FROM THE PRINCIPAL

Yet another busy few weeks of learning and we managed to fit in Sports Day, Lucindale Field Days, SRC Induction and staff training. Firstly thank you to all participants in Sports Day for their keen competition and their great sportsmanship. Many of the general capabilities of Australian Curriculum are incorporated in the activities we undertake: innovation, critical thinking and problem solving could certainly be recognized in the senior boys from Wyomi in their tug-of-war battle. Literacy and numeracy skills are displayed by measuring and recording distances and times by students during sports practice. Congratulations to all medallists, house team shield winners, new record holders and Jaffa, the overall team winner. Thank you to all the volunteers who made the day possible, to all staff for their work in the lead up to the day and especially to our PE, grounds staff and SSO staff for all their hard work and dedication. A very successful day was had by all where our school value of Personal Best was on display.

At the recent Field Days the fundraising committee took the opportunity to raise funds for the school by assisting the Lucindale Lions Club in their logistical operations. Thank you to the 17 volunteers and the many other offers of assistance. I am sure you will be called upon next year.

You may have noticed Skyworks on site over the last few weeks. A tree audit was carried out by DECD last year and a number of the trees on site were identified as medium to high risk and as a result have had to be removed. This has been distressing for some of our students and staff. The space near the hill does look very bare. This work should finish early this week.

YEAR 7 TRANSITION

As a part of transition to high school the year 7 students from Robe Primary School joined our year 7 class. Science was the focus of the first lesson. Students were asked to make a prediction about different brands of lolly snakes and identify which brand they thought would stretch the most. Using controlled variables and measuring techniques the students stretched five different brands of snakes. Each group of students recorded their data. After the data was collected, students were able to evaluate the data, discuss anomalies and draw conclusions.

The focus of the second lesson was resilience and forming relationships. Students were asked to form teams and participate in a series of challenges. Each challenge required the team to work together, discussing strategies for successful completion or encouraging the chosen team member if it was an individual challenge.

Throughout the two lessons I observed all students learning, having fun, working together and getting to know each other.

Kellie Peterson  
Year 7 Teacher

Diary Dates

<table>
<thead>
<tr>
<th>Term 1</th>
<th></th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>R-12 Parent Teacher interviews</td>
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</tr>
<tr>
<td>13</td>
<td>Mile End Athletics</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>R-12 Parent Teacher interviews</td>
<td></td>
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<tr>
<td>15</td>
<td>Last day Term 1 - Early Dismissal 2.15pm</td>
<td></td>
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<tr>
<td>May</td>
<td></td>
<td></td>
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<tr>
<td>2</td>
<td>First day Term 2</td>
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</table>
SPORTS DAY

Kingston Community School held their annual Sports Day on Friday 4th of March under the bright sun. The new 3 house system was in its 2nd year and students continued to embrace the new system and came dressed head to toe in their house colours.

The 3 houses; Jaffa, Benson and Wyomi remained extremely close throughout the whole day making for really exciting competition.

Students are to be commended on their efforts, sportsmanship and behaviour throughout the day as on many occasions they were seen being supportive and caring towards team members and other competitors. The athletic performances of all students are to be acknowledged both on the track and in the field where it was pleasing to see students give 100%, with many achieving personal bests.

This year we must give special congratulations to 3 students who each broke a record on the day. Luke Watson broke the Sub-Junior Boys discus record with a throw of 21.58 metres eclipsing the old record of 20.52 metres. Will Decaux broke the Junior Boys 800m record in a time of 2.43.5 minutes beating the old record of 2.45.7 minutes and Hagan Wright who broke the Intermediate Boys 400m record in a time of 59.70 seconds, 1.2 seconds quicker than the old record of 1.00.9 minutes. Once again a massive congratulations to these 3 boys.

Congratulations to Jaffa who won the Sports Day shield for 2016, Benson for coming second and Wyomi third. To all medal winners on the day, a job well done. You should be proud of the effort and achievements you have made.

