



Moulamein Public School

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2023 Term 3 Week 2

Principal Message

Welcome to Term 3!

It was fantastic to see our students excited to return to school ready to engage in their classroom learning and extra curricula activities. We have a very busy term ahead and have planned some exciting new learning opportunities for students and also parents. More to come! Term 3 includes: Education Week, Book Fair and Book Week, school assemblies, Creative Arts Workshops, Gymnastics and Technology workshops.

Education Week

Next week is Education Week! This year's theme is 175 years of public Education in NSW and focuses on learning from our past, celebrating our achievements and embracing the future with confidence.

A note will go home this week inviting parents to our:

- Year 3-6 Spelling Bee Final- Monday 31st July
- Open Classroom Activity, Merit Assembly and BBQ- Thursday 3rd August
- Parent/teacher interviews at request

Department of Education Draft plan for NSW Public Education

Have your say on our plan for NSW public education! The NSW Department of Education are developing a plan for NSW public education and they want to hear from parents, carers, students and broader school community. The draft plan sets aspirations for every learner and has been informed by our teachers, school leaders, education partners and others in our education community, and their experiences working with students across the state. We invite all staff, education partners and our school communities to have their say on our new plan for public education in NSW.

Your voice will help shape our future. What we do now will influence and change outcomes for an entire generation of students – right from early childhood, through to schools and pathways into their first job, vocational education, or university.

We invite you to have your say by completing an online engagement platform. <https://education.nsw.gov.au/about-us/campaigns-and-initiatives/draft-plan-for-nsw-public-education>

The 2023 NAPLAN results for students in Years 3 and 5 will be sent to the schools this week and be given to parents when possible. Whilst there has not been a change in what NAPLAN assesses, there is change in how the results are presented to parents. NAPLAN continues to measure student achievement in numeracy, reading, writing, spelling, grammar and punctuation. From 2023, proficiency standards replace the previous reporting of student NAPLAN results that used numerical bands and the national minimum standard. Proficiency standards describe what students are expected to know and should be able to do in literacy and numeracy at the time of NAPLAN. There is a proficiency standard for each test area within each year level. Students' results are measured against 4 levels of proficiency:


- **Exceeding:** The student's result exceeded expectations at the time of testing.
- **Strong:** The student's result met challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicated that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

Teachers are continually assessing the progress of students. NAPLAN is one assessment used by the teachers to monitor student progress. If you have any questions regarding your child's NAPLAN results, please contact to your child's teacher.

As a school we find students have difficulty staying focused in NAPLAN tests that are on-line compared to when they were completing paper and pen tests. Since swapping to an online assessment our results have not been as good as in previous years. This is still the case. Year 3 Writing tests are completed with a pen and paper and therefore our Year 3 writing results were strong. As the students get older and with more maturity, our results are stronger and they maintain their concentration levels throughout the online testing platform.

NSW Education Standards Authority

NAPLAN 2023 results:
Information for parents and carers



What's changing?

From 2023, proficiency standards replace the previous reporting of student NAPLAN results that used numerical bands and the national minimum standard.


What are proficiency standards?

Proficiency standards describe what students are expected to know and should be able to do in literacy and numeracy at the time of NAPLAN.

There is a proficiency standard for each test area within each year level.

Students' results are measured against 4 levels of proficiency:

- **Exceeding:** The student's result exceeded expectations at the time of testing.
- **Strong:** The student's result met challenging but reasonable expectations at the time of testing.
- **Developing:** The student's result indicated that they are working towards expectations at the time of testing.
- **Needs additional support:** The student's result indicated that they did not achieve the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.



Has there been a change in what NAPLAN assesses?

No, there has not been a change in what NAPLAN assesses. NAPLAN continues to measure student achievement in numeracy, reading, writing, spelling, grammar and punctuation.

Detailed information on the knowledge and skills being measured in each NAPLAN assessment is available at www.nap.edu.au

Your child's teacher can provide more information into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might need.

Why has the reporting changed?

Proficiency standards provide clearer information about a student's NAPLAN achievement based on reasonable expectations of what students should be achieving at the time of testing.

The standards will allow you and your child's teachers to easily identify areas of strength, as well as any areas that may need more support.

How do I know if my child is meeting expectations?

A result in the Exceeding or Strong level means your child has met and/or exceeded expectations for their current stage of schooling.

A result in the Developing or Needs additional support level means your child has not yet demonstrated they are meeting expectations for their year level at the time of testing.

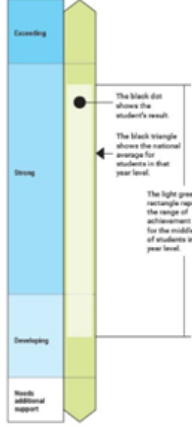
The results are simple to interpret and will allow you to easily identify areas where your child may require additional support.

How will proficiency standards appear on individual student reports (ISRs)?

