



Northland School

2016 End of Year Reports and National Standards – Years 2 and 3

Your child's 2016 end of year report is a summary of their progress throughout the year. It is one part of our on-going programme of reporting to parents that includes formal parent teacher interviews as well as opportunities to meet informally when the need arises. In this report there should be no surprises to you as a parent as we should have made contact with you if we had any real concerns or matters that needed discussing.

Literacy and Numeracy are the major parts of our teaching and learning programme and our reports reflect that emphasis.

National Standards

We report to parents of children in Years 2 and 3 on student achievement in reading, writing and mathematics in relation to National Standards at the end of 80 or 120 weeks at school. We have included this information as part of the end of year report and have noted the number of weeks your child has been at school.

If your child has reached either the 80 or 120 anniversary since the middle of the year we have used the Ministry of Education reporting categories of:

- Above the Standard
- At the Standard
- Below the Standard
- Well Below the Standard

If your child has **not** reached either the 80 or 120 week anniversary since the middle of the year, eg 73 weeks, we have used the following categories:

- Above the Standard
- At the Standard
- Working towards the Standard

The class teacher has used many different ways to determine your child's progress and level of attainment in relation to National Standards. These include:

- watching your child working in the classroom
- using a range of formal tests/assessments
- talking with them about their learning
- your child assessing their own and each other's work.

National Standards are aspirational and are intended as an academic indicator that your child is on track to leave secondary school with a NCEA level 2 or equivalent qualification. Children do not make academic progress at the same rate nor at the same age or stage in their education as their peer group. National Standards do not reflect the important Key Competencies of *Managing Self* or *Relating to Others* – we acknowledge these important attributes in the **Social and Personal Skills** and **Work Habits** section of the report.

Not all students will meet the various standards – some will be below and some will be above but all will have made progress.

Achievement

Beside each descriptor there is a code relating to the achievement of your child at Northland School.

- C:** ***Consistently achieving to a high level*** – this relates to a child who is achieving to a high standard with very little teacher support apart from enrichment or extension.
- A:** ***Achieving this objective*** – this relates to a child who is achieving this objective within the classroom programme
- W:** ***Working towards achieving this objective*** – this will relate to the achievement of a child who has either just been working at this level or needs some additional support
- T:** ***Dependent on teacher support*** – the child needs a significant amount of individual support

School Participation for Years 3 – 8

As children progress through the school we provide an increasing number of opportunities for them to voluntarily participate in other aspects of school life. These include choirs, orchestra, being a librarian, helping with Road Patrols, ICAS Competitions, representative sports teams etc.

Social and Personal Skills and Work Habits

This section relates to the how well your child works within the school environment and their interpersonal skills generally. Many of the social and personal skills are reflected in the school's Qualities programme.

- C:** ***Consistently*** – over 90% of the time
- U:** ***Usually*** – where most people operate - between 40 – 90% of the time
- S:** ***Sometimes*** – less than 40% of the time

Attendance

This section notes your child's attendance in half days for the year as at 6 December 2016.

General Comment

This section is for the teacher's personal reflection of your child. This section is very important as it provides the opportunity for the teacher to personalise the report just for your child.

Our teachers spend many hours writing and rewriting these reports to give you an honest and accurate summary of your child's progress during the year.

Jeremy Edwards
Principal
December 2016