FROM THE PRINCIPAL

7 THINGS THAT NAPLAN CAN’T DO

As Cedar students in Years 3, 5, 7 and 9 take the NAPLAN (National Assessment Program – Literacy and Numeracy) tests this week, the annual debate about the effectiveness of NAPLAN continues to take place in the media and at schools throughout Australia.

Standardised testing does have its place, and Cedar’s NAPLAN results, along with those of all other Australian schools, will be published on the MySchool website later this year. Many schools are, however, very concerned at the extreme value that is being placed on NAPLAN today. There are many things NAPLAN will not do, and these things matter.

1. NAPLAN won’t make a difference to your child’s employment prospects. Employers today seek teamwork, ethics and social responsibility, professionalism, and oral communication as valued skills in prospective employees. NAPLAN does not measure, test, or diagnose these skills.

2. NAPLAN won’t improve your child’s performance at University. At University you’re expected to think critically, learn independently, inquire, and generate answers to real problems. NAPLAN does not measure, test, or diagnose these skills.

3. NAPLAN won’t improve your child’s literacy, despite claims to the contrary. Children become more literate and engaged in learning when reading is for reading’s sake, and when writing is meaningful to the person doing the writing.

4. NAPLAN provides nothing in terms of education for life skills. NAPLAN scores will not develop students into good mothers and fathers or husbands and wives. These are some of the most important roles in life, and they require confidence, cooperation, and compassion.

5. NAPLAN tells us nothing about teacher effectiveness. Great teachers create a positive environment, promote curiosity and a love of learning, participation, cooperation, and leadership. NAPLAN does not tell us about these things.

6. NAPLAN won’t improve your child’s education. To the contrary, curriculum is narrowing.

7. NAPLAN will not create a positive and respectful school climate. Income is highly related to NAPLAN scores. It is unfair to children with disabilities, children whose first language is not English, and children from low-income families. NAPLAN tells us nothing about the social cohesion, morale of teachers and students, extra-curricular successes in sport, music, art, and so on.

Our children aren’t defined by their NAPLAN results. They need supportive teachers and parents who will encourage curiosity and provide opportunities for exploration. Students need less pressure, and more opportunities to grow and learn at their own pace, with exposure to a wide range of options, activities, and arts - and NAPLAN measures none of this.

Mr Peter Thomson
Principal

Many schools are reducing time on music, sports, and art. In some schools, children have been kept in class for practice tests rather than attending alternative activities – such as music, art or sport.

Standardised testing does have its place, and Cedar’s NAPLAN results, along with those of all other Australian schools, will be published on the MySchool website later this year. Many schools are, however, very concerned at the extreme value that is being placed on NAPLAN today. There are many things NAPLAN will not do, and these things matter.

1. NAPLAN won’t make a difference to your child’s employment prospects. Employers today seek teamwork, ethics and social responsibility, professionalism, and oral communication as valued skills in prospective employees. NAPLAN does not measure, test, or diagnose these skills.

2. NAPLAN won’t improve your child’s performance at University. At University you’re expected to think critically, learn independently, inquire, and generate answers to real problems. NAPLAN does not measure, test, or diagnose these skills.

3. NAPLAN won’t improve your child’s literacy, despite claims to the contrary. Children become more literate and engaged in learning when reading is for reading’s sake, and when writing is meaningful to the person doing the writing.

4. NAPLAN provides nothing in terms of education for life skills. NAPLAN scores will not develop students into good mothers and fathers or husbands and wives. These are some of the most important roles in life, and they require confidence, cooperation, and compassion.

5. NAPLAN tells us nothing about teacher effectiveness. Great teachers create a positive environment, promote curiosity and a love of learning, participation, cooperation, and leadership. NAPLAN does not tell us about these things.

6. NAPLAN won’t improve your child’s education. To the contrary, curriculum is narrowing.

7. NAPLAN will not create a positive and respectful school climate. Income is highly related to NAPLAN scores. It is unfair to children with disabilities, children whose first language is not English, and children from low-income families. NAPLAN tells us nothing about the social cohesion, morale of teachers and students, extra-curricular successes in sport, music, art, and so on.

