



Communicating and reporting to students, parents, caregivers and whānau

Connecting and sharing progress and learning information

At HVHS, we believe students' interests are best served when we work together, in a partnership with our parents, caregivers and whānau. Communication is a key to happy and successful schooling. Here are some of the systems and practices that we use to connect with you and to inform you about your child's progress. Equally important are the opportunities we offer to you to tell us about your child's aspirations, interests, strengths, values and motivations.

Mentor Teachers, Deans

- Deans and mentor teachers work together with parents, caregivers and whānau to ensure thorough academic and pastoral care of each student.
- The deans of each year move with the year group through to Year 13. They get to know your child very well over the years and please get in touch with them if you have a query, request or concern.
- Wherever possible, one of the Year 9 mentor teachers progresses with the class into Year 10, 11 and 12. This enables strong relationships to build up between family and school. Mentor groups are small with only 12-15 students in the junior years.
 - All mentors will make introductory phone calls and/or emails home at the beginning of the year to introduce themselves or reconnect after the holiday break.
 - You should not hesitate to contact them and it is expected that mentors will contact you with minor concerns before anything escalates. We work on a policy of 'No Surprises'. Email is the best way to contact mentors and deans.

Subject teachers

- Subject teachers will communicate with whānau, parents and caregivers on a regular basis.
 - Learning overview for the term
 - On Kamar (online reporting), for every subject, each term, there will be a **minimum of one grade**. The grade will indicate the New Zealand Curriculum level that the student is working at.
 - Some of the grades will be summative - marks given at the end of a topic or unit of work that summarizes overall learning and indicates the curriculum level that the student is working at.
 - Other entries will be formative - in Portfolio subjects, teachers will provide a mid-topic progress score
 - Students will be given regular feedback on their classwork and assessments. Some of this will be verbal and some in writing on the piece of work. Teachers will give feedback and suggest next steps. Students are encouraged to share this feedback with their family. If you require support accessing teacher feedback on student work, feel free to contact subject teachers who can facilitate a discussion with the student and whānau about the feedback that has been provided.

- We work on a 'No Surprises' and family and school should work together to support students. Caregivers can email staff at any time for progress information or to ask for clarification.

Access to student data

- Parents and caregivers access student data through the **Kamar Portal**. You can view daily attendance, academic results including NCEA progress, individual subject achievement, student timetables, school notices, groups, awards and contact details.
- We recommend parents check the portal regularly. Parents and caregivers will be emailed log-on details. Call the school office if you have lost your log-on information.
- Students can access this same data by using their school log-on to the Kamar Portal.

Reporting progress - Years 9 to 13

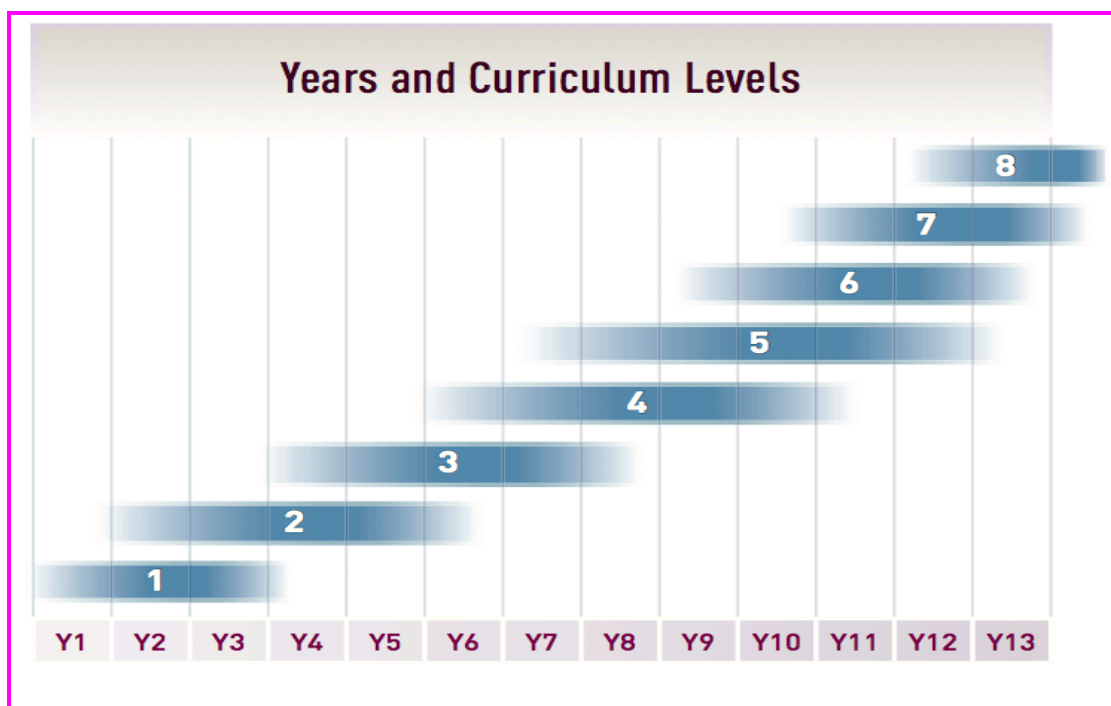
The school formally reports student progress and achievement in the following ways:

- 'Attitude to Learning' Reports - will be emailed out fortnightly.
- Grades posted on the Kamar Portal.
- Assessment Summary reports emailed out twice a year (mid Term 2 and 3), including Attitude to Learning score charts, attendance, and qualifications progress.
- Learning Conversations in term two for all year groups run by Mentor Teachers. (weeks 7 and 9, Term 2)
- Appointments with teachers as needed - email teachers directly.

