



Junee High School

# Newsletter

## Celebrating Harmony Day



- Phone: (02) 6924 1666
- Fax: (02) 6924 1798
- Email: [junee-h.school@det.nsw.edu.au](mailto:junee-h.school@det.nsw.edu.au)
- Website: [www.junee-h.schools.nsw.edu.au](http://www.junee-h.schools.nsw.edu.au)

To Dream. To Create. To Succeed.

Junee High School

52 Lydia Street

Junee NSW 2663



Education

A PROUD MEMBER OF THE

**NGUMBA-DAL**  
LEARNING COMMUNITY



# Junee High School

■ Principal: Mr Scott Frazier  
 ■ Phone: (02) 6924 1666  
 ■ Fax: (02) 6924 1798  
 ■ Email: [junee-h.school@det.nsw.edu.au](mailto:junee-h.school@det.nsw.edu.au)  
 ■ Website: [www.junee-h.schools.nsw.edu.au](http://www.junee-h.schools.nsw.edu.au)

**To Dream. To Create. To Succeed.**

Junee High School  
 52 Lydia Street (PO Box 141)  
 Junee NSW 2663

■ 2017 ■ Term 1 ■ Weeks 8 - 9

■ Newsletter

## Calendar

### Term 1, Week 8

<b>Wed 22 March</b>	<b>Parent Teacher Interviews in MPC from 4:30pm – 7:00pm</b>
Thur 23 March	Farm to Fork for stage 2-4
Fri 24 March	Riverina Touch Football Knockout
	SRC Leadership Day

### Term 1, Week 9

<b>Mon 27 March</b>	<b>Year 12 Mid-course Exams – All week</b>
<b>Thur 30 March</b>	<b>P&amp;C AGM</b>
	Parent Info Session on NAPLAN Year 9 – 6:30pm-7:00pm
Fri 31 March	Soccer Trials Girls/Boys

### Term 1, Week 10

Mon 3 April	NSWCHS State Swimming @ Sydney
Tues 4 April	Athletics Carnival – All Day
<b>Fri 7 April</b>	<b>Last Day Term 1</b>
	My Day CSU Year 11 & 12

### Term 2, Week 1

Mon 24 April	Staff Development Day
Tue 25 April	Anzac Day – Public Holiday
Wed 26 April	First Day Term 2

## In this issue ...

Principal's Message.....	3
Gonski Funding .....	3
Anti-Bullying Day .....	4
Art Report .....	5
Harmony Day 2017 .....	5
Opens Boys Basketball Gala Day .....	6
Scoresheet:.....	6
Geo Big Breakfast .....	6
Clean Up Australia Day .....	6
Dance Report.....	7
CSU Skills Fix Day.....	8

## Feature Photo



JHS celebrates Harmony Day. Full story page 5

## Principal's Message

It has been great to catch up with parents and to keep communicating about their children's learning:

**SRC Induction assembly**, where we congratulated our new SRC. We will have an official SRC group photo once all SRC members are at school.

**Year 12 students & parents HSC workshop**, where we discussed the expectations of Year 12 students, the role of working together and the link between HSC marks and a student's ATAR. Thanks to Ms Prue Asmus, Ms Kalia Forde and Mrs Sandra Heffernan for their HSC presentations, as well as Ms Emma Turvey and Ms Jen Hoy for also attending and supporting students.

**Year 9 students & parents NAPLAN workshop**, where we had Ms Rhonda Heffernan, Ms Bree Biggar and Mr Mark Turner and I discussed the link between Year 9 NAPLAN and the HSC. We will repeat this workshop for parents on Thursday March 30 before the P&C AGM.

I look forward to seeing parents at a number of events into the next few weeks:

**Parent Teacher interviews**, Wednesday March 22, 4:30pm to 7:00pm in the MPC. If parents would like help with online bookings in the Student & Parent Portal, please contact the school. Parents can bring along the Progress reports mailed home last week, as well as Empower students bringing along their reflection sheets. Please remember that students are encouraged to be at the Parent Teacher interviews as well!

**Athletics Carnival, Tuesday 4 April 2017**

**Year 9 students & parents NAPLAN workshop**, which is a repeat of the workshop held in week 7. This will be held on Thursday March 30, 6:00pm to 6:30pm before the P&C AGM

Student and Parent portal workshop Thursday March 30, 6:30pm to 7:00pm before the P&C AGM

**P&C AGM, Thursday March 30 7:00pm**

## Gonski Funding

June High School is a comprehensive high school located in regional New South Wales. We currently have an enrolment of 200 students, where 12% of whom identify as being Aboriginal and about 70% of whom are from low socio-economic backgrounds.

