from the teacher in Wilma that their completion of the study unit is in danger of being discontinued. If absences continue to accumulate, the student must discuss the conditions for continuing the study unit with the teacher. If the conditions are not met, the completion of the study unit will be discontinued. If the student is subject to compulsory education, they can continue to attend classes even if their completion of the study unit has been discontinued and they are getting a K mark for the study unit.

Homeroom teachers monitor the study progress and absences of their homeroom students and engage in cooperation with their guardians if necessary. If a student accumulates multiple ungrounded absences and concerns arise about the student's studies, support can be sought from student welfare staff or a multidisciplinary expert group can be assembled with the student's permission.

Acceptable reasons for absence other than illness include essential leave requested in advance. Participation in matriculation examination tests, overnight field trips, study visits and representing the school at events are part of school activities and do not result in unauthorised absences. However, it is the student's responsibility to ensure that they complete the assignments for each study unit, even when participating in other school activities as agreed in advance. Talk to your teacher well in advance so that you know what is expected of you.

Driving lessons and other private matters should be taken care of outside lessons. Being late and leaving class in the middle of a lesson disrupts the lesson, your own learning and the group's activities. Everyone's active presence creates the best conditions for a successful study unit. The teacher draws up the rules of the study unit together with the students.

Absences known in advance

If you need an exemption from schoolwork for a justified reason, request it well in advance using the Wilma form. If an exemption is granted, you must agree with the teacher on how you will handle schoolwork during your absence. For holidays of more than three days, there is also a separate paper form. Pick up the form outside the office and ask each of the teachers of the study units in question for approval. They will also provide you with instructions on how to complete your studies during your absence. This way, teachers are informed in advance about the leave and can also note on the form if their study unit cannot be completed with substitute assignments and the teacher cannot therefore approve the leave for their study unit. Submit the form to the principal, who makes the decision to approve or reject the leave on the Wilma form.

Those going on overnight field trips fill in the same form as other students applying for leave if the duration of the mobility is more than 3 days. Submit the form to the teacher in charge of the overnight field trip, who forwards it to the principal. **Teachers must be informed of absences well in advance.** Please note that you can only participate in one overnight field trip per period.

Exemption from schoolwork is not granted at the start of a term.

Permission for an absence is granted by

- the teacher of the study unit if the length of the absence is only one lesson
- the homeroom teacher if the length of the absence is 1–3 days
- the principal if the length of the absence is over three days (no more than five days).

Absences in the middle of the school day must be discussed with the teacher in advance – including absences related to school activities.

Attendance in the first lesson of a study unit

Attendance in the first lesson of a study unit is mandatory. In the first lesson, the teacher confirms the participants of the study unit and provides important instructions on the completion and assessment of the study unit. If you have to be absent from the first lesson of a study unit due to illness or other acceptable reason, please inform the teacher of the study unit in advance.

ASSESSMENT

Student performance, learning and progress in competences shall be assessed comprehensively. The purpose of student assessment is to provide guidance and motivation to study and to develop students' self-assessment capabilities. Students are entitled to be informed of the assessment criteria and how they are applied. Students shall be given the opportunity for self-assessment during general upper secondary school studies. (Act on General Upper Secondary Education 714/2018, section 37, subsection 1)

Assessment of study units

Students' learning is assessed during study units and their performance is always assessed at the end of the study unit, provided that the conditions for assessment are met. These conditions vary from subject to subject and can include things like submitting all the assignments necessary for assessment by their deadlines. The conditions are specified separately for each subject and study unit.

At the start of each study unit, the teacher(s) and students discuss the skills to be developed, the learning methods to be utilised and the assessment tools to be used in the study unit. The students should know what the learning goals of the study unit are and what their assessment is based on. The assessment criteria must be clear, based on the working methods used in the study unit and comprehensively support the achievement of the learning goals of the study unit.

Assessment tools may include learning assignments, projects, portfolios, various exams (collaborative, material, oral, e-exams) or tests, self-assessment, peer assessment, learning diaries, essays, papers, research or other outputs, continuous individual or group work, assessment of the learning process, verbal assessment and discussions between the teacher and the student.

Students' self-assessment, communication and feedback skills are developed by allowing them to take part in the assessment process.

The assessment of foreign-language students must take into account the student's developing Finnish language skills.

Taking support for learning into account in assessment

The learning goals and assessment conditions of the study units of each subject are defined in the local curriculum and are the same for all students.

However, students are entitled to special arrangements in the demonstration of their competence if they have difficulties in demonstrating their competence through normal means. These arrangements are agreed upon separately for each study unit with the subject teacher. Subject teachers may also take learning difficulties into account in the way that study units are completed and graded. If necessary, the assessment of a student with learning support needs can be planned with a special educational needs teacher.

A student is entitled to special needs education if support for learning is not sufficient. A student of compulsory education age is entitled to a decision on special needs education. The student can request a decision on special needs education with their guardian. The education provider will then assess the need for special needs education and, if necessary, issue an administrative decision on the special needs education to be provided. The decision is made together with the student, the student's guardian, a special educational needs teacher and student welfare.

Any special arrangements and the use of individual assessment methods are agreed on a student-by-student basis. A student may be entitled to special arrangements on the basis of e.g. diagnosed illnesses and disabilities that pose challenges to studying or learning, dyslexia (moderate or severe) or, if they are a foreign-language student, language difficulties. The agreed-upon arrangements are recorded in Wilma on the support for learning form with the special educational needs teacher. It is the student's responsibility to discuss the special arrangements with their teachers at the start of each study unit.

Numerical grades, pass marks and O and K marks

In numerical grades, the scale of 4 to 10 is used. Grade 5 indicates adequate, 6 moderate, 7 satisfactory, 8 good, 9 very good, and 10 excellent knowledge and skills. Grade 4 denotes a failed performance.

Study units and subjects that are not subject to numerical grading are graded as either pass or fail.

Numerical grades are awarded for compulsory study units and national optional study units as defined in the national core curriculum, except for guidance counselling study units, for which a pass mark is given (S = suoritettu, Finnish for pass; H = hylätty, Finnish for fail). Locally agreed optional study units are assessed with a pass mark (S = pass, H = fail).

At the City of Helsinki's general upper secondary schools, city-specific and school-specific advanced and applied study units are assessed with a numerical grade or a pass mark (S = pass, H = fail) as specified in the subject-specific section of the local curriculum. Assessment can be complemented by a verbal assessment. If the completion of a study unit is discontinued, the study unit is marked with a K mark (K = keskeyttänyt, Finnish for discontinued). Completion of a study unit may be considered discontinued if the student has not provided sufficient evidence of completing the study unit.

If a student lacks some of the evidence necessary for the assessment of a study unit, the teacher can mark the study unit with an O mark (O = osallistunut, Finnish for attended). In this case, the teacher will also inform the student about the missing parts of the performance in the "Performances" section of Wilma. Students have the right to complete unfinished study units during the next period. O marks from the previous period are always changed to K marks before the assessments for the new period are posted. O marks from the fifth period must therefore be completed during the first period of the following school year.