Personal thanks must go out to all who assisted on the day and in particular the family members, friends and community members that were seen out in the field and in the canteen. The day can not operate without this support and it is certainly appreciated.

All results can be seen on the next page.

A successful AGM was held on March the 7th and the Annual Report was presented. If you would like a copy of the report they are available from the front office.

Mrs Catherine Wright was elected for another two year term on council and has been elected as the Governing Council Chairperson. Mrs Calluna Longbottom, Mrs Fiona Matthias and Mrs Brigitte Olsen were also re-elected to Council and we welcome Mr Andrew East, elected as Treasurer and Mrs Annie Wiseman as new council members. Mrs Heather Schinckel, Mrs Trudy Pilmore, Mr Steven Ross and Mr Anthony Mutton have one more year of service to Council. Outgoing councillors are Mr Derek Butler, Mr Paul Parker and Mrs Nicole Bowden and we thank them for their contributions to the governance of the school. Catherine, Andrew and I attended a number of sessions on school governance during the week in preparation for our first meeting tonight.

Finally, there is some fantastic learning happening around the classrooms. Last year a number of staff attended work with Lisa Burman who promotes an early childhood pedagogy called “Play is the Way”. On a small scale the reception class has been doing some work with “loose parts”, in their health lessons. Collecting bits and pieces from the environment and creating things, which superficially just looks like great fun but the principle behind this is to help students to establish, maintain and promote friendship, through collaboration. Students have also been doing some wonderful work in Mathematics. The year 6 class showed me some fantastic video clips they made as well as skilfully made models of Vietnamese houses which they created. The Year 12 English students have been reading The Great Gatsby and the Year 11 English students have just been completing essays on Animal Farm. We have some talented students engaged in their learning.

Parent Teacher interviews will be held in Week 11 on Monday April 11 from 2.30pm-8.30pm and Thursday April 14 from 3.30pm-8.00pm. This will be a busy week with Mile End Athletics on the Wednesday but it is important that teachers can meet with you to discuss your child’s progress and plan improvement for the rest of the year. I encourage you to attend.

Congratulations to all our SRC Members in R-12, they have a vital role to play ensuring that student voice in our school is strong and respected.

First term is always extremely hectic so to all students, staff and families, I wish you a safe and happy Easter break. I know our Year 12 students will be working hard on their Research Project annotations.

Just a reminder Thursday is a normal school day for those students not attending interschool.

