



Cotswold School

Progress & Achievement Report In Relation To National Standards

Paula Fleming-Connell

Room 5

Year 6

Alex Thomson
Class Teacher(s)

November, 2010



INTRODUCTION

From 2010, schools with children in Years 1 - 8 will be using 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.

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.

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, Paula'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. A sheet provided to schools by the Ministry of Education detailing how you can support your child's current learning needs at home has been provided with this report.

This is our second National Standards report and includes changes suggested by parents at meetings the Senior Leadership Team ran following the release of our mid-year reports. We envisage ongoing enhancements following feedback from parents.

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

2011 CLASS PLACEMENT

Classes for 2011 have been finalised. Class details for **Paula** are as follows:

- Child's Name: Paula Fleming-Connell
- 2011 Year Level: 7
- 2011 Room: Transferring To Intermediate School
- Teacher(s) For 2011: Thank you for your contribution to Cotswold School and we wish you well for the future.

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 2011 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:

- 5 x Year 1 classes with up to 20 students each
- 3 x Year 2 classes with 24 to 26 students each
- 1 x Year 2 & 3 class with up to 26 students each
- 3 x Year 3 classes with up to 27 students each
- 3 x Year 4 classes with up to 28 students each
- 1 x Year 4 & 5 class with 27 students
- 2 x Year 5 class with up to 28 students
- 3 x Year 6 classes with up to 27 students each

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

ROOM RE-NUMBERING

During recent years our school has grown in size. Classrooms have been added and the current numbering system added to - not always in the most logical way. We are implementing a new room numbering system for 2011. A plan of our 2011 room numbers is included towards the back of this report. Please use this to see where Paula's room will be located in 2011.

READING

Standard Applying

At the time of this assessment Paula is 10.06 years old and is in Year 6. She needs to be achieving At Level 3 by the end of Year 6

Current Level

Paula is currently at Level 4 of the curriculum.

In recent months Paula has learnt to:

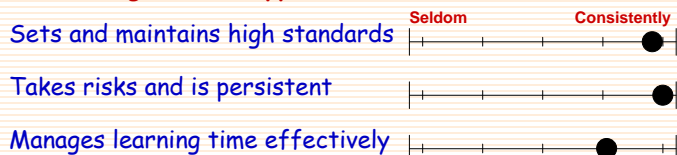
Monitor reading for accuracy and sense
Understand and utilise a range of comprehension strategies

Make connections with prior knowledge and the concrete examples in a text to understand abstract ideas

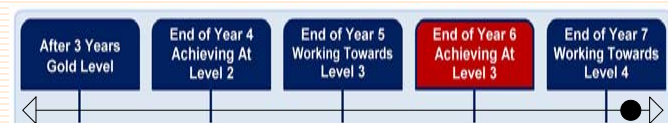
Paula's next learning steps are to:

Browse text rather than focusing on every detail
Identify and reflect on the authors purpose
Cope with longer time sequences and more complex characters

Self Management & Application



National Standard Achievement Level



WRITING

Standard Applying

At the time of this assessment Paula is 10.06 years old and is in Year 6. Paula needs to be achieving At Level 3 by the end of Year 6

Current Level

Paula is currently at Level 3.

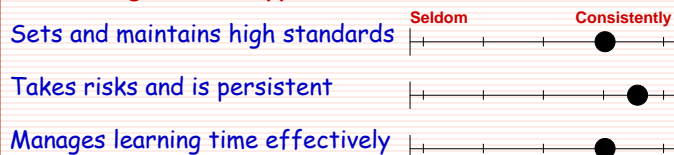
In recent months Paula has learnt to:

Use capital letters and full stops consistently
Use punctuation appropriately
Revise adding and deleting

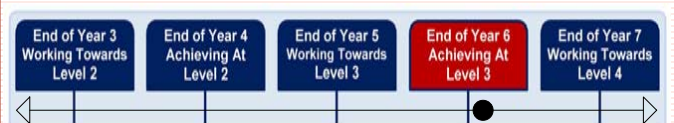
Paula's next learning steps are to:

Edit my writing
Reflect and comment on their writing
Reflect and set goals for future writing

Self Management & Application



National Standard Achievement Level



MATHEMATICS

Standard Applying

At the time of this assessment Paula is 10.06 years old and is in Year 6. She needs to be achieving Achieving At Level 3 by the end of Year 6

Current Level

Paula is currently achieving at early Level 3.