Once a student completes an unfinished study unit, the teacher will award either a numerical grade or, in the case of an optional study unit, a pass mark of S (pass) or H (fail) for the unit. If the student does not complete the study unit satisfactorily by the deadline, completion of the study unit will be discontinued and the student will receive a K mark (discontinued) for the study unit.

Students have one opportunity to improve their grade for a study unit that they have passed or failed. The student must agree upon the attempt to improve or retake with the teacher. Should the student still wish to improve their grade after this, they must attend the study unit again.

If you are also completing studies offered by the Helsinki Online Upper Secondary School, you can read more about the assessment of online studies at www.hel.fi/verkkolukio. Please note that the assessment timetable of the Helsinki Online Upper Secondary School differs from that of Helsinki Upper Secondary School of Languages.

Independently completed study units and their assessment

Some study units can be completed partially or fully independently, and the above-mentioned principles of assessment apply to independent study as well. Students are required to achieve a pass grade for any study units that they may have studied independently.

If a student wishes to complete a study unit independently at Helsinki Upper Secondary School of Languages, the student must fill in the independent study form in Wilma. The subject teacher will assess the application and whether the student's previous study record indicates that they are capable of carrying out the independent study and whether the criteria for independent study are met. The subject teacher decides on the permission for independent study and provides instructions on how to conduct it. Not all study units can be completed independently, and the teacher will decide on a case-by-case basis whether independent study is possible.

Criteria for the independent completion of study units:

- The study unit is completed in one period.
- Previous studies in the same subject must have been completed with at least satisfactory results. O and K marks are a barrier to independent study.
- There must be a valid reason for doing so, such as an overlap of compulsory study units.

Raising a passing grade

Students are entitled to raise approved grades either by attending the study unit again, completing the study unit independently or, at the discretion of the teacher, by some other demonstration of competence. If the student has participated in the study unit before or has other documented evidence of competence, this will be taken into account in the assessment of the study unit.

Raising a failing grade

A failing grade can be raised once by retaking the exam. After that, the failing grade can be raised by attending the study unit again.

Studying in other institutions and abroad, identification and recognition of prior learning

Students can apply for recognition of studies completed or competence acquired elsewhere, in which case they must present a report on the studies or competence. If you want to get studies completed elsewhere recognised, please contact your designated guidance counsellor.

Assessment of subject syllabi (local curriculum 2021)

In order to complete the syllabus of a subject acceptably, the student must pass most of the studies in it. The student may at most have the following failing grades in compulsory and national optional studies:

Scope of compulsory and national optional studies taken by the student of which the number of failing grades may not exceed	
2–5 credits	0 credits
6–11 credits	2 credits
12–17 credits	4 credits
18 credits or more	6 credits

The grade awarded for the syllabus in a subject is calculated as an arithmetic average weighted by the credits obtained by the student in compulsory and national optional studies.

Assessment of subject syllabi at the end of studies

The syllabus of a subject consists of studies taken by a student following their personal study plan. Detail is added to the student's study plan in the course of their general upper secondary school studies. The scope of the syllabus in a specific subject may vary between different students.

If a student shows greater maturity in and better command of the subject in a separate examination than the subject grade based on study unit assessments would imply, a higher grade must be awarded.

In addition to the separate examination mentioned above, a subject grade may be increased by a supplementary demonstration based on studies, if those responsible for assessing the student decide that the student's knowledge and skills are better than the grade determined on the basis of the study unit grades at the final stage of the student's studies of this subject.

Subjects assessed numerically on the general upper secondary education certificate

For the syllabi in compulsory subjects and optional foreign languages, a numerical grade referred to in the Government Decree on General Upper Secondary Education is awarded. A pass mark is given for guidance counselling. A student is, upon their request, entitled to receive a pass mark for physical education and for any subjects where the syllabus completed by the student only comprises two credits, and for optional foreign languages, provided that the scope of the syllabus completed by the student in these languages is no more than four credits.

Any other studies compatible with the general upper secondary school's role determined in the local curriculum are assessed according to the provisions of the curriculum.

Completion of the entire general upper secondary education syllabus (local curriculum 2021)

A student has completed the general upper secondary education syllabus once the student has passed the subject syllabi and completed the minimum scope of general upper secondary education studies, or 150 credits. The general upper secondary education syllabus must contain national optional studies amounting to at least 20 credits. Regarding studies other than the compulsory and national optional studies, only those the student has completed acceptably can be included in the general upper secondary education syllabus.

Requesting a review of a decision regarding final assessment

A student may file a request with the principal for a review of a decision regarding their final assessment within two months of service of the decision. The decision on any revised assessment is made by the principal in consultation with the student's teachers. If the student is still dissatisfied with the revised assessment, they may request a review from the Finnish Supervisory Agency.

Provisions concerning reassessment and requesting a review of assessment are also laid down in the Act on General Upper Secondary Education and in the Finnish National Agency for Education's national core curriculum for general upper secondary education 2019.

STUDENT GUIDANCE AND SUPPORT SERVICES

Guidance counselling

You can discuss all kinds of questions related to your studies, the matriculation examination, further studies and career choice with your designated guidance counsellor. For longer discussions (regarding e.g. extension plans, further studies), it is a good idea to book an appointment, for example via a Wilma message. The guidance counsellors are available daily for student matters in the counsellors' offices, usually between 9.00 and 15.00.

First-year homeroom teachers 26–27		Guidance counsellor	Special educational needs teacher
26A language track	Heli Vesimäki	Mikko Peltoniemi	Rea Sirén
26B language track	Irina Koronen	Mikko Peltoniemi	Valtteri Happonen
26C language track	Pauliina Vepsäläinen	Mikko Peltoniemi	Rea Sirén
26D	Sami Alatupa	Laura Kulju	Valtteri Happonen
26E	Laura Korpela	Taru Leikas	Linda Helenius
26F science path	Jenna Mäkinen	Taru Leikas	Valtteri Happonen
26G	Heidi Pentikäinen	Laura Kulju	Valtteri Happonen
26Hen bilingual	Sanna Jaatela	Eija Terho	Linda Helenius
26Ien bilingual	Janne Lempinen	Eija Terho	Linda Helenius
26 TR English track	Laura Lammi	Eija Terho	Linda Helenius
TUVA:		Eija Terho	

Second-year homeroom teachers 26–27		Guidance counsellor	Special educational needs teacher
25A language track	Heidi Kohi	Mikko Peltoniemi	Rea Sirén
25B language track	Anne Isotalo	Mikko Peltoniemi	Valtteri Happonen
25C language track	Minna Ollila	Laura Kulju	Rea Sirén
25D	Eeva Lukkala	Laura Kulju	Valtteri Happonen
25E	Esa Manninen	Taru Leikas	Rea Sirén
25F science path	Eeva-Maria Muurman	Taru Leikas	Valtteri Happonen
25G	Marja Tuomisto	Laura Kulju	Linda Helenius
25H	Antti Väyrynen	Eija Terho	Linda Helenius
25Ien bilingual	Joshua Webb	Eija Terho	Linda Helenius
25Jen bilingual	Antti Tiger	Eija Terho	Linda Helenius