Our children aren’t defined by their NAPLAN results. They need supportive teachers and parents who will encourage curiosity and provide opportunities for exploration. Students need less pressure, and more opportunities to grow and learn at their own pace, with exposure to a wide range of options, activities, and arts - and NAPLAN measures none of this.

Mr Peter Thomson
Principal

Cedar College
215-233 Fosters Road, Northgate, SA 5085.
Phone: (08) 8261 3377

For latest news and photos, or to download this newsletter in colour, visit www.cedarcollege.sa.edu.au


Uniform Shop

Term 2, 2015 - 2016

Term 2, 2015 - Tue 28 April - Fri 26 June
(Please note: We will continue to have a 3 week break between Terms 2 & 3)

Term 3, 2015 - Wed 22 July - Fri 25 Sept
Term 4, 2015 - Mon 12 Oct - Thu 10 Dec
Term 1, 2016 - Tue 2 Feb - Fri 15 April

Uniform Shop

Regular opening hours during Term:
Monday 8:30am - 4:30pm
Wednesday 3pm - 5:30pm

Thursday Extended Opening Hours:
TERM 1 - Weeks 1-6, 3pm – 5:30pm
TERM 2 - Weeks 1-3, 3pm – 5:30pm
TERM 4 - Weeks 1-3, 3pm – 5:30pm
Term 2 Student Free Days
Please note the following Student Free Days during Term 2:

Friday June 12 (Week 7) is a Student Free Day for all students.

Please note that Monday June 8 is a Public Holiday (Queen's Birthday) this Term.

School Fee Reminder
A reminder that all School Fees were due for payment at the end of Week 2 of this Term. If you have not yet paid your fees for this Term, please contact the Finance Office promptly on 8261 3377 to organise payment.

If you make a payment directly to the school’s bank account, please include your debtor reference number (shown on your Fee Invoice, which was sent to you), so we can ensure that the payment is allocated correctly.

Mr Jeff Thorpe, Business Manager

Tax Deductible Building Fund
Cedar College has DGR (Deductible Gift Recipient) status for its Building Fund. This means that as well as supporting the continued growth and development of our school, any voluntary payments made specifically to the CEDAR COLLEGE BUILDING FUND can be claimed as a tax deduction. For further information, please contact the Finance Office.

Navigator Drive Roundabout
A reminder that cars should not queue within the roundabout on Navigator Drive. Motorists should not enter the roundabout unless traffic is flowing and it is safe to do so. This may mean stopping before the roundabout and giving way to traffic as necessary.

Fosters Road Entrance
Please be aware that for student safety, the visitor/staff carpark accessible from the Fosters Road entrance is NOT available for student drop-off or pick-up before or after school.

Entertainment Books
Entertainment Books are now available for purchase and collection from the Primary School Office for $65, with $13 from each book going toward our fundraising project for this year.

Books may be ordered through the Front Office or by visiting https://www.entertainmentbook.com.au/orderbooks/160006f.

More Qkr! Tips for Canteen Lunch Orders
We’ve already had close to 100 families use the Qkr! App for Canteen lunch orders, enjoying the convenience of easy ordering without the worry of bringing lunch money and paper bags to school. This week’s tip explains the simple process of removing items from your shopping cart before you place your order, and what to do if you need to cancel a lunch order, should your child be away on a day that you pre-ordered. Please note that any cancellations must be made before 9am on the day of the lunch order, in order to be processed in time.

Book Your Fusion Lunch Today!
Bookings are open to all Cedar parents/caregivers and friends, for the Fusion Lunch on Wednesday June 3.

Students from Year 12 and 11 will be cooking a three-course menu of Modern Australian Cuisine with tickets available via the Cedar website or Front Office for just $18. Proceeds support projects for the 2015 Thailand Service trip.

Experience Wonderland
Don’t miss the Senior Drama “Wonderland”, with performances on Tuesday June 9 and Wednesday June 10, at The Parks Theatre, 46 Cowan Street, Angle Park. Tickets are available (adults $10, students $6) by clicking the link on the Cedar website or through the Front Office. You can also check out videos and photos at: facebook.com/WonderlandCedarCollege.

