

HSC Changes Parent Presentation Night

What changes to the HSC have NESA announced and when do they take effect?

The NSW Government has announced that from 2020, all Year 12 students must reach a minimum standard of functional literacy and numeracy to receive the HSC.

The first year the new HSC requirements will apply is 2020. This will be our current Year 9 students.



What is the new minimum standard?

It is a nationally agreed standard of functional literacy and numeracy, mapped to the Australian Core Skills Framework (ACSF) Level 3.

ACSF Level 3 describes the everyday literacy and numeracy skills required for life after school, for work and further education.

The minimum standard is set at a level of literacy and numeracy needed for everyday tasks such as:

- following operating instructions in equipment manuals
- interpreting routine tables, graphs and charts
- writing a job application, and
- preparing an invoice.



How will students demonstrate that they have met the standard?

Students will demonstrate they meet the standard by achieving a pass in new online reading, writing and numeracy tests that will be developed by NESAs.

These online tests will be made available to students in Years 10–12 from 2018. Reading and numeracy test items will be mapped to ACSF Levels 2–4.



How will students pre-qualify for the standards?

Students may prequalify by achieving Band 8 or above in their Year 9 NAPLAN reading, writing and numeracy tests.

Students with Band 8 or above in all three NAPLAN areas will not need the online NESA tests. Students with Band 8 in one or two areas will only need to sit the online NESA test in the area in which they scored below Band 8.

Secondary students should note that:

- the Year 9 NAPLAN language conventions test is not included as a prequalification requirement.
- the prequalification requirement can be achieved by Year 9 students only. Students in Years 5 or 7 who achieve Band 8 in NAPLAN reading, writing and numeracy tests will NOT pre-qualify for the minimum standard.

Students undertaking Year 9 NAPLAN in 2017 (the Year 12 HSC students of 2020) will have the first opportunity to pre-qualify for the new minimum standard.



Will there be exemptions for the minimum standard requirements for the HSC?

Yes.

At this stage the following exemptions apply:

- students undertaking Life Skills English or Mathematics courses in Years 9, 10, 11 or 12.
- students undertaking a full Life Skills program (ie four or more Life Skills courses)

Students with a disability will also receive appropriate adjustments to sit NESAs online literacy and numeracy test (through the existing NESAs special provisions policy).



How will students take the tests?

The online tests will be available towards the end of Term 1, 2018.

The arrangements for sitting the tests will be finalised in consultation with the school sectors but the intention is for students to sit the tests at school.

There will be four test windows per year, one in each term.

The College will be able to select the appropriate test window for each student to sit the test.

If a student is not successful, they will have time to work with their teachers to develop their skills before they sit the test again.

Each student is permitted to sit the test twice per year.



What happens if a student does not reach the minimum standard by the end of year 12?

Students will have five years after starting their first HSC course to meet the literacy and numeracy standard and receive an HSC. This pathways provision is not new. Currently a proportion of NSW students accumulate their HSC over a period of up to five years.

Students will not be excluded from sitting for their HSC exams if they have not met the standard.

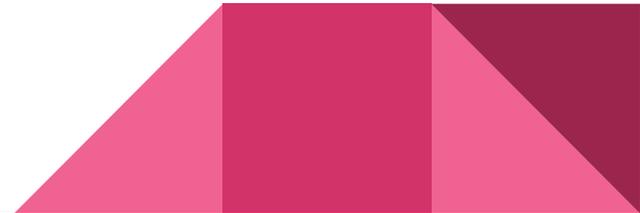
Students who sit for the HSC exams without meeting the standard will have their results recorded on the Record of School Achievement (RoSA).



How will St Paul's prepare students to achieve the standards?

Madelaine Keogh

Cathy Romeo



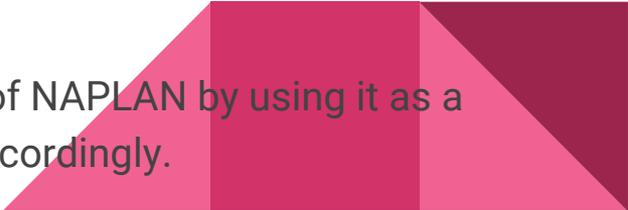
The importance of NAPLAN in achieving literacy and numeracy standards

The purpose of NAPLAN is to assess and diagnose the literacy and numeracy capabilities of our Year 7 and 9 students.

