

Cotswold School

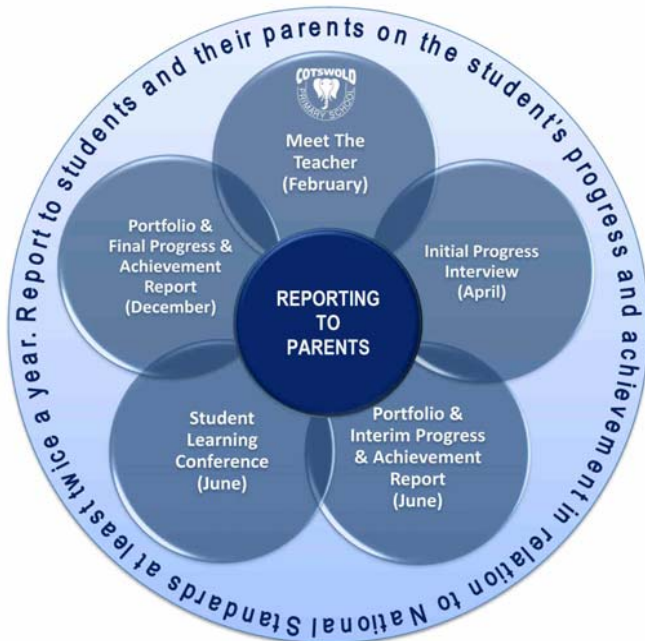
Progress & Achievement Report In Relation To National Standards

Tracey Jourdain

Room: 29

Year: 3

Teacher: Sally Engelbrecht



INTRODUCTION

Doing well in reading, writing and mathematics gives children the skills they need to do well in other curriculum areas at school.

Cotswold School is required to report to parents twice each year on how their child is doing in Reading, Writing and Mathematics in relation to National Standards. The standards show what New Zealand children are expected to be able to do in reading, writing and mathematics at each period or year of schooling. The standards have been designed so that students who meet them will be on track to achieve NCEA Level 2.

As part of reporting, teachers will also talk to you about your child's progress and achievement, including against the National Standards, as part of parent-teacher interviews and meetings, informal discussions and/or student-led conferences.

To work out where each child is at, teachers will make an overall teacher judgement (OTJ) using a range of assessments, including:

- What they have seen in the classroom
- Talking about learning with students
- Children's assessment of their own and each others work
- Results from formal tests.

In this end of year report, Tracey's achievement in Reading, Writing and Mathematics has been compared with the National Standards and depicted on a chart. Comments have been made about recent achievements and suggested next steps for learning.

Principals, Boards of Trustees and teachers need to set annual goals for their students and their school, that are challenging but achievable for them. Cotswold School's Annual Goals and Student Achievement Targets are included in the school Charter which can be accessed from the school website www.cotswold.school.nz or collected from the school office.

STEPHEN HARRISON

Principal

2012 CLASS PLACEMENT

Classes for 2012 have been finalised. Class details for **Tracey** are as follows:

- Child's Name: Tracey Jourdain
- 2012 Year Level: 4
- 2012 Room: 17
- Teacher(s) For 2012: Liz Laphorne

Classes have been established **using a variety of criteria** with **final groupings** made following **consultation with your child's present class teacher and members of our school leadership team.**

The class structure and placement of students for 2012 has been made based on the needs of **all our students** and while some parents may believe their child would be better placed in a different class, such a request cannot be accommodated where it impacts on another student's placement and the structure of our classes.

CLASS STRUCTURE

The structure put in place for our school is developed from the total staffing provided to our school by the Ministry of Education and includes:

- 4 x Year 1 classes with up to 20 students each
- 3 x Year 2 classes with 24 to 25 students each
- 1 x Year 2 & 3 class with up to 26 students each
- 3 x Year 3 classes with up to 26 students each
- 3 x Year 4 classes with up to 29 students each
- 3 x Year 5 class with 28 students
- 1 x Year 5 & 6 class with up to 28 students
- 2 x Year 6 classes with up to 28 students each

Our primary aim is to keep classes as small as possible while staying within the resources we are provided.

READING

Standard Applying

At the time of this assessment Tracey is 08.03 years old and is in Year 3. She needs to be achieving at Level 2 by the end of Year 4

In recent months Tracey has learnt to:

Use references to find meanings of words
Select the appropriate decoding strategy such as crosschecking, rereading, using prior knowledge etc

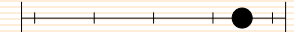
Tracey's next learning steps are to:

Identify and summarise main ideas
Make inferences
Locate information in texts

Self Management & Application

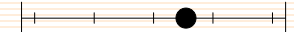
Sets and maintains high

Seldom Consistently



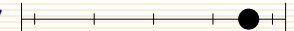
Takes risks and is persistent

Seldom Consistently



Manages learning time effectively

Seldom Consistently



Tracey is currently on track to meet the National Standard in Reading.

