



Mr Andrew Ponsford
Principal

Food for thought - How much is too much?

The following appeared in the Sydney Morning Herald last weekend.

According to columnist Jordan Baker, a legion of Sydney parents are rushing to rescue their children from everyday challenges and minor failures such as a spat with a mate, a talking-to from their teacher, or a forgotten history assignment. Others are querying team Selections or invitations. One parent even offered to sit detention on her daughter's behalf.

So how much is too much and what constitutes good parenting and what is 'snow ploughing' – removing all the obstacles from a child's path or 'droning' – hovering to intervene as soon as a problem arises.

Educationalists are suggesting a growing parental trend toward 'managing children for ongoing success' and the notion that the child must always succeed, with fewer hurdles, more accolades and more recognition.

The notion that 'my child must always succeed' is profoundly dangerous. Students need challenges to prepare them for adulthood. They should experience failure in order to learn that there are habits of mind and characteristics of personality as outlined in our Student Centred Vision, that enable them to struggle and persevere.

When you were teaching them to ride a bike, they wobbled. Let them wobble! - Jenny Allum, Principal, SCEGGS Darlinghurst.

Thankfully (for the majority of students and their growth) this new trend is well in check at SCG!

You can read this article in full [here](#).

Well done!

Last week saw a busy week – apart from the normal hubbub of activity – the following were in evidence:

- Ride to School Day

- Harmony Day
- Sport – District Swimming
- SSV Sport Day
- Candide rehearsals

Opportunities for growth and development are all around us – I thank the staff for their enthusiasm and genuine interest in creating a wonderful range of activities for our students.

Interestingly, Southern Cross Grammar was one of 5 Victorian schools to be visited by a New Zealand delegation of educators last week; this was a real feather (or silver fern?) in our cap.

Emergency Training

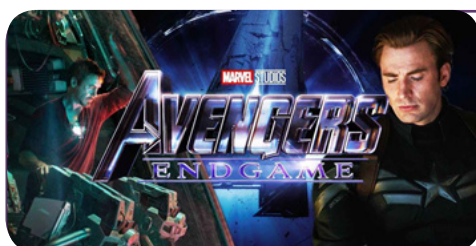
It is customary for us to have a periodic rehearsal of our Emergency procedures. Families are advised that this will take place sometime in the final week of the term. The 'surprise rehearsal' will be viewed, for improvement purposes by a specialised service provider.

Mrs Julie Baud
Deputy Principal
Head of Teaching and Learning (F – 12)

It has certainly been a very busy term for everyone: parents, students and staff! There have been so many opportunities for learning and personal growth right across the school, including yesterday's Cross Country and House competitions. Well done to the students who participated so enthusiastically and were fully engaged in their learning for the remainder of the day.

The Term 1 Progress Reports are in the final stages of completion and will be ready for collection from the Junior School Hub after school on Friday 5 April, the last day of term. A letter will accompany these reports to explain how teachers have reported on the progress of each student's 'Knowledge and Understanding', 'Skill Development', 'Readiness for Learning' and 'Social Behaviours'.

It is important to remember this report is focusing on the progress of students in each of these areas, not the achievement. For example,



THE AVENGERS - Endgame (ONLY 10 tickets left)
Screening Thursday 25 April at 3.30pm

[BOOK YOUR TICKETS HERE](#)

The LEGO Movie screening was a success with great attendance!



a student initially demonstrating a very high level of understanding of the course content who has demonstrated satisfactory growth or development in that area, might receive a “Medium” rather than a “Very High.” On the other hand, a teacher might give a student whose standard of work is slightly below the class average, but has made significant improvement, a “High” or a “Very High.”

I encourage students and parents to attend the Student Progress Meetings in Week 3 of Term 2, on Monday 6 May and Wednesday 8 May, as they are an ideal opportunity to discuss the content of these Progress Reports and consider some goals for the weeks ahead. Bookings for these interviews/meetings will open at the start of Term 2.