PE Faculty

Best Wishes,
Lucretia Tocaciu.
<table>
<thead>
<tr>
<th>Score</th>
<th>Name</th>
<th>House</th>
<th>Pts</th>
</tr>
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<tbody>
<tr>
<td><strong>INDIVIDUAL TROPHY WINNERS</strong></td>
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<tr>
<td><strong>SUBJUNIOR BOYS</strong></td>
<td>1st</td>
<td>Jaxon TRINNE</td>
<td>J</td>
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<tr>
<td>2nd</td>
<td>LUKE WATSON</td>
<td>J</td>
<td>68 On count-back</td>
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<tr>
<td>3rd</td>
<td>Elijah MUTTON</td>
<td>J</td>
<td>68 On count-back</td>
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<tr>
<td>4th</td>
<td>Liam BRAITHWAITE</td>
<td>B</td>
<td>65</td>
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<td>5th</td>
<td>Charley ROBINSON</td>
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<td>52</td>
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<tr>
<td><strong>SUBJUNIOR GIRLS</strong></td>
<td>1st</td>
<td>Kate PILMORE</td>
<td>W</td>
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<tr>
<td>2nd</td>
<td>Jorja MULES</td>
<td>B</td>
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<td>3rd</td>
<td>Alice DRABSCCH</td>
<td>J</td>
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<td>4th</td>
<td>Ali PARKER</td>
<td>J</td>
<td>53</td>
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<tr>
<td>5th</td>
<td>Shebella BEATTIE</td>
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<td>1st</td>
<td>Ethan MURDOCK</td>
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<td>80 Equal</td>
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<td>3rd</td>
<td>Darcy WRIGHT</td>
<td>J</td>
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<tr>
<td>4th</td>
<td>Max BAWDEN</td>
<td>J</td>
<td>75</td>
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<tr>
<td>5th</td>
<td>Harrison STENNER</td>
<td>W</td>
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<td>1st</td>
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<tr>
<td>1st</td>
<td>Chloe HARDING</td>
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<td>5th</td>
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<td>Hagan WRIGHT</td>
<td>J</td>
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<td>2nd</td>
<td>Ethan CORNISH</td>
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<tr>
<td>3rd</td>
<td>William WATTS</td>
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<td>4th</td>
<td>Kale ANDREWS</td>
<td>J</td>
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<td>5th</td>
<td>Kane DANIEL</td>
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<td><strong>INTERMEDIATE GIRLS</strong></td>
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<td>Lucy SMITH</td>
<td>J</td>
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<td>Jessica HOLMES</td>
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<td>Tara SMITH-ROGERS</td>
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<tr>
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<td>2nd</td>
<td>Jesse TOMLINSON</td>
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<td>4th</td>
<td>Taya HARDING</td>
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<td>71 On count-back</td>
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<tr>
<td>5th</td>
<td>Eliza WRIGHT</td>
<td>J</td>
<td>71 On count-back</td>
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<tr>
<td><strong>OPEN BOYS</strong></td>
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<td>2nd</td>
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<tr>
<td>3rd</td>
<td>Hayden HAGEL</td>
<td>J</td>
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<tr>
<td>4th</td>
<td>Sam ALTSCHWAGER</td>
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<td>Jack ARMFIELD</td>
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<td><strong>OPEN GIRLS</strong></td>
<td>1st</td>
<td>Emily EDWARDS</td>
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<td>Codie DECAUX</td>
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<td>Candice MURDOCK</td>
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<td>4th</td>
<td>Amelia PETERS</td>
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<tr>
<td>5th</td>
<td>Emily SAWYER</td>
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</table>
Year 8 HASS

The HASS Curriculum in Year 8 encompasses the following areas: History, Geography, Economics and Business, and Civics and Citizenship. In order to meet the achievement standards in Civics and Citizenship, Year 8 students formed political parties, determined the policies of their parties and presented campaign speeches to other students and staff. The other students and staff in attendance then had the opportunity to cast their votes to determine who they thought should be elected Prime Minister.

Various formative exercises occurred in the lead up to the presentations to assist students’ understanding of the topic. For example, students learnt how laws are created in Australia’s parliaments and understood the process of preferential voting in Australia’s House of Representatives.

In addition to improving their teamwork and problem solving skills, students were able to engage and reflect on issues impacting society. They were also able to gain an awareness and understanding of how the political system functions in Australia. These skills will prove valuable to the students as they head towards adulthood and are able to participate as citizens in the democratic country that is Australia.

Michael Davey

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SRC INDUCTION CEREMONY

New Student Representative Council members for 2016 were introduced to students, staff and the community at an Induction Ceremony on Tuesday, March 15.

L to R: Michael Davey (Support Staff), Charlotte Northam (Secretary), Jack Sneath (President), Courtney Drabsch (Treasurer), Jack Armfield (Vice President), Emilee Sawyer (Executive Member), Katie Hines, Lisa Pointon (Support Staff)

This year I have the honor of being your Senior SRC President. I have many new ideas to bring to our Student Representative Council. Some of my main ideas include becoming involved in school knockout sports such as football and netball. The SRC are also planning to bring to life the idea of a ‘Pink Stumps Day’ possibly in Term 2.

SRC provides students with the opportunity to be a voice and spokesperson for our school body.

The Senior SRC are still in the process of discussing the year ahead but ultimately we want to ensure that we are working together collaboratively with not only the Kingston Community but also the Robe Community.

I believe that I can lead this partnership this year as part of my role as your 2016 President and I hope you will all support us in all of our efforts this year.

School values are very important and this year I aim to lead by example.

