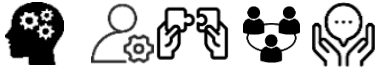




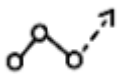
Comments



Our report comments are framed around the curriculum 'Key Competencies'. These are learning dispositions that can be developed across all learning. When the key competencies are being mastered, learning in all areas of the curriculum improves. Core curriculum areas such as Tuhiuhi | Writing, Pānui | Reading and Pangarau | Maths (also Kōrero | Oral Language for Rumaki), are discussed where appropriate through the key competency comments.

Whakapau Kaha | Effort

5	Consistently high levels of effort toward learning
4	Mostly consistent high levels of effort toward learning..
3	Generally positive effort is made in learning, with some areas to work on.
2	Inconsistent levels of effort toward learning.
1	A lack of effort, having a negative impact on learning.

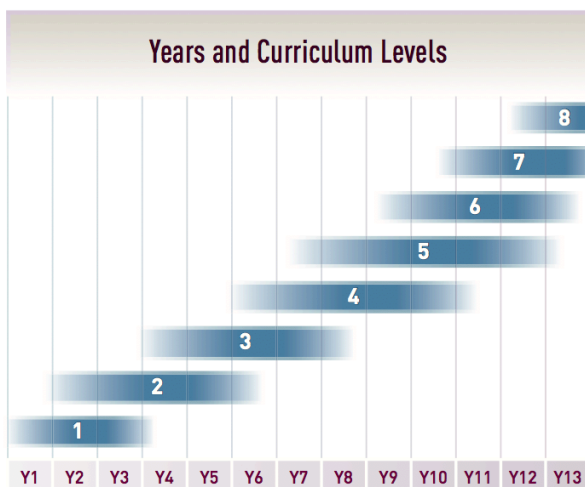


Progress and Achievement

Level 3	▼
Early Level 2	▼

This is the learning level achieved for core curriculum areas.

They may be working at a higher level in class but this is the level they can work at independently with minimal support needed.



Learning levels span over year groups. We measure them by 'early level' and 'level'. E.g. Early level 2, Level 2. These are called sub-levels.

Students will typically move one sub-level a year, however, this varies from student to student,

Some students take longer or quicker to progress.