In recent months Paula has learnt to:

Round whole numbers and decimals with up to two places to the nearest whole number or 1/10, e.g. Rounds 6.49 to 6.5

Continue sequential patterns with two variables and state the rule

Continue simple number patterns based on simple addition or subtraction

Create a pattern based on repeated addition or subtraction

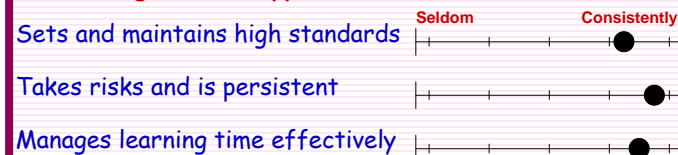
Solve addition and subtraction problems mentally by choosing appropriately from a broad range of mental strategies

Solve multiplication and division problems using appropriate strategies

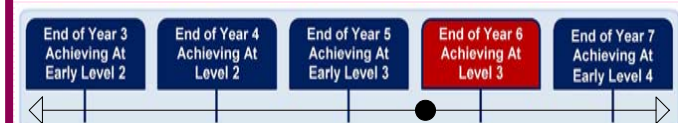
Paula's next learning steps are to:

Read and order fractions (e.g. $1/8 < 1/5$ and $3/10 < 5/10$)

Self Management & Application



National Standard Achievement Level



SUMMARY OF READING LEVELS - YEARS 0 - 6

| | Actual Age | Running Record Level |
|--|------------|----------------------|
|--|------------|----------------------|

| | | | |
|---------|-------|-------|--|
| Year 0: | June: | 04.00 | |
| | Nov: | 04.05 | |

| | | | |
|---------|-------|-------|--|
| Year 1: | June: | 05.00 | |
| | Nov: | 05.05 | |

