



DIAMOND HARBOUR
SCHOOL

End of Year Report

Year
Room
Teacher

This report provides you with an indication of your child's achievement at the end of the school year in relation to the New Zealand Curriculum. Teachers have used a wide range of assessment information and their own professional judgement to determine the achievement levels of your child.

Four categories have been used to report on levels of achievement in reading, writing and mathematics. These are:

Above: achieving at more than one year above curriculum expectations

At: achieving at curriculum expectations

Working towards: achieving up to one year below curriculum expectations

Well Below: achieving more than one year below curriculum expectations

In addition, next learning steps and ways you can help at home have been provided, in order to guide the progress of your child. All children are unique and their abilities differ, as do the rates at which they learn. It would be unwise to compare this report with that of another child.



Reading

ACHIEVEMENT

- Above
- At
- Working Towards
- Well Below

EFFORT

- Excellent
- Acceptable
- Greater Effort
- Required

Teacher Comment:

NEXT STEPS

HOW YOU CAN HELP
AT HOME

Writing

ACHIEVEMENT

- Above
- At
- Working Towards
- Well Below

EFFORT

- Excellent
- Acceptable
- Greater Effort
- Required

Teacher Comment:

NEXT STEPS

HOW YOU CAN HELP
AT HOME

Mathematics

ACHIEVEMENT

- Above
- At
- Working Towards
- Well Below

EFFORT

- Excellent
- Acceptable
- Greater Effort
- Required

Teacher Comment:

NEXT STEPS

HOW YOU CAN HELP
AT HOME

Topic Work

School Involvement

Key Competencies

| MANAGING SELF | Developing | Usually | Almost Always |
|--|-----------------------|-----------------------|-----------------------|
| Takes responsibility for their own learning | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Endeavours to complete tasks within a set time frame | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Demonstrates initiative | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Works independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sets and evaluates realistic goals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Shows perseverance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| RELATING TO OTHERS | Developing | Usually | Almost Always |
|--|-----------------------|-----------------------|-----------------------|
| Works co-operatively and amicably | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listens respectfully to all viewpoints | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Able to compromise independently | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

| THINKING SKILLS | Developing | Usually | Almost Always |
|--|-----------------------|-----------------------|-----------------------|
| Thinks critically and gives justified responses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asks open ended questions for Inquiry investigations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Presents information in a variety of ways | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Developing problem solving skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Attendance

| | |
|--------------------------------|-----------------------|
| Excellent (95% +) | <input type="radio"/> |
| Satisfactory (90 – 94%) | <input type="radio"/> |
| Unsatisfactory (less than 90%) | <input type="radio"/> |

Next Year

| |
|---------|
| Year |
| Room |
| Teacher |

Summary Comments

Class Teacher:

Principal:

Signed: _____
Class Teacher

Principal