## How has June High School used Gonski funding?

Gonski funding has been used to increase staffing numbers and to introduce additional literacy and numeracy programs like Multi Lit and Dejhuri Maths. The construction of cricket nets, basketball court surface upgrade, replacement of carpet, purchase of ICT resources like smart boards, computers and a drone, and painting have also been made possible with Gonski funding.

## How has Gonski funding made a difference for students at June High School?

Increased staffing has meant that the school has been able to provide students with a wider range of elective subjects, increased Student Learning Support Officer and Aboriginal Education assistance, and reduced class sizes. Additional staff Professional Learning time has increased staff capabilities to understand their students, deliver high quality and engaging lessons, as well as providing timely and accurate feedback for further development. In turn this has served to increase student engagement, improve academic results and to strengthen students' sense of belonging and connectedness to the school community.

## What could June High School do with Gonski funding in the future?

Full Gonski support would enable June High School to continue providing targeted support for students at risk of disengagement and for those students currently achieving below the national minimum standards. It would also enable the school to provide additional students with assistance in meeting the cost of school supplies, excursions and extra-curricular activities. Increasing our work within the Ngumba-Dal Learning Community is also a priority that could benefit June High School from Gonski funding.

**Be your best. Be respectful. Be responsible**

*Mr Scott Frazier*  
Principal





## Anti-Bullying Day

To celebrate Anti-Bullying Day at June High School we each made a pledge to stop bullying and to commit to not being a bystander of bullying. This is a powerful pledge as it can really change our community for the better.

The National definition of Bullying in Australian Schools is that bullying is an ongoing misuse of power in relationships through repeated verbal, physical and/or social behaviour that causes physical and/or psychological harm. It can involve an individual or a group misusing their power over one or more persons. Bullying can happen in person or online, and it can be obvious (overt) or hidden (covert).

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Single incidents and conflict or fights between equals, whether in person or online, are not defined as bullying.

All week the students have been learning about the impact the bystander can have on bullying. Year meetings focused on different topics from cyber bullying, name calling, group bullying which all linked to the powerful message of not being a bystander but being an UpStander. If we stand up against bullying, help the bullier to learn that bullying is not how we behave as a society, we can make a difference, we can effect change and we can make our school a better place to be.

Students came together today, Friday 17<sup>th</sup> March, to take a stand together and make their pledge in paint by placing their hand print and name on a display that symbolises their ongoing commitment to stand up against bullying and to work together to promote peace, tolerance and kindness. Students received a band with the motto of the day 'Bullying, No Way! Take a Stand Together' and were treated to a BBQ lunch prepared and served by our wonderful Student Representative Council.

Thank you to all involved in promoting this really valuable lesson and timely reminder for our students. Let all work together to create a beautiful place to be here at June High School

*Miss Biggar*  
Wellbeing Co-ordinator



## Art Report

Art classes have gotten off to a great start this year with stage 4 recapping the basic elements of art. They have undertaken some sketching tasks in an attempt to master the ability to create 3D drawings. They have also been creating some line samplers and recently begun working on their ability to create tone and shade.



Stage 5 Elective Art have been working on developing their ideas of self and around the concept of a Portrait in Words. They have enjoyed focusing on learning the skills to execute different fonts and present themselves in text form through Art.

Contribution fees for Art are now due. Stage 4 contribution fee is \$20 and the Stage 5 contribution fee is \$50. This money is used to purchase resources for the students to use in class to assist in the development of their art skills.

Students have begun working with acrylic paints which can sometimes unfortunately end up on their clothing. If you are able to send an apron or smock with your child to minimise any issues that would be of assistance. Any donations of smocks or aprons would be greatly appreciated.

The students have also recently been working on their Harmony Day Posters for submission into the state



competition. The theme for this year is 'Strength in Harmony' and students have spent time learning about this concept then turning that into a visual poster. All years are entering this competition with the possibility of winning a \$500 prize. Best of luck to all of our budding young artists.

## Harmony Day 2017

Australia is a vibrant and multicultural country from the oldest continuous culture of our first Australians to the cultures of our newest arrivals from around the world. Multicultural Australia is an integral part of our national identity. All people who migrate to Australia bring with them some of their own cultural and religious traditions, as well as taking on many new traditions. Collectively, these traditions have enriched our nation. Our cultural diversity is one of our greatest strengths and is at the heart of who we are. It makes Australia a great place to live.