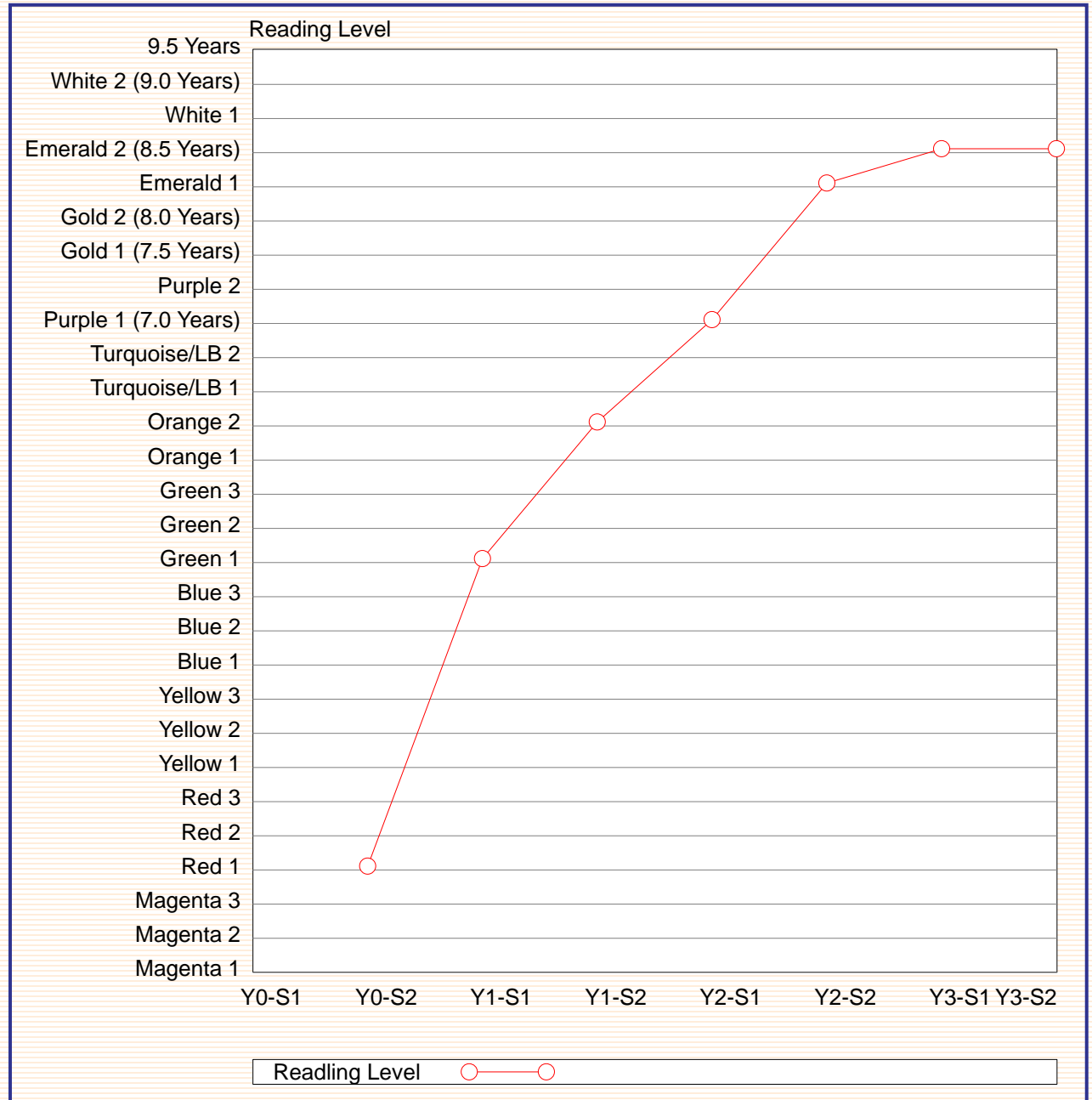
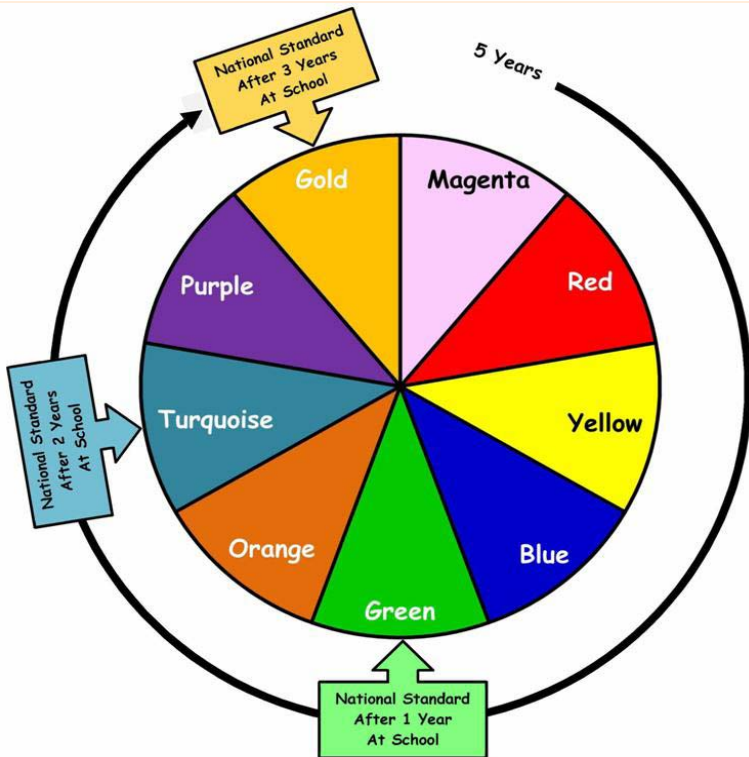
- Based on current data the Ministry of Education estimate that in reading:
- 50 percent of students are likely to be at or above the standard after 1 year at school
 - 60 percent are likely to be at or above the standard at Year 4
 - 60 percent are likely to be at or above the standard at Year 8.