Removing items from your shopping cart
It is easy to remove items from your shopping cart prior to checkout.
1. Tap on the ‘cart’ icon at the bottom of your screen
2. Tap on the item you wish to remove from your cart
3. A pop-up box will appear. Tap the ‘Remove’ button

How are Qkr! refunds processed?
Qkr!’ Refunds: Food Orders
To reduce school costs, cancelled food orders are refunded in the form of credit for future orders. A ‘Refunded’ stamp will appear on your e-receipt confirming that the order has been cancelled and a credit is available for future food orders. The value of any outstanding food order credits will automatically be deducted from your next Qkr! food order.

Have a Suggestion?
If you have any feedback regarding our “Where to Now?” discussion from the Week 1 Newsletter, please use the suggestion box located in the Primary School Front Office. Suggestions must include your name and contact details in order to be considered.
Primary School Sports News

SACSA Inter-School Athletics
On Friday the 1st of May, over 50 students from Year 3-7 attended the SACSA Athletics Carnival. The students had been training for weeks and were prepared for some strong competition. Overall we placed 4th in Division One and 3rd in the Challenge Shield. Some stand out performers on the day were Jonathan A and Levi S. Most improved from last year was Lachlan W, Callum C, Mitchell B and Madison W. I was extremely proud of all the students that competed and trained hard for their events leading up to the day. Thank you to Mr Austin and Mr Klassen for running the long jump and Miss Butler who sent the students to events and organised the team on the day. Thank you to all the parents that came and supported our students on a fantastic day, with an excellent result!

SAPSASA Beach Volleyball
During Term 1 we took over 50 students to SAPSASA Beach Volleyball. Three teams made the Finals, but it was the Year 6/7 boys in Division 1 that finished State runners-up! Thank you to all the parents who coached and came along, and to Mr Carson for assisting with the training of the teams.

The Lofty Challenge
In the last week of Term 1, Mr Klassen, a few brave parents and myself took an eager bunch of super-fit Year 5s up Mount Lofty for this year’s “Lofty Challenge”. After completing a gruelling fitness test to be eligible to compete, the Year 5s blew us away with their determination and fitness. The winning boys, Aaron S, Mitchell B, Bailey M and Zak H, made it up the mountain in 41.30 minutes breaking the Cedar record. The winning girls, Tayla W, Mikayla C and Ellysa I, were not far behind with a time of 45.50 minutes. I was incredibly proud at how encouraging the students were to each other on the journey up. I am looking forward to next year’s challenge, so Year 4s - start training now! A huge thank you to the parents that led the groups up the mountain, we couldn’t have done it without you!

Mrs Bek Robinson, Primary School PE Teacher

Upper Primary Sits in Upper House

The Year 6 classes got an insider’s view of democracy in action when they visited Parliament House in Week 1. The Hon. Dennis Hood MLC hosted the students in both the House of Assembly and the Legislative Council where they were able to learn about features such as the “Black Rod” and the “Blood Line”.

The students had a question and answer time, while sitting in the Members’ Seats of the Upper House, where they discussed the role and daily activities of a Member of Parliament. The session built upon the work that the Year 6 classes produced last term in a Guided Inquiry Unit. We were blessed with lovely weather and the proximity to Anzac Day made a visit to the wreath-laden War Memorial a special feature of the day.

Mrs Emma Barnard
Upper Primary Teacher/Librarian

Year 6 students during their Question Time in Parliament House.
Term 1 High School Award Winners

We would like to congratulate the following students for their achievement and effort throughout Term 1 this year. These students were recently presented with certificates to recognise their outstanding start to the year. The awards outlined below were awarded based on the following criteria:

**Academic High Honours** (Grade Point Average of 14 or above) Students who have attained an “A” grade average across all subjects. **Academic Honours** (Grade Point Average of between 13.5 and 13.99) Students who have attained an “A” to “A-” grade average across all subjects. **Academic Merit** (Grade Point Average of between 12.5 and 13.49) Students who have attained an “A-” to “B+” grade average across all subjects. **Award for Effort** - Recipients of this award achieved an “Excellent” effort assessment for all subjects.