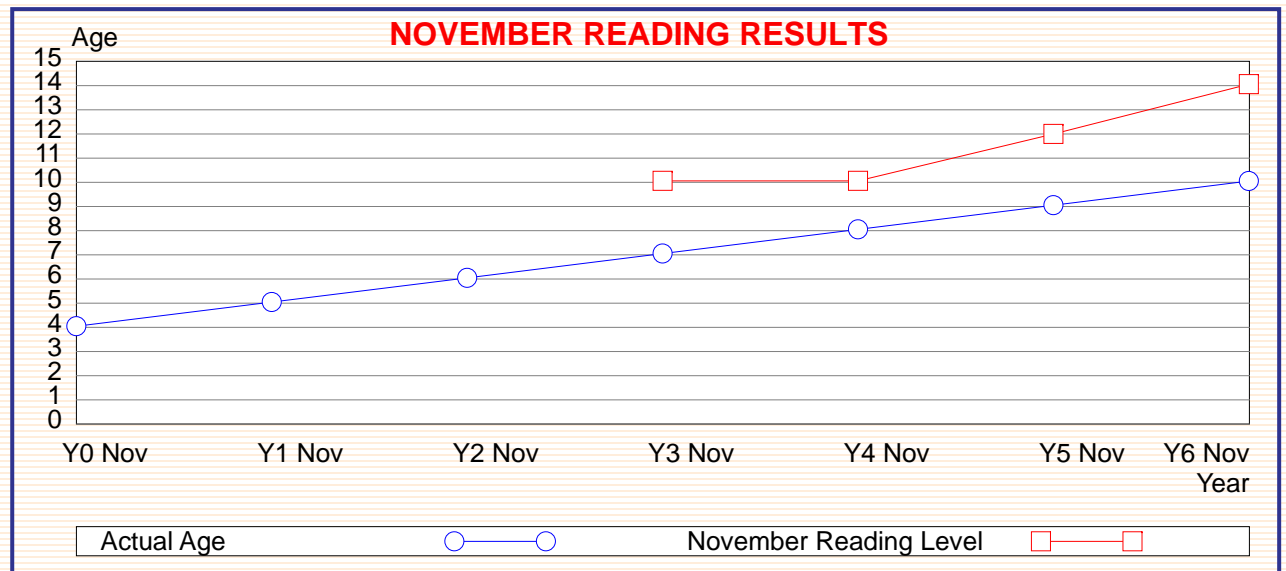
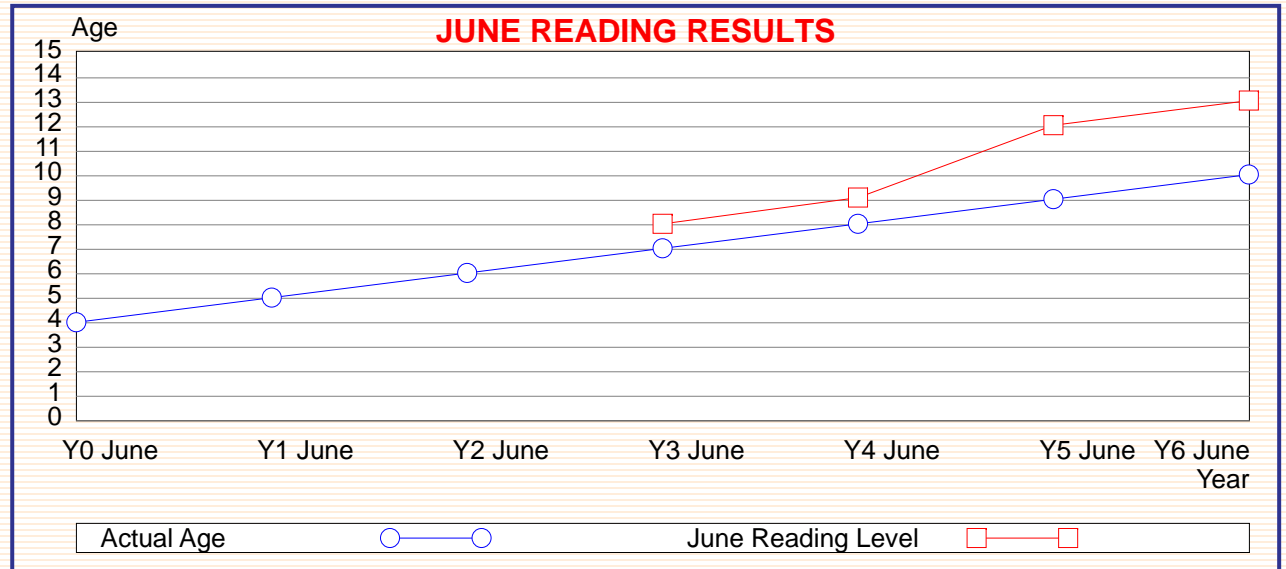
| | | | |
|---------|-------|-------|--|
| Year 2: | June: | 06.00 | |
| | Nov: | 06.05 | |

| | | | |
|---------|-------|-------|--------------------|
| Year 3: | June: | 07.00 | Gold 2 (8.0 Years) |
| | Nov: | 07.05 | 10.5 Years |

| | | | |
|---------|-------|-------|------------|
| Year 4: | June: | 08.00 | 9.5 Years |
| | Nov: | 08.05 | 10.5 Years |