- Based on current data the Ministry of Education estimate that in mathematics:
- 80 percent of students are likely to be at or above the standard after 1 year at school
 - 70 percent are likely to be at or above the standard at Year 4
 - 50 percent are likely to be at or above the standard at Year 8.

In every classroom children achieve at different levels and progress at different rates; some children will be working well beyond their peers, and others will be working well below.

Summary of Reading Levels

	Running Record (Semester 1)	Running Record (Semester 2)
Year 0:		Red 1
Year 1:	Green 1	Orange 2
Year 2:	Purple 1 (7.0 Years)	Emerald 1
Year 3:	Emerald 2 (8.5 Years)	Emerald 2 (8.5 Years)



WRITING

Standard Applying

At the time of this assessment Tracey is 08.03 years old and is in Year 3. Tracey needs to be achieving at Level 2 by the end of Year 4.

In recent months Tracey has learnt to:

- Add or delete words to make their writing more interesting
- Use new vocabulary
- Attempt to write compound sentences, using simple conjunctions eg. and, because, so

Tracey's next learning steps are to:

- Include ideas about setting, characters and events
- Revise and edit their writing for meaning and impact
- Experiment with vocabulary

Self Management & Application

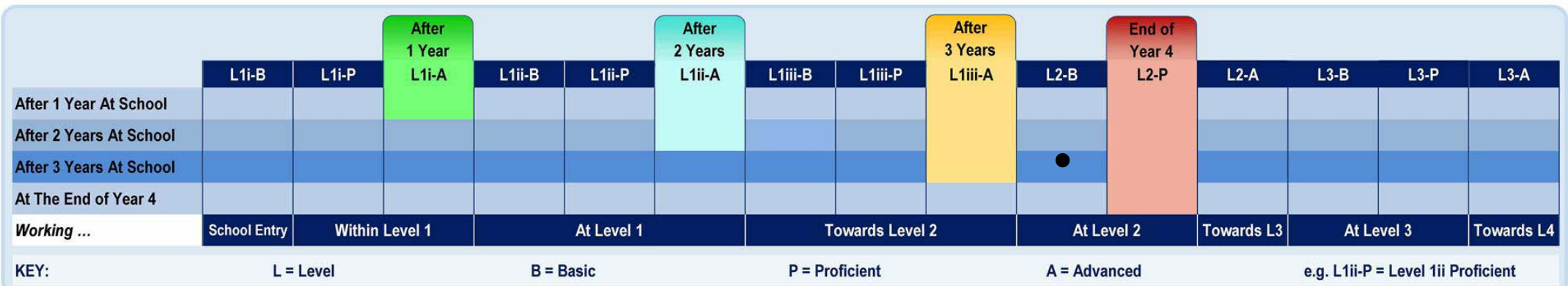
