



# MUSAC Demonstration Primary School

Your Logo  
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## Sample K3 - OTJ Result

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This report is a record of your child's achievement and effort to date. The report goes hand in hand with feedback given in each curriculum area and comments made on your child's work (whether displayed at school, in their books or portfolios, and parent/teacher interviews held earlier this year.

Your child has their own strengths and abilities, developing at their own rate. This report should be read in light of your own knowledge and understanding of your child.

**Name:** Seth Abbott  
**Year:** 3  
**Room:** Room 14  
**Teacher:** Teacher Sutton  
**Attendance:** 30/312 Absent ½ days



## Achievement against the National Standard after 2 years of schooling

Curriculum Area	Well Below	Below	At	Above
National Standards Reading				✓
National Standards Writing			✓	
National Standards Mathematics		✓		

## NATIONAL STANDARDS

### Reading

**Progress against learning goals**  
 Seth's work with Mrs Brown (a specialist reading teacher) has gone very well this year. He has made more than one year's progress, and has moved from the top of the well-below band into the beginning of the achieving band. We have also been working hard during class reading sessions and Seth is now able to monitor his own reading and knows what to do when it doesn't make sense.

**Next learning steps**  
 Mrs Brown will continue to work with Seth next year to ensure he meets the National Standard again at the end of Year 4. They will focus on developing Seth's ability to ask questions as he reads to help his understanding. He has started using post-it notes to record his questions and he is gaining confidence to discuss his questions with his group. She will continue to focus on this strategy.

### Writing

**Progress against learning goals**  
 Seth has worked hard in the writing support group he has been part of this year. He has made progress at enhancing his writing, through using language features such as adjectives and similes. In class sessions he has been working towards further developing his writing by reading it out loud to check that it makes sense. He is enthusiastic about the stories he writes.

**Next learning steps**  
 Seth will continue in the writing support group next year He has chosen to focus on improving his spelling by proof-reading to identify errors, and using a dictionary regularly. He is going to further develop his use of writing maps to assist him in tasks that need to be planned.

### Mathematics

**Progress against learning goals**  
 Seth continues to progress in line with National Standards expectations. He is now able to solve number problems using multiplication facts that he knows. We have also been working on geometry. He successfully used both grid coordinates and compass points to describe locations and give directions using maps.

**Next learning steps**  
 In Year 4 Seth will continue to develop his ability to use multiplication facts to solve number problems. He will need to know all his times-tables to be able to solve more complicated problems. We'll be starting the year with a focus on statistics, looking at how students internationally spent their time in the holidays. Seth and his friends are going to collect data over the holidays.

## General Comments

### Integrated Curriculum:

In Social Studies, Seth was able to identify, discuss, and give examples of the 4 different kinds of Sustainability.  
In Science, Seth could describe some of the adaptations that birds have, and why they have them. He recognised the links between bird adaptations and how they are needed for the birds to survive. Seth was able to describe the many threats that NZ native birds face

### Health & Physical Education:

The standards achieved by Seth in games; short tennis, dragon rugby, gymnastics, dance and swimming have really been first class. Seth is able to plan effectively, perform with high levels of skill and evaluate thoughtfully. Seth is an excellent swimmer and enjoys both the school swimming sessions and the extra-curricular club activities.

### The Arts - Dance, Drama, Music & Visual Art:

In Dance and Drama, Seth explored the ways that Empathy can be shown through many of the different values we believe in at our School. In Visual Arts Seth used shading to produce a 3-Dimensional effect for our Tornado Art. He used blending with oil pastels to produce texture in our Owl Art project. Seth looked at the elements of composition to make an effective piece of Calendar Art.

### Key Competencies:

Thinking:

- Comes up with different ideas for problems
- Can make a plan to put their ideas into action

Self management:

- Sets goals and checks own works
- Takes responsibility for own actions

### How you can help at Home:

Talk to Seth about what he is reading: What are the characters like? Does he know people like that? What does he want to find out from the book?

Encourage Seth to write as much as possible in the class blog. He has contributed some great pieces of writing to the blog this year and provides helpful feedback to his peers.

It would be great if you could help Seth with his times-tables. He has a set of cards in his maths kit with the ones he needs to learn.

### Special Acknowledgements:

Junior Triathlon - 3rd in Class  
Cricket Team  
Speech Finalist  
Peer Support Award

### Teacher Comment:

Seth can work with others, but he needs to improve his management skills when directing others in groups.

He supports others and shows some respect for them and their actions.

He has taken responsibility for his own learning and is developing strategies to make sure that these are a success

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Teacher

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Principal