



From the Principal

Dear Parents and Carers,

I wonder if you have ever driven along in your car for a while and lost track of your speed: the hum of the road, some music on your stereo drawing you somewhere else, your internal conversation taking you somewhere else. You have the sudden thought of your speed and jump when you see exactly where the needle is on the speedometer.

Perhaps you have had the sad opportunity to respond to the policeman, "But Officer, I didn't think that I was going that fast! Fifteen above the limit you say? Wow!"

The instrumentation is only valuable if we use it.

Until December 30, 1896, canaries were used as an early warning system for carbon monoxide in the coal mines of Great Britain. The death of the bird provided miners the opportunity to escape before they too were overcome by the poisonous fumes. It isn't helpful if you are not looking at the canary.

What is the instrumentation that we look to for the cultural health of our community?

Is there a dashboard that contains a collection of instruments that indicate the state of our progress?

I would answer yes. We could make such a dashboard to monitor several important facets. What is the mental health of our young people? Is it significant that 25% of Tasmanian primary school students have diagnosable levels of anxiety? Is it bothering any of the policy makers that the degree of anxiety is rising, and in more children than in previous times? What about youth suicide? The numbers are appalling!

As a school we are always working to collect data and identify the most valuable instruments to position on our dashboard.

I received a report this week on the early childhood sector in general and Calvin within that sector.

The social data is concerning. There are five areas measured: social competence, emotional maturity, language and cognitive skills, communication skills and general knowledge, and physical health and wellbeing.

Each of these measures is divided into three categories of progress: On Track, At Risk, and Vulnerable.

Our students are excelling in three of the five areas of social data.

However, in Social Competence there is an 18% drop in 'On Track' and an 18% increase in 'At Risk'.

In Emotional Maturity there is a 22% drop in 'On Track', an 18% increase in the number of students 'At Risk', and a 9% increase in students as 'Vulnerable'.

So, if you had your foot on the accelerator of your children's development these 'instrument readings' would give you pause. Is this downward slide in maturity and social competence reflected in my child's behaviour and attitude?

As a Principal, I am considering this information and posing how we, as a school, will respond to a potential generation of students who are less socially competent and less emotionally mature than previous generations? How will we adjust our systems to better monitor those who are sitting in the 'At Risk' category?

What we cannot afford to do is charge on without reflecting on how the data might be applicable to us, to our school children, and to our children.

National and international data signal that these trends are broad tides in our culture. We must be concerned. We must act now for our children to become socially competent and have the emotional maturity essential for their future.

"But Officer, I didn't think it was that bad?"

Iain Belôt - Principal

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Dear Parents and Families,

This week in Assembly, our Year 4 class did a fantastic job presenting their knowledge of numbers and how they increase by multiples of 10 using the base 10 system. They showed the school one solitary square, and worked their way through, multiplying each number by 10 until a group of students presented one million squares that they had put together in class! All students did an outstanding job and spoke clearly as they displayed their knowledge to the school.

Year 4 also sang us a song about Jesus being our superhero and our best friend. This tied in with a message from Mrs Carmichael who came across from the Secondary School to share with us.

She talked about superheroes and how sometimes when we watch our favourite superheroes we can get tense or worried because we don't know what is going to happen or how it's going to end. Is everything going to be OK? Will the superhero lose their strength or will they overcome the baddies? Sometimes it's a bit the same with the world around us. We look around us and it feels like there are lots of bad things happening and things that are sad or broken. We see things that can make us feel hurt and see others that are hurting, even when they don't deserve it. Mrs Carmichael encouraged us that when we feel like that we can remember the promises in the bible about who God says He is. God promises that even when things are hard or sad, He won't leave us or let us down. God's superpowers are everything that we need when things get tough. He gives us the gift of His love, and that is the strongest love in the world. God promises that He will never leave us, that he will always be with us and protect us. Zephaniah 3:17 states, *"For the LORD your God is living among you. He is a mighty Saviour. He will take delight in you with gladness. With his love, he will calm all your fears. He will rejoice over you with joyful songs."* God gives us such hope that even when things are sad, or hurt or broken – that in the end He will be the winner over everything.