Reporting to the NZ Curriculum Levels at Years 9 and 10

We report and assess students against the New Zealand Curriculum levels Level 1-8. At years 9 and 10 our intention is to capture where a student is at in terms of the achievement objectives of the New Zealand Curriculum, rather than where they are at in terms of internal and external assessment of particular standards for an individual subject. It is likely that students will be at different levels for different aspects of the curriculum; for one skill they may be at a higher level than they are for another skill in the same subject.

- **As a broad generalisation, the average student in year 9 builds on work previously covered at curriculum Level 4, and begins to develop skills and understandings at curriculum Level 5. In Year 10 students continue to extend their understanding at Level 5.** Typically teaching programmes range across curriculum levels, and provide students with scope for revision and reinforcement of key concepts at lower curriculum levels, as well as scope for extension to higher curriculum levels. A student in Year 9 or 10 has the potential to show achievement at Level 6 of the curriculum.
- This diagram below shows how curriculum levels typically relate to years at school. Many students do not, however, fit this pattern. They include those with supported learning needs, those who are gifted, and those who come from non- English-speaking backgrounds.
- Students learning an additional language, or studying a learning area not taught by a specialist at primary school are also unlikely to follow the suggested progression: Level 1 is the entry level for those with no prior knowledge of the language being learned, regardless of their school year. Level 3 is often the entry level for The Arts. By the end of Year 10 the average student will have consolidated work from curriculum levels 1-4 will be in the process of developing skills at Level 5 of the curriculum.



Most subjects will report to the expected National Curriculum Level for the year Level - Year 9 is expected to work at Level 4, towards level 5. Grades will show if a student is below the expected grade, At Basic, At Proficient and at Advanced level.

Within each level there are 3 sub-categories to give you a clearer understanding of where your child is at.

- **Basic** Items that require partial mastery of knowledge and skills that are fundamental for proficient work at the level. 4B: means that your child is beginning to work at Level 4
- **Proficient** Items that demonstrate applications of the knowledge. 4P: means that your child is proficiently working at Level 4
- **Advanced** Items that are difficult applications of the knowledge and skills of the given level. 4A: means that your child is working at an advanced level within Level 4

Not all students start on the same level or progress at the same rate. It is also likely that students may be at different levels for different aspects of the curriculum. E.g for one skill such as writing they may be at a higher level than they are for speaking. Likewise this can be the case between subjects as well.

Attitude to Learning Reports

- **Attitude to Learning** fortnightly score.
- These reports give an indication of the attitudes to learning that a student is demonstrating in each of their subjects. This is not an academic score which assesses their knowledge, understanding or skill.
- It is our experience that students who receive good grades for their Attitude to Learning reports go on to do well with their academic studies.
- If the 'Of Concern' box is ticked, parents/caregivers should have been contacted by the teacher to outline the aspect of concern. Staff will have already made contact with you to make a plan moving forward.

These scores will be sent to you as a pdf in an email every second Friday of the term. We will provide one score that considers a range of aspects that we recognise as expectations for a constructive learning

environment where students are being responsible for their learning and making it easy for others to teach and learn.

Teachers will consider aspects of learning such as whether students are prepared for learning with appropriate equipment and gear; they listen and settle quickly to tasks using devices and cellphones appropriately; adhere to and support others to follow safety rules when required; participate constructively as a learner in class activities, tasks and classwork even when the teacher is supporting others.

There are three levels: Expected and on track, Mostly on track, and Of Concern

3 = Expected and on track	Students are consistently demonstrating positive mature engagement and responsibility for their learning and that of others. <i>Demonstrating high sense of self motivation to complete tasks and respond to feedback.</i>
2 = Mostly on track	Students are mostly demonstrating engagement and taking some responsibility for their learning. Being more consistent in preparation, willingness to learn and work with others will lead to a more focused learning environment. <i>Failure to complete set tasks at their level of capability. Reliant on the teacher for motivation and focus, but returns to work when reminded.</i> Adjustments to learning behaviour will improve student performance in this subject.
1 = Of Concern	The student is regularly not demonstrating the expected level of engagement or responsibility for their learning during class. A lack of self-discipline is impacting the ability of others to teach and learn during class. <i>Evidence of truancy from specific classes. Failure to complete assessments without valid reason. Demonstrates a dependence on the teacher for motivation at the expense of other learners.</i> Teachers should have indicated their concerns prior to providing this score.
NA	Teacher unable to report because of teacher absence.
-	If students have been away more than 50% of the periods for a subject, there will be no score provided.