Final-year homeroom teachers 26–27		Guidance counsellor	Special educational needs teacher
24A language track	Silja Peltola	Mikko Peltoniemi	Rea Sirén
24B language track	Minna Rautiainen	Mikko Peltoniemi	Valtteri Happonen
24C	Sofia Herala	Taru Leikas	Rea Sirén
24D	Ilari Saunamäki	Laura Kulju	Valtteri Happonen
24E	Heidi Kärki	Taru Leikas	Rea Sirén
24F science path	Saija Lehtonen	Taru Leikas	Valtteri Happonen
24G	Marita Kuutti	Laura Kulju	Valtteri Happonen
24Hen bilingual	Sonja Nurmi-Tuominen	Eija Terho	Linda Helenius
24Ien bilingual	Alvar Aalto-Setälä	Eija Terho	Linda Helenius

Extend students: (same guidance counsellors and special educational needs teachers as in previous years)

23X: Päivi Siltala-Keinänen

23Y: Takae Takanen

Homeroom teachers

The homeroom teacher is each student's first point of contact, who introduces their students to the school and studies, monitors and encourages study progress, maintains contact with the students' guardians and acts as a liaison between their homeroom group and the rest of the school community. Homeroom teachers hold homeroom group guidance lessons (ROT), which cover current issues related to studies, guidance counselling and school events. Homeroom teachers also send out weekly bulletins that provide information on current issues. Attendance in homeroom group guidance lessons is compulsory and useful. If you have to miss a homeroom group guidance lesson due to illness, be sure to look into what information was provided there. Students can also receive credits for homeroom group guidance if they have actively participated in homeroom group guidance lessons, other events and school celebrations and completed the tasks agreed with the homeroom teacher.

Support workshops

Swedish Workshop

The Swedish Workshop starts at the beginning of the first period. The Swedish Workshop provides support for the completion of ongoing Swedish study units and for raising failing grades in Swedish. The workshop is suitable for students of all years.

Raising a failing grade in the Swedish Workshop

If you receive a failing grade in Swedish, you must raise it to a passing grade as soon as possible. To do so, contact your Swedish teacher, who will refer you to the Swedish Workshop. In the Swedish Workshop, you commit to raising the failing grade, with the support of the teacher, within an agreed timeframe. In the final year of studies, failing grades in Swedish must be raised in April (spring graduates) or October (autumn graduates) at the latest.

Maths Workshop

The Maths Workshop is held on Tuesdays from 14.50 to 16.50. In the Maths Workshop, you can do your mathematics homework and get support for both basic and advanced syllabus mathematics studies. The workshop is for students of all levels. By agreement, you can also attend the workshop to develop your chemistry and physics skills. Regular participation in the workshop will earn you a school-specific credit, to be agreed separately.

Information on any forms of support for other subjects will be provided during the term.

Remedial teaching

Remedial teaching is additional teaching provided outside of lessons that allows students to reinforce and supplement the knowledge and skills acquired during a study unit. Remedial teaching can also provide guidance in the study skills of a subject. Guidance provided by a special educational needs teacher is not remedial teaching.

Remedial teaching can be requested from a subject teacher if

1. the student has fallen behind in their studies due to illness
2. despite active participation in the study unit, some aspects of the study unit remain unclear to the student
3. the subject teacher, for other, justified reasons, considers that remedial teaching is necessary.

Remedial teaching is agreed upon with the subject teacher on a case-by-case basis. The aim is to provide remedial teaching to multiple students at the same time. Remedial teaching lessons are usually scheduled after the lessons in the school timetable. In a few subjects, there are also optional support study units available.

Support for learning and special needs education in general upper secondary school

Students with learning challenges can ask subject teachers for learning support. This support can take the form of in-class guidance on study methods, differentiated instruction or remedial teaching outside of lessons. The aim of the support is to help the student complete general upper secondary school studies despite their challenges. The starting point is to support, develop and utilise the student's strengths and to ease obstacles to learning. If necessary, the student can also contact a special educational needs teacher.

Special educational needs teachers Valtteri Happonen, Rea Sirén and Linda Helenius are at the school for all students. Their role is to support students with various study-related challenges. If necessary, a learning support plan can be prepared and a decision on special needs education can be issued for the student. Grounds for special needs education may include deficiencies in study techniques, various learning difficulties (such as reading and writing challenges) and problems with time management, concentration or motivation. If necessary, a special educational needs teacher can also give the student a dyslexia test, which can serve as a basis for issuing a dyslexia certificate for the matriculation examination or further studies.

The special educational needs teachers support students through one-to-one meetings and sometimes during lessons with the subject teacher. You should contact your designated special educational needs teacher if you need special arrangements for your studies, exams or the matriculation examination. You can contact your designated special educational needs teacher by Wilma message or by visiting them in person. Meetings with a special educational needs teacher are aimed at finding different ways to support your learning challenges so that you can continue your studies as planned. The special educational needs teacher will guide you to find ways of working that work for and suit you.

At the start of general upper secondary school, the special educational needs teachers meet with each first-year homeroom group. In these meetings, the special educational needs teachers provide information about support for learning in general upper secondary school and ask the students to complete a dyslexia screening test. The dyslexia screening test is used to identify any learning difficulties that students may have. If you had special learning support arrangements in comprehensive school, you or your guardian should contact your designated special educational needs teacher right at the start of general upper secondary school to ensure that support for learning is provided as soon as possible.

You can apply for special arrangements for the matriculation examination on the grounds of dyslexia, illness or disability, challenging life situation, hearing impairment or foreign language. Applications for special arrangements for the autumn matriculation examination must be submitted to the Matriculation Examination Board by 30 April and for the spring matriculation examinations by 30 November. Contact your designated special educational needs teacher in good time to ensure that the application is submitted in time.

You can contact your designated special educational needs teacher about any problems you may have with your studies. Please do not hesitate to get in touch!
The contact information of the special educational needs teachers can be found on the school website.

Student welfare group

The school-specific student welfare group is responsible for the planning, development, implementation and evaluation of student welfare at the school.

The student welfare group is made up of the principal, vice principals, special educational needs teachers, school social workers, guidance counsellors, school psychologists, school nurses and youth workers. The group meets every two weeks. The communal student welfare group meets a few times a school year and is made up of, in addition to the above, teacher representatives (contact homeroom teachers), student representatives and guardian representatives. It is chaired by the principal/vice-principal.

Students and their guardians are informed and, if necessary, given personal advice about available student welfare services.

Helsinki Upper Secondary School of Languages promotes meaningful leisure time, hobbies, healthy and safe lifestyles and opportunities for participation for students together with youth services, other City services and organisations. If necessary, cooperation is also carried out with child welfare services and the police.

Multidisciplinary expert group

A multidisciplinary expert group is set up on a case-by-case basis to support a student when their situation raises concerns and requires multidisciplinary cooperation between teaching and student welfare staff. The aim of the multidisciplinary expert group's meetings is to establish a shared understanding of the student's situation and provide early support. Anyone who has a concern about a student may convene a multidisciplinary expert group, but the student and/or their guardian must consent to it. A multidisciplinary expert group should be set up as early as possible once the need arises. During the meeting, the group prepares a support and monitoring plan for the student, which is recorded in the student support report in Wilma.

