

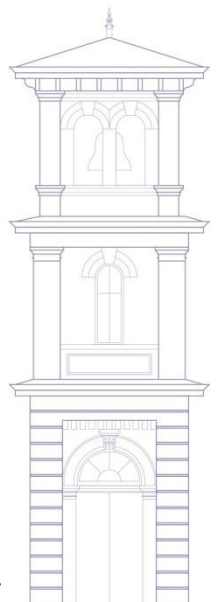


Kindergarten Transition

Parent Information Session 2 - 11 November 2015

2015/ 2016

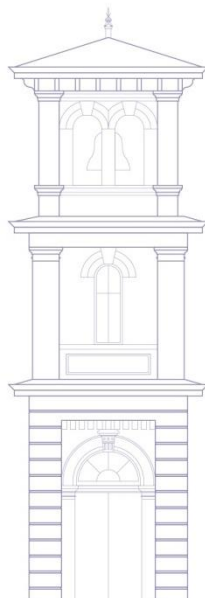
Hurstville Public School
Responsible Respectful Learners



What is Best Start?

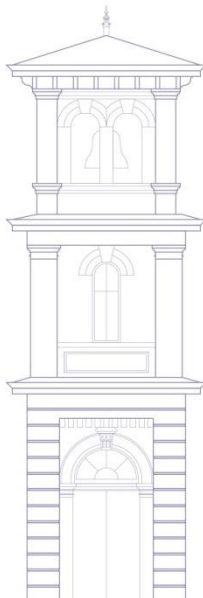
► The Best Start Kindergarten Assessment will

identify students' literacy and numeracy skills
and understandings at school entry



What is the assessment for?

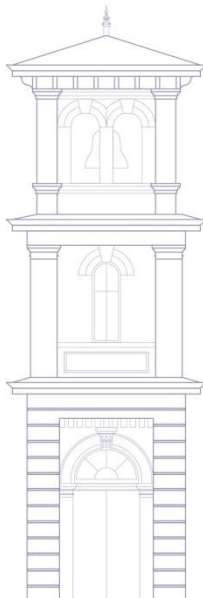
- ▶ To provide information that supports teachers in meeting students' individual learning needs;
- ▶ To provide parents and caregivers with feedback on what their child can do, and how they can best support their child's learning;
- ▶ To assist the monitoring of student learning throughout the school years.



When will the assessment take place?

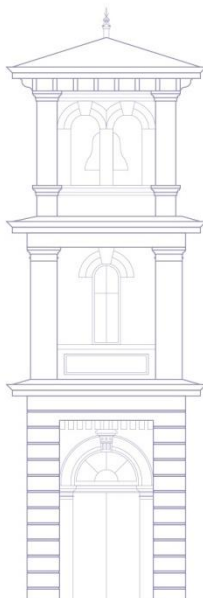
- ▶ Thursday 28th January 2016
- ▶ Friday 29th January 2016
- ▶ Monday 1st February 2016

- ▶ **You will receive a letter in December that outlines the time and date of your child's assessment.**



What will be assessed?

- ▶ Student's school entry skills and understandings in **literacy** and **numeracy**
- ▶ Critical aspects in each area, as determined by research



What are the critical aspects of literacy to be assessed?

Reading texts

Writing



























Speaking

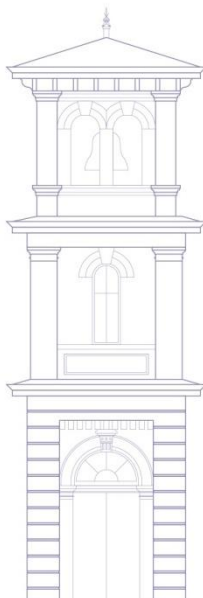
Comprehension

Concepts about print

Phonics

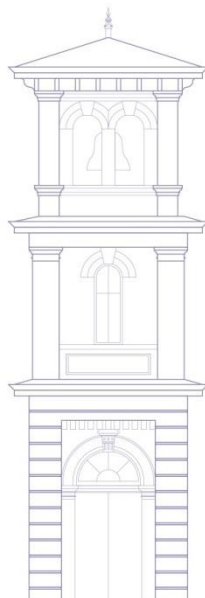
Phonemic Awareness

a 	m 	t 	s 	i 
f 	d 	r 	o 	g 
l 	h 	u 	c 	b 
n 	k 	v 	e 	p 
w 	j 	y 	x 	qu 
z 				



What are the critical aspects of numeracy to be assessed?