The report shows 4 levels of proficiency - Exceeding, Strong, Developing and Needs additional support.

A student's result is shown as a black dot on an achievement scale for each assessment area, which shows increasing levels of knowledge, understanding and skills demonstrated in the assessments.

The new report continues to show each student's achievement against the national average (black triangle) and the range of achievement for the middle 60% of students in their year level (light green rectangle).



What skills are expected at each proficiency level?

Proficiency levels are set at a challenging but reasonable level expected for your child at the time of NAPLAN testing, based on what has been taught in previous years of schooling.

Page 4 of the ISR includes a summary of the skills expected at each level of proficiency.

Detailed proficiency level descriptions are available at www.nap.edu.au

Can I check my child's progress against previous NAPLAN reports?

Results from 2023 cannot be directly compared with results from 2008 to 2022 as:

- all schools now complete NAPLAN online
- the tests are held earlier in the year
- a new measurement scale that is more suited to the online tests has been introduced.

Questions?

If you have any further questions, please contact your child's teacher in the first instance.

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

NSW Education Standards Authority
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Student report 2023 Year 3

National Assessment Program — Literacy and Numeracy

What is the NAPLAN proficiency standard and what is assessed?

The proficiency standard for each assessment area (numeracy, reading, writing, conventions of language) is set at a challenging but reasonable expectation of learning for the student at the time of NAPLAN testing. There are 4 levels: **Exceeding**, **Strong**, **Developing** and **Needs additional support**.

Questions in NAPLAN tests are based mostly on the literacy and numeracy skills students have been taught in previous years of schooling. A few questions assess additional content from the year of testing and the following year. These questions have been designed so that they can be answered using strategies students have learnt in previous years.

NAPLAN results should be considered together with school assessments and reports.

Where can I find further information?

Your child's teacher can provide insight into how your child's NAPLAN result relates to their other school-based assessments and classroom learning, and any additional support your child might require.

The below table provides summaries of the types of skills typically demonstrated by Year 3 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit www.naplan.edu.au.

Numeracy	Reading	Writing	Conventions of language
Exceeding Comprehends numbers beyond 1000. Solves problems involving number sentences. Solves problems involving number patterns. Comprehends number patterns involving addition, subtraction or multiplication. Measures using metric units and scaled instruments. Calculates duration. Identifies features of combined shapes and objects. Describes a position or pathway on a map using key features. Identifies and compares information in a table or graph, with a one-to-many key.	Makes meaning from texts of increasing complexity and technicality about less familiar topics. Reads using knowledge of phonics, grammar and context, and how words are made up of meaningful parts. Applies knowledge of text structures and language features to navigate the text. Correct information, make inferences and evaluate a perspective. Identifies and interprets purpose and audience.	Writes a suitably structured text with some development of ideas, some premise or topic-specific language and narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spelt correctly.	Correctly spells, and identifies errors in, many one- and two-syllable words with regular spelling patterns, and some words with less common spelling patterns, including some unfamiliar vocabulary for the year level.
Strong Comprehends numbers to 1000. Represents quantities using partitioning. Determines a fraction of a whole. Solves problems and number sentences. Continues number patterns by adding or subtracting a constant. Reads time to the minute. Solves problems using a calendar. Compares between units of time. Identifies features of shapes and objects. Draws and follows directions. Uses relative positions to describe a location. Represents data in graphs or tables.	Makes meaning from a range of texts on familiar topics with some unfamiliar content or increasingly complex ideas. Reads texts with structures that both support and extend independent readers. May decode some unfamiliar vocabulary using knowledge of how words are made up of meaningful parts and phonics. Applies some knowledge of text structures to make meaning and inferences, and connect and sequence ideas.	Writes a text with some parts of a suitable structure and some related ideas. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spelt correctly.	Correctly spells, and identifies errors in, many one- and two-syllable words with regular spelling patterns, within familiar vocabulary for the year level.
Developing Quantifies and compares collections to 100. Solves problems involving number sentences with operations. Continues increasing and decreasing number patterns. Measures using informal units. Reads time to the hour and half hour. Orders duration of events. Names and compares shapes and objects by their features. Uses everyday language to describe location on a map. Interprets data displayed in a graph or table. Identifies questions to gather information.	Makes some meaning from short, simple texts with familiar content and themes. Reads texts that have predictable text and sentence structures, use familiar everyday language and decodable vocabulary, and provide pictures to support unfamiliar words or ideas. Makes connections between clearly stated information and between text and pictures. Makes simple inferences to draw conclusions.	Writes a simple text with some parts of a recognizable structure, using everyday language. The text begins to show elements of persuasive text features. There is some correct formation of sentences. Some simple punctuation is correct. Simple words are spelt correctly.	Correctly spells, and identifies errors in, some frequently used one-syllable words with simple spelling patterns.
Needs additional support Connects quantities, number names and numerals to 20. Identifies a fraction of a whole or collection. Adds and subtracts numbers to 20. Continues patterns with objects, shapes and numbers. Measures length informally. Sorts shapes and objects using their features. Uses positional and ordinal language to identify and interpret location. Interprets data displays including tally tables and picture graphs. Classifies information gathered by questioning.	Makes some meaning from very simple texts with content that reflects everyday experiences. Reads texts that have short sentences, common words and high-frequency vocabulary, and include pictures to support unfamiliar words. Locates some clearly stated information.	Writes a short simple text with familiar ideas, using everyday language. The text may include some narrative or persuasive text features. The text may have some short sentences with correct word order. Punctuation may be minimal. A few simple words are spelt correctly.	May identify or correctly use a small range of grammar and punctuation conventions in short sentences.