Over the next two weeks we have some exciting events to finish off the term. On **Tuesday next week**, the 1/2 classes will be going on an excursion to the **Marine Discovery Centre**. On **Wednesday April 10, Kinder and Prep** will be out on their first excursion at the **Botanical Gardens**. Both events will provide some great opportunities for students to add to their learning programs outside the school environment.

On **Friday April 5**, the **Year 3-6** students will be travelling down to **Channel Christian School** for the **CST Cross Country Carnival**. All four CST schools will be represented at this event. Parents and families are invited to attend. If you are able to help with marshalling please contact Karen via email, khurd@calvin.tas.edu.au or let Lisa know in the front office on 6229 3814.

Our **K-2** students will be running in their own **Cross Country Carnival** at the **Primary School oval** on **Monday April 8**. Parents and families are welcome to join us for this event too. Please read the information letter sent via email for more details on these two events.

Andrew Nashw
Deputy Principal

PRIMARY CAMPUS



Year 3 Camp - Blue Lagoon



Primary Term 1

APRIL

- 5 Years 3-6 Cross Country (Calvin & Channel)
- 8 K-2 Cross Country Carnival
- 9 Primary Assembly – Year 3
- 12 Term 1 concludes
- 29 Term 2 commences
Uniform Shop open 8:30am - 11:30am

MAY

- 14-16 NAPLAN Testing Year 3 & 5

KEY DATES

For all important school dates please check the **CALVIN CALENDER**.

calvin.tas.edu.au/calendar

Secondary Term 1

APRIL

- 2 Computation and Algorithmic Thinking Competition
- 3 Secondary Athletics Carnival - Domain Athletics Centre
- 10-12 Year 8 Camp
- 12 Term 1 concludes
- 29 Term 2 commences
Uniform Shop open 8:30am - 11:30am

MAY

- 2 Year 11/12 Information Night
- 7-8 Parent/Teacher Interviews

For school life,
photos and events,
visit and **LIKE**
our Facebook page.

fb.me/calvinchristianschooltasmania



Kindergraten Enrolments for 2020

Our School is currently experiencing growth across all classes!

With this in mind we wish to remind current school parents that applications for Kinder in 2020 are **NOW OPEN**.

If you have a child who will enter Kinder in 2020 please contact our Enrolments Officer to ensure you don't miss out!



YEAR 3 SCIENCE



This term Year 3 have been learning about the **Biological sciences**, recognising that living things can be grouped on the basis of observable features. We are studying the differences between living, non-living and once living things. We know that all living things are made up of one or more cells, and that living things can be classified as showing these seven life functions (or characteristics), at some time:

- Growth
- Movement
- Reproduction
- Sensitivity – responding to stimuli
- Respiration – converting energy from food for use
- Elimination/excretion
- Feeding/nutrition.

In science, we often pose questions to deepen our understanding. This week we posed the question : “Can a plant move like a living thing?” To answer this question, we are conducting an experiment. We have planted baby beets in a shoebox, watering them over the rest of the term. One-half of the shoebox will be deprived of light throughout the experiment. After making predictions about what will happen at the start of the experiment, we will be able to check at the end of the term whether the plants deprived of light grew differently from the plants receiving sunlight.

During our planting session, Alek held up our seeds and told this great joke:

Q: “What is a drummer’s favourite vegetable?”

A: “Beets!”

Mrs Dixon
Year 3 Teacher



PRIMARY CAMPUS

Primary Office

Monday- Friday
8:15 am - 4:00 pm
Ph. 6229 3814

School Absentees

Primary School Absentees
Ph. 6229 3814

primaryschool@calvin.tas.edu.au

Student Health

Have your child’s health or allergies changed? Please let the school office know as soon as possible.

Small Wonders Playgroup

A free early years program for children (0-5years) and their parents/carers.

Thursday mornings during school term.

9:00am-10:30 am

Where: Kindergarten room

After School Care

After school care is provided by Stepping Stones Children’s Services.

To find out more please contact them on 1300 665 699 or

admin@sharingthecare.com.au

DEBATING



Calvin Debaters Launch Successfully into 2019 Debating Season

Calvin's three debating teams (two Year 9 and one Year 8) launched themselves enthusiastically into the 2019 Tasmanian debating season. In the first week **all the teams notched up first round wins**. The Year 8 team successfully convinced everyone that 'recycling is not a waste of time', whilst the Year 9 teams debated the topic: That ecotourism is bad for Tasmania.