- ▶ Counting (numeral recognition and forward number word sequences)
- ▶ Counting as a problem solving process
- ▶ Pattern recognition

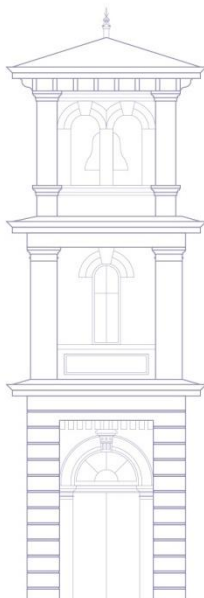


What are students asked to do during the Best Start Literacy Assessment?

- ▶ Teachers ask a series of questions to gather information about children's early literacy knowledge.

For example:

To assess a child's understanding of a text read to them, the teacher may ask the student to retell what happened in the story in their own words.



What are students asked to do during the Best Start Numeracy Assessment?

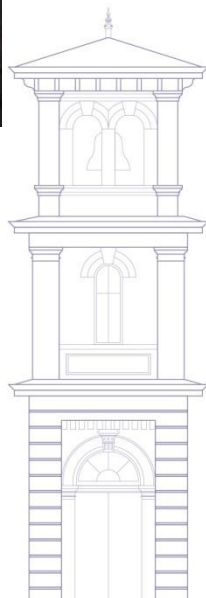
- ▶ Teachers ask a series of questions to gather information about children's initial mathematical knowledge.

For example:

To see how far a child can correctly count, the teacher may ask them to start counting.



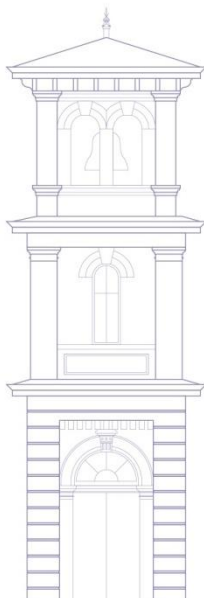
The child will be asked to stop when the teacher gets a sense of how well they can count.



How will student assessment information be communicated to parents and caregivers?

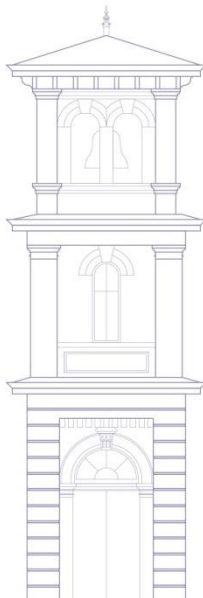
Parents and carers will receive clear, accessible feedback on:

- ▶ their child's learning at school entry
- ▶ next steps in the learning process
- ▶ how to support their child's learning



A day in the life of Kindergarten

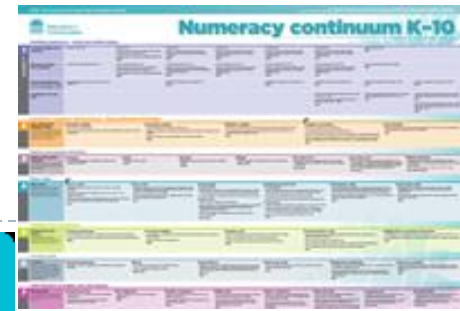
- ▶ My day at Kindergarten



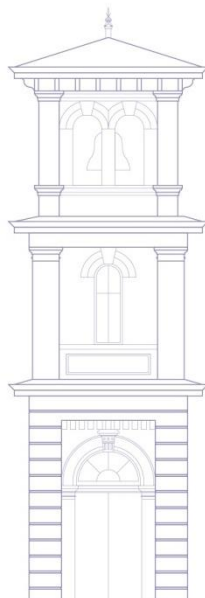
The Numeracy Continuum

Aspect 1:

Counting sequences and
numeral identification

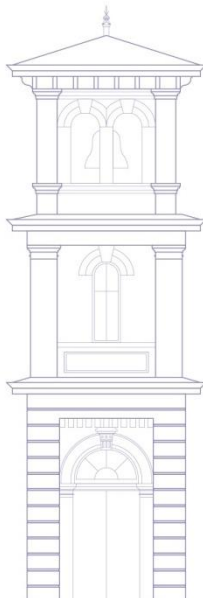
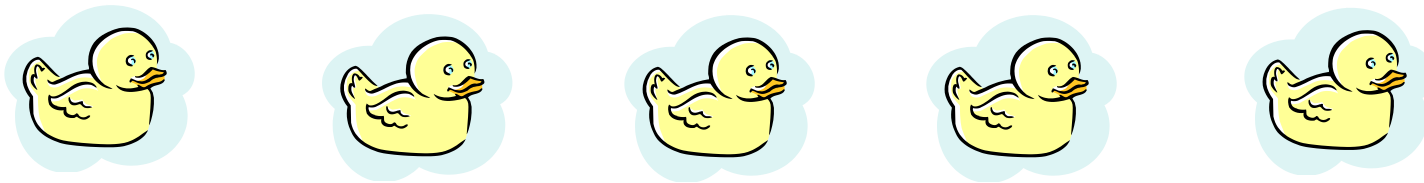


- ▶ Numeral identification
- ▶ Sequence of numbers
- ▶ Number before and after
- ▶ Teen numbers



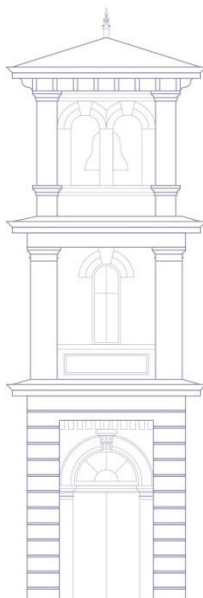
How do children learn to count?

- ▶ One of the first experiences children have with numbers is '**counting**'. Counting starts as a **pattern of words**, just like a nursery rhyme. The children may not necessarily initially relate the words to a quantity.
- ▶ Counting can be reinforced through story telling, picture books, songs and rhymes. *Goldilocks and the Three Bears*, *The Three Little Pigs* and the song *Five Little Ducks* all contain examples of counting.



Repetition

- ▶ Children learn the pattern of counting words by **repetition**.
- ▶ When asking '**counting questions**' allow your child to count as far as he or she is capable of and then encourage your child to **join you** while you continue counting. Although your child may be a little behind you as you say the numbers, he or she will still have a feeling of counting with you and with repetition, will begin to learn the sequence.



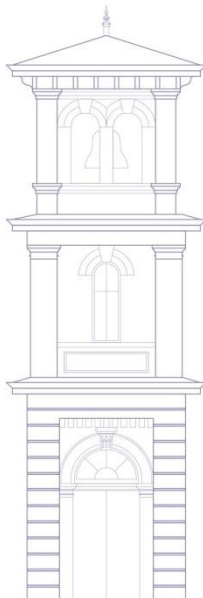
Counting

- ▶ It is often a good idea to **start counting from a number other than one**. For example, start counting from the age of your child. This encourages children to '**count on**' from a number, rather than having to go back to one and start counting. This is a useful method when answering addition questions.