Our Year 3, 5, 7 and 9 students participated in a “NAPLAN Readiness Test” today in preparation for the Online NAPLAN testing that will take place in Term 2 during Weeks 4 and 5. Our students will be completing all NAPLAN tests online for the first time this year, except the Year 3 Writing test. A lot of preparation has been taking place behind the scenes to ensure we are fully prepared so today’s test was a part of this process. Families of students in these year levels will receive further details about these tests prior to the end of term.

Ms Louisa Rennie
Deputy Principal
Head of Senior School (10-12)

Ethan Lay’s Learning Journey

My name is Ethan Lay, I am currently in my final year of school and I have been attending SCG since Year 7. In Year 5, I was diagnosed with Severe Dyslexia. As this is my final year of school, I wanted to express my legacy and leave with you the parting knowledge of my thoughts around Dyslexia.



Dyslexia is characterised as a learning disorder that affects your ability to read, spell, write and speak. Kids and adults who have it are often smart and hardworking, but they have trouble connecting the letters they see to the sounds those letters make. Although people with Dyslexia have many challenges, this does not stop them from learning and increasing knowledge and skills in their particular passions.

SCG have provided me with resources that allow me to learn and process information more effectively. I have accessed certain

resources that have helped me throughout my schooling such as using a scribe in class, teacher support, VCAA exemptions, audio books, coloured overheads and classroom support. The School is currently investigating a program that allows me to talk and it types out what I am saying. Outside of SCG I have been using various resources such as Vision Australia, they provide great access to resources that support my daily needs.

I have learnt a lot about myself in my schooling life, such as organisation, respect and mateship. I hope that other students who experience Dyslexia might find some of this information useful on their learning journey.

Ethan Lay Year 12

Creating my own Study Schedule

Next Tuesday, 2 April, from 3.15pm – 4.00pm, Senior School students are invited to attend an After School Session in Room C102 to create their own Study Schedule. This will be a hands on session where students will develop their own personalised schedule to take home. A Study Schedule is a positive communication tool. It clearly shows when your child is meant to be studying and when time has been set aside for a break. It assists parents to understand the volume of study that is necessary and it can reduce tension at home as it is a useful way of communicating about progress and actions. It is also a valuable accountability tool. Your child is in a stronger position to hold themselves accountable to their own Study Schedule if it is visible. All families have commitments that may interrupt a Study Schedule, but the Schedule is there to assist your child to get back on track and re-focus. All Senior School students are encouraged to attend, please RSVP to: lrennie@scg.vic.edu.au

Minimising technology distractions

Digital distractions drain productivity and impact the ability to memorise information. Once off task, it is difficult for students to return their focus to their learning or study. Empower your child to self-regulate

You will find some fantastic apps [here](#) that aid in blocking social media sites or minimising technology distractions during high peak study periods.



Ms Romina Pimpini
Head of Junior School (F – 4)

Gourlay Road and the school surrounds were a sea of colour last Friday, as we really got in to the swing of a House event. The Ride2School Day 2019 initiative was adopted broadly by so many families, whereby F-9 students rode bikes, scooted or walked their way to school.

We had toots of support from passing cars, cheers from neighbouring schools and even Mums and Dads jogging along (some in heels!) to keep up with the pedal power. Passers-by commented on how alive our School was, which makes us very proud.

Congratulations to everyone who took part and earnt House points for this event. The points tally on the day was:

GAMMA	337
ALPHA	302
BETA	283
DELTA	282

*** Congratulations Gamma House ***

Our Sports Captains – Dean, Naomi, Dut & Kiro helped our assembly ‘come alive’ after our rides to school as they wheeled their way in to the JS Hub.



Gamma-sisters, Evie (F) and Rose (3) revved-up their scooters and joined in the fun



Students from F-9, together with Staff and family members pedaled, and puffed their way to SCG on Ride2School Day 2019!



Estelle, Owen & Luke shared in the fun, no matter their age or year level



Reese showed her Delta support and safely hopped on her bike to join in our R2S Day.



Mums & Dads kept the pace on foot and showed their support of fitness & fun on our Ride2School Day this year. Thanks everyone!



