

# *Certificate of Recognition*



**Benowa  
State School**

*Empowering Lifelong Learners*  
**Est 1885**

Benowa State School

A handwritten signature in black ink, appearing to be 'S. J.', written over a horizontal line.

Teacher

Presented to

*Angela Hai*

For

*Merit Certificate*

*Angela consistently displays an excellent work ethic  
and helps her peers with their learning*

On

*Tuesday, 8 March 2022*

A handwritten signature in black ink, appearing to be 'M. J.', written over a horizontal line.

Principal



**Queensland  
Government**

# *Certificate of Recognition*



**Benowa  
State School**

*Empowering Lifelong Learners*

**Est 1885**

Presented to

*Angela Hai*

For

*Merit Certificate*

*for always putting in a 100% effort with maths.*

On

*Wednesday, 13 October 2021*

Benowa State School

*E. Showell*

Teacher



**Queensland  
Government**

*[Signature]*

Principal

# *Certificate of Recognition*



**Benowa  
State School**  
Empowering Lifelong Learners  
Est 1885

Benowa State School

Teacher



**Queensland  
Government**

Presented to

*Angela Hai*

For

*Student of the Week*

*For consistently striving to complete her homework to  
a high standard each week.*

On

*Monday, 15 May 2023*

Principal

# NAPLAN individual student report

## Information for parents and carers

# 2023

NAPLAN is a national literacy and numeracy assessment undertaken by students in Years 3, 5, 7 and 9. It is the only national assessment that all Australian children undertake. Literacy and numeracy skills are the critical foundation for all learning and for the ability to participate effectively in society. NAPLAN questions assess content linked to the Australian Curriculum in English and Mathematics.

NAPLAN tests are only one aspect of each school's assessment and reporting process. As they are held once every 2 years for each student, they cannot replace the extensive, ongoing assessments made by teachers about student performance. Your child's teacher will have the best insight into your child's educational progress. Along with other school assessment reports, NAPLAN individual student reports can be used to discuss your child's progress with their teacher.

### How does NAPLAN assess students?

NAPLAN tests are delivered online to schools across Australia. Online assessment presents questions tailored to an individual student's responses, delivering more precise results and an engaging test experience for students.

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

Detailed information on the knowledge and skills being measured in NAPLAN is available at [www.nap.edu.au](http://www.nap.edu.au).

### New proficiency standards

From 2023, new standards were introduced to NAPLAN reporting. This reporting replaces the previous numerical NAPLAN reporting bands and national minimum standards. Education ministers agreed 2023 was the right time to introduce this change alongside moving NAPLAN to March.

Proficiency standards provide clear information on student achievement. They are set at a challenging but reasonable level expected for the child at the time of NAPLAN testing, based mainly on what has been taught in previous years of schooling.

There are 4 proficiency levels:

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

What NAPLAN assesses has not changed. Page 4 of the individual student report provides a more detailed summary about what students know and can do within each of the proficiency levels. Further information is available at [www.nap.edu.au](http://www.nap.edu.au).

### How were the proficiency levels determined?

Panels of expert teachers identified the levels of proficiency against learning expectations for each assessment area and year level. Parent and carer input on student reports was also provided through focus groups and national parent organisations.

## Reading the NAPLAN report

The NAPLAN report shows a proficiency scale for each assessment area (numeracy, reading, writing, spelling and grammar and punctuation) with a student's result shown as a black dot on the scale.

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

NAPLAN is a valuable tool that can give useful insights into a student's performance, but individual reports should be interpreted with care as they reflect the student's performance on the day of testing.

## What if my child's report says they took their test on paper?

While NAPLAN is an online test, there are a small number of circumstances where students may complete tests on paper. These include when:

- schools use a recognised alternative curriculum
- students require paper tests for accessibility reasons
- issues during testing require paper tests to be used as a contingency measure.

Year 3 students always complete their writing test on paper.

