

Wednesday, May 23, 2018

Dear Families,

The school's public speaking program is due to start in Week 6 of this term in preparation for the finals in Education Week early Term 3. In Kindergarten, the students are required to present a **1-2 minute speech** on a topic of their choice. They will be practising their presentations during news sessions. The students know which day is their news day. These presentations will continue until the end of Week 9, which will give all students the opportunity to receive feedback and improve their speeches. Class finalists will be selected from these presentations, and will present their speech at the whole school Public Speaking Finals in Education Week (early Term 3).

During Week 5 we will be discussing what they would like to speak about and some ideas for their topic.

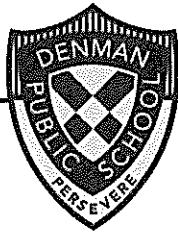
Some pointers for developing public speaking skills when practising:

- *commence with "Good morning teachers, students and visitors. Today I would like to talk about... (Then introduce the topic)."
- *use palm cards or pictures on cards
- *conclude with "Thank you for listening to my speech."
- *stand "tall" and smile
- *maintain eye contact with the audience
- *speak in a clear, loud voice and use an expressive voice for emphasis
- *speak at a moderate pace so that every word can be heard clearly
- *keep your hands still and do not fidget with your clothes or hair
- *always keep to the topic

Thank you,

Phoebe Duggan
Kindergarten

Megan Druitt
Principal



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Tuesday, May 22, 2018.

Public Speaking

Dear Year 1 and Year 2 parents,

Our school public speaking program is due to commence shortly, in preparation for the finals, which will be held early next term. In Year 1, children are required to present a 1-2 minute speech on the topic of their choice. In Year 2, children are required to present a 2-3 minute speech on the topic of their choice. **All students** are required to present a speech to the class.

We will be starting the presentations in class on Monday 25th June. These presentations will continue until all speeches have been completed, but not after Friday, 6th July. Any student who wishes to bring their speech to school for feedback or help may do so.

The school marking criteria will be used to select our three class finalists. Please refer to the attached information as this will give you a guide of the qualities that are important for successful public speaking. The finalists will present their speech at the whole school Public Speaking Finals in Education Week (Term 3).

If you have any queries, please feel free to contact us via the school office.

We look forward to being entertained by the students in Year 1 and Year 2. Good Luck!

Regards,

Jane Boyle

Classroom Teacher

Emily O'Brien

Classroom Teacher

Megan Drutt

Principal



Denman Public School

Public Speaking Competition Stage 1 Marking Rubric 2018

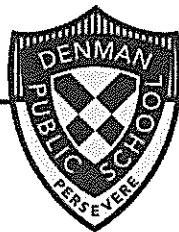
Student Name: _____ Grade: _____

Topic: _____

| | 1 | 2 | 3 | 4 | 5 |
|-----------------------------|--|---|---|--|---|
| Pace, Volume and Expression | Difficult to hear, lacks confidence. | Speaks clearly most of the time and shows some confidence. | Consistently speaks in an audible, clear and confident way. | Uses pace and volume for emphasis when speaking. | Uses expression for emphasis appropriately throughout. |
| Register | Speaks in a monotone voice. | Begins to adjust register to suit audience and situation. | Uses register and tone according to purpose and audience. | Adjust register, tone and volume appropriate to situation. | Automatically adjusts speech to suit different audiences, purposes and situations. |
| Confidence | Lacks confidence, constantly fidgeting and moving. No eye contact. | Speaks with some confidence. Fidgeting distracts from speech. May look at audience occasionally. Notes may obstruct face. | Speaks confidently. Some evidence of fidgeting or awkward stance. Glances at audience sporadically. | Speaks clearly and confidently. Stance is secure most of the time. Maintains eye contact most of the time. | Speaks clearly and confidently. Stance is appropriate. Maintains eye contact throughout. |
| Presentation | Speaks to class with disjointed and unrelated ideas. | Makes brief oral presentation to the class. No evidence of organisation. | Presents a brief oral presentation with some preparation. | Plans and presents a brief oral presentation about a topic. | Plans and delivers a short oral presentation on a familiar topic for an audience beyond the immediate classroom. The topic is appropriate for the audience. |

Comments:

Total Mark: /20



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Thursday, May 17, 2018.

