

# South West Scoop

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25 May 2020



**SOUTH WEST JOHN CALVIN  
CHRISTIAN COLLEGE**

*My heart I offer to You Lord - promptly and sincerely*

Dear Parents, Students and Community Members

It's good to be back at school again! Despite some restrictions on activities like assemblies, and regular cleaning of hands, desks and other shared surfaces, we are blessed to be able to continue our teaching and learning programs. We hope that a positive side effect of all the cleaning will be less transmission of the colds and flus, which we often start to see cropping up at this time of the year. We pray that the Lord will give us the health and strength we need, and that the renewed appreciation of being together will motivate us to teach, learn and work together for His honour.

A letter from the CEO with an update on some of the financial implications of the current situation follows elsewhere in this newsletter.

The COVID-19 restrictions have caused many of us to question the priorities we are busy with and ask whether we are making the most effective use of the time we have. It's a question that we often ask as teachers at school as well. There are always more demands on teachers than time to meet them, and some of these demands risk taking us away from our main tasks of preparing lessons, teaching students and giving feedback on their work.

Please keep this in mind when you read two Middle School notices later in this newsletter regarding the discontinuation of leavers jumpers as of next year and a reminder that the school rules on BYOD devices apply even if the devices are being used at home. It is not intended to be negative – in fact, the attitude, participation and atmosphere of the Middle School this year is fantastic, and the students are to be commended for that. However, things like following up on IT misuse and coordinating items like leavers jumpers are examples of two ways of which an inordinate amount of teachers' time can get swallowed up dealing with things which are not a core part of their work and which take them away from their main tasks.

## Nature-based playground - work has begun!



It's been exciting to see the siteworks for the nature-based playground take place over the last week. Mr Wayne Brolsma and his off-sider have been hard at work doing the earthworks for the nature-based playground and laying the blocks which will form its border.

Each recess they've had a captive audience, and the presence of an excavator and a bobcat at school has made it just that little bit harder for many to return to class when the bell goes. Since parents can't come onto the school premises due to the COVID-19 restrictions we'll include a few photos each newsletter to keep you updated. Over the weekend the pole for the fort was put up and the paths poured. We appreciate the work of Mr Dallas Slobe, Steve Bosveld and others who helped!



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### **Cancer Council Biggest Morning Tea – Tuesday 26 May**

Tomorrow our school will join in with the Cancer Council Biggest Morning Tea. The Year 9 and 10 students will prepare muffins and cookies for sale to the staff and students, as well as hot chocolate drinks. **For \$3 students can have a hot chocolate and choose something from a large range of baking!** Baking will include gluten free options (made without any cross contamination for the benefit of Coeliacs), lactose free and dairy free. Leftover baking will be available for purchase at the end of the day from the 'kiss and drop' bays - \$2 per item or \$10 for a tray of eight! All proceeds will be donated to the Cancer Council. *We thank Mrs Visser for organising this event.*

### **Re-registration**

As many of you are aware, our school is up for renewal of registration this year. The first part of the process, due at the end of June, is the submission of a large amount of paperwork giving evidence for the various criteria against which schools are assessed. This is followed later in the year by requests for further evidence as well as visits and interviews. A number of people are busy behind the scenes on this, including the Board Chairman, the CEO, Mr Van den Dolder and myself. We ask that you remember the registration process and the work that goes into it in your prayers.

### **Library Books – Weeders needed**

No, we haven't mixed up reading and weeding! 'Weeded' library books are books that have been removed from circulation and are ready for sale. Our library has a large number of weeded books which need their barcodes, spine labels and stamps removed. If we can get a good number of volunteers to help with this the task will be completed quickly. Please contact Mr Van den Dolder or Mrs Van Duyn if you can assist.

### **Design an Ad competition**

Each year Seven West Media Education runs a 'Design an Ad' competition open to primary and secondary students across all WA schools. The competition requires students to design an ad for specific companies from a range of reputable organisations. More details are available at <https://mediaeducation.com.au/teacher-hub/competition/design-an-ad/>, entries close 3 July 2020.