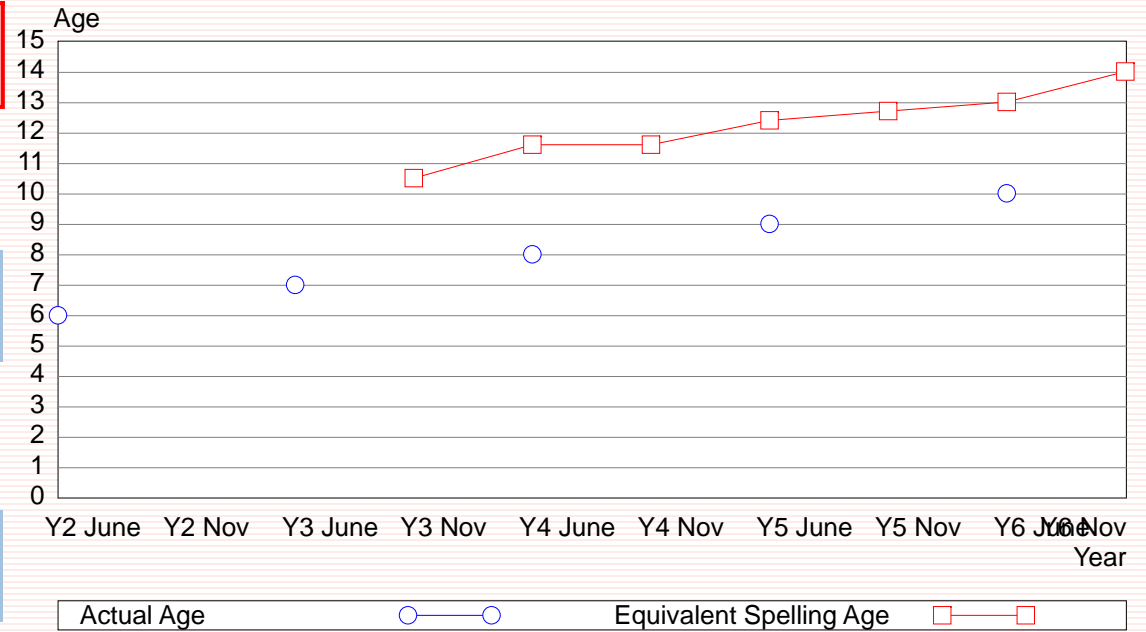
| | | | |
|---------|-------|-------|------------|
| Year 5: | June: | 09.00 | 12.0 Years |
| | Nov: | 09.05 | 12.0 Years |

| | | | |
|---------|-------|-------|------------|
| Year 6: | June: | 10.00 | 13.0 Years |
| | Nov: | 10.05 | 14.5 Years |