Sets and maintains high



Takes risks and is persistent



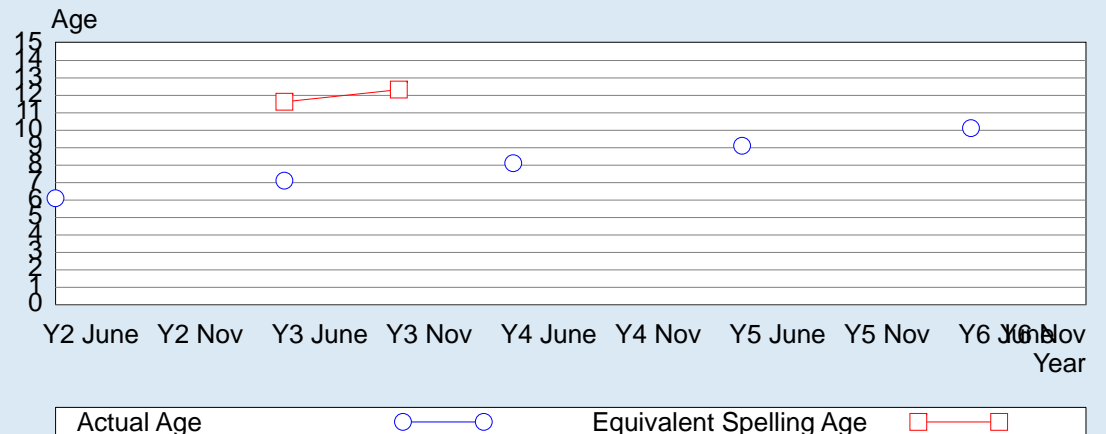
Manages learning time effectively



Tracey is currently working above the National Standard in Writing.

Summary of Spelling Age Results

		Actual Age	Peter's Spelling Raw Score	Equivalent Spelling Age
Year 2:	June:	06.09		
	Nov:	07.02		
Year 3:	June:	07.09	39	11.6
	Nov:	08.02	40	12.3
Year 4:	June:	08.09		
	Nov:	09.02		



MATHEMATICS

Standard Applying

At the time of this assessment Tracey is 08.03 years old and is in Year 3. She needs to be achieving at Level 2 by the end of Year 4.

In recent months Tracey has learnt to:

Read and name whole numbers one less/more than, ten less/more than and 100 less/more than up to 1000

Recall all the addition and subtraction facts to 20

Recall all the 2, 5 and 10 times tables

Use repeated addition to solve multiplication problems (2x, 5x and 10x)

Tracey's next learning steps are to:

Order fractions with like denominators

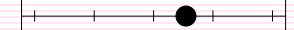
Solve addition and subtraction problems in their head using appropriate strategies

Find a fraction of a number (1/10, 1/4, 1/2, 1/3)

Self Management & Application

Sets and maintains high

Seldom Consistently



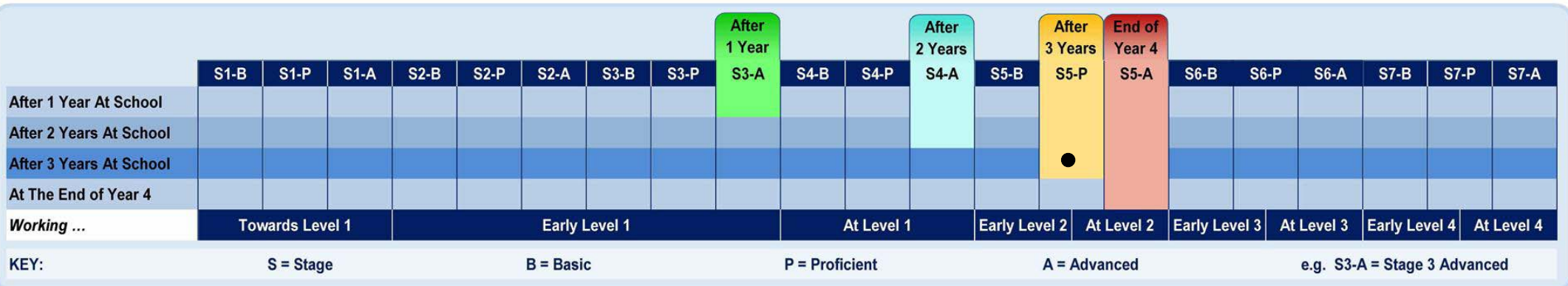
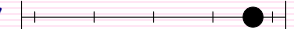
Takes risks and is persistent

Seldom Consistently



Manages learning time effectively

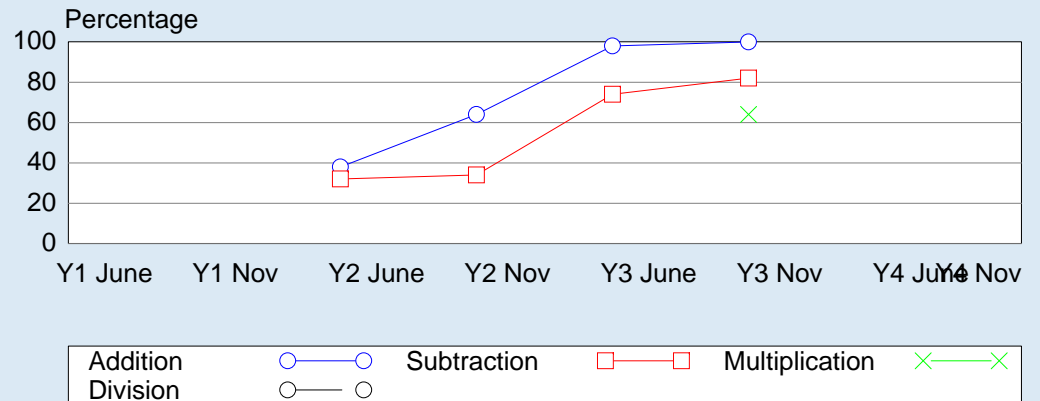
Seldom Consistently



Tracey is currently on track to meet the National Standard in Mathematics.

Summary of Basic Facts

		Addition %	Subtraction %	Multiplication %	Division %
Year 2:	June:	38	32		
	Nov:	64	34		
Year 3:	June:	98	74		
	Nov:	100	82	64	
Year 4:	June:				
	Nov:				



PHYSICAL EDUCATION & SPORT

Tracey is:

- Taking an active role in physical activity and sport at Cotswold School.
- Participating in regular quality physical activity that develops movement skills.

Tracey has been involved in:

FITNESS	NE	Y1	Y2	Y3	PHYSICAL EDUCATION	NE	Y1	Y2	Y3
Jump Jam		✓	✓	✓	Small Ball Skills		✓	✓	✓
Circuits		✓	✓	✓	Large Ball Skills		✓	✓	✓
Relays		✓	✓	✓	Athletics		✓	✓	✓
Folk Dance			✓	✓	Cross Country		✓	✓	✓
Skipping		✓	✓	✓	Duathlon		✓	✓	
Cross Country Practice		✓	✓	✓	Sports Specialists		✓	✓	✓
Organised Games and Challenges		✓	✓	✓	PMP				
CLUBS					Swimming			✓	✓
Dance			✓	✓	Gymnastics				✓
Jump Jam			✓	✓	SPORT				
Wheelie Day					Touch - Nunweek Park		✓	✓	✓
Bullrush					Basketball - QEII				✓
					Skiing			✓	
					Summer Hockey				

THE ARTS

In recent months Tracey has demonstrated she can:

Tracey's next learning step is to:

* Use gestures, facial and voice expressions to portray an event.

General Comment

Tracey has been a pleasure to have in Room 29 this year. She diligently applies herself to any given activity and sets herself high standards and goals. Tracey is a very caring, conscientious and kind student who goes out of her way to help others. She shows great empathy and support towards others making her a fabulous Cotswold Carer. Tracey works consistently in class to get her work completed and challenges herself to reach her own goals of success. She is well liked by her peers, and participates in whole class and group activities with confidence. In Maori Tracey has enjoyed playing with the language through a variety of Rugby World Cup activities. She has also produced a wonderful Mihi and is able to speak this with confidence. In Physical Education she has been enjoying learning different skill sets within gymnastics. It was great to see Tracey confidently taking to her bike when on our bike trip to McLeans Island (while also displaying those caring attributes within her bike group). Her consistent values and along with her skills in sport have ensured Tracey has been a fabulous Junior Sports Captain. She is to be proud of the effort she put into the cross country too. The Junior Performance has been a real highlight for Tracey this year as her enthusiasm for dance and performing made for a really fantastic show! Keep your wonderful Cotswold Values with you always Tracey as they will continue to take you places. All the best for next year.

Supporting Tracey's Learning At Home

The resources pictured below feature learning activities parents and children can do at home. They explain the National Standards in reading, writing, and mathematics for years 1 to 8. The early learning fold out gives tips and ideas for parents, families and whanau to grow a love of learning from their child's birth until they start school. They demonstrate interactive, fun, easy, everyday activities that parents can relate to and do at home, and while out and about. These resources are available from our school office and can also be accessed and downloaded from our school website - <http://www.cotswold.school.nz/WebSpace/330/>