### **Middle School - Discontinuation of Year 10 Leavers' Jumpers from 2021**

After monitoring the situation with leavers jumpers over the last few years the school has decided that, beginning in 2021, we will no longer facilitate leavers jumpers for Year 10 students. Although the concept of the jumpers is nice, there are a number of factors which have made us question whether the practice is worthwhile and if it really is good stewardship of our time and money. Firstly, too much teacher time is required in terms of overseeing the coordination of designs, suppliers, payments etc and managing the differences of opinion which inevitably arise with regards to these. Secondly, there are a number of parents in past years who have advised us that the cost is too high relative to the product, and in some instances is not affordable, but that they are participating because they do not want their son/daughter to miss out. We agree with them that the jumpers for Year 10 are not worn as much as the jumpers which students also purchase in Year 12, and that there are plenty of other ways we already celebrate and remember the graduation of our Year 10 students. We understand that the current Year 10 students are counting on jumpers still for this year, which is fair enough, so we will consult with parents about whether we continue with them this year.

### **Middle School - BYOD Computers – Reminder about appropriate use.**

Middle School students who have a BYOD computer, and their parents, are reminded that the IT usage policy which applies to the device at school also applies when the computer is used at home. This means that students are not free to browse anything they want on the internet, nor are they free to install other software without getting permission, even if they are at home. These computers are provided and maintained by the school for educational purposes, not for games, music, movies etc. The full IT usage policy is on pp.15-17 of the SWJCCC 2020 Handbook (<https://www.frsa.asn.au/download/210/swjccc-parent-documents/4993/parent-handbook-2020-2.pdf>). If students want to surf YouTube, download games etc they need to do that on their family computer or on another device but not their school BYOD. Parents, please help us with this.

Wishing you all a blessed week.

Mr L. van der Plas – Deputy Principal

*Letter from the CEO*

Dear Parents,

As we look back over the past 11 weeks, we stand in amazement with the journey the Schools, Staff, Students, and Parents have been on. Our heavenly Father has directed all things and to Him be all the glory. We reflect with thankfulness that the level of disruption to the schools was far less than originally planned for. We also give thanks that the return to "school" @ school has been so positive for staff and students (and we also hope for parents). As senior leaders (and as Board) we continue to monitor developments within the schools and communications from official sources. We have practices in place to promote good hygiene and safe working environments for all staff and students.

As previously advised, the Finance team has worked with the school Principals to audit the Tuition, Excursion/Incursion, Camps, and Swimming fees listed on your quarterly invoices.

**Tuition fees**

Tuition fees are used to cover some of the direct (non-salary) costs associated with educating students. Examples include pens, paper, sports equipment, and classroom resources. No adjustments to the tuition fees are being proposed at the moment.

**Excursion/Incursion fees**

The Excursion/Incursion fees will not be adjusted as Principals intend to reschedule all excursions and incursion for the second half of the year or replace them with suitable equivalent experiences.

Camps across the John Calvin Schools are currently under review. Camps such as Warrdagga and the Year 6 Camp which are scheduled for September (or later) will go ahead if it is responsible and safe to do so.

**Year 12 Canberra trip**

This trip has been cancelled and the Finance team will process a credit on the next interim statement (June) for all parents impacted by this decision. (All parents impacted by the Year 12 Canberra decision will receive a separate letter with more details in the coming weeks).

**Swimming**

Swimming in KJCS has occurred during term 1. The swimming in SWJCCC has been cancelled and as a result a credit will be incorporated (June statement)

The Finance team and Principals have also reviewed the following areas/activities and in each case, it was noted that the John Calvin Schools have or will provide the expected experience.

- Music
- Books
- Software purchases
- Bus fees

We will continue to review our decisions with regard to all these fees and should any excursions/incursions/camps (or similar) be cancelled we will make an appropriate adjustment to the future statements for parents.

If you have any questions, please do not hesitate to contact either your Principal or the FRSA Finance team.

With brotherly greetings

Derek Juan Swarts

### Request for Building Supplies

Earlier in this newsletter you would have seen the development that's happened with the nature playground space. This past Saturday also saw the instalment of a large jarrah pole (pictured) signalling the beginning of a sizeable fort. To complete this project we are asking for donations of disused construction jarrah that people often have or know of others that have this, somewhere in their yard. Old floor joists, rafters, hips or under purlins are the kind of timbers being sought after, about one metre or longer. If you have such supplies to donate please contact Dallas Slobe on 0404 150 396 or via email.



