Year One Information Session

Reporting and “How to” Mathematics
**Key Information #1**

**Stages and Stage Outcomes:**

Achieve the outcomes over a stage. Kindergarten is the only stage that has students achieve the outcomes over a year.

<table>
<thead>
<tr>
<th>Early Stage One</th>
<th>Kindergarten</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage One</td>
<td>Year 1 and Year 2</td>
</tr>
<tr>
<td>Stage Two</td>
<td>Year 3 and Year 4</td>
</tr>
<tr>
<td>Stage Three</td>
<td>Year 5 and Year 6</td>
</tr>
</tbody>
</table>
A – E Common Grade Scale

The Common Grade Scale shown below can be used to report student achievement in both primary and junior secondary years in all NSW schools.

The Common Grade Scale describes performance at each of five grade levels.
The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
Pat has demonstrated **extensive** knowledge and understanding of the **content and structure of an information report**. Detailed information has been provided and the report is **well organised in paragraphs**. **Simple and compound sentences** have been used. **Technical language** has been incorporated and strategies have been **applied to spell words** correctly. *This work sample demonstrates characteristics of work typically produced by a student performing at grade A standard midway through Stage 1.*

The student has an **extensive knowledge and understanding of the content and can readily apply this knowledge**. In addition, the student has achieved a **very high level of competence** in the processes and skills and **can apply these skills to new situations**.
A – E Common Grade Scale

B

The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
Eden has demonstrated **thorough knowledge** and understanding of the content and structure of an information report. Information has been accurately **transferred from the plan to the report**. **Simple present tense** has been consistently used but the text **has not been structured in paragraphs**. A range of **strategies has been used to spell words**, and a **high level of competence in punctuation is evident**. To progress further, Eden could structure the information in paragraphs and make use of complex sentences to add additional detail. **This work sample demonstrates characteristics of work typically produced by a student performing at grade B standard midway through Stage 1.**

The student has a **thorough knowledge** and understanding of the content and a **high level of competence** in the processes and skills. In addition, the student is able to **apply this knowledge and these skills to most situations**.
The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
Work Samples C grade


Jamie has demonstrated **sound knowledge** and understanding of the content and structure of an information report. The report has been **adequately planned and information has been appropriately grouped**. The sentence structure is **simple but present tense has been consistently used**. Technical language has been included, but there is some disagreement of subject and pronoun. An **adequate range of strategies has been used to spell familiar words but there is very little punctuation and the report could be better structured in paragraphs**. To progress further, Jamie could include more detailed descriptions and work on developing a consistent slope in handwriting. **This work sample demonstrates characteristics of work typically produced by a student performing at grade C standard midway through Stage 1.**

The student has a **sound knowledge** and understanding of the main areas of content and has achieved an **adequate level of competence** in the processes and skills.
The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.
We all learn at our own pace!

Most important thing to take from today, is not to compare your child with another child or even another sibling. We all learn at our own rate.

Programs are designed so that all students, regardless of ability achieve success. (Differentiated)
Further to this many factors affect student performance.

<table>
<thead>
<tr>
<th>Illness</th>
<th>Friendships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Work habits</td>
<td>Tiredness (sleep routine)</td>
</tr>
<tr>
<td>Confidence levels</td>
<td>Environments</td>
</tr>
</tbody>
</table>

What we are looking for is **consistency in performance**.
Literacy

Reading and Viewing

Speaking and Listening

Writing and Representing

Grammar, punctuation and Vocabulary

Thinking imaginatively and creatively

Expressing themselves

Handwriting and Digital Technologies

Reflecting on learning

Spelling
Multiple forms of Assessment - Literacy

PM Reading Assessment

Daily in class observations

Weekly Spelling Tests and the application of the spelling rules in daily writing and reading

Ability to participate in joint constructions of texts and ability to construct own texts.
PM Reading Assessment:

- Books that come home for home readers are different to their PM level.
- Fluency is not the only factor considered.
- Literal and Inferential comprehension. (What information can be found in the text and what information students bring to the text from their own experiences.