The second round of debates brought a win for the Year 8 team, debating the difficult topic: We should implement a Universal Basic Income.

The two Year 9 teams experienced losses in their impromptu debates on topics related to the economics of shopping.

It's an encouraging start to the season for our debaters, new and returning!

Ms Sinclair & Mrs Brouwer
Debating Co-ordinators

SOUTHERN SATIS SWIMMING

The past 2 weeks have seen the Calvin secondary school swimmers take to the pool in the Southern SATIS and subsequent state SATIS swimming carnivals held at the Hobart Aquatic Centre. Some inspiring performances have resulted in a number of our swimmers recording personal best times. Having taken on the challenge of performing amongst the top swimmers in the state, our Calvin students did not disappoint.

Whilst all of the age groups had some impressive individual achievements, the U16 girls that represented Calvin at the SSATIS carnival must be applauded for their fifth place overall finish – edging out some outstanding opposition schools in the process.

Whilst we still have a way to go before taking the podium across the different age groups, it is the tenacious spirit of these young ladies and gentlemen who put their school and the team above all else that is most worth celebrating. To each of them, I say a heartfelt well done and thank you.

Ken Holloway
Director of Operations

SECONDARY CAMPUS

Secondary Office

Monday- Friday
8:00am - 4:30pm
Ph. 6229 4829

School Absentees

Secondary School Absentees
Ph. 6229 4829
absences@calvin.tas.edu.au

Student Health

Have your child's health or allergies changed? Please let the school office know as soon as possible.



CALVIN CHRISTIAN SCHOOL UNIFORM SHOP

Uniform Shop will **CLOSE** for the school holidays on

Thursday 11th April at 4.00pm.

Additional Term 2 holiday trading hours

Monday 29th April 8.30 am to 11.30 am

The uniform shop will return to normal hours on

Tuesday 30th April.

WHOLE SCHOOL NEWS

School Uniform Shop

Secondary Campus

Ph. 6240 1883

ccs.kingston@midford.com.au

Opening Hours

Tuesday and Thursday

8:30am - 4:00pm

Working with Vulnerable People registration

Parent volunteers at Calvin are asked to obtain a Working with Vulnerable People Registration.

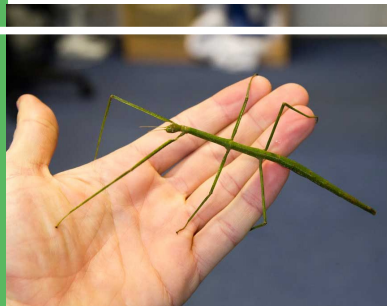
For details please contact

- Primary Office:
Ph. 6229 3814
- Secondary Office:
Ph. 6229 4829

GIVE AWAYS

from the Science Department

Heaps of our stick insects have hatched in the warmer weather. If you would like to adopt one, or two, or more, please contact our lab assistant Glenda by email: gadler@calvin.tas.edu.au



NAPLAN Online – information for parents and carers



2019

Why do students do NAPLAN?

The National Assessment Program – Literacy and Numeracy (NAPLAN) assesses literacy and numeracy skills that are essential for every child to progress through school and life. Students in Years 3, 5, 7 and 9 participate in the annual NAPLAN tests in reading, writing, conventions of language (spelling, grammar and punctuation) and numeracy.

The assessment provides parents and schools with an understanding of how individual students are performing at the time of the tests. NAPLAN is just one aspect of a school's assessment and reporting process - it does not replace ongoing assessments made by teachers about student performance.

NAPLAN also provides schools, education authorities and governments with information about how education programs are working and whether young Australians are meeting important educational outcomes in literacy and numeracy.

What is assessed?

NAPLAN assesses literacy and numeracy skills that students are learning through their regular school curriculum. All government and non-government education authorities have contributed to the development of NAPLAN materials.

In 2019 most students across Australia will sit NAPLAN online.