### Important Dates

26 May 2020	1 June 2020	12 June 2020	30 June 2020
Cancer Council Morning Tea	WA Day holiday	SFD	Yr 10 Exams

### Kindy and Pre-primary

#### Psalms & text

**Kindy:** Hy 21:1

**Pre-Primary:** 121:1 New

**Bible Stories:** Acts 2- 6

Monday: Assembly: On the road to Emmaus

Tuesday: Pentecost: The coming of the Holy Spirit

Wednesday: The healing of the cripple in the temple

Thursday: Stephen arrested, tried, and stoned

Friday: Church History

#### Language

The letters S, A, T, P, I, N will be the focus in Kindy and C, H, R, E, M, D in Pre-primary.

Accurate daily repetition of the sounds is highly recommended by all. Please keep watching that video. Rhymes and rhyming words will be played with, and we'll all be trying our hand at writing a verbal What am I? [An all about questions session will start this week.](#) Answering who, what, whose questions.

#### Mathematics

Posing questions that require a yes/ no response and collating data to put on a graph.

Counting 0-20 and back again.

Friends of ten.

Matching numbers

#### Art

In Art, we continue with drawing using geometric shapes and different lines.

Last week we had another go at making spirals. Tricky!

As you travel, could you look out for Street Art. If possible, take a photo and send it through?

I've bought water bottles that we can use for the paper mache project.

#### Library

Last week, we enjoyed our Buddy Reading with the Grade 3 & 4 class again. Thanks to all the willing readers. It's always a treat to see you sharing time together like this with each other.

#### Epicure Training Restaurant

Last week, we made loaded potatoes for lunch which some found delicious. This week, we hope to celebrate Aidan Potter's birthday with a special treat from his Mum. Happy birthday from all of us, Aidan!

#### HASS:

During the next few weeks, we are revisiting the creation of the world and looking at places people live in. We've been awe struck with looking at the world through the eyes of astronauts and space machines. That is what you really call a bird's eye view.

We are getting good at recognising and finding Australia on the globe. This week we'll try to find the countries where we have sister churches as well as begin making maps of familiar places we know.

Please help your child make a map of your property from a bird's eye view and one of their bedroom showing the placement of the furniture etc.

#### Bush Play

We had an adventurous start to Bush Play this week with the inquisitive cows joining us and coming up very close and personal! We cooked up the sausages and enjoyed a luncheon in the sun on our tarps. Tomorrow we'll probably need warm clothes and wet weather gear!

#### Welcome Back

It's wonderful to see all the children together again along with Mrs Bolhuis.

Wishing you all a blessed week.

Ms E. ten Haaf / Mrs H. Bolhuis

## Years One and Two

How do you make a parachute that falls the slowest? Usually we're keen to see which moving thing will travel the fastest, but since we don't want our LEGO men to break any bones, we're cheering for the parachute that falls the slowest. Last week we tested a range of parachutes, making predictions and observations about how they move through the air, and the role the forces of friction and gravity play in the way they travel. Excitingly, the students will be making their own parachutes this week – we're looking forward to seeing their results!

Our letters to the Bunbury Bethanie Home are almost complete and ready to be sent. I have been in contact with the director of the home, seeking to engage our students in meaningful writing tasks. Because of COVID-19, we are aware that the elderly in our community are particularly vulnerable and lonely at this time. We have received the names, interests and some history of several keen participants from the home and are writing letters in response. As per the structure of a letter, after saying what we like and why, we brainstormed a few questions to ask them: *what was it like to come on a ship to Australia? Why did you move to Australia? Are you a grandparent? Do you FaceTime your son who is in England? What was it like to live in Katanning? What kind of board games do you like?* Following our letters, we look forward to writing and sharing some of our narrative writing with them.

What makes a street a street, a road, an avenue or a lane? Zac lives on a Court, but what is the difference with a cul-de-sac? In our HASS lessons we also discussed the existence of a neighbourhood. We had fun 'walking' down our neighbourhoods on Street View, searching for some of the students' houses



Thank you for sending photos of your house and street view and, please, keep practising your home address with your child. This will be assessed in the following weeks.