<table>
<thead>
<tr>
<th>Easy Text</th>
<th>95-100 per cent accuracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Text</td>
<td>90-94 per cent accuracy</td>
</tr>
<tr>
<td>Hard Text</td>
<td>80-90 per cent accuracy</td>
</tr>
</tbody>
</table>

Students move to another reading level when:
- They achieve “easy” on their reading accuracy, which is calculated by looking at the number of errors over the number of words in the text.
- Sound understanding demonstrated through comprehension (literal and inferential)
- Fluency and expression demonstrated
- Evidence of self correcting and re-reading to monitor meaning
## New Syllabus Requirements: Read On Strategies

<table>
<thead>
<tr>
<th>Making Connections</th>
<th>Making Predictions</th>
<th>Creating Mental Images and Visualising</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers relate what they read to personal experiences. I remember when.. If I were the character I would.</td>
<td>Make and confirm predictions as they form connections between their prior knowledge and the new information in the text. Predict, read on to check predictions. Justify reasons for predictions.</td>
<td>Readers create images in their minds that reflect or represent the ideas in the text. Create an image as they read. When I read this I saw...</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking Questions</th>
<th>Inferring</th>
<th>Identifying Author Purpose and Point of view.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask questions about the text. What if? What does?</td>
<td>Readers think about and search the text and use personal experience to construct meaning beyond what it literally states. I wonder.. Why do you think that happened?</td>
<td>Reader recognises the reason for the author writing and the reader has a reason for reading. Search for evidence to support predictions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Identifying and summarising Main ideas</th>
<th>Analysing and Synthesising</th>
<th>Evaluating ideas and information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Readers identify key elements and condense information to solidify meaning. Combine ideas. State them in your own words.</td>
<td>Readers create original insights by reflecting on texts and merging elements from text and existing schema. Link ideas Form conclusions</td>
<td>Reader judges, justify and or defend understandings to determine importance based on criteria. Respond to the text in a personal way. Give opinions.</td>
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</table>
New Syllabus Requirements: Visual Literacy

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>Salience</td>
<td>Most distinct feature of a visual text.</td>
</tr>
<tr>
<td>Vectors</td>
<td>How the lines of an image direct the attention of the viewer.</td>
</tr>
<tr>
<td>Given and New</td>
<td>Left is known or familiar information and right is newly introduced information.</td>
</tr>
<tr>
<td>Ideal and Real</td>
<td>Top signifies ideal. Bottom the reality.</td>
</tr>
<tr>
<td>Modality</td>
<td>Colour, saturation, shading line and shape and how this affects the realism of the image.</td>
</tr>
<tr>
<td>Demand or offer</td>
<td>Offer – impersonal Demand – participant looking directly at the viewer.</td>
</tr>
<tr>
<td>Power Relationships</td>
<td>The angle of the image and how it positions the reader.</td>
</tr>
<tr>
<td>Social Distance</td>
<td>Represents the type of relationship.</td>
</tr>
</tbody>
</table>
Mathematics

- Time
- Whole Number
- Addition and Subtraction
- Multiplication and Division
- 2D and 3D space
- Patterns and Algebra
- Volume and Capacity
- Length
- Mass
- Fractions and Decimals
- Area
- Chance
- Data
- Position
- Chance
- Fractions and Decimals
- Whole Number
- Addition and Subtraction
- Multiplication and Division
- 2D and 3D space
Multiple forms of Assessment - Maths

- SENA Testing
- Observation
- Pre test (to inform teaching)
- Post Test (end to see ability to apply knowledge and understanding)
- Open Ended Questioning
“HOW TO” Maths Skills
Practical Ways to reinforce Maths skills at home:

Activity # 1

Let your child think of a number between a stated range of numbers while you try to guess the number by asking questions. Here is a sample conversation.

Child: I am thinking of a number between 1 and 100.
Parent: Is it more than 50?
Child: No.
Parent: Is it an even number?
Child: No.
Parent: Is it more than 20 but less than 40?
Child: Yes.
Parent: Can you reach it by starting at zero and counting by 3's?
Child: Yes.
(At this stage, your child could be thinking of 21, 27, 33, or 39.)

Figure out the answers to your own questions.
After you have guessed your child's number, let your child guess a number from you by asking similar questions.
Practical Ways to reinforce Maths skills at home:

**Activity # 2**

Domino number train:

Students are given a set of dominoes and they have to make a train with a set number of passengers.

E.g. a train of 12 people

4+4+3+1

Represent with the dominoes and then change into a number sentence.
Practical Ways to reinforce Maths skills at home:

General Activities

- Sorting – into groups, into order, and comparing
- Measuring
- Calculating – adding, subtracting, multiplying, dividing etc
- Organising and understanding information
- Looking for patterns and relationships between number
- Making sense of and checking information – learning to ask ‘is this answer sensible’?
- Communicating and presenting information

Refer to Parent Article with Practical Tips
Thank you for coming to our information session this afternoon.

We hope that we have given you a lot of information. Please feel free to see us if you have any further questions.

Please take the time to sit, read, congratulate and enjoy your child’s achievements with them.