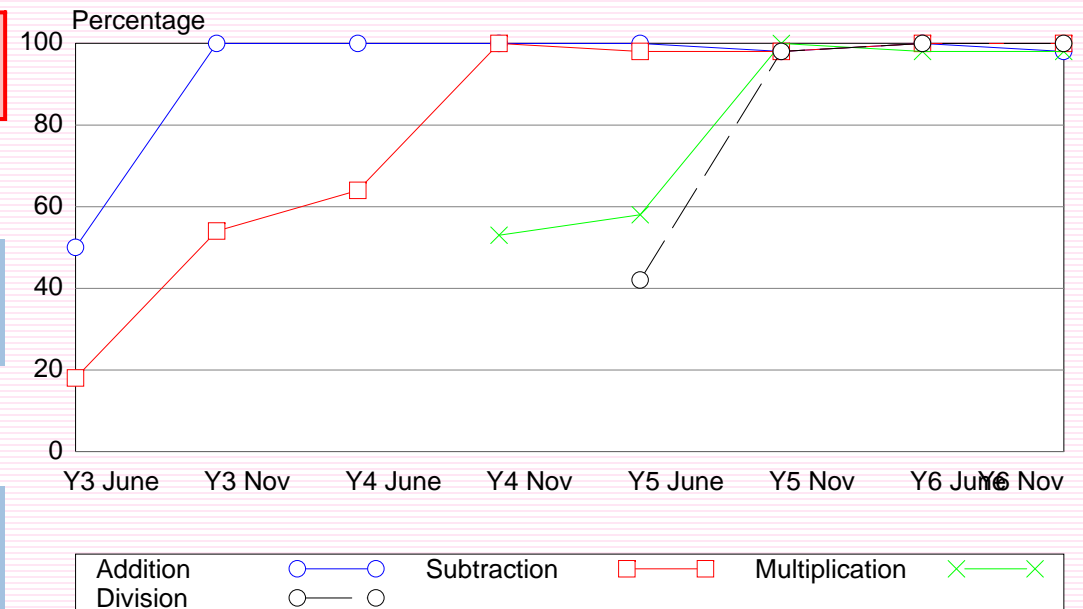
SUMMARY OF SPELLING AGE RESULTS

| | | Actual Age | Peter's Spelling Raw Score | Equivalent Spelling Age |
|---------|-------|------------|----------------------------|-------------------------|
| Year 3: | June: | 07.00 | | |
| | Nov: | 07.05 | 37 | 10.5 |
| Year 4: | June: | 08.00 | 39 | 11.6 |
| | Nov: | 08.05 | 39 | 11.6 |
| Year 5: | June: | 09.00 | 41 | 12.4 |
| | Nov: | 09.05 | 44 | 12.7 |
| Year 6: | June: | 10.00 | 49 | 13 |
| | Nov: | 10.05 | 57 | 14 |



SUMMARY OF BASIC FACTS RESULTS

| | | Addition % | Subtraction % | Multiplication % | Division % |
|---------|-------|------------|---------------|------------------|------------|
| Year 3: | June: | 50 | 18 | | |
| | Nov: | 100 | 54 | | |
| Year 4: | June: | 100 | 64 | | |
| | Nov: | 100 | 100 | 53 | |
| Year 5: | June: | 100 | 98 | 58 | 42 |
| | Nov: | 98 | 98 | 100 | 98 |
| Year 6: | June: | 100 | 100 | 98 | 100 |
| | Nov: | 98 | 100 | 98 | 100 |



PHYSICAL EDUCATION & SPORT

Paula is:

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

Paula has been involved in:

FITNESS

- Jump Jam ✓
- Circuits
- Relays ✓
- Folk Dance ✓
- Skipping ✓
- Cross Country Practice ✓
- Organised Games and Challenges ✓

SPORT

- Touch - Nunweek Park
- Basketball - YMCA/QEII
- Cotswold Summer Sport ✓
- Cotswold Winter Sport ✓
- Hagley Sport ✓
- Netball Future Ferns
- Milo Cricket
- Summer Hockey
- Netball - Under 11
- Skiing
- Kiwi League

ELECTIVES

- Dance ✓
- Jump Jam
- Senior Sport Elective
- Kapa Haka

PHYSICAL EDUCATION

- Small Ball Skills ✓
- Large Ball Skills ✓
- Athletics ✓
- Cross Country ✓
- Sports Specialists ✓
- Swimming ✓

ZONE & CPSSA EVENTS

- Triathlon
- Swimming
- Cross Country
- Gymnastics - Artistic
- Gymnastics - Rhythmic
- Winter Tournament ✓
- Athletics
- Boccia

THE ARTS

In recent months Paula has demonstrated she can:

- * Use gestures facial and voice expressions to portray an event.
- * Create dialogue to portray an event.
- * Present an event using dialogue, gestures and voice expression.

