The My School Site
Following on from the information provided in the last newsletter about the type of data presented on the My School site, here are some observations about the notion of comparing “statistically similar schools” and how this affects Hutchins as an all boys’ school. The My School site compares schools which are “statistically similar”. The Index of Community Socio-Educational Advantage (ICSEA) is the measure developed to determine which schools are grouped in this way. “Statistically similar schools” generally have a number of factors in common such as the social and economic background of the students, whether the school is remote, the proportion of Indigenous students, or a combination of these factors. “Statistically similar schools” are not necessarily located close to each other or cover the same age group of students. (This information is drawn from the Fact Sheet on ICSEA provided by the My School site).

The Hutchins School’s group of “statistically similar schools” may be broken down as follows:

- Total number of schools = 60
- Tasmanian schools for comparison = 1 (South Hobart Primary School)
- Primary co-educational schools = 41
- Schools offering co-educational Year 7 = 21
- Schools including co-educational Year 9 = 17

(It is interesting to note that many are small denominational girls’ schools.)

Of particular interest to us - as an all boys’ school - is the omission from the ICSEA measure of the factor of gender. TIMSS (Trends in International Mathematical and Science Study) and PIRLS (Progress in International Reading Literacy Study) are two internationally recognised studies which regularly publish comparative data of academic achievement. They include gender and acknowledge the key role that gender plays in the different performance outcomes for boys and girls at particular stages of development.

Not to recognise gender in comparative studies is to ignore the great wealth of research into gender differences that has been - and continues to be - carried out all around the world. As Bradley notes, and you as parents who have chosen a boys’ school for your son would support:

“Girls and boys move through their developmental stages in markedly different ways, and often quite out of harmony with one another. Any parent of both a girl and a boy will quickly corroborate that there are differences between them far more subtle and far more consequential than mere physical attributes. By way of generalization, most boys lag significantly behind the developmental stages of most girls, at least until puberty and in many cases until the later teen years. Girls acquire language facility sooner, comprehend concepts earlier, and develop small motor control at a younger age. There is a certain fastidiousness to the work of girls that most boys never acquire. Boys on the other hand perceive spatial relationships more vividly, function longer on the literal level, and gain large motor control early on. That’s why boys are more physical in nature and more inclined to sports like football and wrestling, where benefit is gained from large muscle coordination. Girls develop legible handwriting earlier than boys and girls can sit still longer than boys. Boys are all elbows and feet. These are clear developmental differences...” (Damon F. Bradley, 1999 from http://www.theibsc.org/page.cfm?p=287)

As the 2010 NAPLAN Test dates approach, media interest in and public discussion on these tests has increased again. We, like most schools, see these tests as contributing valuable information to support the development of school programs as well as adding to the overall picture of each tested student’s progress. The way in which NAPLAN data is currently presented on the My School site, however, must be read with an awareness of the factors which undermine claims that it provides a “level playing field” for the purposes of comparing school performances across the country.

I hope these observations are useful when you review the information displayed on the My School site.

Susan Hasenkam
Deputy Head ELC/J - Curriculum

Movers and shakers on ELC Grandparents Day.
Early Learning Centre

Kindergarten
The Kindergarten boys attended a Questacon Science play morning and had a great time. There were so many interesting and exciting activities to do.

Lewis experiments with a bottled tornado.

Byron works out the best way to get the marble to travel down the wall.

Prep
Grandparents Day in Prep. What fun we had with our Grandparents.

Jack and Hugo Allison with their grandparents

Henry Carne with his grandparents

Year One
Max Larkin with his grandfather on Grandparents’ Day.

Felix Morgan with his grandmother on Grandparents’ Day.

Year Two
Jack Rossiter and his nan.

Noah Sargent and his grandparents.

Year 2B will be visiting the Tasmanian Museum on Tuesday 20 April 11.00 am-12.00 pm.

Class Contact Phone Nos in ELC
(why not cut out and place on your fridge)

<table>
<thead>
<tr>
<th>Name of Teacher 1</th>
<th>Contact Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lee Burman and Kate Turner</td>
<td>6221 4220</td>
</tr>
<tr>
<td>Sarah Fielding and David Gilkes</td>
<td>6221 4201</td>
</tr>
<tr>
<td>Alex Mirowski and Judy Smith</td>
<td>6221 4297</td>
</tr>
<tr>
<td>Beth Bamford and Lesley Salter</td>
<td>6221 4213</td>
</tr>
</tbody>
</table>
**Junior School**

**Year Three**

*Here Come the Aliens in 3R*

3R have been reading *Here Come the Aliens*, a story in verse by Colin McNaughton. It describes lots of funny and weird aliens heading for earth. Here are some of the aliens 3R made up.

```
Misterbean looks like a monster,
He is sort of gooey and green,
He has a gun,
The aliens are coming.
```

Will Cottier

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Kryptonite looks like a fireball,
He’s sort of stone, rubber and glue,
He’s burning hot,
The aliens are coming.
```

Sam Giannis