We use this assessment and diagnoses to develop specific plans and initiatives that address the unique literacy and numeracy needs of our students and your sons. It is important to note that this will not change with the introduction of changes to the HSC.

We prepare students for NAPLAN so our students have the confidence to give their best on the day, and so we receive the most accurate reflection of their abilities. NAPLAN is a means to an end. It is not now, nor will it be in the future, the end in itself.

That said, we appreciate that the government has raised the stakes of NAPLAN by using it as a pre-qualifier for the new HSC requirement and we plan to respond accordingly.



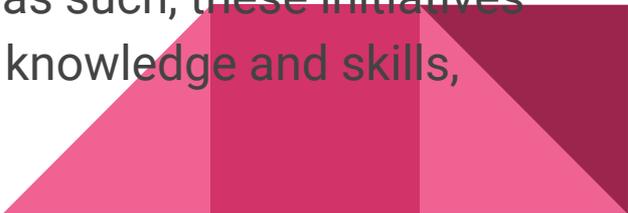
Literacy Initiatives at St Paul's

Whole school reading and writing program:

We have developed a whole school standardised approach to analytical writing that has been adopted across faculties and year levels.

In consultation with the literacy specialists at the Catholic Schools Office, we have also developed a standardised approach to the reading of unseen and unfamiliar texts.

Literacy goes hand in hand with all areas of learning, and as such, these initiatives were designed to symbiotically enhance KLA and literacy knowledge and skills, and have been embedded into the teaching of all KLA's.



How to write a T.E.E.L paragraph



 **Topic Sentence**

← 1 Sentence →

Begin with a topic sentence that states the point of your paragraph.

Ask Yourself: What is my paragraph about?

 **Elaborate**

← 1 to 2 Sentences →

Explain your point in greater detail.

Ask yourself: What do I mean by this?

 **Evidence**

← 1 to 3 pieces of evidence →

Give evidence to support your point and explain what this evidence shows.

Ask yourself: What is the evidence and what does it show?

 **Link**

← 1 Sentence →

Link what you've written back to the question, using the words of the question.

Ask yourself: What have I shown?

Scaffold for essay writing

Introduction

Your introduction is **one** paragraph that outlines what you plan to cover and argue in your essay.

Topic

1 - 2 Sentences

Introduce the general topic of your response.

What is this response about?

Thesis

1 - 2 Sentences

State your thesis. This is the central idea or argument you want to develop in your response.

What is the main argument or idea I want to develop?

Outline

2 - 3 Sentences

Outline the points you are going to make in your body paragraphs to support your thesis.

What points am I going to make in my body paragraphs to support my thesis?

Body

The body is the main part of your essay. It must include at least **three** T.E.E.L paragraphs. Each paragraph should support your thesis.

Topic Sentence

What is my paragraph about?

Elaborate

What do I mean by this?

Evidence

What is the evidence and what does it show?

Link

What have I shown?

Conclusion

Your conclusion is **one** paragraph that reminds the reader what you have covered.

Restate & Remind

1 - 2 Sentences

Restate your thesis. Remember to use the words of the question. Very briefly remind the reader of the points you made to support your thesis.

Ask yourself: What was my thesis and what points did I make to support it?