Our Play-Based Learning sessions are also proving to allow for much creativity and enjoyment. Thank you so much for the playdough we received – at the moment we're using it for making stop motion videos! We're also learning to put effort into the things we construct. Using the haul of cardboard boxes and glass bottles we've received from you, we're making all sorts of things: flowerpots, fire trucks, warships! To get their ticket-of-leave they have to look good and be sturdy. This works in your favour, parents, as it prolongs the process of things coming home half-done and/or ready for the recycling bin! Thanks again for your donations. 😊

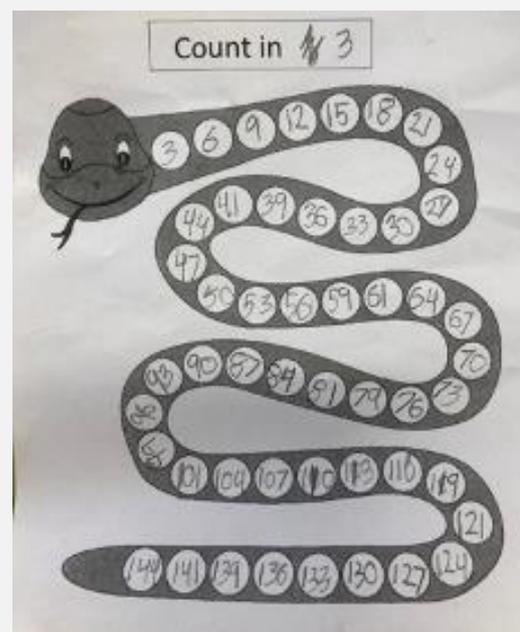
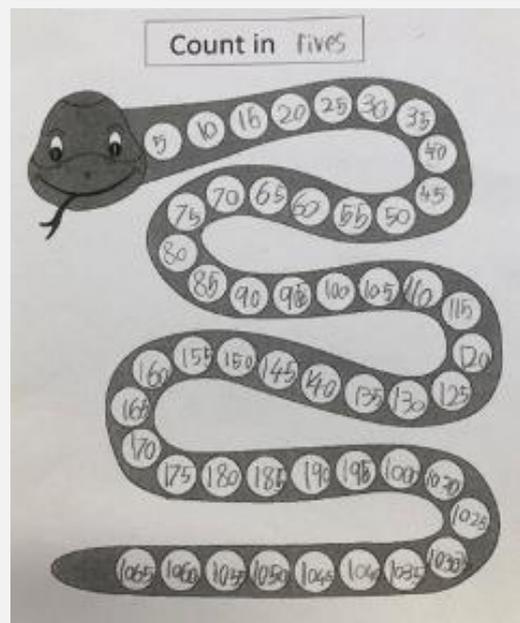
Wishing you a lovely week ahead,

R. Van der Lugt and L. Kim

This Wednesday, we hope to welcome Rev. Hagg to our class, who will instruct us about the role of the Holy Spirit.

On Thursdays, Mrs Kramer is helping us during Mathematics. It is great to have an extra pair of hands!

A very important mathematical concept is counting in 2s, 3s (Year 2), 5s and 10s.



## Years Three and Four

### Memory work

Year 3 Ps 33:1

Year 4 Ps 57:1

Text: John 16:13 due for Thursday 11 June

### Bible studies

Monday: Text reflection John 16:13

Tuesday: Moses born Ex 2:1-10

Wednesday: Moses grows up and flees to Midian Ex 2:11-25

Thursday: The burning bush Ex 3:1-4:18

Friday: Church studies: Believing in Christ

We have started to do our timetable drills. There is always much controversy about learning timetables. Is it necessary? How to do it? Can learning be made fun? In Year Three, students need to move away from adding numbers to find the answer. They are required to find faster strategies to find answers. Most mistakes in maths are calculation errors.

The most important part of timetables is understanding the concept. What is happening when numbers are multiplied? Second important is to understand when multiplication is used. These concepts are taught in class.

We are privileged with many resources to assist learning timetables. Drills, such as lists of times problems, digital games, board games, and songs are used to consolidate (learn) timetables. Timetables need to be practised often to imbed them in the brain. As our day is very full, I have chosen the fast learning opportunity of a drill (list of 15 times problems) to be completed every time students come in the class. The activity takes 3 minutes and allows students to practise their timetables.

While games are fun, not much purposeful learning happens because students are often distracted by the fun part of the game.

Playing timetable games at home, on the other hand, is a very useful activity. Consolidating learning, in a fun way, when you have enough time to complete a game. Spending time with your child and learning at the same time.