On Tuesday March 21, we joined with our Nation to celebrate Harmony Day. Harmony Day is a celebration of our cultural diversity - a day of cultural respect for everyone who calls Australia home. The message of Harmony Day was '**everyone belongs**', the Day aimed to engage people to participate in their community, respect cultural and religious diversity and foster sense of belonging for everyone.

Junee High students engaged with this national day by coming wearing something orange which traditionally signifies social communication and meaningful conversations. It also relates to the freedom of ideas and encouragement of mutual respect. They also created participated in the creation of a tree of life that represents the multicultural family of Australia by placing fingerprints onto the artwork. Each student then received a hotdog4harmony served by our wonderful SRC representatives, Brooke Harris, Kate Bradley, Jonty Orr, Campbell McDevitt and Matilda McDevitt. Mr Frazier was also on hand to sauce all hotdogs with the combo





of mustard and tomato proving very popular. Everyone had a great time and the spirit of the motto for the day 'We all belong' was alive and well. We've created a second meaningful artwork that will be displayed at our school to remind us that we are all Australian and that there is strength in Harmony.

*Miss Biggar*  
Wellbeing Co-ordinator / Art Teacher

## Opens Boys Basketball Gala Day

Nine Junee High School students competed in this year's open's boys' basketball gala day in Wagga Wagga, on March 14. This year we had a couple of training runs in the lead up to the day, the positive impact of this shone through during the gala day. The boys moved well and were confident up against some competitive schools. Our two students from stage 5, Sebastian McDermott and Sunny Zhao showed courage against their taller opponents and plenty of promise for the years to come. Our Senior students showed leadership and played hard all day, a massive congratulations to all students who competed on the day.



### Scoresheet:

Junee defeated Cootamundra	39-24
Koorringal defeated Junee	80-23
Junee defeated Gundagai	57-20
Cootamundra defeated Junee	28-27

*Mr Heydon*  
Basketball Coach

## Geo Big Breakfast

On Friday March 10 the GEO Big Breakfast was held. Rod and Trevor from GEO came and cooked up a storm on the BBQ along with assistance from Mr. Knox, Mrs. Sandra Heffernan and Miss Hoy. Some delicious bacon, eggs and sausages were consumed compliments of GEO who have a longstanding relationship with Junee High School. Many students and staff enjoyed the cooked breakfast that set them up for learning for the day. Breakfast is important for our health and wellbeing. It provides the body and brain with fuel after an overnight fast - that's where its name originates, breaking the fast! Without breakfast you are effectively running on empty, like trying to start the car with no petrol! The body needs the essential nutrients you get from having breakfast and research shows that if these are missed at breakfast, they are less likely to be compensated for later in the day. It's great to see GEO valuing our students health in this way. A big thank you to Rod and Trevor for coming along on the day and to all the staff who assisted with so faithfully serving our students.



## Clean Up Australia Day

In 1989 an 'average Australian bloke' had a simple idea to make a difference in his own backyard - Sydney Harbour. This simple idea has now become the nation's largest community-based environmental event, Clean Up Australia Day

Mr. Hands, Miss Biggar and Year 7 participated in Clean Up Australia Day on Friday the 3<sup>rd</sup> March by heading down to the Wetlands. The students actively sought out rubbish to get the area nice and clean. Some choice items were found including some thongs and pumpkins. The students enjoyed scouring the bushland in search of their rubbish treasure. Although it was a hot day the students enjoyed being together in support of this great cause.



**Mr Matt Hands**  
Year 7 Adviser

## Dance Report

Recently, a group of 7 JHS girls, Bella Willis, Kiara Longmore, Jasmine Phillips, Mae-Rose Harrison, Ineka Hart, Chloe Hatch and Taylah Hackett, were lucky enough to have Mrs Sheree Elwyn from Temora come and spend a day tutoring them in dance. Mrs. Elwyn is a contemporary Dance teacher at Temora High. She choreographed a piece for our girls to learn for their school spectacular audition, which has recently been submitted. The girls were put through their paces and attempted many new challenging steps for their 1 minute 30 second dance audition to the song 'Only Human' by Rag'n'bone man. Although not a style most of the girls were familiar with, each girl persevered to master the choreography. The group of girls practiced relentlessly for two weeks during their own time and recorded the piece in week 5. They now have to wait until May to hear if they have been selected to appear at the School's Spectacular in Sydney at the Qudos Arena, Homebush. Mrs Bunyan and Miss Biggar are very proud of the hard work and dedication of the this team of enthusiastic, talented dancers.