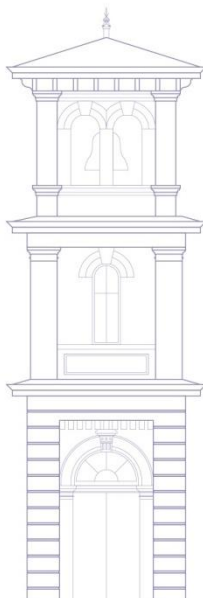
Counting

- ▶ As well as counting forwards and backwards, ask your child to name the **number that comes before or after** a given number. For example, ask your child, "How old will you be on your next birthday?" or "How old were you last year?" This also helps develop children's ability to count.
- ▶ However, remembering the number words in the correct order is only part of the process of counting. To count we need to **match the number words with the correct number of "things"**.
- ▶ Many opportunities exist at home where you can encourage children to count objects.

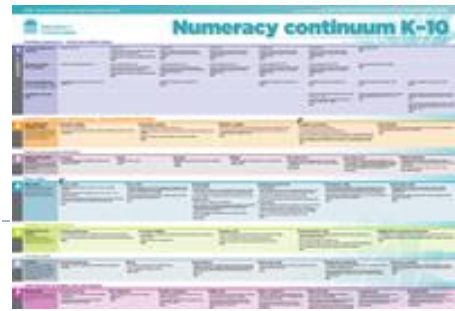


Examples of counting

- ▶ count out the number of plates, cups and cutlery while setting the table
- ▶ count the number of buttons as you do up a cardigan
- ▶ count the number of pegs used when hanging out the washing,
- ▶ count the flowers in the garden or the number of flowers you pick to place in a vase
- ▶ count the number of steps taken from the front door to the letterbox
- ▶ count the number of eggs in a carton, and again after some have been removed
- ▶ count the number of times you and your child can throw a ball to each other without dropping it
- ▶ count the number of houses with dogs while walking along your street



The Numeracy Continuum



Numeracy continuum K-10

Year	Number	Algebra	Geometry and Trigonometry	Statistics	Probability
Kindergarten	Counting	Sorting	Shape	Sorting	Sorting
Year 1	Counting	Sorting	Shape	Sorting	Sorting
Year 2	Counting	Sorting	Shape	Sorting	Sorting
Year 3	Counting	Sorting	Shape	Sorting	Sorting
Year 4	Counting	Sorting	Shape	Sorting	Sorting
Year 5	Counting	Sorting	Shape	Sorting	Sorting
Year 6	Counting	Sorting	Shape	Sorting	Sorting
Year 7	Counting	Sorting	Shape	Sorting	Sorting
Year 8	Counting	Sorting	Shape	Sorting	Sorting
Year 9	Counting	Sorting	Shape	Sorting	Sorting
Year 10	Counting	Sorting	Shape	Sorting	Sorting

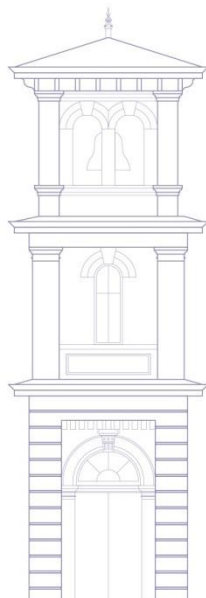
Aspect 2:

Counting as a problem solving process

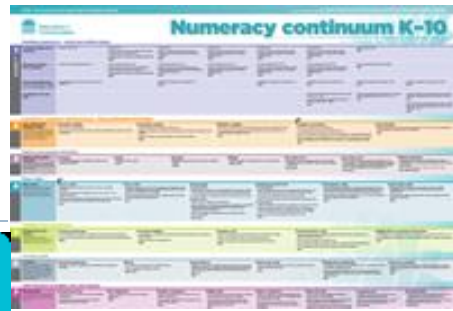
Early arithmetical strategies



- ▶ Many stages that students go through
- ▶ Some students need to see the objects to count them
- ▶ Some students can count but start from one
- ▶ Some students can count on from the biggest number
- ▶ Some students can use a range of strategies to solve problems