A score of 1 should not be a surprise. The subject teacher should have contacted whānau with their concerns prior to the report being sent home. Please contact mentor teachers to inform them of any information that might help us understand a new pattern. If you have queries about any score, please contact the specific subject teacher. The scores are intended as conversation starters, therefore, if you feel there is a discrepancy between the Attitude to Learning scores and Academic results, please contact the subject teacher for further clarification.

Learning Conversations

All students will be invited to a Learning Conversation with their parents/caregivers and mentor in term two. This provides an opportunity for a collaborative approach to support a student's journey through school. The mentor teacher has a key role in the ongoing connection between home and school and they are well placed to pass on information from subject teachers and provide support and guidance. Learning Conversations also provide a holistic, and if need be specific, reflection on a student's learning. At the senior school the focus is also on NCEA progress, awareness and goals.

Preparation for the Learning Conversations are completed by the student and mentor teacher during mentor time in the weeks prior to the meeting. The mentor teacher will gather information from the Attitude to Learning Reports, assessments completed and subject teacher feedback. The student will lead the Learning Conversation and the mentor teacher will facilitate the meeting. The Learning Conversations are held over two days at the end of term 2 by scheduled appointment. Students will continue to learn on line over these two days when not in a Learning Conversation.

Each level's Learning Conversation will have a different focus. However, all will look at Attitude to Learning grades, achievement to date and work-ons to ensure success at school.

- **Year 9 and 10** will focus on building a strong foundation for academic and social success. School values will be aligned with short and long term goals.
- **Year 11** will focus on the beginnings of a student's journey into NCEA. There will be targeted discussions to ensure students and families understand all that is required.
- **Year 12 and 13** will begin to focus on pathways after school and the specializations that may be starting to occur. The set up of these conversations will enable much more flexibility in that they may be face to face, virtual via Zoom or email and phone calls.

NCEA reporting - Senior students

Summaries of Assessment reports will be emailed to parents as a PDF Midterm 2 and 3. At any point in the year students, parents and caregivers can go to the Kamar Parent Portal for information on progress.

<https://huttportal.hvhs.school.nz/>

- For subject progress click on Current Year Results. You can then select the subject and view completed internal NCEA standards, and there may be comments about the progress towards completing an internal standard. In addition there will be indicative grades and comments about a practice external assessment (e.g. end of year examinations).
- For an up to date NCEA summary of completed credits you should click on 'NCEA Summary'.
- For a copy of the Attitude to Learning report click on 'Reports'.
- If there are comments or grades that cause you concern, you should contact the subject teacher requesting further information or a meeting.
- Term 4 Derived Grade examination results are available on the portal as soon as they are marked.
- Practice examinations or practice externals throughout the year are an indication of what a student might achieve in the end of year NCEA examination.
- Term 4 Derived Examinations results are used if a student is unable for legitimate reasons to sit the November/December NCEA exams.
- Parents can print any of the above reports for their own records. The school will supply a copy on school letterhead on request.

NCEA Examinations

- Ongoing formative assessment and practice happens regularly throughout the year for external standards. Students should be receiving verbal and/or written feedback on their progress.
- Formal tests will happen throughout the year at the end of units of work.
- The results of these examinations will be used for NCEA Derived Grades if necessary. A Derived Grade is required when a student misses the end of year NZQA examinations due to a legitimate reason such as illness, or a family member passing away. Long term illnesses, conditions are not covered by the derived grade process.
- Formal senior examinations - Weeks 1-2, term four (results and feedback given directly to students, and results posted on the portal)

- NZQA's end of year NCEA examinations take place in November and December. Students receive an admission slip for these exams from mentor teachers and are briefed on expected behaviours in these exams run by NZQA. The exams are held at HVHS.

Recognition of Achievement

The following ceremonies and formal events are focussed on recognising the academic achievements:

- Dean's awards at the end of each term
- Excellence Endorsement Evenings - whānau and students that attained NCEA Excellent Endorsement in the previous year will be invited to an awards ceremony
- Ad Alta Award - awarded to students who consistently achieve high attitude to learning grades, have excellent attendance and contribute to school life by way of service, sport, cultural, and /or artistic endeavour. (End of year prizegiving)
- Academic, Sports, Cultural and Service badges (each term as the honour is gained)
- Maori student achievement - Hotuwaipara award night (end of the year)
- Pacifica Student achievement Night (end of year)
- End of Year Prize Givings

Start of the Year Welcome Meetings

All Year 9 parents and caregivers are encouraged to attend the **February 'Meet and Greet'** evening. This evening provides an opportunity for you to meet mentor teachers, some subject teachers and hear about expectations, systems and how you can support the learning of your student, as well as to meet other parents/caregivers.

Accessing Reports

To view teacher feedback, parents are encouraged to work with their children who will show them their feedback via google documents. If this is problematic, we encourage parents to contact subject teachers who will support them.

To view students' assessment timelines and results in each course, parents can use the KAMAR Portal. You will require your ID number and password to view this. The Portal can be accessed through the HVHS Website>Quicklinks>Online Services>KAMAR Portal

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