

# Reporting to Parents



**Takapuna**  
PRIMARY SCHOOL

## Overview:

Before classes begin:

### Term 1 - Te hui whakapiri

Making connections, 1:1 meetings with families including students

Term 1	Term 2	Term 3	Term 4
<p><b>Learning in Action</b> A learning post is shared on Hero, showing learning in action - Broad curriculum shared <b>Hero</b></p>	<p><b>Learning in Action</b> A learning post is shared on Hero, showing learning in action - Broad curriculum shared <b>Hero</b></p>	<p><b>Learning in Action</b> A learning post is shared on Hero, showing learning in action - Broad curriculum shared <b>Hero</b></p>	<p><b>Learning in Action</b> A learning post is shared on Hero, showing learning in action - Broad curriculum shared <b>Hero</b></p>
<p><b>3 way conference 1</b> 1:1 meeting with parents, teachers and students <b>In-person</b></p>	<p><b>Learner-led Open Session</b> Students share their learning with an open invite for parents to attend <b>In-person</b></p>	<p><b>3 way conference 2</b> 1:1 meeting with parents, teachers and students <b>In-person</b></p>	<p><b>Learner-led Open Session</b> Students share their learning with an open invite for parents to attend <b>In-person</b></p>
<p><b>Written report</b> Written progress shared on Hero, curriculum area: <b>Reading</b> <b>Hero</b></p>	<p><b>Written report</b> Written progress shared on Hero, curriculum area: <b>Writing</b> <b>Hero</b></p>	<p><b>Written report</b> Written progress shared on Hero, curriculum area: <b>Mathematics</b> <b>Hero</b></p>	<p><b>Written report</b> Written progress shared on Hero, curriculum area: <b>General</b> (social, values, and could include Inquiry/Health &amp; P.E/Te Ao Māori/Visual Arts) <b>Hero</b></p>
	<p><b>Overall Teacher Judgements (OTJs)</b> <u>Mid-point</u> progress given in Reading, Writing and Mathematics (are the students likely to make their end-of-the-year expectation at the current rate of progress?) <b>Hero</b></p>		<p><b>Overall Teacher Judgements (OTJs)</b> End-point curriculum achievement in Reading, Writing and Mathematics <b>Hero</b></p>
<ul style="list-style-type: none"> <li>Other ways of reporting and sharing learning: <ul style="list-style-type: none"> <li>Parents initiating a time with their child's teacher</li> <li>School assemblies</li> <li>Performances</li> <li>Family evenings</li> <li>Information evenings</li> </ul> </li> </ul>			

**Specialist Teacher Reporting: ESOL** (for children who qualify to receive additional English Language Lessons)

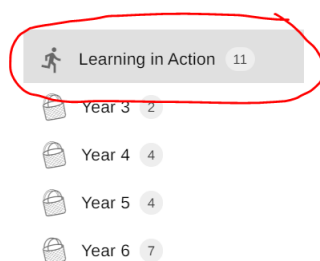
Term 1	Term 2	Term 3	Term 4
<p><b>Written report</b> Written comment shared on Hero showing overall progress for the term, based around the 4 modes of English Language Learning: Listening, Speaking, Reading, Writing</p>	<p><b>Written report</b> Written comment shared on Hero showing overall progress for the term, based around the 4 modes of English Language Learning: Listening, Speaking, Reading, Writing</p>	<p><b>Written report</b> Written comment shared on Hero showing overall progress for the term, based around the 4 modes of English Language Learning: Listening, Speaking, Reading, Writing</p>	<p><b>Written report</b> Written comment shared on Hero showing overall progress for the term. <i>Comments may include social behaviour, work habits and values.</i></p>
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**Explanation:**

**Learning In Action - (Hero):**

**Purpose:** Parents can celebrate key learning and gain a deeper understanding of the broader learning happening at school. These learning opportunities help students engage and stay activated to their learning. At least one per term is posted.

Your view on Hero:



**3 way conference**

**Purpose:** Parents have an opportunity to discuss progress made with their children and their teachers. This is a 15 minute, face to face meeting. This is often when teachers and students will share future goals and areas of strength. Students attend these conferences.

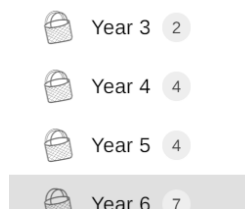
**Learner- Led open sessions (new to 2024)**

**Purpose:** Conversations between the learner (student) and parents that are focused on showing families progress, achievement and celebrating learning. These are up to 30 minutes, face to face discussions led by the students. These are pop in sessions before/after school.

## Written report (Hero):

**Purpose:** These short snapshot reports are written over the course of the year. Each term has a different focus area. The purpose of these is to share how the student is progressing in each curriculum area. This is the most updated, current information (unlike a summary of dated information that is shared at the end of the year). At the end of the year, parents have the option of printing the whole year and can generate this via Hero.