School social workers

The school social workers are tasked with supporting students' life management, social wellbeing and study progress. You can visit the school social workers if you want to discuss your life situation and/or factors affecting your ability to study. These may include issues such as personal coping, stress, relationships, independence, finances and housing, leisure time and various crisis situations. The tasks of the school social workers also include consultations, promoting the wellbeing of the school community and engaging in cooperation with teaching staff, families and various stakeholders.

You can contact the school social workers on your own initiative or at the direction of your guardian(s), teachers, the school nurse or some other party. Discussions with the school social workers are always voluntary and confidential. Individual meetings can be one-off or regular over a longer period of time. The offices of the school social workers of Helsinki Upper Secondary School of Languages are located on the second floor, along the student welfare hallway. Marika Hahka can be reached primarily on weekdays, while Sirkku Selkosmaa is available three days a week. More detailed times and contact information can be found at the beginning of the school year on the school website and on the doors of the school social workers' offices. The easiest way to contact the school social workers and book an appointment with them is via Wilma or by phone.

It is worth contacting the school social workers early on, when the problems are still minor. The services of the school social workers are confidential and free of charge for students. The school social workers record contacts and meetings in the Apotti client information system.

School psychologists

The school psychologists are tasked with promoting students' wellbeing and mental health, supporting their studies and preventing problems. You can visit the school psychologists to discuss issues related to your studies, emotional life, relationships or life changes. You can contact the school psychologists directly. Guardians can also contact the school psychologists if they are concerned about their child and want to discuss issues affecting their life and studies. The tasks of the school psychologists also include consultations, promotion of the wellbeing of the school community and cooperation with teaching staff, families and various stakeholders.

The school psychologists are usually available on weekdays. The school psychologists' office is located on the 2nd floor, along the student welfare hallway. More detailed times and contact information can be found at the beginning of the school year on the school website and on the door of the school psychologists' office. Meetings with the school psychologists are mainly held by appointment. The best way to reach the school psychologists and make an appointment is by Wilma message, text message or phone call. When contacting the school psychologists, please briefly describe the situation or issue that you want to make an appointment for. For security reasons, email is not suitable for handling confidential or sensitive matters. It is worth getting in touch with the school psychologists when the problems are still minor. The services of the school psychologists are confidential and free of charge for students. The school psychologists record all contacts and appointments in the Apotti client information system.

Student health care

The school nurses are at the school primarily from Monday to Friday. Any exceptions are posted on the doors of the nurses' offices.

Walk-in hours for emergencies are every day at 11.00–11.45. At other times, visits are by appointment only, and we cannot come and open the door while a student is visiting us. You can book an appointment via Wilma or by text message (please include your name, your homeroom group and a brief description of your issue).

The school nurses' offices are on the 2nd floor, along the student welfare hallway.

The duties of school nurses in student health care are:

- health promotion, health examinations
- first aid in school accidents, advice on medical services
- promotion of sexual health (pregnancy prevention, emergency contraception and laboratory referrals for STD tests)
- substance abuse and mental health work
- vaccinations and surveys required by the Communicable Diseases Act
- call-up health examination
- multidisciplinary cooperation at the school.

Students in the first year of general upper secondary school are booked for a health examination by a school nurse. Conscripts are subject to a preliminary health examination in the year of call-up, i.e. the year in which they turn 18, and this examination is compulsory under the Conscription Act. You can also book health appointments according to your own needs. If you cannot make it to a booked appointment, you must inform the school nurse about it.

The purpose of the first-year health examination is to get an overall picture of the student's health, well-being and ability to study. In addition to health risks, the examination also involves taking stock of the student's life situation and mental resources.

Referrals to the school doctor are made via the school nurses. As a general rule, the treatment and monitoring of illnesses is the responsibility of your local health station. A penalty fee may be imposed on all persons aged 18 or over for missed and uncancelled appointments.

Sudden illnesses

Students must not come to school when ill. In cases of sudden illnesses and minor injuries, the primary treatment location of general upper secondary school students is their local health station. You should also ask your local health station for any medical certificates that you need for school or work. Please note that medical certificates cannot be issued retroactively.

Students can get health advice 24 hours a day from the health stations' chatbots, the Omaolo service and the telephone health service. The City of Helsinki's telephone health service (tel. +358 9 310 10023) is intended for non-urgent questions related to health or health services. The Maisa app is another way of accessing health care services. It is the digital client portal of the Apotti patient information system.

In urgent situations, if your local health station is closed, you can call the Medical Helpline, tel. 116 117. In case of emergency, call the emergency number 112. The school nurses provide guidance and advice on matters related to the City of Helsinki's health services.

School accidents and school accident insurance

All adults at the school have a duty to provide first aid in the event of an accident at school. The school has accident insurance for students in case of accidents during lessons, recess and on the way to and from school. Claims to the insurance company are submitted by a school representative (the administrative assistant). The insurance covers a doctor's or outpatient appointment at a health station or a hospital emergency room. The insurance does not cover private doctor's appointments and related fees. A school representative must be informed of any accidents at school on the same day so that the necessary forms can be submitted to the insurance company. Any accidents that occur during a physical education lesson must be reported to the physical education teacher.

Dental care

The statutory oral health care services that are part of student health care are provided by the City of Helsinki's Oral Health Care. Dental care is free of charge for children under the age of 18. Anyone aged 17 and all full-time students in Helsinki can apply for oral health care services from the City of Helsinki's Oral Health Care, regardless of their municipality of residence. If they wish, students can also apply for oral health care services from their own municipality's health stations. Children under 18 with a heightened risk of oral diseases will be contacted for appointments by a dental clinic based on their personal treatment plan. You can book an appointment in Helsinki by calling Oral Health Care's customer service line +358 9 310 51400.

Special diets in school meals

The student and/or their guardian fills in the special diet form for school meals in Wilma.

Financial aid for students

You should apply for student financial aid and report any changes primarily electronically via [OmaKela](#) (available in Finnish and Swedish). A guardian cannot apply for student financial aid online on behalf of a minor. In order to log in to OmaKela and apply for the support, you will need **online banking credentials or a mobile certificate**.

Students aged 17 or over are eligible for student financial aid. The amount of financial aid varies depending on the student's circumstances. Student financial aid is awarded on the basis of the applicant's study progress and need for financial support. If you are just starting your studies, you only need to be admitted by the institution. Students who are entitled to student financial aid are in most cases not eligible for general housing allowance from 1 August 2025 onwards.

Journeys to and from school

A student in upper secondary education can receive a school transport subsidy from Kela if their one-way school journey is at least 7 km. **You can apply for the school transport subsidy conveniently** online in OmaKela (www.kela.fi/omakela, available in Finnish and Swedish). In order to log in to OmaKela and apply for the subsidy, you will need online **banking credentials or a mobile certificate**. If a student under 18 cannot apply for the subsidy themselves, their guardian can apply for it on the student's behalf.