## Can I compare my child's performance to previous NAPLAN reports?

Results from 2023 onwards cannot be directly compared with results from 2008 to 2022. This is because a new measurement scale that is more suited to the online tests has been introduced with the new standards. Also, in 2023, the tests moved to Term 1 from Term 2. However, as in previous years, you can continue to see your child's achievement against the national average for the year.

## How does NAPLAN help my child?

NAPLAN allows parents and carers to see how their child has performed in literacy and numeracy against national standards. Your child's achievement can be compared to the national average of all students in the same year and against the proficiency levels.

Results can help parents, carers and students to discuss individual student progress with teachers.

## What impact will the results have on my child's future?

NAPLAN results provide important information about literacy and numeracy skills that your child is learning through their school curriculum. The results complement other assessments your child does at school, providing you and your child's teachers with an understanding of your child's achievements at the time of the tests. The information can be used to support your child to reach their full potential.

Some schools may ask for NAPLAN reports, in addition to school reports, as part of their admissions process. NAPLAN is not designed to be a school admission test; however, results may be useful for informing a new school of a student's learning needs.

## How does NAPLAN help my child's school?

NAPLAN is the only national assessment that all Australian children undertake. It helps:

- teachers to better identify students who need greater challenges or extra support
- schools to identify strengths and areas of need in teaching programs
- schools to set goals in literacy and numeracy
- school systems to review programs and support offered to schools.

NAPLAN also provides nationally comparable data to help governments evaluate how education programs are working and whether students are meeting important literacy and numeracy standards.

## Who else will see the results?

Each year, test administration authorities provide schools with results for all students who sit NAPLAN. Schools are encouraged to use the results to inform their planning for improvement across the school.

Individual student reports are confidential. No-one but your local test administration authority and staff at your child's school will see your child's report.

Average school results are publicly reported on My School at [www.myschool.edu.au](http://www.myschool.edu.au). The website will be updated with each year's results towards the end of the year. Your child's individual results are not available on My School.

This report shows the results for

**Angela Hai**

**Benowa State School**

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

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

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

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

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

### Numeracy assessment

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

### Literacy assessment

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

#### Reading

Students were required to read a range of texts similar to those used in Year 5 classrooms and to answer questions to show their understanding of the material.

#### Writing

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

#### Conventions of language

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

## How to read the student report

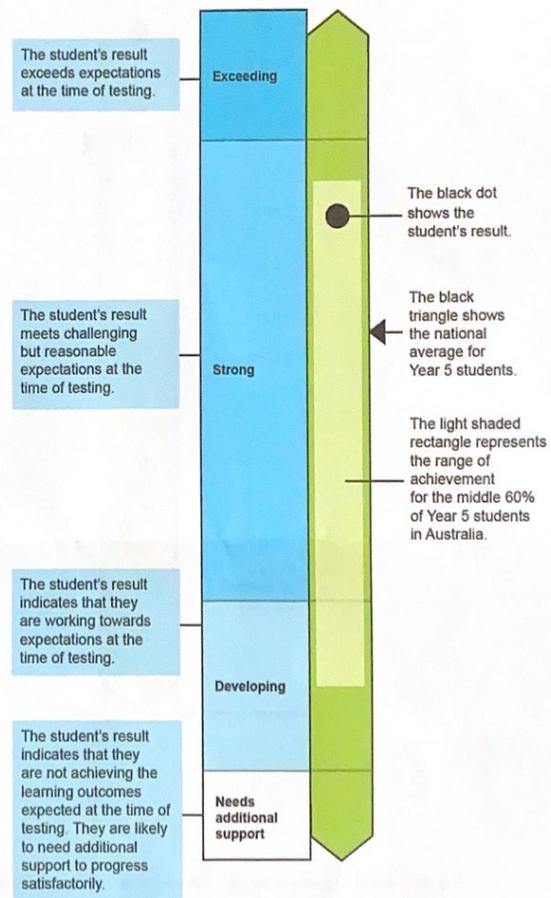
A student's result is shown on an achievement scale for each assessment area. Below is an example only of the scale.

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

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

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

- **proficiency levels** representing what students know and are able to do, at the time of NAPLAN testing (*blue column*)
- **the national average** (*black triangle*)
- **the range of achievement** for Year 5 students (*light shaded rectangle*).