Knowing timetables by heart will enable all students to enjoy Maths more and achieve higher results. Some examples of concept learning are included.

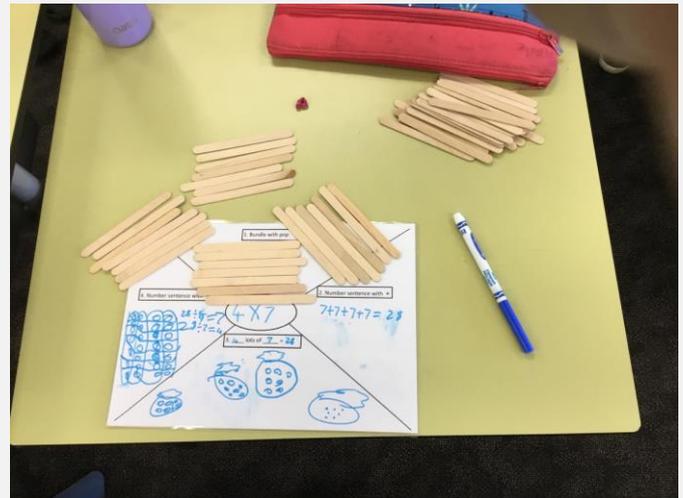
Ask your child to explain it to you 😊

May this week give us ample opportunity to work for God's glory.

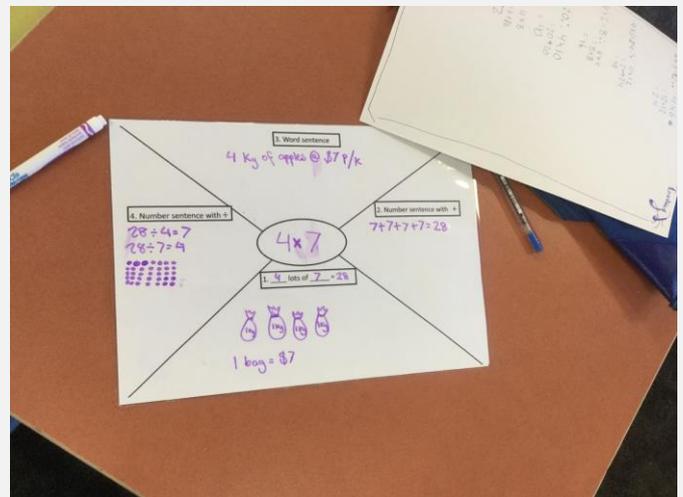
Greetings,  
Mrs D

Times placemat

Year 3 example



Year 4 example



Years Five and Six

**Important Dates:**

Wednesday: Family migrant research sheet

Friday: Sport

**Memory Work:**

Year 5 – Psalm 55:10

Year 6 – Psalm 51:4

**Devotions Roster:**

26 <sup>th</sup> May	Crystal	Psalm 105:7-11
27 <sup>th</sup> May	Matthew	Psalm 105:12-22
28 <sup>th</sup> May	Kaldon	Psalm 105: 23-28
29 <sup>th</sup> May	Ilze	Psalm 105:29-35
2 <sup>nd</sup> June	Sierra	Psalm 105:36-40
3 <sup>rd</sup> June	Tara	Psalm 105:41-45
4 <sup>th</sup> June	Ella	Psalm 106:1-5
5 <sup>th</sup> June	Acacia	Psalm 106:6-9

It all started with a book I received from a book loving family member, the kind that hides the colour of their walls with countless books. We began reading it two weeks ago in class and quickly became more and more enveloped in its content each day. It was Thursday last week and we had dug down to about chapter eight when I was confronted by Mr van der Plas in the staff room at knife point, as he smeared tomato flavoured tuna over his wholemeal bread. Being trapped between the fridge and the sink, he began asking me pointed questions about my choice of children’s literature. Not wanting to dig my own grave, I immediately excused my perceived poor choice of literature by blaming the person who had recommended the book to me in the first place, as a book for children. Seemingly unsatisfied with the answer, I went on to explain the way the children were captivated by the story and were begging to have the next chapter read to them at end of each reading session.