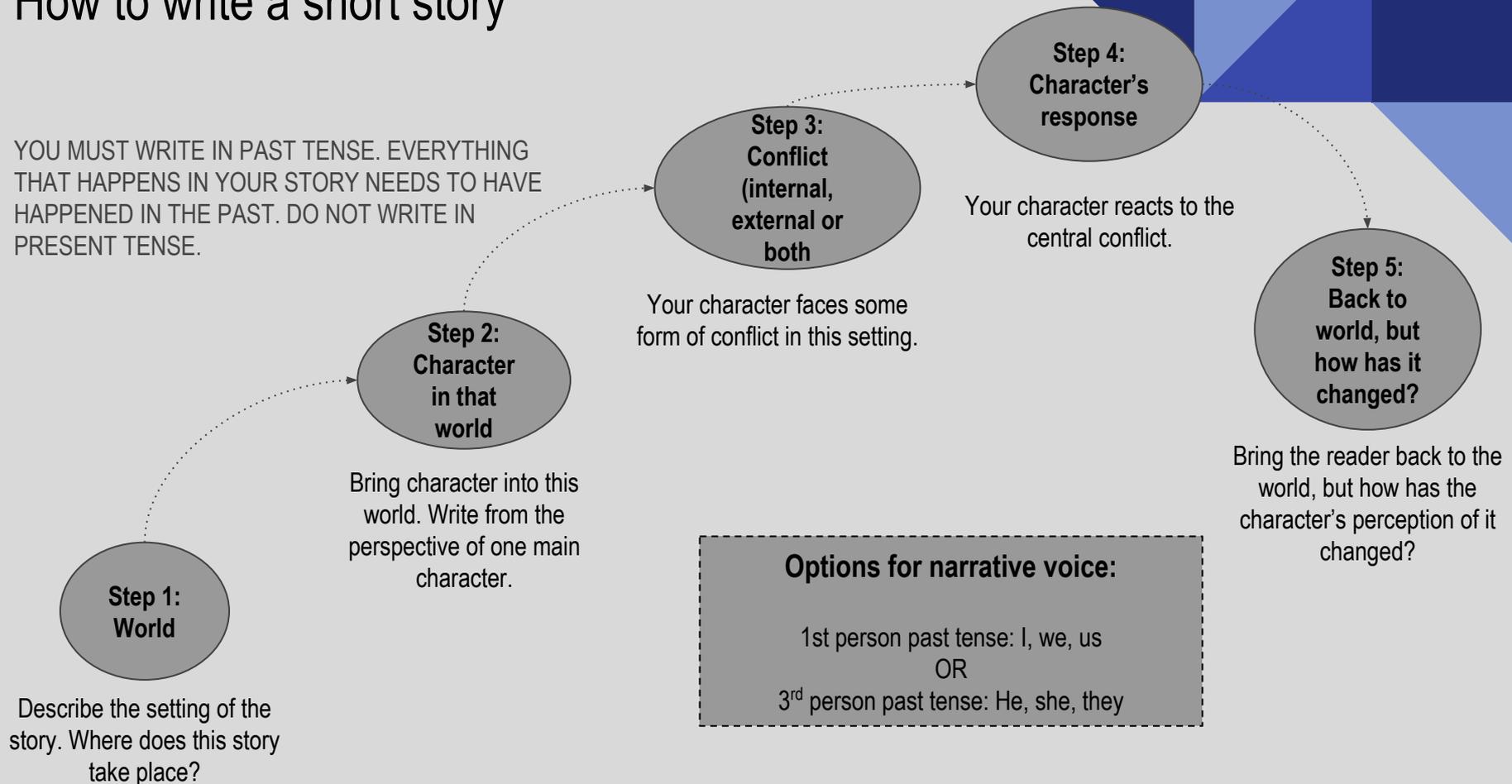
St Paul's Active Reading Guide

How to actively read an unseen text

	STEP 1 PREDICTING	STEP 2 MONITORING	STEP 3 REVIEWING	STEP 4 SUMMARISING
WHEN	Before you begin reading the text:	As you read each paragraph:	As you read each paragraph:	After you read each paragraph:
ASK YOURSELF	What clues are there to tell me what this text is going to be about?	Are there any words or phrases I don't know? Do I need to know what they mean to understand the paragraph?	Who, what, when & where is the paragraph about? Can I visualise these things? Can I connect anything in the paragraph to what I already know?	What is the central point or purpose of the paragraph?
HELPFUL HINTS	<ul style="list-style-type: none"> - What is the title? - Are there any pictures or graphics? - What does this information tell you about the text? 	<ul style="list-style-type: none"> - Underline any words or phrases you don't understand. - Use the words and sentences around what you don't understand to help you work out what the word or phrase means. 	<ul style="list-style-type: none"> - Write in the margin next to the paragraph any connection you can make to what you already know. 	<ul style="list-style-type: none"> - Write it down in the margin next to the paragraph.

How to write a short story

YOU MUST WRITE IN PAST TENSE. EVERYTHING THAT HAPPENS IN YOUR STORY NEEDS TO HAVE HAPPENED IN THE PAST. DO NOT WRITE IN PRESENT TENSE.



Step 1

Reveal the 'world' of the narrative. Transport your reader there using sensory description.

- What should your reader see, hear, smell and taste in this place?
- How should the reader feel about this place? Use language to create the tone of the setting.
- If given a visual stimulus, incorporate the stimulus, and its tone, into your revelation of setting.

