



# ASHS REPORTING REVIEW

## 2020 refocus and redesign

Dear ASHS Parents,

At Albany Senior High School we have a number of ways that we report to students and parents about the student's progress and achievement so as to support our principles: we nurture, we inspire, we empower, so as to achieve highly and be good citizens. There are four main ways that we support and communicate progress learners are making and about their personal development. This is through **MAPS and Stocktakes, NCEA Grades on Kamar, Learning Dialogues and the new Learning Progress Snapshots.**

### Learning Progress Snapshot

These reports are designed to give an indication of how students are developing dispositions that support success and continue to progress their learning within their Tutorials, Specialist Subjects and Impact Projects. Tutors and students will be able to use these reports to identify any issues or concerns regarding their learning.

### Purpose and Requirements of Reporting

Resource: <https://assessment.tki.org.nz/Reporting-to-parents-whanau/Principles-of-effective-reporting>

#### Focus and coverage

- Principle - Information sharing provides appropriate focus, coverage and valid and fair information about students' progress and achievement towards valued learning outcomes across the breadth of the curriculum.
- Outcome - Parents and whānau are clear about what their learner has achieved and the progress their learner has made across the breadth of the curriculum, including the curriculum vision of confident, connected, actively engaged, life-long learners.

#### Motivation

- Principle - Information is deliberately designed to enhance student, parent and whānau motivation and engagement. Reports enable each and every learner to celebrate their progress towards their learning goals.
- Outcome - Student/ākonga, parent and whānau motivation to support learning is enhanced. Students/ākonga who would normally "switch off" when faced with low achievement remain motivated.

### LEARNING Progress

Student Brianna Moresby (Brianna) Year 11

TERM 3 2020

	Approach to Learning	Engagement	Managing Self	Learning Behaviours	Goal for Development	Developing	Developed	Not Developing
					Development of personal goals, making plans, and setting personal objectives	The development of personal goals, making plans, and setting personal objectives	You are taking steps towards your goal and are making good progress.	You are taking steps towards your goal and are making good progress.
Drama	100A							
A Roberts								
English	1EN0							
A McKelvie								
History	1H0							
W McDonald								
Impact - Voice and Choice								
J Stanley, H Amadori								
Mathematics	1MA0							
M Tu								
Textiles Technologies	1TEC1							
F Castle								
Tutorial								
K Phillips								

NURTURE ~ INSPIRE ~ EMPOWER

### LEARNING Progress

Student Brianna Moresby (Brianna)

TERM 3 2020

Year 11 NCEA Achievement		TPHP	
Qual working towards:	Level 1		
L1/UE Numeracy	Yes	Yes (Achievement Standards)	UE Literacy
L1 Literacy	Yes	Yes (Achievement Standards)	No: I need 5 Reading credits and 5 Writing credits

Current Subjects/Level	Credits This Year							
	Internals				Pass Rate	Credits to date	Internals Remaining	Externals Entered
	NA	A	M	E				
Drama 100A		4			100	4	10	4
English 1EN0		13	3		100	16	4	4
History 1H0			8		100	8	4	8
Impact - Voice and Choice								
Mathematics 1MA0		10			100	10	0	8
Textiles Technologies 1TEC1		4			100	4	6	3
Tutorial 1T1								
<b>Totals</b>		<b>27</b>	<b>15</b>			<b>42</b>	<b>24</b>	<b>27</b>

	NCEA	Merit Endorsement	Excellence Endorsement
Level 1	No: I need 35 credits	No: I need 35 M or E credits	No: I need 50 E credits

Target Credits: 80

NURTURE ~ INSPIRE ~ EMPOWER

## Specialist Subjects, Impact Projects and Tutorials

All parts of our curriculum will report against these 4 dispositions:

- **Approach to Learning:** Learners work in partnership with their teacher to be reflective in their learning. Learners know what they need to do in their learning, are willing to take risks, are open to new learning, and seek support to progress. Learners seek to make connections between their learning, between subjects and real world contexts. Learners establish personal goals, make plans, and set high standards for themselves.
- **Engagement:** Learners are focused, motivated, and productive. Learners engage in new learning and believe that they are capable of achieving. Learners are eager to participate and willing to expend effort on given learning activities or tasks. Learners seek to clarify and understand learning objectives, assessment criteria, and their learning needs..
- **Managing Self:** Learners are present, on time, and prepared. Learners access learning resources through google classroom. Learners are meeting milestones, and working with teachers to determine timelines and deadlines. Learners work in partnership with their teachers about managing their assessment workload.
- **Learning Relationships:** Learners are developing and demonstrating good communication skills and relating to others effectively. Learners utilise social and cooperative skills, enabling them to extend their learning and deepen understanding through dialogue, discussion, and group work.

Their progress towards each of these areas is based on four levels:

- **Well developed:** This is an area of strength in your development as an independent learner.
- **Developed:** You are utilising this learning disposition well and are making effective choices.
- **Developing:** The development of these learning habits are in progress but still require your attention.
- **Area for development:** You need to put specific effort into developing yourself and this disposition (This level will be supported by a comment)

A comment will be added if a criterion is determined as an 'Area for development'. Comments should provide the next steps toward improvement and recommendations to support learning habits.

Colour coding is used to indicate the students level of progress in each disposition.

<b>Area for Development</b> You need to put specific effort into developing yourself in this disposition.	<b>Developing</b> The development of these learning habits are in progress but still require your attention.	<b>Developed</b> You are utilising this learning disposition well and are making good choices.	<b>Well Developed</b> This is an area of strength in your development as an independent learner.
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To access the report via the Kamar Parent Portal go to: <https://ashs.school.kiwi/>

The user name is the learners STU number.

The login and password for all parents are shared via email at the start of each year.

If you are unsure of these details please contact your young persons tutor teacher and they will be able to assist.