Across from the knife wielding Mr van der Plas stood Mr Kramer shovelling coffee into an already blackened cup of coffee. Judging by the expression on his face, he too was aware of the reason for the confrontation and I quickly positioned myself near the door as I planned my escape. As Mr van der Plas rose from his seat, I made a split second decision to stand and fight rather than run and be seen as a coward and loudly exclaimed “Holes!” spilling out the title of the book. It was as if an elephant left the room because all of a sudden all went calm and a rather civil conversation ensued. In short, I was asked to discontinue the reading of the book immediately as it is the subject of a book study that the middle school students complete in year seven or eight. The bell cut the conversation short and my feeble knees carried me back to the classroom, weakened by the thought of breaking the news to the students.

Burying my head in my hands I explained to the students my plight and promised to appease their hungry appetite for good literature the very next day. As I dug through my book collection that evening I was surprised to discover that I had the autobiography of Roald Dahl resting on my shelf.

Remembering the book as a recommendation from the man who put an end to my last book, I was confident I would be able to carry out the reading of this book to the back cover.

The story doesn’t stop there, however. As I wandered the playground the next day I confronted two boys who were milling around the tractor tyres trying to think of ways to fill their recess times. Tired of playing soccer, they proceeded to share their desire for digging a hole at the back of the oval; inspiration they had received from having heard the book read to them. With approval from the school headmaster, they began spading a patch of dirt that had been portioned to them to complete their chosen activity and within a matter of a day had shifted a reasonable amount of hard clay producing an average sized hole.

Before the school day had even started the next day there was a request from a student for a fourth shovel in order to join in with the digging. Demand didn’t slow down either. By the end of recess there was a total of six shovels given away, growing to upwards of ten by lunch recess with the school sheds being completely stripped of digging implements by the end of the day. By lunch time the following day, there were about 15 students, both boys and girls, moving dirt with a further 20 spectators watching on as six separate holes grew steadily in size, the deepest of which is now about one meter. Undeterred by hard clay, students have begun bringing their boots to school in order to jump harder onto the backs of their shovels, turning the site to resemble the trenches of world war one, or an archaeological dig in central Egypt. Rain from the weekend however is likely to put an end to this activity for the time being.

**Newsletter information:** In an effort to foster a love for writing and improve the quality of production in the class, we have begun having a ten minute free writing session every day of the week of which I am also a participant. This is followed by a short opportunity to read out a piece of writing and there is no shortage of volunteers. So far students have been excited to participate in the sessions and I plan to continue to factor this into the timetable each week.

Our HASS topic this term has centred around migration to Australia since Aboriginal occupation. Students will be completing a study of a person and event in relation to this and are to complete a small part of research related to this topic at home before Wednesday.

We have been steadily working through the remaining chapters of 2 Kings during Bible stories these past weeks and were happy to learn of the positive stories surrounding King Hezekiah in the middle of the godlessness displayed through his predecessor and counterparts. We hope to finish off 2 Kings in the next fortnight and move onto the New Testament.

Have a wonderful week in God’s shadow,

Dallas Slobe

dallas.slobe@frsa.asn.au , 0404150396

## Years Seven and Eight

### Reformed Christian Studies:

The past weeks we finished the life journey of Jacob and his sons. Israel moved from the land of promise to Egypt to live because of the famine. The coming weeks we focus on the oppression in Egypt and how the Lord sent Moses to deliver His people from slavery in Egypt. We focus on the plagues, the Passover and the Exodus out of Egypt.

### Mathematics:

Students did well in their Statistics test, and we are nearly ready for our next test. We are currently working on fractions. The year eight students finished this section. For them, it was revision; however, some students still struggle with the subtraction and division of mixed fractions and they get confused between the methods used with multiplication and the division of decimals with a decimal number as the divisor. All year eight students are currently busy with ratios and rates. A fundamental concept applied in a variety of daily life activities. We hope to finish the section on fractions with the year seven students by the end of this week after which they will also tackle rates and ratios. Coming Friday, 29 May, we write a test on decimals for the year seven students. They need to be able to compare, round and change a decimal into a fraction as well as apply the four operations with single and double-digit numbers. The year eight students will write their test on all the rational numbers; they also need to be able to change a recurring decimal into a fraction. Please let me know if this is too much for your child; I can turn this into two tests, the first on decimals and the second on fractions.