For more information on the school transport subsidy, please visit www.kela.fi/school-transport-subsidy.

From 1 August 2025 onwards, only students who are entitled to free education according to section 16 of the Compulsory Education Act are eligible for the school transport subsidy. Students over the age of 18 can buy student discount tickets:

- **HSL:** via the HSL application, which checks your right to study from the Finnish National Agency for Education's My Studyinfo service. When you purchase your first season ticket, you need to log in with your online bank credentials or mobile certificate.
<https://www.hsl.fi/en/tickets-and-fares/discounted-travel/student-discount>
- **Matkahuolto and VR:** You can get a student discount with the student card applications of several different service providers, such as:
 - The Union of Upper Secondary School Students in Finland <https://lukio.fi/liity/> (page in Finnish)
 - Frank <https://www.frank.fi/english/studentcard/> or
 - Slice <https://slice.fi/en/for-student/student-card>.

STUDY INSTRUCTIONS

Lockers

Helsinki Upper Secondary School of Languages has lockers for students to store their belongings in. The lockers are not personal and cannot be reserved permanently, as they are intended only for short-term use for a maximum of one school day at a time. The lockers work with a code that the user sets personally.

Working quietly

Please note that the 3rd and 4th floors of Helsinki Upper Secondary School of Languages, including the hallways, are entirely dedicated to quiet working and study. More relaxed hangout spaces can be found on the lower floors. Please also note that the staircases are emergency exits and therefore sitting and staying in the staircase is prohibited for fire safety reasons.

Snacks

School lunch is served daily in the school canteen on the 1st floor. If you also have your own snacks or drinks during the school day, please enjoy them on the 1st floor.

STUDY PLANNING AND MONITORING

Personal study plan and study unit choices

First-year students receive a timetable for the first and part of the second period, based on the subjects that they chose in the summer. They make the rest of their study unit choices in the guidance counselling lessons in period 1. Detail is added to the student's study plan and matriculation examination plan in the course of their general upper secondary school studies. Students are provided with guidance for planning their studies and the matriculation examination in guidance counselling study units OP1 and OP2, in information sessions held by the guidance counsellors and the principal and in homeroom group guidance. Personal guidance is provided by the guidance counsellors and, for subject-specific issues, by subject teachers.

Changes in study choices

You can change your study choices for justified reasons by discussing the matter with your designated guidance counsellor in good time before the start of a new period. Do not hesitate to visit your designated guidance counsellor as soon as you start thinking about your study choices!

Subject abbreviations

ÄI	=	mother tongue and literature		
S2	=	Finnish as a second language	BI	= biology
RUA	=	Swedish A syllabus	GE	= geography
RUB	=	Swedish B1 syllabus	HI	= history
EAA	=	Spanish A syllabus		
ENA	=	English A syllabus	YH	= social studies
RAA	=	French A syllabus	FI	= philosophy
SAA	=	German A syllabus	PS	= psychology
VEA	=	Russian A syllabus	ET	= worldview studies
RAB2	=	French B2 syllabus	UE	= Evangelical Lutheran religion
SAB2	=	German B2 syllabus		
ARB3	=	Arabic B3 syllabus	UO	= Orthodox religion
EAB3	=	Spanish B3 syllabus	UI	= Islam religion
IAB3	=	Italian B3 syllabus	UX	= other religion
JPB3	=	Japanese B3 syllabus		
KIA	=	Chinese A syllabus		
KIB3	=	Chinese B3 syllabus	OP	= guidance counselling
KOB3	=	Korean B3 syllabus		
LAB3	=	Latin B3 syllabus		
RAB3	=	French B3 syllabus	MU	= music
SAB	=	German B3 syllabus	KU	= visual arts
VEB3	=	Russian B3 syllabus	LI	= physical education
			TE	= health education
			TO	= thematic studies
MAA	=	mathematics, advanced syllabus		
MAB	=	mathematics, basic syllabus		
FY	=	physics		
KE	=	chemistry		

A language = language started in primary school, B1 language = language started in lower secondary school (Swedish),

B2 language = optional language started in lower secondary school, B3 language = language started in general upper secondary school

SCHOOL TIMETABLES

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15–9.30	7	1	2	4	5
9.45–11.00	6	2	1	3	3
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Homeroom session (reservation)			
12.00–13.15	5	6	5	6	1
13.30–14.45	4	7	4	7	2
15.00–16.15	3	8		8	8

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15–9.30	7	1	2	4	5
9.45–11.00	6	2	1	3	3
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Homeroom session (reservation)			
12.00–13.15	5	6	5	6	1
13.30–14.45	4	7	4	7	2
15.00–16.15	3	8		8	8

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15–9.30	7	1	2	4	5
9.45–11.00	6	2	1	3	3
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Homeroom session (reservation)			
12.00–13.15	5	6	5	6	1
13.30–14.45	4	7	4	7	2
15.00–16.15	3	8		8	8

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15–9.30	7	1	2	4	5
9.45–11.00	6	2	1	3	3
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Homeroom session (reservation)			
12.00–13.15	5	6	5	6	1
13.30–14.45	4	7	4	7	2
15.00–16.15	3	8		8	8

HOUR	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.15–9.30	7	1	2	4	5
9.45–11.00	6	2	1	3	3
	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
		Homeroom session (reservation)			
12.00–13.15	5	6	5	6	1
13.30–14.45	4	7	4	7	2
15.00–16.15	3	8		8	8

ABOUT THE MATRICULATION EXAMINATION

General

The purpose of the matriculation examination is to determine whether students have assimilated the knowledge and skills required by the general upper secondary school curriculum and whether they have reached an adequate level of maturity in line with the goals of general upper secondary education. Candidates who start taking the matriculation examination tests in spring 2022 or later are required to take at least the five compulsory tests. All candidates must take the mother tongue and literature test. The Finnish or Swedish as a second language and literature test can be taken by candidates who are entitled to take the test. You can choose four other tests from at least three of the following subject groups:

- second national language
- foreign language
- mathematics
- humanities and natural sciences.

The five tests required for the matriculation must include at least one advanced syllabus test. You can also include one or more other test in your matriculation examination. Helsinki Upper Secondary School of Languages encourages language studies. If you take an additional language test as your sixth matriculation examination test, the school will award you a scholarship.

More information about the matriculation examination is provided at the principal's compulsory matriculation examination information sessions in the spring and autumn. You can also find more information on the website of the Matriculation Examination Board www.ylioppilastutkinto.fi/en

Candidates are required to complete the matriculation examination within **no more than** three consecutive examination periods. It can also be completed in two or one examination periods. You will have to split your matriculation examination tests across multiple examination periods if you take two A syllabus foreign language tests, as they are held on the same test day, or if your chosen humanities and natural sciences tests take place on the same test day. Advanced Swedish (A syllabus) has its own test day. You can take two basic level (B2 or B3 syllabus) foreign language tests on the same day.

Binding enrolment for the matriculation examination takes place in May for the spring examination and in November for the autumn examination. Enrolment follows the timetable set by the guidance counsellors, which is announced in Wilma. You will receive a matriculation examination certificate once you have passed your compulsory matriculation examination tests and the full general upper secondary school syllabus. You can only supplement the matriculation examination once you have passed the entire examination.