The Numeracy Continuum

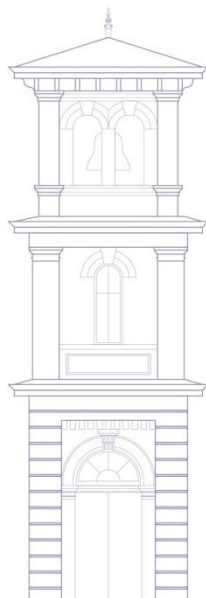


Numeracy continuum K-10

Aspect 3: Pattern and number structure



- ▶ Subitising - instant recognition of a group/pattern
- ▶ Using five as a reference and then counting
- ▶ Arrays used in multiplication
- ▶ Separating and combining numbers
- ▶ Friends of ten

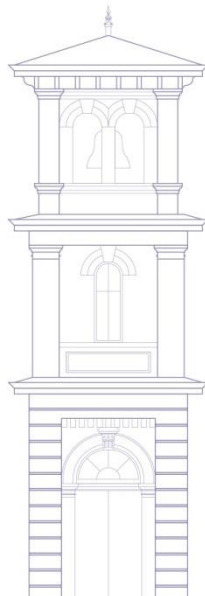


The Numeracy Continuum

Aspect 4: Multi-unit place value

A colorful chart titled "Numeracy continuum K-10" showing various numeracy skills and concepts across different levels from Kindergarten to Year 10. The chart is organized into columns representing different numeracy skills and rows representing different year levels. The colors of the rows correspond to the year levels: Kindergarten (purple), Year 1 (orange), Year 2 (yellow), Year 3 (green), Year 4 (light blue), Year 5 (dark blue), Year 6 (pink), Year 7 (light green), Year 8 (light purple), Year 9 (light blue), and Year 10 (light pink).

- ▶ Ability to see tens in numbers
- ▶ This helps students to solve addition, subtraction, multiplication and division problems

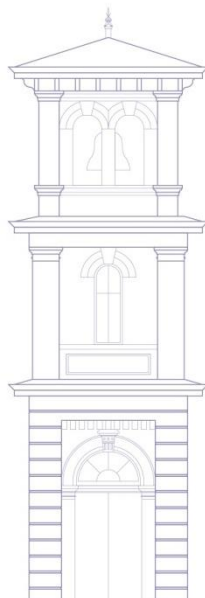


The Numeracy Continuum

Aspect 5: Multiplication and division

A chart titled 'Numeracy continuum K-10' showing various numeracy skills across different year levels from Kindergarten to Year 10. The chart is organized into columns for each year level and rows for different skill categories. The skills listed include: Counting, Understanding numbers, Understanding operations, Understanding measurement, Understanding geometry, Understanding statistics, Understanding algebra, Understanding fractions, Understanding decimals, Understanding percentages, Understanding ratios, Understanding probability, Understanding functions, Understanding sets, Understanding logic, Understanding problem-solving, Understanding communication, Understanding collaboration, Understanding self-management, Understanding social skills, Understanding citizenship, Understanding environmental awareness, Understanding digital literacy, Understanding financial literacy, Understanding health and safety, Understanding personal development, Understanding career development, Understanding community involvement, Understanding global awareness, Understanding cultural awareness, Understanding diversity, Understanding equity and inclusion, Understanding sustainability, Understanding resilience, Understanding growth mindset, Understanding grit, Understanding perseverance, Understanding self-efficacy, Understanding social-emotional learning, Understanding character education, Understanding service learning, Understanding leadership, Understanding teamwork, Understanding conflict resolution, Understanding decision-making, Understanding critical thinking, Understanding creative thinking, Understanding innovation, Understanding entrepreneurship, Understanding social entrepreneurship, Understanding social impact, Understanding social change, Understanding social justice, Understanding human rights, Understanding global citizenship, Understanding digital citizenship, Understanding financial citizenship, Understanding environmental citizenship, Understanding cultural citizenship, Understanding community citizenship, Understanding global citizenship, Understanding digital citizenship, Understanding financial citizenship, Understanding environmental citizenship, Understanding cultural citizenship, Understanding community citizenship.