Jack Sneath
SRC President

---

L to R: Brigette Olsen (Support Staff), India Little (Vice President), James Little (Secretary), Ben Parker (President), Ethan Cornish (Treasurer), Pauline Parsons (Support Staff)
**MISSING SCHOOL = MISSING OUT**

**ATTENDANCE MATTERS**

90% attendance sounds good, doesn’t it? But what does this actually mean?

- 90% attendance = ¼ day missed each week!
- ¼ day missed each week = 4 weeks missed each year!
- At SACE level, 4 weeks missed = one SACE grade drop in achievement
- 4 weeks missed each year = ½ year missed from Reception – Year 4
- 4 weeks missed each year = ½ year missed from Reception – Year 9

Increased attendance = increased learning opportunities and increased achievement

**FAMILY ENGAGEMENT CORNER WITH KATIE HINES**

**Bullying: how can we all help?**

In the Adelaide Advertiser on Wednesday March 9, Rebecca Baker wrote a very interesting article called ‘Bullying is inevitable, so help kids to take a stand’. The article had some great tips and is well worth a read for not only parents and teachers but also students. Baker (2016) writes that we need to provide children with strategies and ways to ensure that we teach them to be brave, confident and proud of who they are, while also making sure they are empathetic towards others. We need to provide a balance between safeguarding our students from uncomfortable situations and mean-spirited people and building resilience and belief in them.

Clinical psychologist Kirrilie Smout suggests that we need to teach children from a young age to expect and plan for mean and rude behaviour. Here are some of her suggestions:

- ‘Brainstorm the kinds of things kids might say and do so that they are ready (with a response) in advance.
- Teach them to have calm sentences ready to use that help them feel better. Some kids have phrases such as ‘that’s not actually true, so it doesn’t matter’, ‘no big deal’, or ‘oh well, at least I can’...
- Teach children to work towards smiling and making jokes, rather than storming off and looking obviously upset.
- Help children find someone to talk to when they feel hurt, and make sure they have opportunities to let off steam about their disappointment/hurt rather than telling them to ‘cheer up and get over it’.
- Help children find other things and activities in their lives that bring them satisfaction and happiness — this helps them deal with the hard stuff more easily and to be more confident.’

Ultimately we all play a role whether that be at school or at home and hopefully these strategies will help all of us to equip our students with the confidence to take a stand and believe in themselves. This all starts with resilience.


Katie Hines
Parent Engagement Coordinator

The 2016 Adelaide Careers & Employment Expo is happening on **Friday 20th and Saturday 21st May** at the Jubilee Pavilion, Adelaide Showgrounds. Friday is the day dedicated for students to attend with their schools, however if you’d like to attend with your child/children on the Saturday, they’ll have the opportunity to speak with leading training and education providers, receive guidance from professional Career Advisors, and figure out what they might be interested in doing once they leave school. Grab a coffee and relax and/or chat with other parents regarding the best way to guide your children through what can be an overwhelming and confusing time.
International Competitions and Assessments For Schools (ICAS)

For a small fee, students can participate in optional international tests which measure student abilities against an international standard. Capable students who are receiving satisfactory levels of achievement often enjoy the challenge of ICAS tests.

Registered students are withdrawn from class on the test dates (see below) and supervised for the activity. Parents receive a copy of the test results, the test booklet and a detailed analysis of the participant’s performance later in the year.

For further information please contact Jeanette Emery.

INTERNATIONAL COMPETITIONS/ASSESSMENTS FOR SCHOOLS (ICAS)

Please return this form, along with the payment required before March 30th, if you wish your child to participate. (Add additional names if needed).

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<th>Tests available</th>
<th>Test dates</th>
<th>Fee (for each student)</th>
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<tr>
<td>Writing</td>
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<td>$8.80</td>
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Total payment: ______ entries = $________

Cheques to be made payable to Kingston Community School

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STREET STALL

Thursday March 24th
9am in the main street

Fundraiser for School Chaplaincy program

If any one would like to donate food or produce for the stall that would be appreciated, or come along after 9am and purchase goods.