Learning Never Stops

While our teachers in the Junior School guide the learning of students each day, our Staff undertake learning too. This week we spent time together focusing on the writing strategies we use and teach to our students.

As we strive each day to increase our knowledge about strategies that engage students, expand their skill-set and enrich their use of language, we work closely to improve the consistency of our teaching. Research suggests that it is the consistency of practice that helps improve student learning across their schooling journey.



Learning never stops – and no matter how ‘grown up’ we are, Junior School Staff will question and explore to continue being the best they can.

Here’s hoping you get to have some fun with your writing this week!



Mr Morrison and Mr Hearn each shared their own writing piece as we undertook an activity called ‘Quick-Write on Word Choice’.



Just like our students, the Junior School Staff worked in small groups to problem solve and share their understanding.



Jane Plunket – our literacy consultant focused on targeting writing with the Junior School Team this week

School Photo Day 2019

Friday 3 May is our School Photos Day.

All students are expected to wear their winter uniform on this occasion, including Blazer from Years 3 – 12.



Further detailed information will be communicated via email to all families prior to the end of this term.

Please mark this important date in your calendar and diary so that everyone is best-prepared.

End of Term Assembly

We look forward to celebrating the end of Term 1 with our final assembly on Friday 5 April, commencing at 8.45am.

Here’s hoping many parents and family members will join us to share in student recognition, achievement & fun!

Reminder!



Parents and Carers are encouraged to use the Coles car park on Gourlay Road for adequate parking, ease of access and a healthy attitude to road use for all.

A reminder to all Parents/Carers and drivers of cars: SCG Car Parks are reserved for Staff.

Please take care when travelling around our school’s proximity – student safety is important and we must be reminded of the **legal 40km/h speed zone in and around schools.**

Mr Anthony Clark
Corporate Services Manager

Uniform update: Blazer Pocket Changeover Round 2

The final Friday of Term 1 sees our recommencement of the Blazer Pocket Changeover program. As we have school photos in Week 2 of Term 2, the decision has been made to change the schedule to alleviate issues with unfinished blazers. With this in mind, **ONLY** blazers submitted by Year 7 students, all newly elected 2019 School Representative Council students and our 2019 Portfolio captains will be accepted. Year 8 student blazers have been scheduled towards the end of Term 2.



Ms Shannon Harvie
Assessment Coordinator

NAPLAN at Southern Cross Grammar in 2019

Southern Cross Grammar has been identified by the VCAA (Victorian Curriculum and Assessment Authority) and ACARA (Australian Curriculum, Assessment and Reporting Authority) to be part of the 'second wave' of schools to make the transition to NAPLAN online (excluding the Year 3 writing test, which will continue to be undertaken using previous NAPLAN protocols).

By 2020, all schools across the country will undertake NAPLAN testing online.

Today, our Year 3 and 5 students had their first preview of the online platform that will be used for NAPLAN, by undertaking the Schools Readiness Test. This test was undertaken today by some classes in every school across the country whose students will be using the online NAPLAN program this year, to test external servers and to ensure that our own systems can support NAPLAN online (along with our other online requirements across the school). No results from the Schools Readiness Test are made available to schools.

Despite some external technical issues (which were experienced by a number of other schools), our students were incredibly patient and most were able to access the readiness testing. We will endeavour to assist those students who were unable to access the readiness test to do so in the coming days.

NAPLAN online is undertaken using a 'Locked Down Browser'; this browser disables all other functions of the device whilst in use and is the only browser that NAPLAN online testing can function on, without technical input from the VCAA.

Our gratitude is extended to families of Year 3 and 5 students who assisted their child to download the Locked Down Browser app to their iPads from the App Store, to allow the Schools Readiness Test to take place today. Our Year 7 and 9 students have been assisted by their Homeroom teachers in downloading the Locked Down Browser to their computers; parents of students in Years 7 and 9 who are using an iPad will receive communication from myself regarding how to download the Locked Down Browser to their child's iPad. We value the opportunity to assist our students to understand the genre of 'test taking'; students will have significant opportunity to interact with practice tasks using the Locked Down Browser, to become familiar with the interface, to understand the types of

questions they may encounter and how these are posed. NAPLAN online also uses audio prompts and students will have the opportunity to practice using school-supplied headphones in the lead up to NAPLAN online.