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AUSTRALIAN CURRICULUM, ASSESSMENT AND REPORTING AUTHORITY

This report shows the results for

NAPLAN is a national assessment to see how your child's literacy and numeracy skills and understanding compare against national standards.

This report should be considered together with school-based assessments and reports. Use this report for conversations with your child's teacher, who will have additional insight into your child's progress.

NAPLAN is the only national assessment that all Australian students have the opportunity to undertake. Literacy and numeracy skills are the critical foundation for other learning.

From 2023, student achievement in NAPLAN is measured against proficiency standards that provide parents and carers with clear information about student achievement. These replace the previous NAPLAN bands.

In March 2023, national literacy and numeracy assessments were administered to students in Years 3, 5, 7 and 9 throughout Australia. This report shows your child's achievement in those assessments.

Numeracy assessment

Students were assessed on number and algebra, measurement and geometry, and statistics and probability. Students were required to use mathematical knowledge, skills and understanding in a variety of contexts.

Literacy assessment

The literacy assessments include reading, writing and conventions of language.

Reading

Students were required to read a range of texts similar to those used in Year 3 classrooms and to answer questions to show their understanding of the material.

Writing

Students were instructed to respond to a writing prompt. They were required to generate and organise ideas, and demonstrate their skills in vocabulary use, sentence structure, spelling and punctuation when responding to the prompt.

Conventions of language

Students were required to identify and correct spelling errors, and answer grammar and punctuation questions.

Student report 2023 Year 3

National Assessment Program — Literacy and Numeracy

How to read the student report

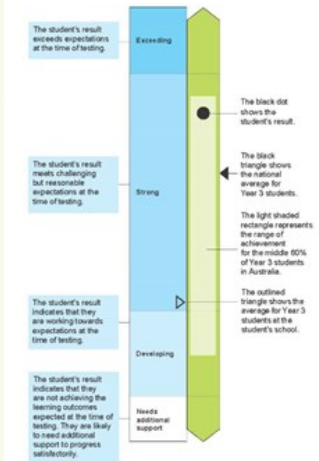
A student's result is shown on an achievement scale for each assessment area. Below is an example of the scale.

Your child's results are shown on the inside pages of this report.

The achievement scale represents increasing levels of knowledge, understanding and skills demonstrated in the assessments.

Your child's results are shown by a black dot on each scale, along with:

- proficiency levels representing what students know and are able to do at the time of NAPLAN testing (blue column)
- the national average (black triangle)
- the range of achievement for Year 3 students (light shaded rectangle)



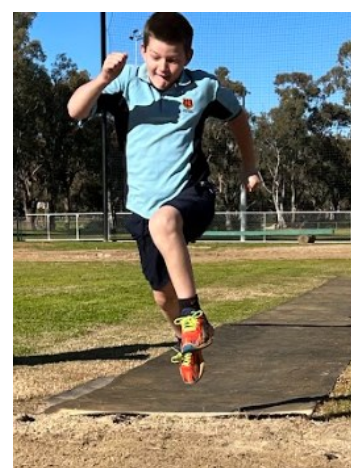
End of Year Art Exhibition at Moulamein Art Gallery

Over the next two terms students will be working on art works for an exhibition at the local art gallery. We thank the Moulamein Art Gallery committee for agreeing to host an exhibition for our students. Students will participate in regular art lessons as well as a few workshops to be ready for the exhibition. We also would like to invite parents to come in and work with students on a collaborative piece to display at the gallery. More details will be released shortly and a note will go home inviting Year 3-6 parents to a workshop with the students and Mrs Wilson. This is very exciting for our students and the community.



Athletics Carnival

Last Thursday and Friday we had our Athletics Carnival for students aged 8 and over. I would like to thank staff for all their hard work after hours to make this happen. In particular, I would like to thank Mrs Cathy Mertz and Miss Laura Wilson for their organisation and Brett Wilson for his work in preparing the track and field events. It was a great few days and our students participated whole heartedly and tried their best throughout each event! The participation rate was really high for our students and we were proud of the students who set their own personal goals to complete







Jennie Wilson - Principal