Matriculation examination plan and enrolment for the examination

It is a good idea to start preparing your matriculation examination plan right at the start of your studies. Students prepare their actual matriculation examination plans in Wilma using form B (Matriculation examination plan). Information about the matriculation examination is provided by the guidance counsellors, teachers for subject-specific matters and by the principal in matriculation examination information sessions: the first information session provides general information about the examination and is held before enrolment, while the second information session provides information about practical matters and is held before the matriculation examination tests.

Enrolment for the autumn examination takes place in May and for the spring examination in November. You can enrol for a matriculation examination test once you have completed the compulsory studies in the subject in question. For the autumn examination, studies must be completed by the end of August, and for the spring examination, studies must be completed by the end of the third period. At this point, the student must check their matriculation examination plan in Wilma and fill in the enrolment form before checking and signing it with the guidance counsellor. **Students are personally responsible for ensuring that their enrolment for the matriculation examination is correct and that they enrol on time by the date specified by the school.**

Study units important for the matriculation examination

Plan your entire matriculation examination and related study choices as a whole. The matriculation examination tests are based on the compulsory and national optional study units of the subjects. In addition, it is a good idea to take the refresher study units in the subjects. Students are entitled to take part in a matriculation examination test after they have completed the compulsory study units in the subject in question. Be sure to complete the compulsory study units in your chosen matriculation examination subjects on time.

For the humanities and natural sciences tests, it is a good idea to start selecting national optional study units in addition to compulsory ones in the second year of studies. Check the subject-specific instructions in the study unit booklet and discuss the matter with the subject teacher if necessary.

Finnish as a second language in the matriculation examination

According to the Matriculation Examination Act and Decree, a candidate whose mother tongue is not Finnish and who is studying the Finnish as a second language syllabus can replace the compulsory mother tongue and literature test with the Finnish as a second language test. Otherwise, the student must apply for the right to take the Finnish as a second language test from the Matriculation Examination Board well in advance of enrolment. For more information, please contact the principal.

Foreign-language candidates

If a matriculation examination candidate's mother tongue is not the language in which they are taking the matriculation examination, or if their mother tongue is not the language in which they are taking the mother tongue and literature test, they may be granted additional time for the matriculation examination tests. The Matriculation Examination Board may also take into account other particularly weighty reasons, such as the candidate having attended school abroad for a prolonged period. If a student wants special arrangements (additional time), they must submit evidence of being a foreign language speaker well in advance of the first enrolment. For more information, please contact the special educational needs teachers or the Finnish as a second language teacher.

Structure of the matriculation examination

The matriculation examination consists of a minimum of five tests:

- the compulsory mother tongue and literature or Finnish as a second language test
- at least four other tests from at least three of the following subject groups:
 - second national language
 - foreign language
 - mathematics
 - humanities and natural sciences.

The second national language, foreign language and mathematics tests are offered at two levels, basic and advanced. The candidate is free to choose which level of test to take, but at least one compulsory subject test must be of advanced level. For more information, please visit the website of the Matriculation Examination Board: <https://www.ylioppilastutkinto.fi/en/matriculation-examination/structure-examination>

Dyslexia and the matriculation examination

If a candidate with dyslexia or their guardian wants dyslexia to be taken into account in the matriculation examination, they must obtain a statement that the Matriculation Examination Board considers acceptable about it.

The Matriculation Examination Board classifies the impact of dyslexia on the completion of matriculation examination tests on a four-point scale: no impact, some impact, significant impact and very significant impact. The classification affects the special arrangements granted and the way in which dyslexia is taken into account in assessment.

It is important to obtain the necessary statements in good time, as it takes time to prepare a statement on dyslexia. See your designated special educational needs teacher as early as possible to discuss your situation!

Special arrangements for the matriculation examination can be granted only if the candidate has received statements from three experts: the administrator of a dyslexia test and at least two teachers from different subject groups. A statement on dyslexia and its severity can be given by a special educational needs teacher with expertise in dyslexia, a psychologist with expertise in dyslexia or a speech therapist with expertise in dyslexia. As a general rule, the statements must have been obtained during general upper secondary school. For example, a special educational needs teacher in your own general upper secondary school can issue you a statement on dyslexia based on the results of a dyslexia test.

For more information about special arrangements and how to apply for them, please contact your designated special educational needs teacher. The website of the Matriculation Examination Board also provides good instructions on applying for special arrangements at www.ylioppilastutkinto.fi (in Finnish).

Illness, disability or particularly difficult life situation and the matriculation examination

A candidate can be granted special arrangements for matriculation examination tests on the grounds of illness, disability or a particularly difficult life situation. The candidate or their guardian must obtain a doctor's medical opinion of the illness or injury. The opinion must include the diagnosis, the impact of the illness or disability on the completion of the tests and the doctor's specialisation. The opinion must be signed by the doctor.

It is also possible to apply for special arrangements for the matriculation examination tests on the basis of a particularly difficult life situation. A particularly difficult life situation can be related to e.g. the serious illness or death of a loved one, a difficult family situation or a taxing legal process. A statement on a particularly difficult life situation can be issued by a psychologist, school social worker, nurse or doctor.

The Matriculation Examination Board classifies the impact of illness, disability or a particularly difficult life situation on the completion of matriculation examination tests on a four-point scale: no impact, some impact, significant impact and very significant impact. The classification affects the way in which the illness, disability or particularly difficult life situation is taken into account in assessment.

Matriculation examination grades

Grade	Abbreviation	Points	Meaning
Laudatur	L	7	<i>lauded</i>
Eximia cum laude approbatur	E	6	<i>approved with exceptional praise</i>
Magna cum laude approbatur	M	5	<i>approved with great praise</i>
Cum laude approbatur	C	4	<i>approved with praise</i>
Lubenter approbatur	B	3	<i>gladly approved</i>
Approbatur	A	2	<i>approved</i>
Improbatur	I	0	<i>not approved</i>

Compensation

A candidate can pass the matriculation examination even if they receive a failing grade in one of the five tests required for the examination as long as they earn at least 10 compensation points from the other four tests included in the examination. Compensation points are awarded as follows: L=7, E=6, M=5, C=4, B=3, A=2.

SCHOOL YEAR CALENDAR

This calendar includes only the most important dates of the school year. More detailed information about upcoming events is communicated via Wilma and in homeroom group guidance sessions. You should also follow the school's Instagram and Facebook pages, as they actively post about a wide range of topical issues and events. You should also regularly read the information on the electronic information board in the school lobby.