For families that may wish to view a sample of NAPLAN online, a demonstration portal has been made available at <https://nap.edu.au/online-assessment/public-demonstration-site> A video explaining the transition to NAPLAN online can be viewed at <https://www.youtube.com/watch?v=3S1z6kUnRRE&feature=youtu.be> A detailed pamphlet, as published by the VCAA and ACARA, accompanies this newsletter. Our Student Services team will be in contact with families of students who may benefit from some differentiation of NAPLAN online, within the protocols set by the VCAA and ACARA.

Please do not hesitate to ask your child's Homeroom teacher or myself if I can assist with any further queries regarding NAPLAN online. For technical queries, please contact our IT manager, Mr Chris Mitchell.

Mr Robert Graham
Learning Area Leader - Music (F -12)

String News

What are the benefits of learning the violin? Learning the violin improves memory and attention span, sensory development, social skills, can be an emotional outlet for students, helps with a better overall mental function and health, a sense of belonging, physical benefits, reduced stress, improves posture, more University choice.

Miss Calvert is offering any student a free trial lesson in violin until the end of term 2 for any child interested in learning. Please email scalvert@scg.vic.edu.au to arrange for your child's free lesson.

Ms Kylie Lidgerwood
Art Teacher (5 - 12)

During the last couple of weeks students have been learning about Sketch-Up and how to present a final presentation of their Cubby House Design. During the coursework students followed a design process where they research, generate ideas, refine and develop their final solutions. This week's student work is designed and created by 10 Visual Communication and Design student Cody Simmons.



Ms Jade Panozzo
Head of Sport (3 - 6)

Well done to the 17 Southern Cross Grammar students who represented the Keilor division at the swimming divisional championships yesterday at St Albans. All students are to be commended on their attitude and teamwork skills displayed throughout the day. A highlight was the 9/10 Boys Freestyle relay team consisting of Zachary Micevski, Samuel Findlay and Wilson Vu who, despite difficult circumstances, finished third after a very close finish. Six students now progress to the Regional Championships scheduled for 2 April in Geelong. The following students have made the team:

- Elisa Vigniuoli (Freestyle Relay)
- Yi-Jen Hsu (Freestyle Relay)
- Ashton Dessman (Freestyle Relay)
- Megan Scott (Freestyle Relay)
- Xavier Walker (50m Butterfly)
- Taylor Roberts (50m Backstroke)



Parents and Friends Association

Mothers Day Stall

Call out for volunteers that are available to assist with Mothers Day stall set up on Thursday 9 May (afternoon) and various times on Friday 10 May to man the stall. All volunteers to please ensure they have and provide a current WWCC to Administration and to email the PFA on their expression of interest and times they are available: pfa@scg.vic.edu.au

Upcoming events

- Avengers movie 25 April- hurry only 10 tickets left
- Mothers Day stall 10 May

'New to You' Uniform Shop

Please note that the 'New to You' Uniform Shop will be closed tomorrow, Friday 29 March. Should you have any enquiries regarding second-hand uniform items please email pfa@scg.vic.edu.au

World's Greatest Shave update - Kiani Ulloa

Last week on Friday 22 March, Kiani followed through with her pledge to cut of some of her hair and donate it to 'Locks of Love', the total amount raised by Kiani for the World's Greatest Shave was \$1,232.84. Her initial goal was to raise \$560 and she managed to make more than double that.

The school alone raised \$304.15 which was a great effort.



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?