**YEAR 7 - Academic Merit:** Mia Sotto, Alison Chau, Emily Harvy-Clark, Alannah Manticos, Marvin Sotto, Mia Beard, Zoe Foskett, Ansu Adhikari, Ella Craige, Fiona Emha, Callum Cooper, Shayna Tran, Zoe Tinkler, Amelia Hennessy, Jake Bunge, Saxon Webb. **Academic Honours:** Lynnette Feliciano, Emelie Nguyen, Caitlin Lynds, Shanelle Pawliwski. **Award for Effort:** Mia Sotto, Charlotte Watson, Mia Beard, Zoe Foskett, Saxon Webb.

**YEAR 8 - Academic Merit:** Zannah Baldwin, Jemima Aland, Joshua Burke, Isabella Johnson, Marcus Wirth, Nikita Pipsett, Yu Ri Park, Esteen Kitingan, Reeya Patel, Elyse Richards, Jomeley Garcia, Kylie Tweedie, Muhammad Husnain. **Academic Honours:** Taylor Henderson, Georgia Doubtfire. **Award for Effort:** Georgia Doubtfire.

**YEAR 9 - Academic Merit:** Colista Lieu, Rebecca Gilman, David Pujals, Cameron Walsh, Ellana Glen, Max Hodges, Chloe Van Uitert, Brannan Clarke, Helen Goble, Emmanuel Kitingan, Thomas Hardy, Annalise Chapman, Aradhana Samuel, Jack Warren. **Academic Honours:** Lizette Feliciano, Jacinta Wirth. **Academic High Honours:** Cindy Pang. **Award for Effort:** Cindy Pang, Brannan Clarke, Lizette Feliciano, Ellana Glen, Jacinta Wirth.

**YEAR 10 - Academic Merit:** Aatmaj Dasondi, Taylor Tinve, Emmeline Yip, Laura Holdin, Abigail Bengtson, Cameron Bunge, Bailey Slama, Declan Barrow, Nazene Mehta, Thomas Downing. **Academic Honours:** Brooke Aland, Samuel Buge. **Award for Effort:** Samuel Buge, Abigail Bengtson, Laura Holdin.

**YEAR 11 and 12 - Academic Merit:** Madeline Glen, Brooke Dodd, Emily Pedersen, Kean Tan, Madison Brown, Antonette Feliciano, Alex Pamintuan, Jasmine Duthie. **Academic Honours:** Lesen Lawry, Mykaela Dearinger, Ashley Doubtfire, Rachel Hurri, Emma Smith, Alicia Tininczcy. **Academic High Honours:** Olivia Frahm, Alexandra Early. **Award for Effort:** Madeline Glen, Alexandra Early, Antonette Feliciano, Rachel Hurri, Emma Smith, Alicia Tininczcy, Brooke Wilkin.

**Maths Makes the Job Easier**

The Year 10 Maths Pathways classes have started off Term 2 by exploring the area of measurement. This involves looking at geometric shapes in 1 dimension, 2 dimensions and 3 dimensions. To help illustrate the importance of this area of Mathematics, Mr Bendikov and Mr Petersen gave the students a demonstration of what is required to tile a specific sized area. This involved mixing tile glue in a given ratio, then spreading the tile glue onto a substrate. Square and rectangular tiles were then glued in different patterns and spaced out using tile spacers. Grout was then mixed and applied to the gaps to complete the tiling demonstration.

Students were then given an assignment to determine the cost of tiling a room. This involved the calculation of areas and the materials required to cover these areas. Students then needed to convert between different units of measurement to ensure that they calculated the correct number of tiles and glue. They were also asked to reflect upon the importance of maths in this occupation and what the effects would be of under-quoting or over-quoting the number of materials required to complete the job.

Mr Andrew Bendikov, High School Teacher

---

**Student Graduate News**

Cedar College 2014 graduate, Margie Hookway, whose artwork was selected for the recent SACE Art Exhibition, has also had her work chosen to be on display for 12 months at the SACE Board headquarters.

Margie (pictured below holding a recent painting next to her Year 12 Art) is currently undertaking a three year course at the Adelaide Central School of Art.