Feedback in the first year of NAPLAN Online showed that students engaged well with online assessments. One of the main benefits of NAPLAN Online is tailored (or adaptive) testing, where the test automatically adapts to a student's test performance. The test presents questions of higher or lower complexity, depending on a student's performance.

Tailored (or adaptive) testing is designed to assess a wider range of student abilities and to measure student achievement more precisely. Your child should not be concerned if they find questions more challenging than usual; they may be taking a more complex test pathway. A student's overall NAPLAN score is based on the number and complexity of questions they answer correctly.

NAPLAN Online is not a test of keyboard skills. There are variations in how fast and well a student can type – just as there are variations in how fast and well a student can write by hand. Year 3 students will complete the writing test on paper.

To get an idea of what the online assessment looks like, visit the public demonstration site at nap.edu.au

How can I help my child prepare?

Help your child prepare by reassuring them that NAPLAN is just one part of their school program, and by reminding them on the day to simply try their best. Teachers will ensure students are familiar with the types of questions in the tests and will provide appropriate support and guidance. Ensuring students are familiar with using devices, typing on them and navigating through programs are a part of student learning and a requirement of the Australian Curriculum from the first year at school.

ACARA does not recommend excessive preparation for NAPLAN or the use of coaching providers. NAPLAN is about assessing learning progress in literacy and numeracy.

Will my child sit NAPLAN on paper or online?

In 2019, your child will sit the NAPLAN online tests. However, children in some other schools across Australia will sit the NAPLAN paper tests this year. Federal, state and territory education ministers have agreed that all schools will move online by 2020. State and territory education authorities will determine when their schools move online.

As students are assessed on the same literacy and numeracy curriculum content, regardless of whether they complete the test online or on paper, results for both formats can be reported on the same NAPLAN assessment scale. To find out more about NAPLAN Online, visit nap.edu.au

Participation in NAPLAN

All students in Years 3, 5, 7 and 9 are expected to participate in the annual NAPLAN assessment.

Students with disability may qualify for adjustments that reflect the support normally provided for classroom assessments. You should first discuss the use of any disability adjustments for your child with your child's teacher.

A formal exemption may be granted for a student with disability that severely limits their capacity to participate in the assessment, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your local test administration authority can give you more information on NAPLAN Online disability adjustments or the process required to gain a formal exemption.

NAPLAN Online 2019 timetable

The assessment window for NAPLAN Online is extended from three days provided for the paper test to nine days. This is to give schools more flexibility in scheduling and accommodate schools that may have fewer devices. The NAPLAN Online assessment window starts on Tuesday 14 May and finishes on Friday 24 May 2019.

The online tests must be taken in the following order:

Test	Duration	Order	Details
Writing	Year 3: 40 min. Year 5: 40 min. Year 7: 40 min. Year 9: 40 min.	To be completed in the first two days	Year 3 students do a paper-based writing test on day one only
Reading	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the writing test	Students read a range of informative, imaginative and persuasive texts
Conventions of language	Year 3: 45 min. Year 5: 45 min. Year 7: 45 min. Year 9: 45 min.	To be completed after the reading test	This test includes spelling, grammar and punctuation
Numeracy	Year 3: 45 min. Year 5: 50 min. Year 7: 65 min. Year 9: 65 min.	To be completed after the conventions of language test	This test includes number and algebra; measurement and geometry; and statistics and probability

What if my child is absent from school on assessment days?

Where possible, schools may arrange for individual students who are absent at the time of testing to complete missed tests at another time during the school's test schedule. Individual students are not permitted to sit NAPLAN online tests after Friday 24 May 2019.

How is my child's performance measured?

Individual student performance is shown on a national achievement scale for each assessment. A result at the national minimum standard indicates that the student has demonstrated the basic literacy and numeracy skills needed to participate fully in that year level.

A NAPLAN individual student report will be issued by your child's school later in the year. If you do not receive a report, you should contact your child's school.

How are NAPLAN results used?

- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to better identify students who would benefit from greater challenges or extra support.
- Schools use results to identify strengths and areas to improve in teaching programs, and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- The community can see average school NAPLAN results at myschool.edu.au

Where can I get more information?

For more information about NAPLAN:

- contact your child's school
- contact your local test administration authority at nap.edu.au/TAA
- visit nap.edu.au

For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy