

PARENT, FAMILY AND WHĀNAU

INFORMATION AND FEEDBACK BOOKLET

Reporting on National Standards

CONSULTATION WITH PARENTS, FAMILY AND WHĀNAU MEMBERS ON REPORTING TO PARENTS ON NATIONAL STANDARDS

Dear parent, family or whānau member

Thanks for taking the time to have your say as part of the Ministry of Education consultation on the Government's new National Standards in reading, writing and maths, and plain-language reports to parents.

The new standards will be used in all primary and intermediate schools from 2010. An important part of the National Standards is that schools will provide plain-language reports to parents about their children's progress against the standards.

As part of this consultation, the Ministry of Education wants to find out the most helpful ways to report to parents and how you think you can be supported to be involved in your child's learning.

Use this booklet to have your say by:

1. reading the information
2. looking at the sample reporting graphs, learning plan and your child's progress samples
3. filling out questions in Sections A and B.

If you are sending this completed feedback booklet back by post, please mail to Freepost 203 656, National Standards, Ministry of Education, PO Box 1666, Wellington by 3 July 2009.

For more information about the National Standards and/or the consultation process, check out the Ministry of Education website: www.minedu.govt.nz/nationalstandards

I encourage you to give your views and play a part in supporting your child to succeed.

Hon Anne Tolley
Minister of Education

The Ministry of Education is collecting the following information to help us understand the views of a range of parents, family and whānau members. We will treat the information you give us as confidential. No individuals will be identified when we report on what you have told us.

Please note that this Parent, Family and Whānau Information and Feedback booklet is also available at www.minedu.govt.nz/nationalstandards - we encourage you to complete the online version if this is easier for you.

SECTION A: HAVING YOUR SAY

Current information on learning and achievement

Q 1 How do you like to receive information from the school on your child's learning and achievement? (Tick as many boxes as you wish)

Written reports that my child brings home

Written reports the school sends to me in the post

Parent/teacher meetings without my child

Meetings that involve me, my child and the teacher

Text messages

Emails

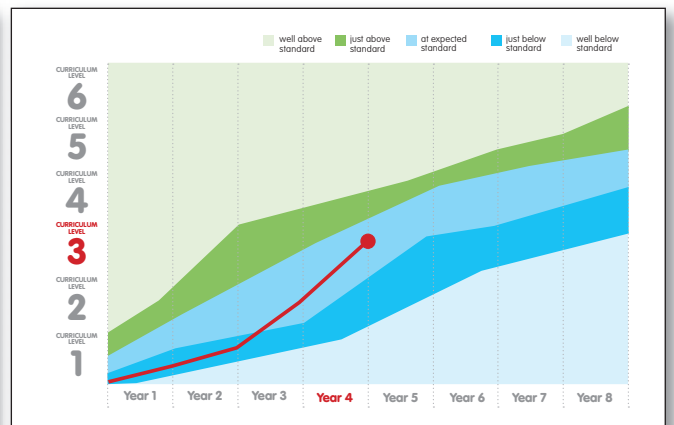
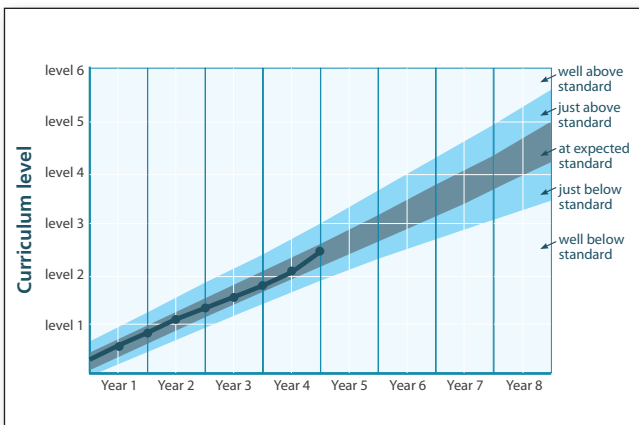
Reports and assessments that I can download from the school website

Sample graphs – over time

Q 2 These graphs are examples of how a school could show you how your child is doing against the National Standards over time, since they started school. Which graph do you like the most? (Tick one box)

Sample 1 – over time

Sample 2 – over time

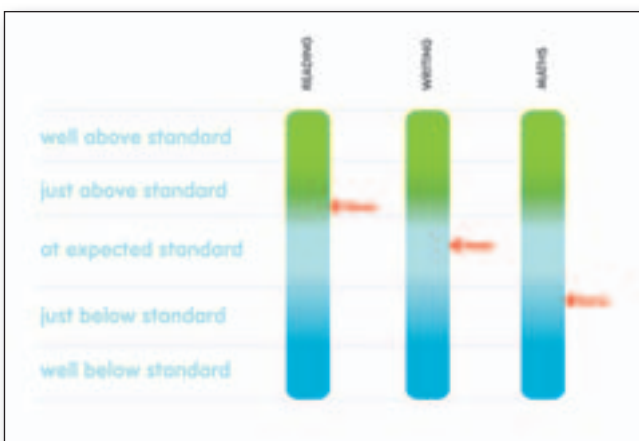


Sample graphs – snapshot

Q 3 These graphs are examples of how a school could show you a snapshot of how your child has done against the National Standards this year. Which graph do you like the most? (Tick one box)

Sample 1 – snapshot

Sample 2 – snapshot



Sample learning plan

Q 4 Do you think a learning plan, like the sample below, is useful as part of reporting on your child's progress?
(Tick one box)

Yes, it would be useful

Not sure

No, it wouldn't be useful

Sample learning plan

▶ First 6 months

goal to be achieved _____
goal to be achieved _____
goal to be achieved _____
goal to be achieved _____

▶ Mid-year meeting

5pm, 14 June | Meet to discuss first six months and make a plan for the next six months.