- ▶ Forming equal groups
- ▶ Counting forwards and backwards by a number
- ▶ Repeated addition
- ▶ Multiplication and division

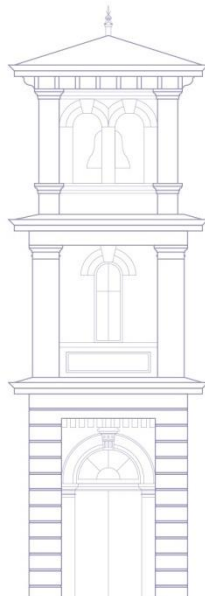


The Numeracy Continuum

Aspect 6: Fraction units



- ▶ Exploring fractions as a unit

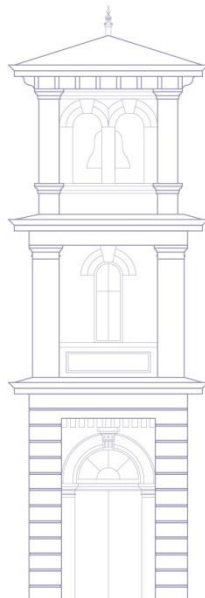


The Numeracy Continuum

Aspect 7: Measurement

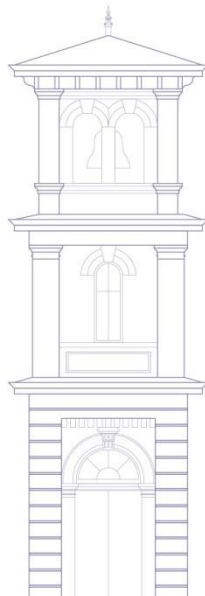
A colorful chart titled "Numeracy continuum K-10" is displayed in the top right corner. It is a grid-like structure with multiple rows and columns, each containing text and small icons, representing different numeracy skills and standards across various educational levels from Kindergarten to Year 10. The chart is organized into sections with different background colors like purple, orange, green, and blue.

- ▶ Length
- ▶ Area
- ▶ Volume



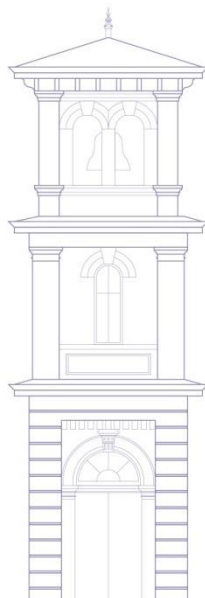
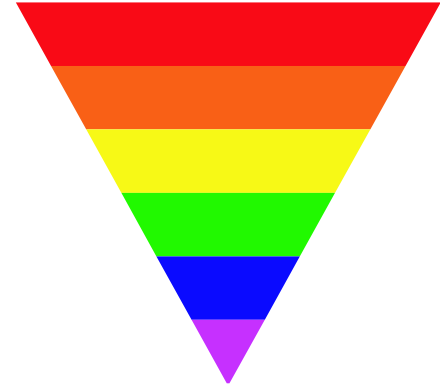
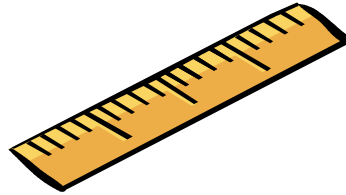
Useful Games

- ▶ Dominoes
- ▶ Card games
- ▶ Snakes and ladders



Other Concepts to Explore

- ▶ Shapes and objects
- ▶ Reading 'o'clock' time
- ▶ Patterns and algebra
- ▶ Graphs



Questions ?