Donations can be dropped off from 8:30am on the morning at the stall or before hand with Margaret Carlisle 0438673154

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ACQUAINTANCE NIGHT

42%

Of families made a great investment in their child’s learning by attending Acquaintance Night

<table>
<thead>
<tr>
<th>Class Attendance</th>
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<tr>
<td>R</td>
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<td>---</td>
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<tr>
<td>45%</td>
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</tbody>
</table>

Please remember to complete the feedback form in the last newsletter and return it to the front office so we can respond to family needs and improve the attendance rate.

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Working Bee
Saturday April 2nd
Kingston Community School
9am start, bring your cleaning and gardening equipment and meet at the canteen, morning tea supplied.

Many hands make light work
Tuesday Treats will also be available on Fridays. If you are unable to work on your rostered day please try to arrange a swap. In case of an emergency or to fill a volunteer needed vacancy please contact Louise or Kylie at the canteen on 87672171 or Louise AH on 87672610. Tuesday Treats will also be available of Fridays.

Canteen Volunteer Roster
Starting time 10:15am
Thank you for your support in the canteen. All volunteers are supplied with lunch as a thank you. Starting time is 10.15am. If you are unable to work on your rostered day please try to arrange a swap. In case of an emergency or to fill a volunteer needed vacancy please contact Louise or Kylie at the canteen on 87672171 or Louise AH on 87672610.

Canteen Volunteer Roster – Term 1 2016
Starting time 10:15am

Thank you for your support in the canteen. All volunteers are supplied with lunch as a thank you. Starting time is 10.15am. If you are unable to work on your rostered day please try to arrange a swap. In case of an emergency or to fill a volunteer needed vacancy please contact Louise or Kylie at the canteen on 87672171 or Louise AH on 87672610.

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What is NAPLAN?
The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual national assessment for all students in Years 3, 5, 7 and 9. All students in these year levels are expected to participate in tests in reading, writing, language conventions (spelling, grammar and punctuation) and numeracy. All government and non-government education authorities have contributed to the development of NAPLAN materials.

Why do students do NAPLAN tests?
NAPLAN is the measure through which governments, education authorities, schools, teachers and parents can determine whether or not young Australians are meeting important educational outcomes in literacy and numeracy. The tests provide parents and schools with an understanding of how individual students are performing at the time of the tests. They also provide schools, states and territories with information about how education programs are working and what areas need to be prioritised for improvement.

NAPLAN tests are one aspect of a school’s assessment and reporting process; they do not replace the extensive ongoing assessments made by teachers about each student’s performance.

What will be tested and how?
NAPLAN tests the sorts of skills that are essential for every child to progress through school and life, such as reading, writing, spelling, grammar and numeracy. From 2016, NAPLAN content will be aligned with the Australian Curriculum. For more information on this please see the NAP website: www.nap.edu.au. Questions are multiple-choice or require a short written response. The writing task requires students to write a text in response to a prompt.

To give you an idea of what the tests look like, sample questions and a sample writing task are available on the NAP website: www.nap.edu.au

Who will run the tests?
NAPLAN tests are conducted at schools and administered by classroom teachers, school deputies or principals. Each state and territory is responsible for marking the tests in accordance with strict guidelines and processes.

How can I help my child prepare for the tests?
NAPLAN assesses literacy and numeracy skills that students have already been learning through the school curriculum. Teachers will ensure students are familiar with the test formats and will provide appropriate support and guidance. If you have any questions about your child’s preparation for NAPLAN, you should make a time to speak with their teacher.

The best way you can help your child prepare for NAPLAN is to reassure your child that NAPLAN tests are just one part of their school program, and to urge them to simply do the best they can on the day. The use of services by coaching providers is not recommended.

What additional support can schools provide for students with special needs?
All students are encouraged to participate in NAPLAN tests. Students with disability may qualify for adjustments that reflect the support normally provided in the classroom. Students who have a temporary injury may also be reasonably accommodated.

A formal exemption may be granted for a student with significant intellectual disability and/or significant coexisting conditions, or for a student who has recently arrived in Australia and has a non-English speaking background.