```
Newzik the Mighty looks like a spider,
He’s sort of big and hairy,
He has a laser gun,
The aliens are coming
```

Zane Foster

**Winter Sports**

Winter Sports have now started. Every Thursday Year 2, 3 and 4’s and Friday for Year 5 and 6 boys will train for their Winter Sports. Boys will need to bring their appropriate equipment to school on those days. A reminder: No Gear (mouth guard, boots or shin guards (Soccer and Hockey) = No Play. Boys who do not bring protective equipment will not participate in training sessions.

Saturday Soccer Rosters begin this week. Boys have been given their rosters, but should you have any queries please don’t hesitate to contact me.  

Shane McAloon - Director of JS Sport

**Cross Country**

Cross Country Carnival for ELC and JS will take place on Tuesday 27 April at Dru Point Margate. The first event for Kindergarten will take place at 11:00 am and parents and carers are more than welcome to come along and enjoy the day.

**Footy Camp School holidays**

Tasmanian Sports Camp

**Guest Coaches:**

Peter Everitt, Russell Roberts and Michael O’Loughlin

**When** Tuesday, Wed and Thurs 8-10 June  
**Venue** Ogilvie High School, New Town  
**Time** 9.00 am to 3.00 pm  
**Cost** 1 day $80, 2 days $130 and 3 days $170

To register please phone 0418 521 308

**Year Four**

Year 4 boys have been retelling many exciting tales of their adventures over Easter. Fish have been caught and eaten, caravans have been travelling far and wide and many shacks have been busily occupied.

The boys have returned rested and ready for work, settling well into classroom activities.

Next week all Year 4 boys will be setting sail on the high seas as we travel to destinations unknown on the Lady Nelson on Wednesday morning.

Will Polley participated in the M.E.R.C Motorbike Racing Club events and was awarded a certificate for his efforts. Well done!

**Year Five**

**Science**
Prior to Easter the Year 5 classes were examining micro organisms. We conducted some experiments with yeast and found that for yeast to become active it requires warmth and food. In our experiment we had four glass bottles.

In the first bottle we combined yeast and sugar, the second we combined warm water, yeast and sugar, the third sugar and water and in the fourth we put yeast and water. We then put balloons on the top of each bottle and waited. After about an hour the balloon on the second bottle began to inflate. Our conclusion: we found that when yeast, sugar and warm water are combined the reaction creates carbon dioxide. The boys really enjoyed predicting what would happen and watching the balloon inflate and remain inflated for weeks!

After our work with yeast we decided to make some mini pizzas. With the help of some Da Angelos pizza dough (we cheated a little bit!) and the ovens in the boarding house all the boys made a pizza.

We made a production line in Mrs Knight’s room and the boys chose their own toppings. There were some masterpieces created and the boys thoroughly enjoyed eating them.

Michael Webster and Trish Knight

**Classroom helpers/Parent Volunteers**

Parents and Carers, please note that if you acting as a volunteer in the classroom and are under the direct supervision of the teacher (eg excursion or reading helper etc) you will be required to wear a *Hutchins volunteer badge*.

These can be collected from the class or specialist teacher before you commence the activity and then handed back to the teacher on completion of the activity.
Year Six
Year 6E have completed our Gold Projects. These projects are from Will Dobson and Jack Richardson.

Professional Experience students
The Junior School would like to welcome Sophie Karpiniec and Anna Niehaus into Mr Bury and Mrs McCreary’s Year 4 class, Sarah Hansson and Tameika Mazur into Ms Knight and Mr Webster’s Year 5 class and Sabine Bailly and Tracey Howard into Mr Eaves and Mr Prebble’s Year 6 class.

The Growing-Up Program and Cyber-Safety
Following Dr Jill Abell’s article in the last Communiqué about Mr Greg Gebhart’s recent presentations to students, staff and parents on Cyber-safety, it was interesting to hear that the presenters of the Growing-Up Program are now also including more information for students about protective behaviours with regard to the cyber-world.

We encourage you to visit the website http://www.cybersmart.gov.au/ and to take advantage of the guidance it provides for you and your children about the wise and safe use of such things as the internet and mobile phones.

The introduction to the Parent Portal of the site says:

“The internet offers an exciting world of experiences for children and the whole family. It can be entertaining, educational and rewarding—and provides countless opportunities to create, connect and communicate.

However, just as in the real world, these rapidly developing technologies also have risks and challenges.”

As a parent, you can play an important role in helping your children have safe and positive experiences online. By becoming aware of how children and young people use the internet, what they use it for, the risks in being online and some of the strategies to manage these risks, you can help guide them in the online world.

This section includes information, tips and advice to help you and your family make the most of being online. This includes information about:

- digital kids
- online technologies
- risks and concerns
- how to keep your computer secure
- mobile phones
- family safety resources
- Downloadable resources for parents

We hope this resource will help support your on-going conversations with your children about the technologies available to them and how they may be used to best effect.

Another important point from Greg Gebhart’s presentation and of particular relevance to Junior School parents and boys related to Facebook.

Parents should be aware that the minimum age for Facebook users is in the range 13-15 years of age. Although there is limited Facebook protection to ensure this, parents should take the initiative and ensure that under-age use of Facebook does not occur. No child under the age of 13 should have their own Facebook page.

Susan Hasenkam
Deputy Head ELC/JS-Curriculum