Date	Event
10 Aug	Planning day
11 Aug	Planning day
12 Aug	School starts
13 Aug	Grouping day for all grades
24 Aug	School photo shoots
25 Aug	School photo shoots
26 Aug	First-year parents' evening
27 Aug	Baltic Sea Day
1 Sep	'100 mornings' breakfast for teachers and final-year students
5 Sep	Saturday school day
14 Sep	Matriculation examination mother tongue and literature reading comprehension test
16 Sep	Matriculation examination humanities and natural sciences test: UE, ET, YH, KE, GE, TE
18 Sep	Matriculation examination advanced level foreign language test
21 Sep	Matriculation examination second national language test
22 Sep	Matriculation examination humanities and natural sciences test: PS, FI, HI, FY, BI.
24 Sep	Matriculation examination mathematics test. Final week block 2
25 Sep	Matriculation examination mother tongue and literature writing skills and Finnish as a second language tests. Final week block 3
28 Sep	Matriculation examination basic level foreign language test. Final week block 4
29 Sep	Final week block 5
30 Sep	Final week block 6
1 Oct	Final week block 7
2 Oct	Final week blocks 1 (8.00–12.00) and 8 (13.00–16.00)
5 Oct	2nd period begins
8 Oct	Grouping afternoon for all grades 12.00-15.00
12–16 Oct	Autumn break
28 Oct	Teacher training afternoon
10 Nov	Second year and senior-year parents' evening
12 Nov	Matriculation examination results delivered to general upper secondary schools
23 Nov	Final week begins, block 2
24 Nov	Open doors day. Final week block 3

Date	Event
25 Nov	Final week block 4
26 Nov	Final week block 5
27 Nov	Final week block 6
30 Nov	Final week block 7
1 Dec	Final week blocks 1 (8.00–12.00) and 8 (13.00–16.00)
2 Dec	3rd period begins
4 Dec	Independence Day party for first & second years & graduation celebration for seniors
7 Dec	Open doors day
19 Dec	Autumn term ends. Christmas celebration
21 Dec–6 Jan	Christmas break
7 Jan	Spring term begins
13 Jan	Open doors day
20 Jan	Remote open doors day
1 Feb	Final week begins, block 2
2 Feb	Final week block 3
3 Feb	Final week block 4
4 Feb	Final week block 5
5 Feb	Final week block 6
8 Feb	Final week block 7
9 Feb	Final week blocks 1 (8.00–12.00) and 8 (13.00–16.00)
10 Feb	4th period begins
11 Feb	School-leaving lorry drive
12 Feb	Formal dance for second-year students
22–26 Feb	Winter break
5 Mar	Wellbeing day
16 Mar	Matriculation examination mother tongue and literature writing skills and Finnish as a second language tests
18 Mar	Matriculation examination basic level foreign language test
19 Mar	Matriculation examination mother tongue and literature writing skills test
22 Mar	Matriculation examination advanced level foreign language test
24 Mar	Matriculation examination mathematics test
26–29 Mar	Easter break
30 Mar	Matriculation examination humanities and natural sciences test: PS, FI, HI, FY, BI.
31 Mar	Matriculation examination second national language test
2 Apr	Matriculation examination humanities and natural sciences test: UE, ET, YH, KE, GE, TE
5 Apr	Final week begins, block 2

Date	Event
6 Apr	Final week block 3
7 Apr	Final week block 4
8 Apr	Final week block 5
9 Apr	Final week block 6
12 Apr	Final week block 7
13 Apr	Final week blocks 1 (8.00–12.00) and 8 (13.00–16.00)
14 Apr	5th period begins
28 Apr	General upper secondary school teachers' development afternoon
4 May	First-year parents' evening II
6 May	Ascension Day (no school)
7 May	Day off
26 May	Final week begins, block 2
27 May	Final week block 3
28 May	Final week block 4
31 May	Final week block 5
1 Jun	Final week block 6
2 Jun	Final week block 7
3 Jun	Final week blocks 1 (8.00–12.00) and 8 (13.00–16.00)
4 Jun	End of school year celebration (1st and 2nd grade)
5 Jun	Graduation celebration

MATRICULATION EXAMINATION TESTS 2026–2027

Please note! You must arrive at 8.00 for all matriculation examination tests.

Matriculation examination tests (starting at 9.00)

Autumn 2026 matriculation examination

Date	Test
Mon 14 Sep	Mother tongue and literature (Finnish and Swedish), reading comprehension test
Wed 16 Sep	Religion, worldview studies, social studies, chemistry, geography, health education
Fri 18 Sep	Foreign language, advanced level – English, French, Spanish, German, Russian
Mon 21 Sep	Second national language, advanced and intermediate level
Tue 22 Sep	Psychology, philosophy, history, physics, biology
Thu 24 Sep	Mathematics, advanced and basic level
Fri 25 Sep	Mother tongue and literature (Finnish and Swedish), writing skills test; Finnish/Swedish as a second language and literature test
Mon 28 Sep	Foreign language, basic level – English, French, Spanish, German, Russian, Italian, Portuguese, Latin, Sámi
Wed 30 Sep	Sámi mother tongue and literature

Spring 2027 matriculation examination

Date	Test
Tue 16 Mar	Mother tongue and literature (Finnish and Swedish), reading comprehension test; Finnish as a second language and literature – reading comprehension and listening comprehension subtest
Thu 18 Mar	Foreign language, basic level – English, French, Spanish, German, Russian, Italian, Portuguese, Latin, Sámi
Fri 19 Mar	Mother tongue and literature (Finnish and Swedish), writing skills test; Finnish as a second language and literature – writing skills subtest
Mon 22 Mar	Foreign language, advanced level – English, French, Spanish, German, Russian
Wed 24 Mar	Mathematics, advanced and basic level
Tue 30 Mar	Humanities and natural sciences (psychology, philosophy, history, physics, biology)
Wed 31 Mar	Second national language, advanced and intermediate level
Fri 2 Apr	Humanities and natural sciences (religion, worldview studies, social studies, chemistry, geography, health education)
Mon 5 Apr	Sámi mother tongue and literature

SCHOOL RULES

1 Name of the school: Helsinki Upper Secondary School of Languages

2 Application of the school rules

The purpose of the school rules is to ensure good studying and working conditions and to guarantee peaceful, pleasant and safe working conditions and unhindered study progress for everyone.

The students' rights and obligations are valid during their participation in teaching or activities in accordance with the local curriculum or other plan approved by the education provider. The school rules are therefore in force when the student is at the school or participating in the school's activities outside the school.

All activities are carried out in accordance with laws and regulations, as well as the City of Helsinki's and the school's rules, regulations and instructions. In addition, any study-related premises and events organised by partners are subject to their rules.

The area of Helsinki Upper Secondary School of Languages comprises the building at Kiviparantie 1 and the surrounding plot.

3 Students' rights and obligations

The students' rights and obligations are based on currently valid legislation, such as the Constitution of Finland, the Act on General Upper Secondary Education, the Act on Compulsory Education, the Student Welfare Act, the Act on Equality between Women and Men and the Non-discrimination Act.

The general upper secondary school follows the school's equality and non-discrimination plan and the guidelines for a safer community.

4 Safety, pleasantness and unhindered study progress

4.1 Good behaviour

In the learning environment, everyone must behave in an appropriate manner, maintaining good manners, following other instructions of the school and respecting all people.

Everyone is responsible for a safe, disruption-free and tidy working and learning environment. All forms of mental or physical violence, bullying, harassment and discrimination are prohibited.

Students should dress according to the requirements of their studies, work tasks and learning environment.