Dear parents of Year 5 and Year 6 Children,

Our school's public speaking program will commence this term, in preparation for the finals, which will be held early next term. In Years 5 and 6, each child is required to present a 3-4 minute speech on the topic of their choice.

We will be starting the presentations on Tuesday 12th June, students will then be given feedback and the opportunity to improve their speech. All students will be required to present their final speeches during the week of Monday 25th June – Friday 29th June. All students are expected to have their speeches at school and ready to present by Week 8. Please note: if students are not prepared by this date, they could forfeit their opportunity to receive feedback.

Students will be marked using the marking criteria provided, with the highest scores in each class will progress to the finals.

If you have any queries, please feel free to contact the class teacher via the school office.

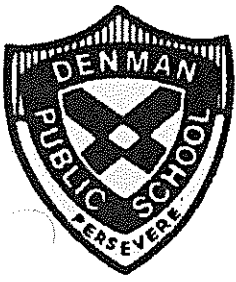
Regards,

Amanda Ballard
Year 5 Teacher

Kay Borg
Year 5 Teacher

Nick Garner
Assistant Principal

Megan Druitt
Principal



Denman Public School

Public Speaking Competition Stage 3 Marking Rubric 2018

Student Name: _____ Grade: _____

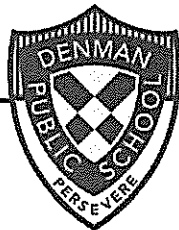
Topic: _____

| MANNER | 1 | 2 | 3 | 4 |
|--------------------------------------|---|--|---|---|
| Poise and Appearance | Looks nervous; inappropriately dressed. | Some tension or indifferent appearance. | A little nervous; quick recovery from minor mistakes. | Relaxed, self confident and appropriately dressed. |
| Body Language | No descriptive movement or gestures. | Insufficient movement and/or gestures not coordinated with speech. | Gestures present but appear awkward or unnatural. | Natural movement; appropriate to content and engaging to audience. |
| Eye Contact | No effort to make eye contact with audience. | Occasional but unsustained eye contact with audience. | Fairly consistent use of direct eye contact with audience. | Holds attention through direct eye contact with most members of audience. |
| Voice | Low volume or monotonous tone. | Uneven or inappropriate volume and/or little inflection. | Variation in volume and inflection enhances presentation. | Variation in volume and inflection maintains audience interest and emphasizes key points. |
| Pacing Time: ____:____ | Either too fast or too slow; pauses, 'umms' and 'ahhs' interfere with flow. Less than 2min:30sec. | Either too fast or too slow; some pauses, 'umms' and 'ahhs' interfere with flow. 2min:30sec to 3min or longer than 4min:30sec | Delivery generally successful; rarely do pauses, 'umms' and 'ahhs' interfere with speech. 3min to 3min:50sec | Excellent pacing, including dramatic pauses; no 'umms' or 'ahhs'. 3min:50sec to 4min:30sec |
| Use of Notes | Uses a large sheet of paper; and/or reads from notes continually. | Uses oversized palm cards; reads from notes for the majority of the speech. | Indiscrete use of palm cards; some evidence of reading for short periods of time. | Discrete palm cards; no evidence of reading, glances briefly at cards. |
| MATTER | 1 | 2 | 3 | 4 |
| Central Idea | Has little or no focus on central idea or topic. | Attempts to focus on a central idea or topic. | Conveys a central idea or topic. | Maintains clear focus on central idea or topic. |
| Details | Insufficient or unrelated details. | Lists related details but provides no elaboration. | Provides sufficient details with some elaboration. | Elaborates details to support central idea. |
| Material selection | Material is age appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis. | Material is mostly age appropriate; hard to follow at times and lacking in one/two aspect of unity, coherence and emphasis. | Material is age appropriate; usually easy to follow and lacking one aspect of unity, coherence and emphasis. | Material is age appropriate, easy to follow, evidence of unity, coherence, and emphasis. |
| Introduction Conclusion | Little or no introduction or conclusion. | Attempts to form an introduction and/or conclusion; introduces self and topic explicitly | Includes an introduction and conclusion that is linked to the central idea. | Includes an engaging introduction and conclusion that is clearly linked to the central idea. |

Additional Comments:

Total Score: _____ / 40

Teacher: _____



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Tuesday, June 05, 2018.

