Parent Information Evening
27 April 2017
What is NAPLAN?

- NAPLAN is the acronym for National Assessment Program – Literacy and Numeracy.
- These are National tests administered to every student in Years 3, 5, 7, 9
- All students participate in the tests on:
  - 9 language conventions & writing
  - 10 reading
  - 11 numeracy May 2017
How do I read the results?

- Each student can achieve within a scope of 6 Bands

- Year 3
  - Bands 1 – 6
    - (National Minimum Standard – Band 2)

- Year 5
  - Bands 3 – 8
    - (National Minimum Standard – Band 4)

- Year 7
  - Bands 4 – 9
    - (National Minimum Standard – Band 5)

- Year 9
  - Bands 5 – 10
    - (National Minimum Standard – Band 6)
Which tests do students participate in?

- **Reading** – comprehension and use of text types
- **Writing** – using the features of language and literacy to construct a text
- **Language Conventions** – use of spelling, grammar and punctuation
- **Numeracy (Non-Calculator)** – knowledge and use of concepts in number, patterns and algebra, measurement, space, chance and data
- **Numeracy Calculator** (Years 7 & 9 only) – knowledge and use of solving multi-step questions requiring more thought processing
What happens at school?

- The curriculum of the school exposes students to the concepts needed to achieve well. NAPLAN ‘tests’ the elements/content of ACARA, therefore the key concepts of the tests are being taught as part of our normal teaching and learning routine across all Year levels.

- Teachers plan learning experiences for the students that will provide opportunity to develop knowledge and understanding of the concepts.

- Students use their skills in class to demonstrate their knowledge and understanding of concepts.

- Teachers refine learning experiences to suit the needs of the students when they are experiencing success or difficulties.
What happens at school?

- As part of our normal school routine, we provide a process of on-going diagnostic testing using the DRA system (for reading) and ‘Words their Way’ for spelling as well as using diagnostic testing tools aligned with the National Curriculum for Numeracy and school assessments to provide teachers with a clear understanding of your child’s strengths and areas to work on from P-6 throughout the school year.
- Individualised teaching and learning strategies are constructed according to needs.
What happens at school?

**Additional support for all classes**

- Previous tests are administered early in term 1 and used as ‘diagnostic tools’ – this means that we use the information from the results to further inform our teaching and learning processes in the classroom.
- We identify weaknesses in understanding of concepts and content and group students accordingly.
- We construct groups across 2 classes with 3 or 4 teachers – this allows us to focus our teaching on ‘needs’ basis.
- These groupings occur in Numeracy and Literacy.
What happens at school?

- Practice test week 2 (2016 NAPLAN tests) to:
  - Get them used to the testing environment and behaviours
  - Provide us with details about how we can support students in the actual test
How can I help at home?

- Talk about test taking as a normal part of student and school routines which they will continue to encounter throughout life – encourage them to try to work independently and ‘have a go’

- Develop your child’s confidence by encouraging them to try their best

- Encourage students to approach the week in a relaxed and comfortable manner, it is really just another day at school
Reading

- Listen to your child read and read to your child
- Expose children to a range of texts – stories with a message, poems, newspaper items, information texts, letters, book and movie reviews, maps, graphs
- Help them to expand their vocabulary
- Ask questions about what they are reading, have them recall detail from texts
- Encourage them to highlight texts when they are reading, eg. key points, difficult words, main ideas
While reading the text......

- Ask questions such as.....
  - What other words could be used?
  - What does that sentence/phrase mean?
  - Who is talking? (use when there are conversations between characters)
  - Why do you think that is happening/ has happened?
  - What do you think the writer means?
  - What is the purpose of the text (ie. why do you think the writer created the text)?
  - Use who, what, where, when, why, which and how questions
# Honey bees

The honey bee sucks nectar from flowers using its long, tube-like tongue and stores the nectar in its nectar sac. A bee’s nectar sac is also known as a honey stomach. If the bee gets hungry, some nectar is released from its honey stomach and passed to its real stomach to give the bee energy.