Your school principal and your state testing authority can give you more information on special provisions or the process required to gain a formal exemption.
How is NAPLAN performance measured?
NAPLAN is not a pass-or-fail type test. Individual student performance is shown on a national achievement scale for each test. Each test scale has 10 bands and all year levels are reported on the same scale. Six bands are reported for each year level for each test. One of these bands represents the national minimum standard for students at each year level. A result at the national minimum standard indicates that the student demonstrated the basic literacy and numeracy skills needed to participate fully in that year level. The performance of individual students can be compared to the average performance of all students in Australia.

What happens if my child is absent from school on test days?
Where possible, schools will organise for individual students who are absent at the time of testing to complete missed tests at another time during the testing week. Individual students are not permitted to sit tests after Friday 13 May 2016.

Will I receive a report on my child's performance?
A NAPLAN report will be issued by your school later in the year. The same report format is used for every student in Australia. The school will notify you when the reports are being sent to you. If you do not receive a report, you should contact the school. Individual student results are strictly confidential.

How are NAPLAN test results used?
- Schools use results to identify strengths and weaknesses in teaching programs and to set goals in literacy and numeracy.
- School systems use results to review programs and support offered to schools.
- Students and parents may use individual results to discuss progress with teachers.
- Teachers use results to help them better identify students who require greater challenges or additional support.
- The community can see average school NAPLAN results on the My School website: www.myschool.edu.au

Where can I get more information?
For more information about NAPLAN:
- visit the NAP website www.nap.edu.au
- contact your child’s school
- contact your state or territory’s education authority (details available on the NAP website).

NAPLAN 2016 tests timetable

<table>
<thead>
<tr>
<th>Year</th>
<th>Tuesday 10 May</th>
<th>Wednesday 11 May</th>
<th>Thursday 12 May</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>language conventions 40 minutes</td>
<td>reading 45 minutes</td>
<td>numeracy 45 minutes</td>
</tr>
<tr>
<td></td>
<td>writing 40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>language conventions 40 minutes</td>
<td>reading 50 minutes</td>
<td>numeracy 50 minutes</td>
</tr>
<tr>
<td></td>
<td>writing 40 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>language conventions 45 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes</td>
</tr>
<tr>
<td></td>
<td>writing 40 minutes</td>
<td></td>
<td>non-calculator 40 minutes</td>
</tr>
<tr>
<td>9</td>
<td>language conventions 45 minutes</td>
<td>reading 65 minutes</td>
<td>numeracy calculator 40 minutes</td>
</tr>
<tr>
<td></td>
<td>writing 40 minutes</td>
<td></td>
<td>non-calculator 40 minutes</td>
</tr>
</tbody>
</table>

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number; space; algebra, function and pattern; measurement, chance and data.
- Calculators are NOT permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student sits one numeracy test where calculator use is permitted and one where it is not.
## LITERACY
### YEAR LEVEL BENCHMARKS

**MINIMUM** Year level standards at the end of year, from Site Literacy Agreement.

#### RECEPTION
- **Phonics:** All letter names and sounds (upper and lower case)
- **Running Records Level:** 9-11 broadband instructional
- **Oxford Words:** 100 words
- **South Australian Spelling Test (SAST):** Optional – for fluent readers 6+ years
- **Handwriting:** writes most lower case and upper case letters using correct letter formations

#### YEAR 1
- **Phonics:** Recognises sounds and letters, vowels, consonant digraphs and consonant blends.
- **Running Records Level:** 17-20 instructional level December
- **Fluency Mid Year:** 30-60 words per minute
- **Fluency End Year:** 30-60 words per minute
- **Oxford Words:** 150 words
- **South Australian Spelling Test (SAST):** at or above chronological age
- **Waddington Reading Test:** at or above chronological age
- **Handwriting:** writes all upper and lower case letters unjoined