On Monday February 27, Miss Biggar took Taylah Hackett, Bella Willis and Chloe Hatch to a Choreography Workshop day at Wagga Wagga High School hosted by Miss Katherine Fisher and Miss Melissa Brown. Also present on the day as a third Dance teacher was Mrs Sheree Elwyn who taught the contemporary session of the day. The three girls mixed with other high schools from Griffith to Temora and

represented June High's values of be your best, be respectful, be responsible very well. They attended 5 workshops throughout the day including ballet warm-ups, a show-dance session, contemporary choreography session, a consolidation class and performance class. This was a great opportunity for these girls to be part of a large ensemble and to learn from professional dance trainers. Miss Biggar was so proud of their hard work on the day and their attitude toward mastering each of the dance styles as well as how you embraced new people and ideas. Congratulations on your achievement on the day and your brilliant attitudes that shone through encouraging others.



During sport this term, a group 30+ girls have been working together to choreograph dances in preparation for the upcoming School Production. The girls have been co-operating to come up with creative new ideas and to teach one another steps and sequences. They have are aiming to bring some strong movement to each

of the pieces they work on and raise the bar in the dancing for the school production which will be held in week 8 Term 2. It has been a pleasure to see the girls push themselves and work consistently throughout the term to master the challenges of the dances. Many of the girls have developed their leadership and team working abilities which is a credit to them. Mrs. Bunyan and Miss Biggar have been pleased to see your interactions be so positive as you embody our 3B's by being your best, being responsible and being respectful to one another throughout the term.

It has been a very successful term for JHS Dance. We look forward to showcasing our improved talents at the upcoming Production for all our parents and friends.

**Mrs. Bunyan and Miss Biggar**  
Dance Co-ordinators



## CSU Skills Fix Day

Eight Year 11 students headed over to CSU Wagga Wagga Campus, for a Skills Fix Day, on Thursday March 3. Students were provided a tour of the campus, note taking skills, time management and general university information. All students represented the school well displaying our 3 B's throughout the day. Students left the university with a positive outlook toward setting goals and aiming to achieve them throughout their HSC years.

*Mr Heydon*  
Year 11 Adviser

### Identifying and Responding to School Refusal

As a teacher have you noticed that a student has had at least 2 days or more absences over a 2 week period and that one OR more of the following behaviours are occurring frequently?

- |                               |                                |                                       |                       |  |  |  |
|-------------------------------|--------------------------------|---------------------------------------|-----------------------|--|--|--|
| Lateness to school or classes | Requests to go to the sick bay | Unexplained whole or partial absences | Complaints of illness | Displays of tearful, clingy behaviour on arrival at school | Requests to call or to be allowed to go home | Patterns of full or partial absences on Mondays or Fridays, after school holidays, family holidays, school camps on or after sports days/carnivals |
|-------------------------------|--------------------------------|---------------------------------------|-----------------------|--|--|--|

If YES then investigate further considering the following processes

- |   |   |                             |   |                                   |
|---|---|-----------------------------|---|-----------------------------------|
| Follow school protocols and systems for non or partial attendance | Contact and discuss your concerns with parents/carers | Liaise with your supervisor | Liaise with the home school liaison, learning support team, welfare team or student wellbeing pastoral team | Liaise with the school counsellor |
|---|---|-----------------------------|---|-----------------------------------|

In consultation with student and parents develop a plan to assist the student to return to full school attendance

Once a plan has been put into place review the status in two weeks

#### Note to School Counsellor

If there is a known mental health issue or there is evidence of an emerging mental health concern liaise/consult with community mental health services such as the local Child and Adolescent Mental Health Service as soon as school refusal behaviours become a concern.