### Science:

The year seven students finished chapter 4 in the textbook, and they will write the final test on this section on Thursday 4 June. Students must break the chapter down and study a little each afternoon. We did a fair bit of revision on the different parts and students should not have a hard time recalling all the new concepts in this chapter. In the coming weeks we link into the end of this chapter; water—such an essential factor in our lives. The Lord already mentions the waters in the first chapter of the Bible and during Israel's desert journey we see again how important it was. We focus on the renewable and non-renewable resources and our tasks as the crown of creation. The year eight students write their test on physical and chemical change on the mentioned date. Our focus in the coming weeks changes to the physics component of the science, when we will look at energy and energy efficiency.

### Health

Students' extended responses to the questions on bullying which they began answering last term are due on Tuesday. Our current unit is focussing on the effects that alcohol has on the body.

### Humanities and Social Sciences:

Our study of economic markets continues, with a focus last week on how the price of a good or service acts as a signal to both consumers and producers. For consumers it rations their spending and for producers it signals whether to produce more or less of a certain product. We have also looked at how land, labour, capital and enterprise – the factors of production – influence market price. These concepts are quite abstract for students, especially because they do not have a lot of experience buying products. As a parent, it would be really helpful if you can talk about these sorts of things with your children as you come across them in daily life – e.g. why is the price of fuel going up over the weekend? Why do certain fruits and vegetables drop in price at certain times of the year? If you run a business, how do you decide what to charge for a particular product or service you sell? If you have bought something unusual recently, maybe a new car or appliance, what factors influenced your decision to buy *that* particular item? Conversations like this help link what we are learning at school to everyday life.

### English:

Our first in-class essay for the year is under our belt and we're now fully engaged in our topic on worldviews in preparation for studying the Wall-E film later this term. Last week we learnt that worldviews are based on values, which are things we hold dear. To demonstrate this we held an in-class auction using Monopoly money where students could bid for a number of values that were on sale, such as 'marriage,' 'having children,' 'being famous,' 'academic success,' 'being honest' etc. There was quite the bidding war over marriage, which sold for the highest price. I explain this activity not only to share what we're studying in class but also to dispel rumours that were circulating to the effect that students in Year 7 & 8 English were 'purchasing' spouses and children in class!

## Indonesian

### Kelas Tiga dan Empat

Starting with Indonesian again after a number of weeks not having it meant the shaking off of some cobwebs from the students' brains. We spent some time revising what we learnt in previous weeks before moving on to new material. Jam berapa sekarang? If you are not sure what that means just look at your clocks or watches. The term means "What time is it now?" and is the topic we are doing for a couple of weeks. I will have different expectations for the year 3's and 4's as to telling the time in Indonesian. The year 3's should be able to do to the ½ hour, whereas the year 4's should include the ¼'s. I have also given the students a review sheet for common terms and words they should know. I ask that they try to revise these every day for 5 minutes or so, so that the words become a little more ingrained in their memories. The students will have a small test on telling the time in Indonesian next week Thursday.

### Kelas Lima dan Enam

The year 5&6 class is also learning about time in Indonesian. They will however need to bring it up a notch over the 3&4 class and look at the various times, be it 5, 10, 12 past/to the hour, as well as the ½ and ¼ hours. The students will receive a test on telling the time next week Thursday.

### Kelas Tujuh dan Delapan

Anda suka warna apa? Anda memakai pakaian apa? Kapan kamu lahir? The students have been learning about colour, clothing and birthdays over the last couple of weeks. This coming week they will have a vocab test and they will be required to start a task describing colours and clothing. I ask that the students please bring clothing advertising to school (Kmart, Big W or Target) that comes in the usual junk mail so that they can use it for their assignment task.

### Kelas Sembilan

The year 9's are busy working through some tasks that they would think is some of the basics they have covered before. However, we are revising some of the basics that have been done before while 'bringing it up a notch'. We are looking more closely at grammar structure while also looking at vocabulary for types of jobs as well as being a student. We also tie in cultural aspects of appropriate ways to address people.

## Years Nine and Ten

### English:

The students had to have finished reading their novel for the term, "Lord of the Flies" by the end of last week. The novel is interesting as it tries to look at the nature of mankind and how quickly people can start to act like savages when left to their own devices. Many modern interpretations of the novel however fail to assess it from the aspect of man's fallen nature, something that is evident as we work with material surrounding the book. However, the students have thankfully been able to investigate the book from a Christian perspective looking at man's sinful nature as opposed to the 'inner savage'. This week we will finish off some chapter reviews as well as starting to look at the main characters of the novel in more detail, leading to our next assignment piece.