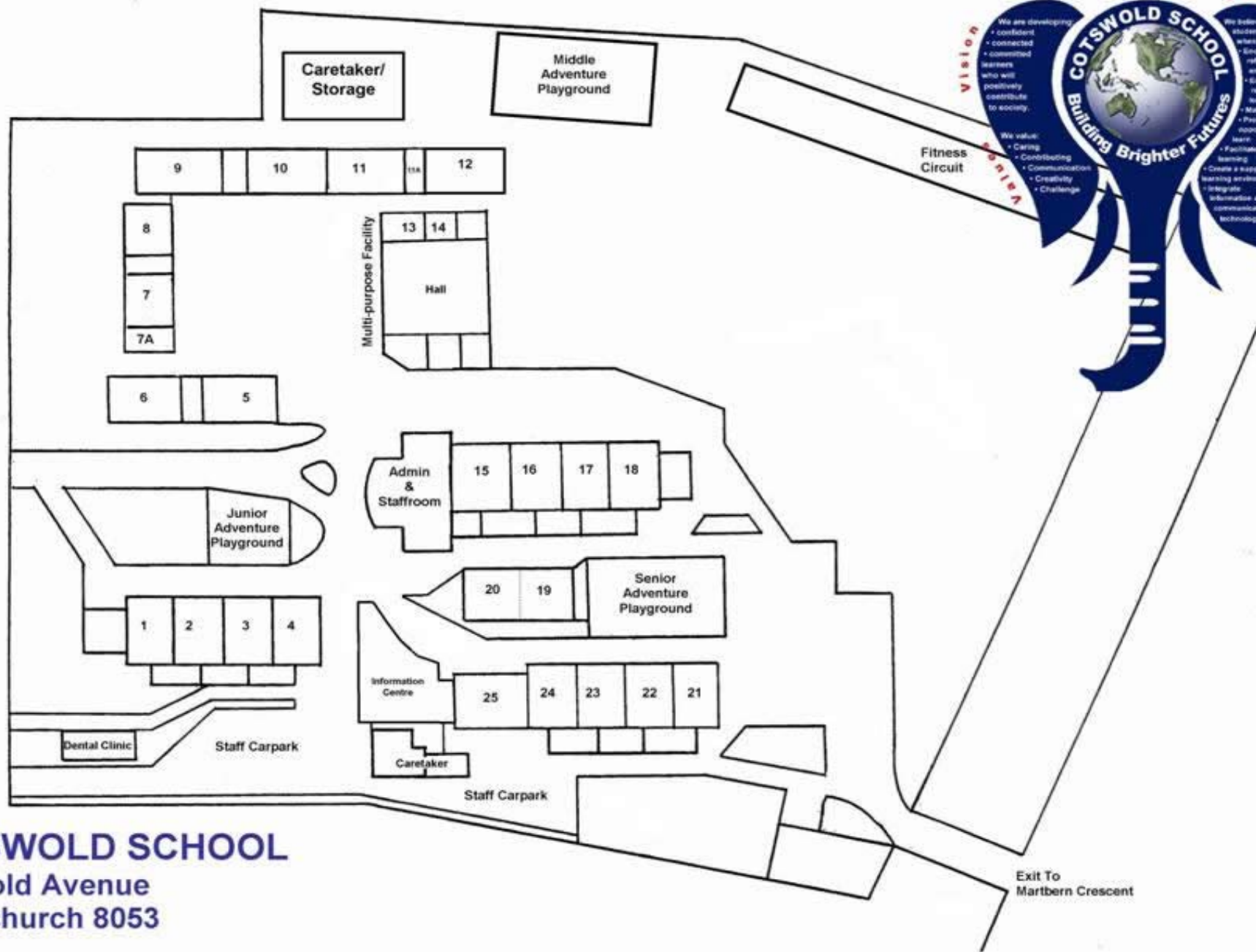
Paula's next learning step is to:

- * Perform a scene using dialogue, gestures and voice expression.

GENERAL COMMENT

Paula has been a fantastic self-managed learner this year, and her commitment to the Cotswold values makes her a positive role-model for others to follow. I have enjoyed Paula's bubbly, outgoing nature and the high expectations she sets for herself. She flourishes in leadership roles and works well in group activities. Paula is reading well above her age, creative with her writing, and is learning a variety of strategies to draw from when solving mathematical problems. She has shown commitment to extra-curricular activities which she also succeeds in. Paula's confidence and interpersonal skills will make for a smooth transition to intermediate. It has been a pleasure teaching Paula and I wish her all the best for the future.

Cotswold Avenue



COTSWOLD SCHOOL
 Cotswold Avenue
 Christchurch 8053

COTSWOLD SCHOOL
 Building Brighter Futures

Teaching & Learning Beliefs

- We believe that students learn best when teachers:
 - Encourage reflective thought and action
 - Enhance the relevance of new learning
 - Make connections
 - Provide multiple opportunities to learn
 - Facilitate shared learning
 - Create a supportive learning environment
 - Integrate information and communication technologies

Values

- We value:
 - Caring
 - Contributing
 - Communication
 - Creativity
 - Challenge

Vision

- We are developing:
 - confident
 - connected
 - committed learners
 - who will positively contribute to society.