



# *Reporting to Parents and Caregivers 2019*

Dunsandel School

## Reporting to Parents for 2019

The assessment and reporting of student achievement plays an important role in the education of our children.

### Parent Teacher Interviews

#### Term One Week 8

The first Parent Teacher Interview will happen at the end of term one. Parents will meet with the teacher to discuss how their child has settled into the class so far – children can attend as well. Teachers will share data that they have collected during term one. Teachers will discuss learning goals with parents and their child to strive towards during term two.

#### Term Three Week 2

The second Parent Teacher Interview will happen at the start of term three. Teachers will meet with parents to discuss how their child has gone in the first half of the year based on the written report sent home at the end of term two. Discussions will centre around their learning, achievement and the next steps for their learning.

### Written Reports End of Term 2 and 4

Written Reports will provide parents, caregivers and children with an overview of progress and achievement in the following sections. Children will still get at least two written reports a year.

#### General Comments

These comments reflect a range of aspects about the children and have strong emphasis on our PRIDE values. The general comments will often make reference to social interactions, leadership roles, classroom manner and groups the child may be involved in. This section will also include an attendance record which is shown as a percentage.

## Dunsandel School Mid-Year Report 2019

PRIDE Values	What it means for our school	Sometimes	Usually	Is a strength
<b>Participate</b>	For our school Participate means <b>Join in</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Respect</b>	For our school Respect means <b>Treat others like you would like to be treated</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Initiative</b>	For our school Initiative means <b>Think for Yourself</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Determination</b>	For our school Determination means <b>Try hard and don't give up</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
<b>Excellence</b>	For our school Excellence means <b>Do your Best</b>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

### Teachers General Comment

<i>Signed Class Teacher</i>	<i>Signed Principal</i>

#### Attendance Terms One and Two

*Attendance is based on the number of half days school is open*  
Monday 29 January to Friday 14 June 2019

**Present Percentage**

**XX%**

**Reading Writing and Maths**

Reporting for Reading, Writing and Maths will indicate whether your child is **Yet to meet Curriculum Expectations**, is **Meeting Curriculum Expectations** or is **Exceeding Curriculum Expectations**. The expectation would be that children in Years 1 and 2 would be working at Level One; children in Years 3 and 4 would be working at Level Two and children in Years 5 and 6 would be working at Level Three. The teacher will also make comments on these three areas, offer the next learning step for your child and provide a judgment on Effort and Attitude.

**How Will The Teacher Work Out Where Students Are At?**

The teacher will continue to use many different assessment tools and use their overall judgement to find out where students are against the school’s expectations.

To find a student’s OTJ, teachers use:

- A range of assessment tools
- Observations of students working in the classroom
- Conversations with students about their learning
- Assessments of how students manage and evaluate their own learning
- *Children’s assessment of their own and each others’ work*

It is important to remember that as learners we start at different points and progress in our learning in different ways and at different rates from one another.

**Some students will need more time and support to reach expectations. The focus must always be on students, teachers and parents working together to achieve each student’s next learning steps.**



Progress in relation to READING		
Yet to Meet Curriculum Expectations	Meeting Curriculum Expectations	Exceeding Curriculum Expectations
<p><b>Reading Comment</b>                      In recent months xxxxx has</p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		
<p><b>Next Learning Step</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>		
Effort and Attitude		
Improvement Required	Acceptable	Excellent

### Other Curriculum Areas

The other learning areas are Science, Technology, Health and Physical Education and the Arts (Dance, Drama, Visual Arts and Music). Achievement in these areas is also measured against the New Zealand Curriculum Levels (see diagram with Reading, Writing and Maths). Based on the topics and areas being taught during the year, the report will show the Curriculum level your child is working at and the Effort/Attitude shown by your child.

Other Curriculum Areas				
Curriculum Area	Level Working at	Term	Topic	Effort
Health				
Maori				
Physical Education				
Science				
Social Sciences				
The Arts				
Effort and Attitude Key 1=Improvement Required 2=Acceptable 3=Excellent -				

### What I think about my Learning and How can you help at home?

The partnership between home and school is a crucial one. Parents often ask how they can help with their child's learning at home. There are some Ministry of Education resources that will be able to be accessed from our website by clicking on the Learning Links tab.

What I think about my Learning
I am most proud of
I found this the biggest challenge

Supporting your child's Learning at Home
How can you help at home?
Check our website for supporting your child's learning at home – <a href="http://www.dunsandel.school.nz">www.dunsandel.school.nz</a> . Click on the Parent Information tab and click on Learning Links.