# Student report 2023 Year 5

Angela Hai

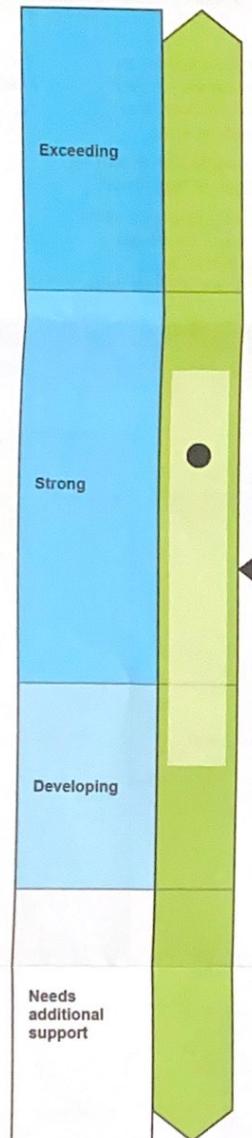
KEY

● Individual student result

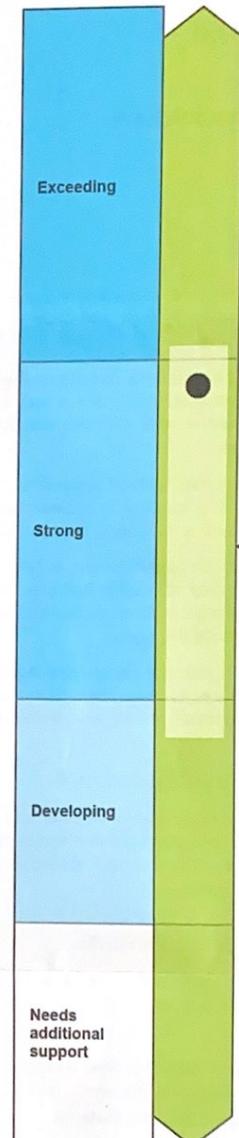
◀ National average

Range of achievement for the middle 60% of Year 5 students in Australia

## Numeracy



## Reading

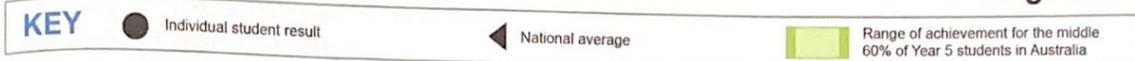


Students were assessed on aspects of numeracy that included:

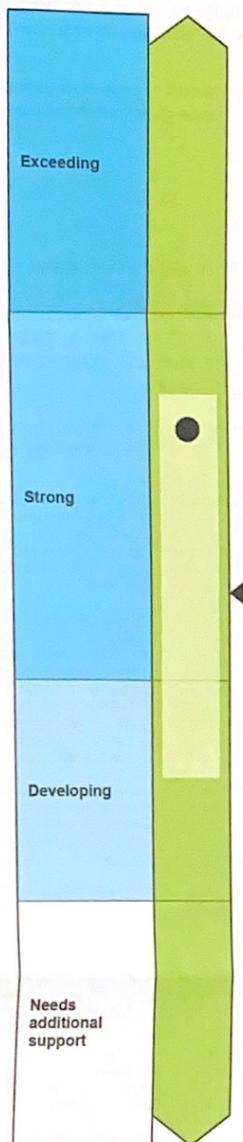
- solving problems involving addition, subtraction, multiplication and division
- continuing number patterns and completing number sentences
- using simple proportional reasoning
- interpreting graphs and tables
- understanding outcomes relating to chance
- using and comparing metric units
- identifying acute and obtuse angles
- estimating volume
- determining a scale
- visualising the features of 2D shapes and 3D objects.

Students read a range of informative, imaginative and persuasive texts with some support from pictures and diagrams. Students were assessed on aspects of reading that included:

- finding information that is clearly stated or implied
- connecting ideas and drawing conclusions
- understanding a character's motivations and actions
- understanding a sequence of events
- understanding different opinions
- identifying the main purpose of a text, diagram or picture
- understanding the main idea of a text.