When the bee’s nectar sac is full, the bee returns to the hive, where it passes on the nectar to other worker bees.

The honey is used to feed the larvae that have been produced by the queen bee. Within a few weeks the larvae will develop into fully grown bees. Soon, young honey bees will be flying around looking for nectar...

Inside the hive, the bees chew the nectar to reduce its water content. The nectar needs to thicken to become honey. The bees then put the nectar into the cells of a structure called a honeycomb. The bees also fan their wings to dry the chewed-up nectar, helping it turn into honey.

When the honey is thick enough, the bees cover the cells of the honeycomb with a layer of beeswax. The beeswax comes from glands on the sides of the bees’ bodies.

## Reading Comprehension

Read Honey bees on page 4 of the magazine and answer questions 13 to 19.

<table>
<thead>
<tr>
<th>Question</th>
<th>Options</th>
</tr>
</thead>
</table>
| 13 | The purpose of the text is to show  
- how honey bees fly  
- where honey bees live  
- how honey bees make food  
- how honey bees talk to each other |
| 14 | What do the arrows show in the text?  
- which picture belongs with each box  
- the order to read the information  
- which piece of information is the most important  
- the direction that honey bees move around the hive |
| 15 | A honey bee uses its tongue like  
- a fine comb  
- a long spoon  
- a sharp needle  
- a drinking straw |
| 16 | How do honey bees turn nectar into honey?  
- by adding beeswax to the nectar  
- by storing the nectar in their nectar sacs  
- by reducing the amount of water in the nectar  
- by passing nectar between the honey stomach and real stomach |
A pirate's life for me

Have you ever thought about being a pirate? You may have read about pirates in stories and thought that it would be a great life. Pirates sail all day and never have to go to school. But think again! A pirate's life may not be as much fun as you think.

Food is not easy to find at sea. There are no refrigerators onboard so you can forget about eating fresh food. Meat goes bad after just a few days. Dry food like flour and bread has weevils and other nasty creatures crawling inside. Imagine eating a sandwich full of insects or meat served with maggots.

Pirates' hammocks are often hung over barrels of stored food. That's the perfect place for rats and mice to live. If you become a pirate you could wake up each morning sharing your bed with a few friendly rodents.

Going to the toilet is not that easy either! Over the side of the ship is the only place for this. Rough weather makes this really tricky, even for the most experienced sailor.

It's not all plain sailing on a pirate ship. Some of the time you will have to do battle with other large, hairy pirates with long swords, huge guns and very loud cannons. This could be extremely dangerous — deadly even!

So if you are thinking of being a pirate, maybe you should go back to school and find out a few more facts before you set sail. Being a pirate might not be as much fun as you think.

Calvin's birthday

Calvin waited outside Trudy's bedroom. Then it happened—a scream, a very loud scream. Calvin ran to his room and dove into bed. He heard Mama coming down the hall.

"Did you do this?" his mother asked. Calvin looked out from under the covers. His mother stood over him, holding a rubber spider.

"Do what?" he asked.

"You put that thing in my bed," Trudy said him, stepping out from behind Mama.

"Don't think that just because it's your birthday you can get away with something like this," Mama scolded.

"You do want your present don't you?" That wiped the smile off Calvin's face.

"Course I do," he said.

"Then you apologize."

Calvin dropped his head. "Sorry Trudy," he muttered.

"Here," Mama said. "Happy birthday." At the breakfast table she handed Calvin an envelope. Inside were tickets to the matinee show of Lomax the Magnificent, the world famous magician and hypnotist. "You've got two tickets there, Mama said, "and I know someone who'd really love to go along."

She smiled at Trudy.

"You don't mean him, do you?" Calvin asked, eyeing his little sister.

"Well that would be really nice. But those tickets are yours.

"If you want to ask somebody—" Calvin didn't wait for his mother to finish. He bolted out of the house to tell Rodney, his pal next door that the two of them were going to see Lomax the Magnificent.

To find out what happened after the show, and the rest of the story, Proclaim! by Chris Van Allsburg.
Writing

- Encourage your child to write any text – this helps them concentrate and become confident.