Step 2

Bring character/s into this world. Your narrative should focus on one main character.

- Who is the main character in this story? Create a character who will be able to demonstrate the key concept in the question.
- How do they feel about and interact with this world?
- Use specific descriptions of their actions, mannerisms and internal thinking to show this.

Step 3

Create a conflict for your character, be it internal, external, or both.

- What is the central conflict your character faces? This conflict should act as the catalyst to demonstrate the concept of the narrative. E.g. unexpected discoveries or barriers to belonging.
- Describe the conflict through the character's actions, thoughts and observations.

Step 4

Character's reaction to the conflict.

- How does your character respond to the central conflict?
- The character's response should demonstrate/pick up on the concept of the narrative. In an exam situation, this is the limiting aspect of the question. E.g. '*Discoveries can be sudden or unexpected.*'

Step 5

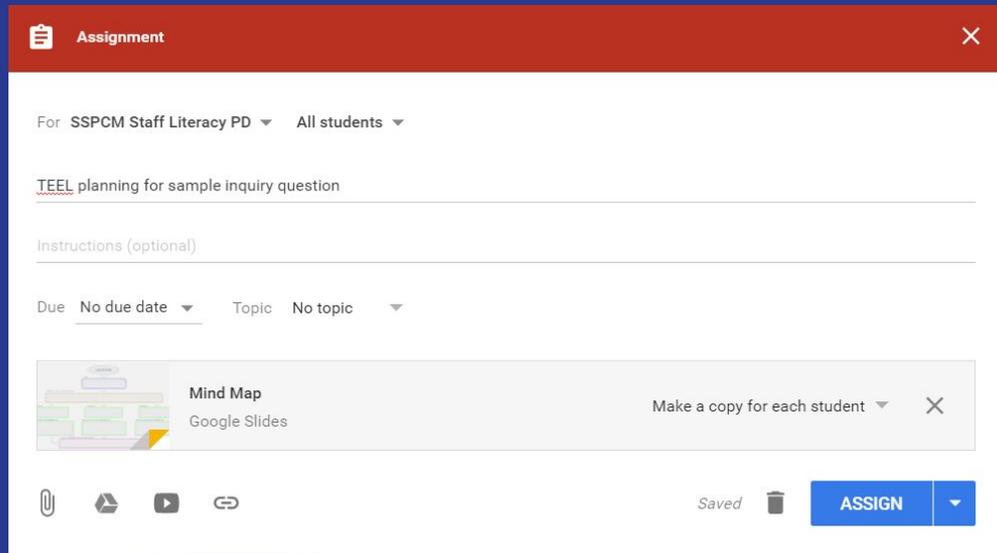
Resolution: Back to the world.

- Come back to the world of the story you revealed in step 1. If given a visual stimulus, return to it here, but how has the character's perception changed?
- How has this world, and your character's perception of it, changed?
- Use sensory description for the reader to visualise the changed character and world.

Using these strategies in a 1:1 digital environment

Observations about devices and the way our students will experience 21st Century 'literacy.'

Utilisation of Google classroom for these activities:



The screenshot shows the Google Classroom assignment creation interface. At the top, there is a red header with a clipboard icon, the word "Assignment", and a close button (X). Below the header, the assignment is set for "SSPCM Staff Literacy PD" and "All students". The title of the assignment is "TEEL planning for sample inquiry question". There is a section for "Instructions (optional)". The due date is set to "No due date" and the topic is "No topic". A file named "Mind Map" (a Google Slides presentation) is attached to the assignment, with the option to "Make a copy for each student". At the bottom, there are icons for attaching files, videos, and links, along with a "Saved" status, a trash icon, and a blue "ASSIGN" button with a dropdown arrow.

Having a student work on assignment through Google Classroom allows for immediate feedback and viewing of student work in real time.

QUESTION

Idea

Elaborate on what you mean by this idea

Example #1

Example #2

Example #3

What this example shows about your idea

What this example shows about your idea

What this example shows about your idea

Link your overall idea to the words of the question

Specific NAPLAN preparation

Writing:

We have designed a specific NAPLAN preparation writing unit that is currently being taught in Year 9 English. The first half of the unit focuses on persuasive writing and the second half on narrative writing. In developing this program, we analysed the ten components of writing that the NAPLAN Writing Test assesses and designed a sequence of teaching and learning activities that simultaneously address these tested areas while also improving students' overall writing skills. Year 7 begin a similarly designed writing unit this week.