#### YEAR 2
- **Phonics:** All 42 Jolly phonics sounds, letters, vowels, consonant, digraphs and consonant blends identified fluently in writing
- **Running Records Level:** 21-24 instructional level December
- **Fluency Mid Year:** 30-60 words per minute
- **Fluency End Year:** 70-100 wpm
- **Oxford Words:** 200 words
- **South Australian Spelling Test (SAST):** at or above chronological age
- **Waddington Reading Test:** at or above chronological age
- **Handwriting:** Writes legibly with growing fluency using unjoined upper case and lower case letters appropriately

#### YEAR 3
- **Running Records Level:** 24-26 instructional level- December
- **PATR Stanine:** 5
- **PATR scaled score:** 103.0
- **Fluency Mid Year:** 50-90
- **Fluency End of Year:** 80-110 wpm
- **Lexile:** 400
- **Oxford Words:** 300 words
- **South Australian Spelling Test (SAST):** at or above chronological age
- **Waddington Reading Test:** at or above chronological age
- **NAPLAN:** Band 3 and above
- **Handwriting:** writes using joined letters that are clearly formed and consistent in size

#### YEAR 4
- **Running Records Level:** 27-29 instructional level December
- **Fluency Mid Year:** 70-110 wpm
- **Fluency End of Year:** 100-140 wpm
- **Lexile:** 500
- **Oxford Words:** 400 words+ Reading and writing
- **South Australian Spelling Test (SAST):** at or above chronological age
- **Waddington Reading Test:** at or above chronological age
- **PATR – Stanine:** 5
- **PATR scaled score:** 111.2
- **Handwriting:** Writes using clearly formed joined letters with increased fluency and automaticity.

#### YEAR 5
- **Running Records Level:** 29-30 instructional level December
- **Lexile:** 600
- **South Australian Spelling Test (SAST):** at or above chronological age
- **Waddington Reading Test:** at or above chronological age
- **Fluency Mid Year:** 80-120 wpm
- **Fluency End of Year:** 110-150 wpm
- **PATR – Stanine:** 5
- **PATR scaled score:** 117.1
- **Handwriting:** Writes fluently, legibly and automatically for a wide range of writing purposes, using joined letters.
- **NAPLAN:** Band 5 and above
### YEAR 6
- Running Records: PM Benchmark 30+
- Lexile 700
- South Australian Spelling Test (SAST) at or above chronological age
- PATR – Stanine 5
- PATR scaled score 120.2
- Fluency Mid Year 100-140 wpm
- Fluency End of Year 120-160 wpm
- Handwriting: Writes legibly, fluently and automatically, varying according to audience and purpose.

### YEAR 7
- Running Records: Informal Reading Inventory (Flesch Kincaid) Grade 8.0 or 13 years by end of year
- Lexile 800
- Fluency Mid Year 110-150 wpm
- Fluency End Year 130-170 wpm
- South Australian Spelling Test (SAST) at or above chronological age
- PATR – Stanine 5
- PATR scaled score 123.5
- Handwriting uses a personal handwriting style legibly, fluently and automatically, and supports writing for extended periods of time.

### YEAR 8
- Running Records: Informal Reading Inventory (Flesch Kincaid) Grade 9.0 or 14 years by end of year
- Lexile 900
- Fluency Mid Year 120-160 wpm
- Fluency End Year 140-180 wpm
- South Australian Spelling Test (SAST) at chronological age
- PATR – Stanine 5
- PATR scaled score 127.9

### YEAR 9
- Running Records: Informal Reading Inventory (Flesch Kincaid) Grade 10.0 or 15 years by end of year
- Lexile 1000
- South Australian Spelling Test (SAST) at chronological age
- PATR – Stanine 5
- PATR scaled score 130.4
- NAPLAN – Band 7 and above
- Fluency Mid Year 140-180 wpm
- Fluency End of Year 150-190 wpm

### YEAR 10
- Running Records: Informal Reading Inventory (Flesch Kincaid) Grade 11.0 or 16 years by end of year
- Lexile 1100
- South Australian Spelling Test (SAST) at chronological age
- Fluency Mid Year 150-190 wpm
- Fluency End of Year 160-200 wpm
- PATR – Stanine 5
- PATR scaled score 137.2