This is shared at the end of the term in the Year level tab on Hero:

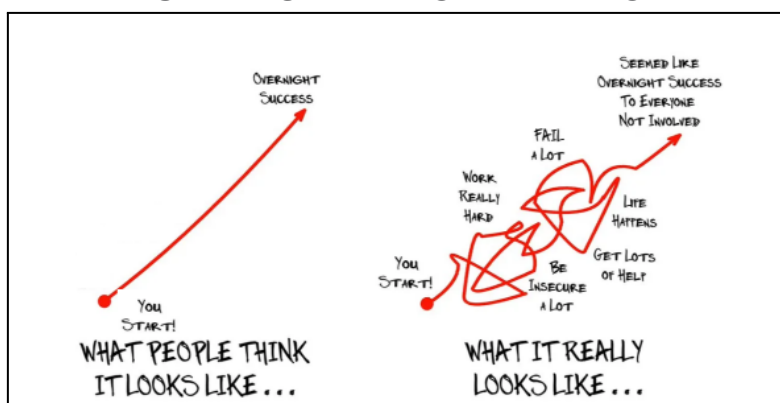


## Overall Teacher Judgements (OTJs) (Hero):

**Purpose:** An overall teacher judgement (OTJ) involves drawing on and applying the evidence gathered up to a particular point in time, in order to make an overall judgement about a student's progress and achievement. No single source of information can accurately summarise a student's achievement or progress. There are two points in each year that a teacher makes an OTJ:

- Mid-point** - This is how the student is tracking towards making the progress needed to meet their curriculum expectation by the end of the year. Please note: this can change from midpoint to the end-point and is only an indication as this depends on the rate of progress being made. As an example, the teacher is able to gather information about the progress made from Term 1 and Term 2 to suggest the child is likely to progress, however their rate of progress slows down from Term 3 (due to a variety of reasons), they might not be finishing the year with the same OTJ. A mid-point OTJ is shared with parents at the end of Term 2 on Hero.
- End-point** - Teachers have used quality information gathered over the year to make a final OTJ on a student's achievement in Reading, Writing and Mathematics. This is the final point achieved for the year. An end-point OTJ is shared with parents at the end of Term 4 on Hero.

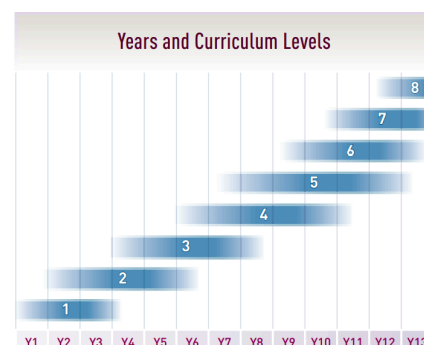
## UNDERSTANDING LEARNING



Credit: [@MattGubba](#)

## New Zealand Curriculum Levels:

This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern.



This typically looks like this:

Year 0/1 and Year 2			Year 3 and Year 4			Year 5 and Year 6		
Level 1			Level 2			Level 3		
B	M	E	B	M	E	B	M	E

**B** - Beginning - starting this level      **M** - Middle - working in this level      **E** - End - completing this level

### Please note:

The Ministry is three years into a six-year programme to refresh The New Zealand Curriculum.

Te Mātaiaho | the refreshed curriculum will support students to experience success in their learning. It will give practical effect to Te Tiriti o Waitangi, and will be inclusive, clear about the learning that matters, and easy to use from year 0 to year 13.

The refreshed curriculum content is being developed and released in phases, and schools and kura will have until the beginning of 2027 to start using the fully refreshed curriculum.

It is currently being reviewed by the Ministerial Advisory Group, which will make initial recommendations to the Minister early in 2024. These will inform future decisions around the refreshed curriculum.

Schools and kura must use the refreshed mathematics and statistics and English learning areas from the start of 2025. [Aotearoa New Zealand's histories](#) is already taught in all schools.

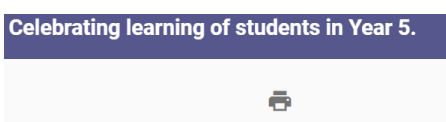
## Frequently Asked Questions

### Why not have the traditional end of year written reporting?

Real-time reporting enables parents and whānau to see their child's progress online in real-time, compared to receiving an 'End of Year report' that is a summary and discusses past information. Takapuna Primary uses Hero as a student management tool that keeps track of children's progress online for the entire school year and for as long as students remain at the school. Times have changed in education and in technology. A written report is not an indicator of how well a school is performing. We have recently had great feedback from families about receiving bite size reports that are current.

### My child is going to another school, how do I access the report?

There is a print button:



### How do teachers assess my child, how is this information used?

Assessment is ongoing and regular. The most important information is collected by teachers and next steps formed for students. There are more formal assessment tools as well, these can help teachers make decisions about achievement and progress.

### What is Inquiry?

Inquiry is the name given to the learning focus that teachers have planned for using a range of curriculum objectives, often from different areas of learning. As an example, the Inquiry for Term 1 across the school is Tūhono - Connecting to local people, places and stories. There is a focus on the Histories Curriculum, Social studies and integrated Digital technologies. The inquiry changes across each term and years. Each team of teachers plan a differentiated teaching and learning sequence based on the year level they are teaching. The areas of the curriculum that is covered are Social Studies, Science, Technology, Digital Technology.

### Can I make time to meet with my child's teacher anytime?

Yes! We encourage you to contact your child's teacher by email to arrange a time to meet. Popping in after school or before school is a great way to connect but not suitable to discuss student progress or any concerns you may have.