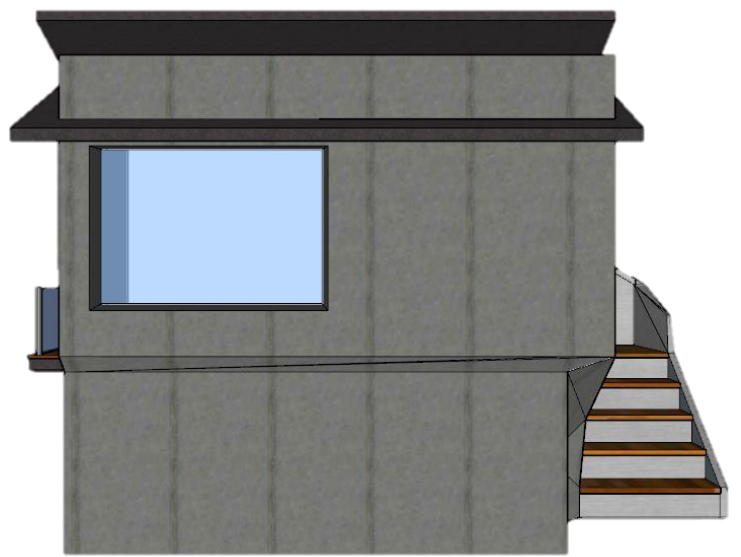
For more information about NAPLAN:

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

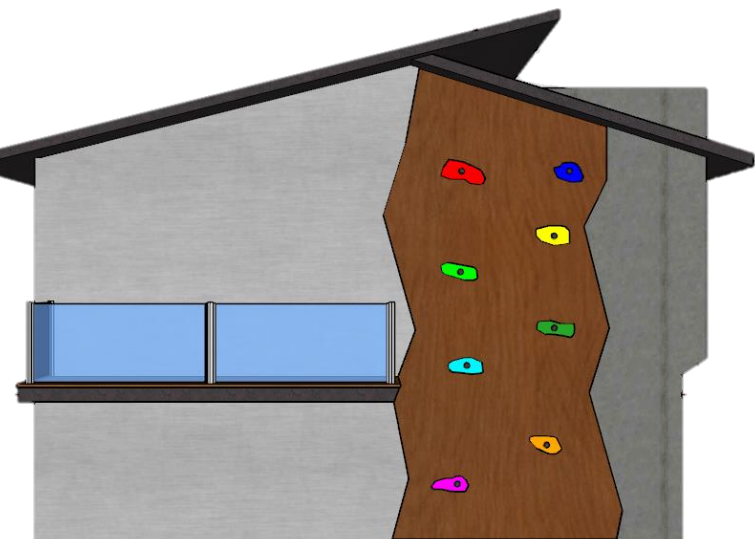
For information about how personal information for NAPLAN is handled by ACARA, visit nap.edu.au/naplanprivacy



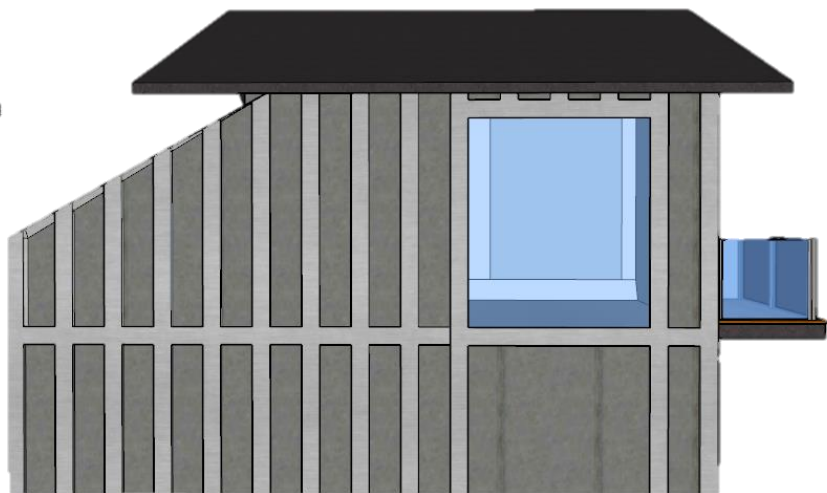
NORTH



EAST



SOUTH



WEST