Public Speaking

Dear Year 3 parents,

Our school public speaking program is due to commence shortly, in preparation for the finals, which will be held early next term. In Year 3, children are required to present a 2-3 minute speech on the topic of their choice. **All students** are required to present a speech to the class.

We will be starting the presentations on Monday 25th June. These presentations will continue until all speeches have been completed, but not after Friday, 6th July. The students in Year 3 have written an information report which may be used as the basis for their speech. Any student who wishes to bring their speech to school for feedback or help may do so.

The school marking criteria will be used to select our three class finalists. Please refer to the attached information as this will give you a guide of the qualities that are important for successful public speaking. The finalists will present their speech at the whole school Public Speaking Finals in Education Week (Term 3).

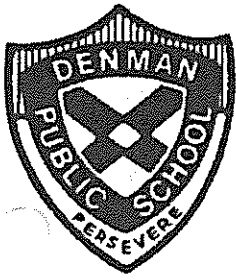
If you have any queries, please feel free to contact us via the school office.

We look forward to being entertained by the students in Year 3. Good Luck!

Regards,

Caroline Saunders
Classroom Teacher

Megan Druitt
Principal



Denman Public School

Public Speaking Competition Stage 2 Marking Rubric 2018

Student Name: _____ Grade: _____

Topic: _____

| MANNER | 1 | 2 | 3 | 4 |
|--------------------------------------|---|--|---|---|
| Poise and Appearance | Looks nervous; inappropriately dressed. | Some tension or indifferent appearance. | A little nervous; quick recovery from minor mistakes. | Relaxed, self confident and appropriately dressed. |
| Body Language | No descriptive movement or gestures. | Insufficient movement and/or gestures not coordinated with speech. | Gestures present but appear awkward or unnatural. | Natural movement; appropriate to content and engaging to audience. |
| Eye Contact | No effort to make eye contact with audience. | Occasional but unsustained eye contact with audience. | Fairly consistent use of direct eye contact with audience. | Holds attention through direct eye contact with most members of audience. |
| Voice | Low volume or monotonous tone. | Uneven or inappropriate volume and/or little inflection. | Variation in volume and inflection enhances presentation. | Variation in volume and inflection maintains audience interest and emphasizes key points. |
| Pacing Time: ____:____ | Either too fast or too slow; pauses, 'umms' and 'aahs' interfere with flow. Less than 2min:30sec. | Either too fast or too slow; some pauses, 'umms' and 'ahhs' interfere with flow. 2min:30sec to 3min or longer than 4min:30sec | Delivery generally successful; rarely do pauses, 'umms' and 'ahhs' interfere with speech. 3min to 3min:50sec | Excellent pacing, including dramatic pauses; no 'umms' or 'ahhs'. 3min:50sec to 4min:30sec |
| Use of Notes | Uses a large sheet of paper; and/or reads from notes continually. | Uses oversized palm cards; reads from notes for the majority of the speech. | Indiscrete use of palm cards; some evidence of reading for short periods of time. | Discrete palm cards; no evidence of reading, glances briefly at cards. |
| MATTER | 1 | 2 | 3 | 4 |
| Central Idea | Has little or no focus on central idea or topic. | Attempts to focus on a central idea or topic. | Conveys a central idea or topic. | Maintains clear focus on central idea or topic. |
| Details | Insufficient or unrelated details. | Lists related details but provides no elaboration. | Provides sufficient details with some elaboration. | Elaborates details to support central idea. |
| Material selection | Material is age appropriate for audience; difficult to follow, little to no evidence of unity, coherence, and emphasis. | Material is mostly age appropriate; hard to follow at times and lacking in one/two aspect of unity, coherence and emphasis. | Material is age appropriate; usually easy to follow and lacking one aspect of unity, coherence and emphasis. | Material is age appropriate, easy to follow, evidence of unity, coherence, and emphasis. |
| Introduction Conclusion | Little or no introduction or conclusion. | Attempts to form an introduction and/or conclusion; introduces self and topic explicitly | Includes an introduction and conclusion that is linked to the central idea. | Includes an engaging introduction and conclusion that is clearly linked to the central idea. |

Additional Comments:

Total Score: _____ / 40

Teacher: _____