- Ask your child to proofread their work before you look at it with them – spelling, punctuation, paragraphs.

- Encourage your child to write neatly and to plan their writing, eg. Who is their audience, what are the best words they could use to communicate meaning?

- Listen to your child read what they have written and help them understand where punctuation should be used in the text.
While writing tasks together …

- Help your child with…..
  - Reading a paragraph after it is written to check it sounds right
  - Knowing when to put a punctuation mark – statement, question, exclamation, comma
  - Encouraging them to try to be brave with their spelling – they should not be scared to attempt more challenging words
Keeping animals in cages is cruel

Animals can be put in cages for many reasons. Some people believe that keeping animals in cages is cruel.

What do you think?
Do you agree or disagree with this point of view?
Maybe you see both sides of the issue.
Decide what you believe.

Write to convince a reader of your opinions.
Start with an introduction — introduce your ideas to the reader and get them interested by clearly stating what you think about the topic.
Give your opinions — make your ideas sound convincing by giving reasons and using evidence to explain and expand on them.
End with a conclusion — write a final paragraph that sums up your ideas, completes your argument and convinces the reader of your opinions.

Remember to:
- plan your writing
- write in sentences
- pay attention to your spelling and punctuation
- choose your words carefully to convince a reader of your opinions
- check and edit your writing so that it is clear for a reader.
Writing task

Some children don’t always do what’s right. Sometimes they find themselves in trouble. Write a story to tell what happened here...

Tell the story so that it’s exciting, funny or sad. Explain how the characters felt and what they thought as the story took place.
Language Conventions (Spelling, Grammar, Punctuation)

- In the context of reading, discuss the punctuation and grammar and how it adds meaning
- Discuss spelling patterns, where words come from and build words together
- Encourage your child to proof read their work and the work of others
- Encourage your child to use words with similar meanings and words with opposite meaning to build their vocabulary
## YEAR 3 Language Conventions

<table>
<thead>
<tr>
<th>Name ........................................</th>
<th>Date ..................................</th>
</tr>
</thead>
</table>

There is one spelling mistake in each sentence. Shade the bubble under the spelling mistake.

1. The sports cars were raising around the track.  
   ![Corrected](1)

2. The sailors found the wreck of a pirate ship.  
   ![Corrected](1)

3. The school captain was given his bage at parade.  
   ![Corrected](1)

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

4. I **cen** ride a bike.  
   **can**

5. Two slices of **bred** make a sandwich.  
   **bread**

6. You need **boyling** water to make jelly.  
   **boiling**

7. Mum put a **bunch** of flowers in the vase.  
   **bunch**

8. My best **freind** plays games with me.  
   **friend**

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## YEAR 5 LANGUAGE CONVENTIONS

The spelling mistakes in these sentences have been circled. Write the correct spelling for each circled word in the box.

1. Use a sharp knife to cut **tomatoes**.  
   **tomatoes**

2. A mysterious **packij** arrived the next day.  
   **package**

3. The **cata** grazed quietly in the pasture.  
   **cattle**

4. The hut was covered in **shrubbery**.  
   **shrubbery**

5. The boys were deep in **discusion**.  
   **discussion**

Each sentence has one word that is incorrect. Write the correct spelling of the word in the box.

6. The harsh dessert climate was severe.  
   **desert**

7. By whimining and then screaming, the todler was getting his own way.  
   **whimpering**

8. The Komodo dragon is the world’s largest lizard.  
   **Komodo**

9. The solution to such a complex problem seemed plorable.  
   **plausible**

10. As the horses thundered along, the cattiga swayed alarmingly.  
    **carriage**
Numeracy

- Incorporate numeracy and the 5 strands into everyday activities
  - Number – number facts and counting
  - Space – where can different shapes be seen
  - Patterns and Algebra – what is missing from the equation
  - Measurement – talk about different methods of measuring
  - Chance and Data – talk about possibilities of things happening

- The Literacy of Numeracy - ‘reading’ the entire numeracy question before they start
Numeracy

- Using everyday activities that require numeracy concepts…
  - Using money to purchase items and for addition, subtraction, number facts
  - Using time around the home to recognise how long jobs take, cooking, travelling, calendars
  - Measuring distance for walks, cycling, recipes
  - Ask your child to explain the maths strategies they are using in class
  - Construct ‘problems’ for your child
What does Australian Curriculum expect?