Reading:

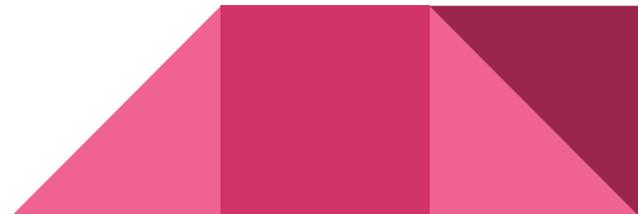
In the three weeks leading up to NAPLAN we will run a cross faculty NAPLAN reading preparation program. During this program each student in Year 7 and 9 will spend 30 minutes each day practicing their reading comprehension skills using the St Paul's Active Reading Guide and past NAPLAN reading passages. It's important to note that this program is again designed to simultaneously prepare students for the test while also improving their reading skills more broadly.

How will we support students in their literacy development after Year 9 NAPLAN

Literacy will remain a focus and students will continue to develop their skills.

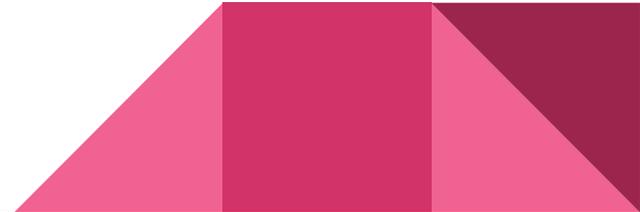
Changes to the Stage 6 English Syllabus (implementation to start 2018) allows greater scope for more targeted reading and writing instruction.

Looking to pilot in English in 2018 10 minute targeted spelling and language convention lesson openers for Stages 4 and 5.



Students of concern for not meeting the requirement

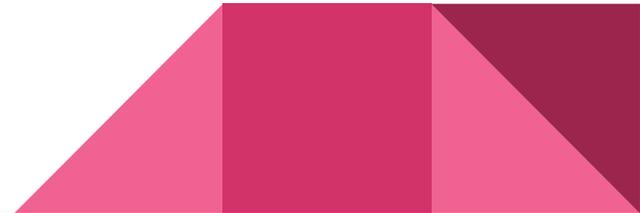
Using the resources already made available by NESAs and support materials that are yet to be released, we will develop and run practice and preparation courses for student, parent or teacher identified students at risk of not meeting the new HSC literacy requirement.



NUMERACY INITIATIVES AT ST PAUL'S



Our immediate aim is to ensure that as many of our Year 9 boys as possible meet the minimum standard (Band 8 or above) in this year's NAPLAN Numeracy tests.



HOW WILL WE DO THIS?

- SMART data package (made available to all schools by the NSW Department of Education): every Year 9 Maths teacher will analyse data from the 2015 Year 7 NAPLAN Numeracy tests, identify areas of weakness of students in their Maths class, explicitly address those areas before the NAPLAN test in May.
 - Mathspace: every student at St Paul's has a subscription to Mathspace. We will set NAPLAN practice papers on Mathspace for every Year 9 Maths class, including questions which target identified areas of weakness. These tests will provide further feedback to teachers and students. Areas of concern can be explicitly addressed with the class as a whole and individually with students.
 - On Mathspace teachers can set tasks so that as students answer questions correctly, they automatically progress to more difficult questions in the set. Incorrect answers result in questions of easier or similar difficulty being asked, which is very useful for consolidation of skills. Students continue until they reach the level of mastery set by teacher. Teachers can also choose the type of questions they want their students to work on.
- 

- NAPLAN Workbook: we have put together a workbook of short NAPLAN-style tests for Years 7 and 9. Numeracy is a priority across the curriculum, and we envisage that students will complete these short tests on a regular basis (not necessarily in their Maths class) leading up to the NAPLAN tests in May. Maths teachers will mark the tests, gather information about how students are performing in particular areas, give immediate feedback to students and explicitly target areas for improvement.

- We are confident that these measures will enable us to boost support for all students, including those that we identify as being at risk of not meeting the standard in Year 9.

We will apply similar measures to our current Year 7 and 8 students, helping them to develop strong numeracy skills that will maximise their chances of meeting the standard when they reach Year 9.