Students must respect the agreed working hours and always report any absences.

Plagiarism and other fraudulent practices, such as cheating, are prohibited. Students are not allowed to copy text or images and paste them into their own work without indicating the source. Using artificial intelligence without permission or without disclosing its use is prohibited.

Students must behave appropriately on social media and are not allowed to post photographs or videos of another person on the internet, social media or any other public medium without the person's permission.

4.2 Access to and movement in school premises

Students of Helsinki Upper Secondary School of Languages must leave the school premises by 17.00 on Mondays to Thursdays and by 15.00 on Fridays. No outsiders are allowed on the school premises.

Vehicles are to be parked only in the spaces reserved for them.

4.3 Property management and taking care of cleanliness and the environment

The property and materials of the school and other learning environments must be used, handled and stored with care, in accordance with provided instructions and the principles of sustainable development. Everyone should look after their own belongings and respect the property of others. Everyone is responsible for keeping the learning environment tidy and cleaning up after themselves.

Outdoor clothing is to be stored in the lockers or on the coat racks during the school day.

Students must report any damage to or loss of property or damage to the learning environment to a teacher immediately. Intentional or negligent (done carelessly, recklessly or by omission) damage to property results in liability for compensation. The liability for compensation is always determined on a case-by-case basis.

4.4 Safety

The work safety and other safety instructions of the school and other learning environments must be followed. Any safety incidents must be immediately reported to a teacher or other staff representative. Everyone studying and working at the school is responsible for promoting their own safety and that of others. There is CCTV surveillance on the school premises.

4.5 Use of laptops, mobile phones and other mobile devices

Mobile devices, such as laptops, phones and tablets, are used in learning situations only to support learning. Exceptions must be agreed upon separately with the teacher. The use of mobile phones during lessons is prohibited.

4.6 Intoxicating substances and dangerous objects and substances

It is prohibited to bring to the school or to possess during the school day any items or substances whose possession is prohibited by law, that may endanger one's own or another person's safety, or that are particularly suitable for damaging property, and for which there is no acceptable reason for possession. These include knives, firearms, powerful laser pointers and other similar objects or substances.

The school is substance-free and smoke-free. The possession, use, sale, distribution and being under the influence of intoxicating substances on school premises and at events organised by the school, as well as during study visits and visits by visitors, is prohibited. The use, sale, distribution or display of tobacco and nicotine products, electronic cigarettes or similar products on school premises and at events organised by the school, overnight field trips, study visits and visits by visitors is prohibited.

4.7 Discipline

Violations of the school rules will result in disciplinary action under the Act on General Upper Secondary Education, such as a written warning or temporary suspension for a period of up to one year. Measures by which peaceful working conditions can be upheld include ordering a disruptive student to leave an event organised by the school or a teaching facility and banning them from attending teaching for up to three working days.

The principal and teachers have the right to seize prohibited items or substances from students and the right to inspect a student's belongings, storage facilities and clothing in order to seize prohibited items or substances.

The principal and teachers have a duty to report suspected bullying, harassment, violence and discrimination in the learning environment and on the way to or from school to the guardians or other representatives of the victim and suspected perpetrator.

5 Preparation, monitoring and review of the school rules

The staff and students of the school participate in drawing up the school rules and update them collaboratively as necessary. The school rules are monitored and reviewed at regular intervals.

Students, guardians and staff are regularly informed about the school rules so that everyone has up-to-date information. The school rules are reviewed at the beginning of the school year, as part of student guidance, and whenever necessary. Information on the school rules is also provided through electronic communication channels and in the study guide.

The students and staff of the school are obliged to familiarise themselves with the school rules and comply with them.

The school rules were discussed at the school during school year 2024–25 and approved by the Board at its meeting on 4 June 2025. The school rules entered into force on 1 August 2025.

SUSTAINABILITY AT HELSINKI UPPER SECONDARY SCHOOL OF LANGUAGES

The environmental education organization FEE Suomi ry has awarded Helsinki Upper Secondary School of Languages the Green Flag as recognition for its strong work in environmental education. The Green Flag is a respected symbol of the international Eco-Schools program. Our school is also a UNESCO school. Both the students' environmental council and the UNESCO group are active in the school, and the ecological, social, economic, and cultural goals of sustainable development are visible in many ways. A variety of fun activities have been created, such as item swapping, candy distribution on a zero-biowaste day, waste-sorting instructions, local area clean-up events, ideas for non-material Christmas gifts, kindness week, and exploring different cultures. We also engage in international cooperation with our partner schools on environmental themes such as slowing climate change and protecting the Baltic Sea.



SATAKIELEN PASSI

Opiskelija voi suorittaa lukio-opintojen aikana Satakielen passin ja osoittaa sillä erityistä harrastuneisuutta vieraissa kielissä. Tehtävien raportointi tehdään vapaavalintaisella vieraalla kielellä. Painopiste on lisäksi vahvasti tulevaisuus- ja työelämätaidoissa. Saadakseen Satakielen passin opiskelijan täytyy kerätä eri suorituksista yhteensä 40 pistettä. Kaikista kategorioista (Kieliopinnot, Kielet ja kansainvälisyys, Jatko-opinnot ja Työelämä) täytyy olla ainakin yksi suoritus, paitsi kieliopinnoista vähintään 10 pistettä. Kun opiskelija valmistuu lukiosta, hän saa ylioppilastodistuksen liitteeksi tulosteen Satakielen passista. Satakielen passista saa myös 2 opintopisteen suuruisen opintojaksosuorituksen.

Tämän ja seuraavan aukeaman taulukkoon kerätään Satakielen passi -suoritukset kaikista neljästä kategoriasta Kieliopinnot, Kielet ja kansainvälisyys, Jatko-opinnot ja Työelämä. Ruutuun kirjataan suorituksen kuvaus ja pyydetään suorituksen hyväksyneen opettajan allekirjoitus ja nimenselvennös sekä koulun leima. Lisätietoja saa kielten opettajilta.

Suorituksen kategoria ja kuvaus:

Opettajan allekirjoitus ja nimenselvennös sekä koulun leima

Suorituksen kategoria ja kuvaus:

Opettajan allekirjoitus ja nimenselvennös sekä koulun leima

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Opettajan allekirjoitus ja nimenselvennös sekä koulun leima

NOTES:

[illegible]

LOCAL CURRICULUM 2021 STUDY UNITS

The scope of most study units is 2 credits. E.g. HI02=2 cr FI01=2 cr.

Exception: 1+2 study units in A and B1 languages. E.g. ENA01+02=1 cr+3 cr=4 cr; MAA02+15=3 cr+1 cr=4 cr.

Study units marked in red are 1 credit. E.g. KE01+KE02=1+1 cr.

*A study unit for those who take the matriculation examination test in the autumn of their final year or who can fit it into their first-year choices In MU and KU, you must take the first study units (MU01 and KU01), after which you need to take one of the two compulsory study units (MU02 or KU02).

At Heklu, you can earn a general upper secondary school diploma in visual arts and music (KULD, MULD).

The scope of general upper secondary studies is 150 credits. At least 20 credits of these must be national optional studies.