- **Understanding**
  - (connecting, representing, identifying, describing, interpreting, sorting)

- **Fluency**
  - (calculating, recognising, choosing, recalling, manipulating)

- **Problem solving**
  - (applying, designing, planning, checking, imagining)

- **Reasoning**
  - (explaining, justifying, comparing and contrasting, inferring, deducing, proving)
What does Australian Curriculum expect?

- Addition and subtraction facts by Year 3
- Multiplication and division facts by Year 4
- A greater focus on mental methods to prepare students for real world situations
- A range of written methods (not just the one method)
- Students to choose methods and strategies to suit individual problems
Year 3 – Set 5

Name .............................................. Date ................................

1 Which number is 100 bigger than 11?
   10011  1011  111  101

2 Tim bought a juice and a sandwich.
   This picture shows how much they each cost.

   $2.30  $3.50

   What is the correct change from $10.00?
   $5.80  $5.20  $4.80  $4.20

3 The difference between 56 and 72 is
   16.  24.  28.  128.

4 Which one of these shapes has been flipped over the dotted line?

Year 3 – Set 1

Name .............................................. Date ................................

1 Which number is 10 more than 494?
   ○ Four hundred and four
   ○ Four hundred and fourteen
   ○ Five hundred and four
   ○ Five hundred and fourteen

2 Which shape below has the largest area?

3 This bag costs 95 cents.
   Anna has 40 cents.
   How much more money does she need to buy this bag?
   ______ cents

4 Sarah made 18 cup cakes.
   She shared them equally on 8 plates.
   How many cakes were on each plate? ______
1. The shaded area on this grid, in square units, is closest to 15, 18, 20, or 21.

2. What is the next number in this pattern? 630, 760, 890, ________

3. The time on this clock is the same as 7:15, 7:45, 8:40, or 8:45.

4. 9632 ÷ 8 = 124, 179, 1079, or 1204.

5. Which one of these rectangles has an area of 40 square units and a perimeter of 26 units?

6. Between them, Elle and Gavin have collected 90 cards. Elle has 16 cards more than Gavin. How many cards does Gavin have?

7. The coach of a netball team cuts 5 oranges into quarters and puts them in a bucket. During a break in the game, each of the 7 team members eats half an orange. How many quarter-oranges are left in the bucket after the break in the game?

8. A 3D shape has 5 faces and 8 edges. Which one of these could be this shape? Octagon, Pentagon, Triangular prism, or Square-based pyramid.
What now?

- Ensure you have the equipment for your child to take with them on the days of each test
- Prepare your child for the day by making sure they get into the pattern of going to bed early and having a good breakfast and provide them with good food and water throughout the day
- Stay calm and relaxed, it is only a test in time and does not effect student results
- Results are posted home in August/September
8.6.8 The following items are NOT permitted in the test area under any circumstances:
  • mobile phones (principals must ensure that students are notified that mobile phones are not permitted)
  • rulers.

8.6.9 Test administrators must ensure that students take only the items permitted into the test area.

The items permitted are:
  • pencils or pens (as specified by the TAA)
  • pencil sharpener
  • eraser
  • one blank piece of paper for planning in the *Writing* test, which is to be collected by the test administrator at the end of the test
  • one blank piece of paper for working in the *Numeracy* tests, which is to be collected by the test administrator at the end of the test
ICT skills

NAPLAN Online requires students to confidently use a computer or device in at least seven ways. These interactions may change as new technologies become available.

1. Locate and select an answer from a list
2. Type an answer
3. Read the screen and navigate web pages
4. Manipulate objects on screen
5. Read and comprehend digital texts
6. Plan and compose text using word processing
7. Listen using a headset
If you have further questions about participation or support in the testing period, please direct these to Admin.