If a regular school attendance pattern HAS been achieved or is in the process of being achieved

Then  
Have an agreed support plan in place in case of a relapse and for transition times

If a regular school attendance pattern HAS NOT been achieved within the fortnight then consult with all parties and consider whether to:

- Review and modify the attendance plan
- Seek external support from:
  - community mental health services
  - external family support agencies as appropriate
  - NSW Education Child Wellbeing Unit or Child Protection Helpline



# JUNEE SKATEPARK

## • YOUTH WEEK TOUR 2017 •

**SKATE INTRO WORKSHOP,  
SKATE JAM & GIVEAWAYS**

### TIME & DATES:

## APRIL 19TH

## 10AM TO 2PM

**– FREE EVENT! –**

TO PRE-REGISTER, FILL OUT THE WAIVER FORM ONLINE AT [TOTEMSKATEBOARDING.COM](http://TOTEMSKATEBOARDING.COM)

IN CONJUNCTION WITH:

SUPPORTED BY:









# JUNEE SHIRE COUNCIL

## APRIL 2017

### SCHOOL HOLIDAY PROGRAM

<b>TEDDY BEARS PICNIC</b> <b>MONDAY 10 APRIL</b> @ Memorial Park Junee Cost: FREE 10am-1pm ALL AGES Includes jumping castle, cupcake decorating, craft, facepainting & Easter Egg Hunt	<b>MOVIE BUSTRIIP</b> <b>TUESDAY 11 APRIL</b> Cost: \$5 PER CHILD & \$9 PER ADULT 8:45am for a 9am departure ALL AGES All children under 9 must be accompanied by an adult <b>Bookings Essential</b>
<b>JUNEE LIBRARY EASTER CHOCOLATE MAKING</b> <b>THURSDAY 13 APRIL 2017</b> @ the Junee Library Cost: \$3.00 10am-11:30am Bookings Essential and places secured on payment. Numbers are limited.	<b>STADIUM MOVIE NIGHT</b> <b>TUESDAY 18 APRIL</b> @ Junee Recreation Centre Cost: FREE From 6:30pm Movie: Finding Dory ALL AGES All children under 9 must be accompanied by an adult
<b>SKATEWORKSHOP &amp; DEMO</b> <b>WEDNESDAY 19TH APRIL</b> @ The Junee Skate Park Cost: FREE 10am-2pm AGES: ALL Includes free BBQ & all equipment plus prizes!	<b>BOWLING &amp; LUNCH</b> <b>THURSDAY 20 APRIL</b> Wagga Bowl & Diner Cost: \$20.00PP 11:15am-3:00pm AGES 9+ ONLY Includes lunch, a drink & 2 games of bowling <b>Bookings Essential</b>

**PLEASE NOTE: ALL THOSE WISHING TO PARTICIPATE IN THE ABOVE ACTIVITIES MUST COMPLETE A PERMISSION FORM SIGNED BY A PARENT OR GUARDIAN. THIS FORM MUST THEN BE TAKEN TO THE COUNCIL OFFICES AND SUBMITTED AT THE TIME OF BOOKING.**

Permission forms are available at Junee Shire Council offices. For more information, please contact Council on (02) 6924 8100 or [nicole.barton@junee.nsw.gov.au](mailto:nicole.barton@junee.nsw.gov.au)









## **EVERY DAY COUNTS**

### **School Attendance**

Going to school every day is the single most important part of your child's education. Students learn new things at school every day – missing school puts them behind.

### **Why it's important**

We all want our students to get a great education. The building blocks for a great education begin with students coming to school each and every day.

If students miss school regularly, they miss out on learning the fundamental skills that will set them up for success in the later years of school.

There is no safe number of days for missing school – each day a student misses puts them behind, and can affect their educational outcomes. Each missed day is associated with progressively lower achievement in literacy and numeracy.

### **Getting in early**

Attendance patterns are established early – a child regularly missing days in kindergarten or in the early years of school will often continue to miss classes in the later years, and receive lower test scores than their classmates. It's vital that students go to school

every day – even in the early years of primary school.

### **What we can do**

The main reasons for absence are:

**Sickness** – There are always times when students need to miss school, such as when they're ill. It's vital that they're only away on the days they are genuinely sick.

Setting good sleep patterns, eating well and exercising regularly can make a big difference.

It's vital that holidays are planned during school holidays where possible, and not during the term if it can be avoided.

**Day off** – Think twice before letting your child have a "day off" as they could fall behind their classmates – every day counts.

**Truancy** – This is when students choose not to go to school without their parent's permission. There can be many reasons for truancy. The best way to address this is for schools and parents to work together.

If for any reason your child must miss school, there are things you can do with your school to ensure they don't fall behind:

- Speak with your school/teacher and find out what work your child needs to do to keep up.

- Develop an absence plan with your school and ensure your child completes work provided.

### **Remember, every day counts.**

If your child must miss school, speak with your school/ teacher as early as possible.

