

Welcome to your child's online report



This digital report provides you with personalised information about your child's progress and achievement at Paekākāriki School.

Belonging, Connecting, Exploring and Thriving capabilities are outlined as a series of progressions in our Barefoot Learner Matrix



Belonging



Connecting



Exploring



Thriving






You will also see personalised information about your child's progress and achievement in Reading, Writing and Number.

Information about how to read this is contained in the following slides.

Barefoot Learner Progressions.



Barefoot Learner Progressions

				
 <p>Belonging</p> <p><i>Tūrangawaewae</i></p> <p><i>I feel at home and I can be myself.</i></p> <ul style="list-style-type: none"> • <i>Managing Self</i> • <i>Relating to others</i> 	<p>I am learning the rules. I am sometimes in the right place at the right time doing the right thing.</p> <p>I can introduce myself in te reo Māori.</p> <p>With support try new things.</p> <p>I can plan what I need to do next if someone helps me.</p> <p>With help, I can manage my time well.</p> <p>I can share my ideas with the group.</p>	<p>I know the rules and can follow them. I am mostly in the right place at the right time doing the right thing.</p> <p>I can introduce myself and my parents in te reo Māori.</p> <p>I try new things even if I might make a mistake.</p> <p>I can plan what I need to do next.</p> <p>I can tell if I'm managing my time well.</p> <p>I can share my ideas with the group, and listen to the ideas of others.</p>	<p>I understand the rules and do the right thing all the time. I am always in the right place at the right time doing the right thing.</p> <p>I can introduce myself, my parents, my mountain, my river, my iwi and my marae in te reo Māori.</p> <p>I try new things and I learn from my mistakes.</p> <p>I can plan and prioritise what I need to do next.</p> <p>I can judge how well I'm doing, and change things to better manage my time.</p> <p>I can share my ideas with the group, listen to and recognise different points of view.</p>	<p>I understand the rules and do the right thing all the time. I support others to do the right thing.</p> <p>I can confidently introduce myself, my parents, my mountain, my river, my iwi and my marae at any time in te reo Māori using correct pronunciation.</p> <p>I try new things and I learn from my mistakes and the mistakes of others.</p> <p>I can plan, monitor and evaluate my progress in response to changes in my learning environment.</p> <p>I can manage my time and personalise my learning behaviours/strategies to help me achieve my learning goals.</p> <p>I can share my ideas with the group, listen to and recognise different points of view. I can compare ideas and suggest new directions.</p>

These capabilities are outlined as a series of progressions in our Barefoot Learner matrix against which we measure and report on student progress.



Key Competences.

Alongside the Barefoot Learner progressions sit the key competencies. The Five Key Competencies are identified in the New Zealand Curriculum and are integral to your child's learning. Your child will be exploring these capabilities across all subjects.

- 1) Managing self
- 2) Participating and contributing
- 3) Relating to others
- 4) Thinking
- 5) Using language, text and symbols

We want to help your child to become a capable and lifelong learner. The aim of the key competencies is to give your child the skills to learn in any situation, including at home, participating in sport or cultural occasions as well as at school.



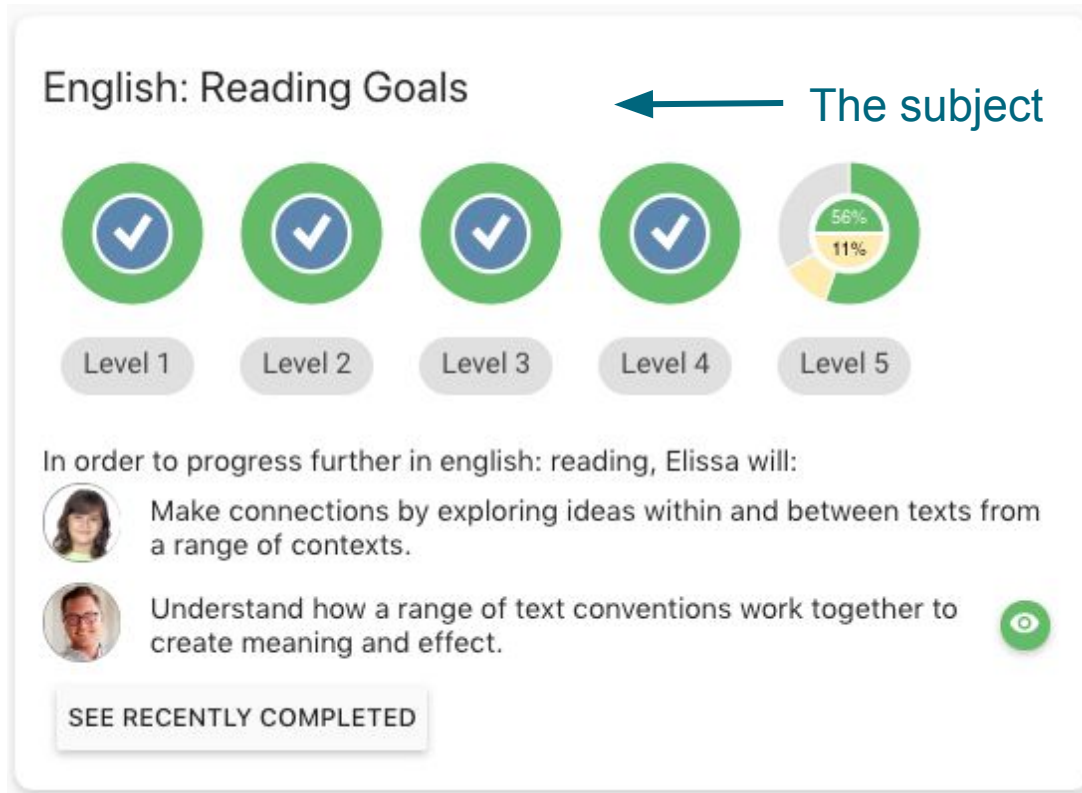
Progressions through goals

Our Barefoot Learner Progressions alongside reading, writing and math are important foundation skills for children. We focus on these skills for your child to be able to do well in every area of learning at school and in life.

Teachers use many different ways to find out where your child is at. This includes a range of formal tests and assessments, watching your child working in the classroom, talking with your child about their learning and having your child assess their own and other's work.

This page summarises your child's progress through goals. The following slide explains what you will see.

Understanding The Data



Radial dials showing the goals your child has completed (green) and the goals they are currently working on (buff).

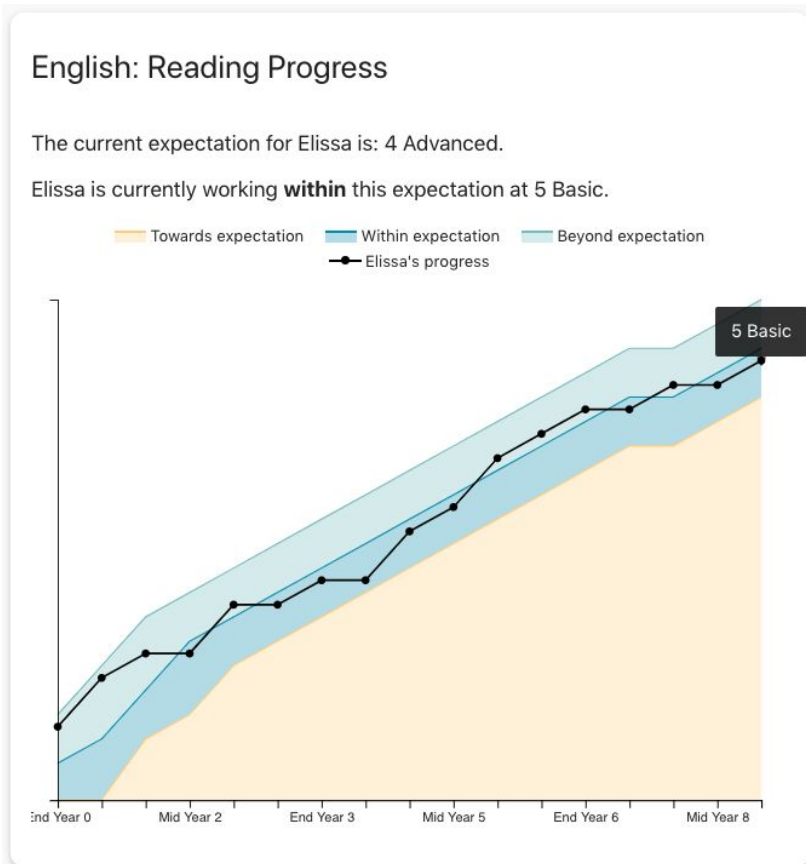
A pop up showing the goals to be completed at each level. Click to view.

Goals your child is currently working on, set by teachers or the child.

Evidence related to the goal. Click to view.

Goals your child has recently completed. Click to view.

Understanding The Data



The subject



The curriculum level your child is expected to be working within based on their school year level.

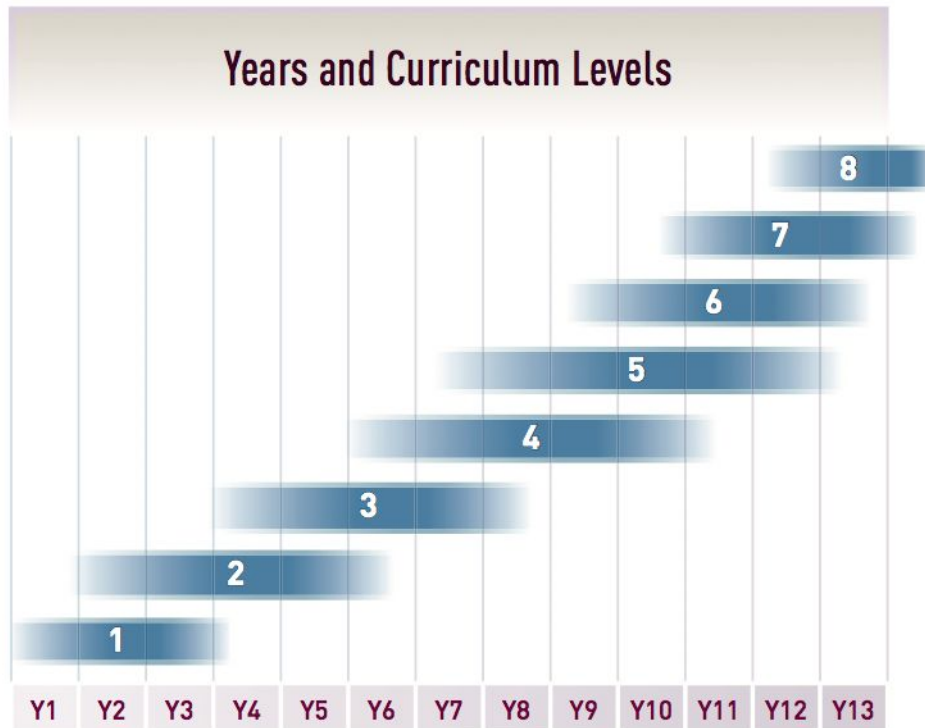


A description of how your child is progressing towards the school expectation and the level they are currently working within.



A chart showing your child's progress over time. Click to view. You can see the level each dot represents by clicking on it.

The New Zealand Curriculum Levels



This diagram shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with special learning needs, those who are gifted and those who come from non-English-speaking backgrounds. Students learning an additional language are also unlikely to follow the suggested progression: level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year.

Reporting Schedule



Once every 6 months (twice a year) every child has

- Progress dials updated via sliders
- Goals updated (1-3) for each area

Sharing of Learning takes place on the Celebration Page, to highlight the Wow Moments.

i) Whanau Teacher General Comment (cross-curricular and Barefoot Learner with highlights of learning) twice a year

ii) Curriculum areas

Teina students will have learning in all 4 areas shared twice a year:

- Maths
- Literacy
- Barefoot Learning
- Inquiry

Tuakana students will have:

- Inquiry 3 times a year
- Literacy, Math and Barefoot Learner once a year.

In addition to this teachers may share learning experiences in the areas of the Arts and Sport and PE.

Supporting your child's learning



Below are links to booklets with ideas on how you can help your child at home. Click to view.

[Foundation skills](#)

[Year One](#)

[Year Two](#)

[Year Three](#)

[Year Four](#)

[Year Five](#)

[Year Six](#)

[Year Seven](#)

[Year Eight](#)