- The Government has promised to develop an online Best Start numeracy assessment for use by Mathematics teachers within the first 5 weeks of Year 7. This assessment will give us access to information about each student's numeracy upon entry to Year 7. We can then put in place strategies for early intervention and explicitly tailor our teaching to support students with their numeracy. The Best Start Year 7 Numeracy assessment is due to be trialled in 2018.

PRACTICE TESTS

- 2008-2011 NAPLAN tests are available on the ACARA website
<http://www.acara.edu.au/assessment/naplan-2008-2011-test-papers>

- A set of sample NAPLAN Numeracy tests are also available on this website.

Whilst we will assign past papers and sample tests as practice, our primary focus is not to drill students but to gather information about their numeracy skills so that we can assist them to develop their skills further.



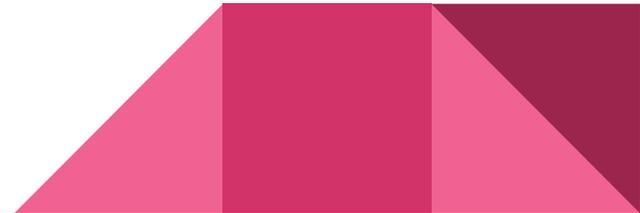
HOW WILL WE ASSIST STUDENTS WHO DO NOT MEET THE STANDARD IN YEAR 9 ?

- We will have access to information about student performance once the NAPLAN results are released.
 - We will use SMART data again to gather information about individual student performance and explicitly address the individual numeracy needs of students in the ways I have already outlined. If necessary, we will hold lunchtime and/or after school sessions for students who need additional support to improve their numeracy skills.
 - The Government has promised to provide schools with new tools-numeracy learning progressions, quality online diagnostic assessments-that will assist us to more effectively identify and address individual student numeracy needs, and therefore provide tailored support and interventions.
 - We will use all the resources made available to us to ensure that students receive the support they need to reach the standard well before the HSC.
 - For any students who have not met the standard by Year 12, NESA advises that “While Maths will not be mandatory for Year 11 and 12, studying Mathematics General 1 is an option for students who need to improve their numeracy skills in order to meet the minimum standard.”
- 

WHAT DOES THE ONLINE NUMERACY TEST LOOK LIKE FOR STUDENTS WHO DO NOT MEET THE STANDARD IN YEAR 9?

- Students will have to demonstrate they meet the standard by passing an online Numeracy test, which they can take in years 10, 11, 12 and up to 5 years after they start their first HSC course.
- NESAs has made available a demonstration numeracy test which shows the level of skills required.

Students can take the demonstration test by visiting <https://hscliteracynumeracy.nesa.nsw.edu.au/>



This is the last question on the demonstration test. Most students have the necessary algebra skills to answer this question correctly by Year 10.

Numeracy

A roll of material is 5 metres long.

Three lengths, each of x centimetres, are cut from the roll.

What length of material, in centimetres, is left on the roll?

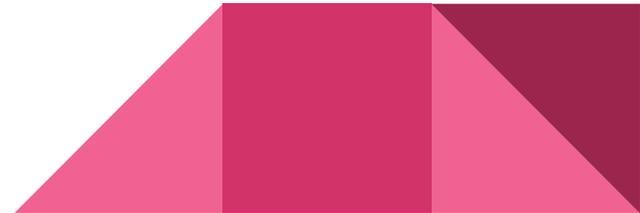
- $500 - 3x$
- $3x - 500$
- $100(5 - 3x)$
- $100(3x - 5)$

PARENTS HAVE AN IMPORTANT ROLE TO PLAY

St Paul's will continue to implement literacy and numeracy strategies to ensure that each student reaches their full potential.

Parents have an important role to play. You can assist by ensuring that tasks are completed diligently and to the best of your son's ability. This is important so that we can gather the necessary information about what students can and cannot do and then assist them accordingly.

Further to this, we emphasise that the development of literacy and numeracy skills is embedded across the curriculum. The best way for our students to develop strong literacy and numeracy skills is to engage fully in the learning activities of every lesson, throughout the year, and complete diligently any home study tasks set by the teacher.



What have we already achieved?



The Daily Telegraph March 8 2017

I am pleased to advise that ACARA has identified your school as having demonstrated substantially above average gain in NAPLAN results.

On behalf of ACARA, I would like to extend my congratulations to you and your school community on this achievement. Gains of this magnitude are significant and worthy of highlighting and acknowledgement.

Robert Randall

Head of ACARA