Parents are required to explain the absences of their children from school promptly. An explanation for absence must be provided to the school **within 7 days** of the first day of any period of absence

Openly communicating with your child's school about all absences is a good way to prevent attendance issues being escalated to a Home School Liaison Officer. A Home School Liaison Officer has the authority to follow up attendance issues.

Attendance issues that are escalated can lead to an Infringement Notice.

If you're having attendance issues with your child, please let your school/ teacher know so we can work together to get your child to school every day.

### **Further information**

<https://education.nsw.gov.au/policy-library/policies/school-attendance-policy>



## National Assessment Program – Literacy and Numeracy (NAPLAN) 2017

### LETTER TO PARENTS

In May 2017 the National Assessment Program – Literacy and Numeracy (NAPLAN) will be completed by students in Years 3, 5, 7 and 9. NAPLAN has the support of all State and Territory Education Ministers and will assess the literacy and numeracy skills of students across Australian schools.

The results of the tests will provide important information to schools about what each student can do, and will be used to support teaching and learning programs. Parents will receive a report indicating their child's level of achievement. Each student's level of achievement will be reported against the national minimum standard.

Student background information (student name, gender, date of birth, language background and Aboriginality) will be collected as part of the National Assessment Program. This information is treated confidentially and held securely to ensure that every student's right to privacy is maintained.

The NAPLAN tests will be conducted from 9-11 May 2017.

TUESDAY 9 MAY	WEDNESDAY 10 MAY	THURSDAY 11 MAY
<b>Language Conventions</b> (Spelling, Punctuation and Grammar)  <b>Writing test</b>	<b>Reading test</b>	<b>Numeracy test</b>

In the numeracy tests students do not require any measuring tools such as rulers or protractors. In Years 7 and 9 there will be one numeracy test with two parts: Part A calculator is allowed and Part B where calculators are not to be used. For the calculator test, the student should use the calculator that they currently use at school.

**Friday 12 May** – A 'catch-up' day is scheduled for students who missed a test or were absent on a test day. Students may be considered for exemption from the tests if they:

- are newly arrived in Australia (less than one year before the test) and with a language background other than English, **or**
- have significant intellectual disability and/or significant co-existing conditions which severely limit their capacity to participate in the tests.

All other students are expected to participate in the tests. Disability adjustments which reflect the student's normal level of support in the classroom may be provided. Large print, braille, coloured paper versions and electronic tests are available to meet the needs of individual students.

Access to disability adjustments or exemption from the tests must be discussed with the school principal and a parent or carer consent form must be signed.

Students may be withdrawn from NAPLAN by their parent or carer. This is a matter for consideration by parents in consultation with the school principal. If you wish to withdraw your child from the tests, a parent or carer consent form must be signed.

Please make an appointment with the principal of the school your child attends if you would like to discuss your child's participation in NAPLAN.

Additional information about NAPLAN can be found at <http://www.nap.edu.au/naplan/parent-carer-support>



### **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 improved.

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. NAPLAN content is aligned with the Australian Curriculum. For more information on this, please see the NAP website: [www.nap.edu.au](http://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.

### **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.

Help your child prepare for NAPLAN by reassuring them that NAPLAN tests are just one part of their school program, and reminding them on the day to simply try their best. The use of services by coaching providers is not recommended.

If you have any questions about your child's preparation for NAPLAN, you should make a time to speak with their teacher.

### **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 12 May 2017.

### 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](http://www.myschool.edu.au)

### Where can I get more information?

For more information about NAPLAN:

- visit the NAP website [www.nap.edu.au](http://www.nap.edu.au)
- contact your child's school
- contact your state or territory's education authority (details available on the NAP website).

For ACARA's privacy policy, go to:

[www.acara.edu.au/contact-us/privacy](http://www.acara.edu.au/contact-us/privacy)

### NAPLAN 2017 tests timetable

	Tuesday 9 May	Wednesday 10 May	Thursday 11 May
Year 3	language conventions 40 minutes writing 40 minutes	reading 45 minutes	numeracy 45 minutes
Year 5	language conventions 40 minutes writing 40 minutes	reading 50 minutes	numeracy 50 minutes
Year 7	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes
Year 9	language conventions 45 minutes writing 40 minutes	reading 65 minutes	numeracy 60 minutes

- Language conventions test includes spelling, grammar and punctuation.
- Numeracy test includes number and algebra; measurement and geometry; and statistics and probability.
- Calculators are **not** permitted in the numeracy test in Years 3 and 5. In Years 7 and 9, each student will sit one numeracy test. This test will have two parts: one where calculator use is permitted and one where it is not.