


WHĀNAU HUI AND REPORT GUIDE

We only have TIME to call one member of each family or whānau so it will need to either be the primary caregiver or designated parent or caregiver who will share the information between both households.



WITHERLEA SCHOOL

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Ararangi - Pathway to the Sky
Empowering ALL learners to reach their potential in an innovative community

INITIAL REPORT

TEACHER NAME: _____

ATTENDANCE: _____

TERM ONE

READING

NZ Curriculum Level 1		NZ Curriculum Level 2		NZ Curriculum Level 3		NZ Curriculum Level 4	
1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Level 19-21	Level 22-24	Level 25-26	Level 27-28	Level 29-30	Level 31-32	Level 33-34	Level 35-36

WRITING

NZ Curriculum Level 1		NZ Curriculum Level 2		NZ Curriculum Level 3		NZ Curriculum Level 4	
1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Level 19-21	Level 22-24	Level 25-26	Level 27-28	Level 29-30	Level 31-32	Level 33-34	Level 35-36

MATHEMATICS

NZ Curriculum Level 1		NZ Curriculum Level 2		NZ Curriculum Level 3		NZ Curriculum Level 4	
1.1	1.2	2.1	2.2	3.1	3.2	4.1	4.2
Stage 2-3	Stage 4	Stage 5 Early	Stage 5	Stage 6	Stage 7	Stage 8	Stage 9

● GREEN MARKER = achievement at the start of the year
● RED MARKER = achievement at the end of the year
→ Progress = distance between markers

GRADUATE PROFILE

EMERGENT ← **PART OF ME**

Global Identity and Sustainability (Participating and Contributing)

EMERGENT ← **PART OF ME**

Creativity and Innovation (Thinking)

EMERGENT ← **PART OF ME**

Effective Relationships (Relating to Others)

EMERGENT ← **PART OF ME**

Personal Management (Managing Self)

LEARNING

EMERGENT ← **PART OF ME**

Clarity (Understands the 'what and why' of learning, sets and achieves learning goals)

EMERGENT ← **PART OF ME**

Diversity (Uses prior knowledge of self and others, valuing others perspectives and collaborating)

EMERGENT ← **PART OF ME**

Growth Mindset (Sees mistakes as part of learning, takes risks, perseveres)

EMERGENT ← **PART OF ME**

Feedback (Gives and receives specific feedback regarding criteria for learning)

CURRICULUM AREAS

	GIVES IT A GO	SHOWS AN INTEREST	AREA OF STRENGTH
Science and the Environment <small>Engage/Inquire, hands on experiences/experiments and MakerSpace</small>	●	●	●
Te Ao, Te Reo, Tikanga and Culture <small>Kapa Haka, school events, language, identity, culture (love and others)</small>	●	●	●
The Arts <small>Music, Drama, Visual Arts, Dance, School and community</small>	●	●	●
ICT and Technology <small>Digital Fluency and Technologies, STEAM activities, construction and EPOS</small>	●	●	●
Health, Physical Education and Wellbeing <small>Fundamental skills, strategic play, Swimming, safety and EDTC (CAMPS)</small>	●	●	●

STUDENT VOICE:

TEACHER SIGNATURE:

PRINCIPAL SIGNATURE:

TARGET LEARNING AREA:

PERSONAL GROWTH AREA:

GENERAL COMMENT:

OUR REPORTS:

- New Zealand Curriculum Levels; *Reading, Writing and Mathematics*
- Year 1-2 MOSTLY operate in Level 1
- Year 3-4 MOSTLY operate in Level 2
- Year 5-6 MOSTLY operate in Level 3
- We use **PROGRESS** as an indicator of learning at Witherlea rather than comparison (comparing children to others of the same age)
- Target Learning Area is a goal or goals centred around Reading, Writing, Mathematics or our 'Learning' section
- Personal Growth Area is a goal related to 'Dispositions' of a learner (see below) and link directly to our Graduate Profile
- We would like to work with our whānau to select the goals that suit each child and their learning journey best; *'Personalised Learning'*
- Have a look at your child's last report and think about the core subjects of *reading, writing and mathematics* or *'learning' skills* to help decide on their learning target for the year

PERSONAL GROWTH/LEARNING DISPOSITIONS

Witherlea Learner Dispositions				
Hauora: Wellbeing and Belonging (Participating and Contributing)			Relating to Others	
Students participate in school events knowing and following the Whānau	Students act on Feedback on their own, peers and meet expectations	Students contribute to the well-being of the school, completed tasks and student voice	Students act on Feedback when monitoring the routines	Students know how to assume different roles within a group
Students participate in all events to their highest ability	Students encourage and positively acknowledge each other	Students use different language for their greetings	Students follow the routines, both from the teacher and from their peers	Students cooperate, collaborate, and support one another during Learning
L1 Students work within Leadership positions growing their confidence and ability to speak in class	L1 Students follow the expectations with a variety of ability (learners, staff and visitors of school)	L1 Students show the values of manaakitanga and manaakitanga	L1 Students model the values of manaakitanga and support others to follow them	L1 Students assume leadership roles and responsibilities in a group
L1 Student Leaders motivate younger students who are following the expectations of the school	L1 Students use the mediated space to calm down if they need to	L1 Students listen when reminded about expectations	L1 Students learn from mistakes, viewing mistakes as learning	L1 Students seek help or support with tough situations
Students demonstrate self-regulation, setting their own, clear boundaries, and being able to calm down	Students seek help or support with tough situations	Students manage distractions and can focus on tasks	Students set goals and monitor their progress towards them	Students adapt to change in the environment, routine and drama play (game)
Students use the mediated space to calm down if they need to	Students are calm when in stressful moments	Students listen when reminded about behaviours	Students learn from mistakes, viewing mistakes as learning	Students easily transition between activities and places
L1 Student articulate breathing when needed	Students learn to use Haurora Plans when needed	Students express their understanding of key ideas and demonstrate their skills in a range of ways	Students participate actively in a variety of (student) individual questioning, group discussions, and reciprocal peer tutoring	Students use verbal or non-verbal cues to learn when needed
Students follow a variety of instruction types	Students use a variety of writing (such as writing frames and sentence starters)	Students know and actively use their 'tools' (such as 'How to' cards, 'Good questions')	Students make the best decision for their learning (order, materials, partners, location and type of task)	Students can connect learning to real life or past experience and knowledge
Students are able to tell the teacher when the learning is too fast or complex	Students express their ideas using digital skills and knowledge	Students clarify to support their understanding of the task/learning	Students can evaluate their own thinking and self assess	Students search for new information and understanding
Students think, process and respond appropriately to a range of situations	Students value examples of their work to share or show evidence of learning	Students transfer their learning to solve using correct strategies and techniques	Students transfer their learning to solve using correct strategies and techniques	Students are curious about the world and learning

- **Learning to Learn** is the foundation that is essential for student success at school and these are called dispositions, soft skills or key competencies. We must focus on these to build and/or improve our capacity to learn.
- The dispositions to the left come from our New Zealand Curriculum document and are in four main areas;
 - **Participating and Contributing** (*Global Identity and Sustainability*)
 - **Relating to Others** (*Effective Relationships*)
 - **Managing Self** (*Personal Management*)
 - **Thinking** (*Creativity and Innovation*)
- These also link to our Graduate Profile; what competencies we want every learner to leave Witherlea School, with.
- We have sent home a copy of these so you can select some to discuss when the teacher calls for your Whānau Hui