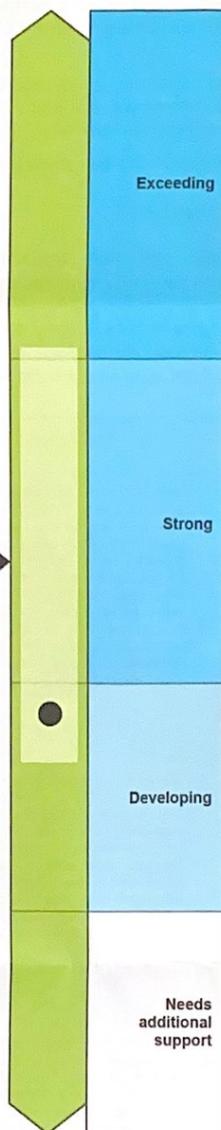


## Writing

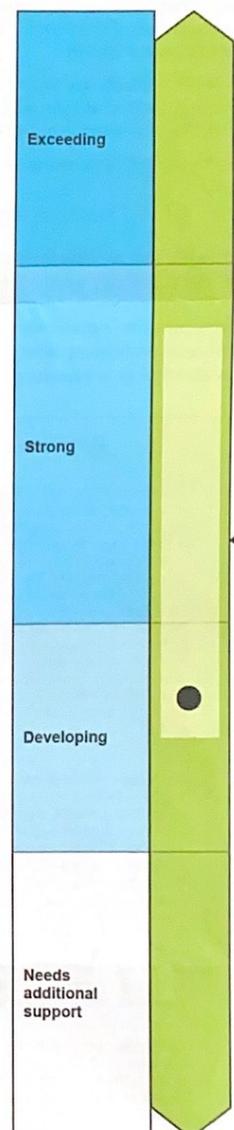


## Conventions of language

### Spelling



### Grammar & punctuation



Students wrote a story or persuasive text. Their writing was assessed by evaluating how well they demonstrated their skills in:

- supporting the reader and understanding the purpose of their writing
- structuring the text, developing ideas and making effective word choices
- using the conventions of written language such as grammar, punctuation, spelling and paragraphs.

Students were assessed on aspects of spelling, grammar and punctuation. Tasks included:

- correctly spelling frequently used one- and two-syllable words with less common spelling patterns
- identifying errors and then correctly spelling words with less common spelling patterns
- identifying examples of correct grammar usage
- recognising the correct use of a range of frequently used punctuation.

# Student report 2023 Year 5

## National Assessment Program — Literacy and Numeracy

### What is the NAPLAN proficiency standard and what is assessed?

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

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

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

### Where can I find further information?

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

The below table provides summaries of the types of skills typically demonstrated by Year 5 students in NAPLAN. A student achieving a result in a particular proficiency level is likely to have correctly answered questions involving skills in that level and any level below it. To read more about what is assessed in NAPLAN tests and how the tests are structured, visit [www.nap.edu.au](http://www.nap.edu.au).