### Reformed Christian Studies:

Our study of the book of Samuel has taken us to the point where Israel demanded that he give them a king so that they could be like the nations around them. This was an act of rebellion against God, and the weakness of Israel's subsequent kings was made very apparent in the brief presentations students made to the class about the life of one prophet and the messages he spoke to one of the kings. Time and time again the prophets had to call the kings to repentance and reprimand them for leading Israel astray. Having studied the first eight chapters altogether students are going to break off and complete individual assignments this week examining different aspects of chapters 9 to 15 in more detail.

### Mathematics:

Students finished the chapters on algebra. The test on this section of the work is on Friday, 29 May. The year 9 test, chapter 4, and the year 10 test, chapter 3, will focus on the simplification of expressions, Expansion of brackets, factorising and for some students algebraic fractions. Students can apply different forms of transformations. In the next two weeks, we focus on similarity and congruency.

### Science:

This week we finish our biological studies of the ecosystems, and we look at the natural and human impact on the ecosystems. Students will look at some videos and relative activities from ClickView and Education Perfect. They will find an outline on One Note. A test on this section of the work, chapter 9, is set for Thursday, 4 June. During week 16, our focus moves to the earth and space science, more specific, plate tectonics.

### Health

Having studied the different categories of drugs (stimulants and depressants) students are now looking at the effects of alcohol. As students are at an age where they will soon need to make choices about alcohol consumption, it is important for them to have a solid, Christian perspective on it to act as a foundation to the choices they make. For this reason students are working on a 1500-word article about a Christian response to alcohol, and I'm grateful that Miss Van der Plas from the JCCC library in Armadale has digitised a number of Reformed Journal articles for the students to use and made them into an online guide. You're welcome to have a look at these as well and may find them useful for your own conversations with your children about this topic. You can find it via <https://tinyurl.com/y7l6hzm5>. The article by Rev I. Wildeboer is particularly recommended. It is a high-impact article in which he argues that alcohol abuse and pornography are the two biggest cancers affecting the life of Christians. Well worth a read!

### HASS

We continue to study the Industrial Revolution. Last week the students submitted their Google Earth tasks tracking the movements of people around the time of the Industrial Revolution. Last week and this week we will be examining the beginnings of the Industrial Revolution and the impact it had on people. We will start a new task this week, "The Worst Jobs in History – Industrial Revolution", where the students will examine some of the types of jobs that people used to have to do at the time...I'm sure they'll appreciate that many of these lines of work no longer exist, or are at least a lot more safer to do.

# Homework Sheet

	Monday	Tuesday	Wednesday	Thursday	Friday
Kindy/Pre-Primary					
Year 1 & 2	Hymn 67:1	Library	Visit Rev Hagg	HASS: Practise Home Address	Spelling Test Sport
Year 3 & 4	Indonesian – revise vocab sheet (5 min/day)	Library Sport			Facts of the Week Spelling test Psalm recite
Year 5 & 6		Library Devotions: Crystal	Devotions: Matthew	Devotions: Kaldon	Yr 5: Ps 55:10 Yr 6: Ps 51:4 Devotions: Ilze
Year 7 & 8	Math: Revision 10min/study test	Library Health: extended-answers on bullying. Math: Revision 10min/study test	Math: Revision 10min/study test Indonesian – Vocab Test & Find clothing “junk mail”.	English: Spelling (list 25) & Education Perfect (Active/Passive voice, complex sentences) Math: Revision	Math: Test
Year 9 & 10	Math: Revision 15min/study test	Library Math: Revision 15min/study test	Math: Revision 15min/study test	Math: Revision 15min/study test	Math: Test

Primary School Text Memorisation: John 16:12,13

Due: Week 16

Year 1 & 2	Year 3 & 4	Year 5 & 6
<sup>13</sup> He will guide you into all truth;	<sup>13</sup> However, when He, the Spirit of truth, has come, He will guide you into all truth;	<sup>12</sup> I still have many things to say to you, but you cannot bear <i>them</i> now. <sup>13</sup> However, when He, the Spirit of truth, has come, He will guide you into all truth;

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Total: \$10,767.45

Bush play