▶ Second 6 months

goal to be achieved _____
goal to be achieved _____
goal to be achieved _____
goal to be achieved _____

▶ Report to parents and child

28 November

▶ End-of-year meeting

4.30pm, 30 Nov | Meet to discuss last 12 months and the report and make a plan for the following year.

Samples of your child's progress (See samples below and on opposite page)

Q 5 How easy or hard is it to understand the written sections of the sample reports? (Tick one box on each line)

	Very easy	Quite easy	Some easy bits /some hard bits	Quite hard	Very hard
A. Maths – Summary of Manu's progress after one year at school					
B. Maths – Next steps					
C. Reading – Summary of Manu's progress at end of Year 4					
D. Reading – Next steps					
E. Writing – Summary of Manu's progress at end of Year 8					
F. Writing – Next steps					

Samples of your child's progress

A. Maths – Summary of Manu's progress

After one year at school

Manu has made good progress over the last six months, learning his numbers up to 20. He has achieved most parts of the National Standard in maths but is still below the standard for his age.

B. Next steps

At school

We will be helping Manu to:

- » count numbers backwards and forwards up to 50
- » solve addition problems involving numbers up to 20.

We will provide Manu with one-on-one teacher time to develop these skills. I will be in touch to talk about this with you.

At home

At home you can support Manu's maths by:

- » helping him to count up to 20 and down from 20 – in the car, at the supermarket, at the park
- » talking about shapes –TV (rectangle), ball (circle), roof (triangle).

C. Reading – Summary of Manu's progress

At the end of Year 4

Manu has met the expected National Standard in reading. This means he is at the expected level. Manu's reading shows that he:

- » can talk about story plots and structures
- » can use reading strategies – like re-reading or using a dictionary – to work out the meaning of unknown words.

D. Next steps

At school

At school we will be helping Manu to:

- » read and find information from more complex stories and articles
- » express his opinions about the stories and understand what the author was thinking.

At home

At home you can support Manu's reading by:

- » watching a movie together and talking about the story – what bits he liked or didn't like, which character he liked best and why.
- » making a regular time to read quietly together.

E. Writing – Summary of Manu's progress

At the end of Year 8

Manu is above the National Standard in writing. This means he is above the expected level. Manu's writing shows he:

- » is able to use strategies like mind mapping to plan what he is going to write
- » can ask for feedback on his writing, and then respond to that feedback.

F. Next steps

At school

At school, when Manu moves to Year 9, he will be encouraged to:

- » use new skills to work out what is required and be able to plan his writing
- » re-read, edit and proofread his writing to check that it matches the purpose for writing and be able to find and correct any problems.

At home

At home you can support Manu's writing by:

- » encouraging him to write to friends and whānau members – cards, letters, emails and texting
- » reading different types of writing together (such as newspapers, magazine articles, advertisements), talking about the style of writing and discussing your opinions about it.

Parents of children with special needs/disabilities only

Q 6 How would you like to follow your child's progress? (Tick one box)

IEP (Individual Education Programme)

National Standards report – as shown in samples

Both

Helping your child to learn

Q 7 How important is it to you that you help your child to learn? (Tick one box)

- Very important
- Quite important
- Not very important
- Not important at all

Q 8 How involved are you in helping your child to learn? (Tick one box)

- Very involved
- Quite involved
- A bit involved
- Not involved much

Q 9 What are the most important things your child's school can do to help you support your child's learning? (Write your comments below)

The most important things are:

Other ideas

Q 10 Do you have any other thoughts, suggestions or feedback? (Write any comments below)

My thoughts are:

SECTION B: STATISTICAL INFORMATION

If you are filling this booklet out as part of a consultation meeting, please complete the two questions below.

I am attending this meeting on (date) _____

at (place) _____

Lastly, we would like you to complete the following details about yourself so that we can understand the views held by different parents, family and whānau members.

Gender

Male

Female

Ethnicity (Tick as many options as you wish)

Pākehā/NZ European

Māori

Pasifika

Asian

Middle Eastern/Latin American/African

Other

I have children, grandchildren, other family or whānau members at primary or intermediate school in the following years. (Tick as many boxes as you wish)

Year 1

Year 2

Year 3

Year 4

Year 5

Year 6

Year 7

Year 8

Thanks very much for having your say!

Please note that this Parent, Family and Whānau Information and Feedback booklet is also available at www.minedu.govt.nz/nationalstandards – we encourage you to complete the online version if this is easier for you.

*If you are sending this completed feedback booklet by post, please mail to Freepost 203 656,
National Standards, Ministry of Education, PO Box 1666, Wellington by 3 July 2009.*

Item number: 33432