	Numeracy	Reading	Writing	Conventions of language
Exceeding	Solves multi-step problems with multiple operations. Adds and subtracts decimals and fractions with the same denominator. Converts between metric units. Interprets timetables. Calculates areas and perimeters of rectangles. Describes pathways using key features and directional language. Interprets angles in context. Identifies the outcomes of chance experiments and assigns probabilities. Interprets and compares different representations of data.	Makes meaning from texts with elaborated ideas, less predictable characters and settings, and challenging sequences of events. Identifies details that connect implied ideas across a text. Analyses content to infer central and supporting ideas. Identifies how characteristic text structures support the text's purpose and how language features contribute to effect and meaning.	Writes a suitably structured coherent text, with relevant ideas, that engages or persuades the reader. Narrative or persuasive text features and effective word choices are used to affect the reader. The text has a variety of correct sentences. Most punctuation is correct and supports meaning. Most words, including many difficult words, are spell correctly.	Correctly spells, and identifies errors in, many words with difficult spelling patterns and most words with regular spelling patterns, including some unfamiliar vocabulary for the year level.  Consistently identifies or correctly uses grammar and punctuation conventions in increasingly sophisticated sentences. Conventions include: <ul style="list-style-type: none"> <li>• complex sentences</li> <li>• noun, verb, adjective and adverb groups or phrases</li> <li>• commas to separate clauses.</li> </ul>
Strong	Compares, orders and represents numbers beyond 10 000. Uses operations including division. Continues number patterns with decimals. Measures between intervals on scaled instruments. Calculates the areas of shapes. Solves time problems. Identifies features of 3D objects. Uses directional language to describe location. Classifies and compares angles. Orders the chance of events occurring. Interprets and compares data presented in tables or graphs.	Makes meaning from texts of increasing difficulty and elaboration that have variable text structures. Recognises the purpose of language and organisational features. Understands how ideas and events are sequenced and developed to support a text's purpose and intended audience. Makes inferences drawing from different parts of a text.	Writes a suitably structured text containing some development of ideas, some precise or topic-specific language and some narrative or persuasive text features. Many sentences are correct. Most punctuation is correct. Most common words and some difficult words are spell correctly.	Correctly spells, and identifies errors in, many two- and three-syllable words with regular spelling patterns, within familiar vocabulary for the year level.  Often identifies or correctly uses grammar and punctuation conventions in a variety of sentence structures. Conventions include: <ul style="list-style-type: none"> <li>• some complex sentences</li> <li>• nouns, verbs, adjectives, adverbs and pronouns</li> <li>• apostrophes for contraction.</li> </ul>
Developing	Compares, orders and represents numbers to 10 000. Uses operations to solve single-step problems. Solves problems involving simple fractions. Continues number patterns using addition or multiplication with whole numbers. Uses simple scaled instruments to measure. Converts between units of time. Identifies features of combined 2D shapes. Uses grid references to describe location. Compares angles to a right angle. Describes the likelihood of events.	Makes meaning from increasingly complex texts with familiar content and themes. Identifies the purpose of a text and shows some understanding of how ideas are structured and presented. Makes inferences from clearly stated information and retrieves specific information. Interprets the meaning of unfamiliar or subject-specific vocabulary from context.	Writes a text with some parts of a recognisable structure, containing some related ideas on a topic. The text has mostly everyday language and some narrative or persuasive text features. Some sentences are correct. Some punctuation is correct. Most simple and some common words are spell correctly.	Correctly spells, and identifies errors in, some frequently used one- and two-syllable words with simple spelling patterns.  Sometimes identifies or correctly uses grammar and punctuation conventions in a small range of sentence structures. Conventions include: <ul style="list-style-type: none"> <li>• some compound sentences</li> <li>• some nouns, verbs, pronouns and adjectives</li> <li>• quotation marks for direct speech.</li> </ul>
Needs additional support	Compares, orders and represents numbers to 1000. Adds and subtracts with two-digit numbers. Solves problems using basic multiplication facts. Determines simple fractions of collections. Continues number patterns using addition. Measures using uniform, informal units. Identifies common 2D shapes and 3D objects using obvious features. Identifies events based on their likelihood. Interprets data displayed in simple tables or picture graphs.	Makes meaning from short texts on familiar content, topics and themes. Reads texts that have concrete ideas with some elaboration and detail. Locates directly stated information and makes some connections between implicit ideas to build inferred meaning. Identifies the purpose of some common text structures and language features.	Writes a text with some parts of a recognisable structure, containing a few events or familiar ideas on a topic. The text has everyday language and some narrative or persuasive text features. There is some correct formation of sentences. Some punctuation is correct. Most simple and some common words are spell correctly.	Correctly spells, and identifies errors in, a few frequently used one-syllable words with simple spelling patterns.  May identify or correctly use a small range of grammar and punctuation conventions in short sentences. Conventions include: <ul style="list-style-type: none"> <li>• simple sentences</li> <li>• familiar nouns, verbs and adjectives</li> <li>• full stops and question marks.</li> </ul>