

The logo for LINC-ED Hero features the text "LINC-ED" in a bold, dark teal, sans-serif font, with "Hero" in a smaller, white, sans-serif font inside a dark teal rounded rectangle below it. To the left is a dark teal circular icon with a white, stylized, swirling shape inside. The background is decorated with various colored circles (teal, green, orange, pink) and dashed lines.

LINC-ED
Hero

HERO

REAL - TIME
REPORTING

A graphic consisting of three overlapping horizontal bars in shades of teal and blue, with the text "NURTURING PERSONAL EXCELLENCE" stacked vertically on them. The graphic is partially enclosed by a large yellow circle. The background features a large yellow circle, an orange circle, a pink circle, and a green circle, all connected by a dashed line.

NURTURING
PERSONAL
EXCELLENCE

WHY?

As discussed in the Assessment
Evening 30/3/21



- 6 monthly reports on student / ākonga progress and achievement has been an historical requirement from government.
- This approach to reporting is retrospective, providing parents, whānau and board of trustees with information on a child's past performance, and not always providing an accurate picture of their 'real-time' performance.
- Real-time reporting involves using digital technology to help connect parents and whānau with their children in more timely and on-demand ways.
- It focuses on successes as well as reporting that helps inform the 'next steps' in learning in a regular and timely manner
- Students are active participants in their learning and are assessment literate as part of their day to day school life (know what they can do and their next steps)

THROUGHOUT EACH TERM

- Real-time reporting post in Reading, Writing, Maths, Unit of Inquiry, PE and the students current Specialist area (Art, Technology, Food and Nutrition or the Performing Arts)
- This involves samples of student work/evidence, student comments, teacher comments as well as next learning steps



END OF TERM 2

- Achievement measured Against End Of Year Curriculum Expectations in Reading, Writing and Maths
- General comment
- Participation in school activities

As discussed in the
Assessment Evening
30/3/21

FEEDBACK SO FAR!

“Using HERO was good as it aligned to what we are already doing in the classroom. HERO gave students the change to share their learning and what they are proud of with their families (so they can also celebrate their achievements)”

TEACHER

“I like the fact that I can share my learning with my parents easily - so they can see how much I have improved in Writing”

STUDENT

“Seeing examples of work in the HERO app and listening to my son talk about what he is learning was a highlight. Because we can see his learning on HERO, we can share it with my husband who wasn't able to make the conference”

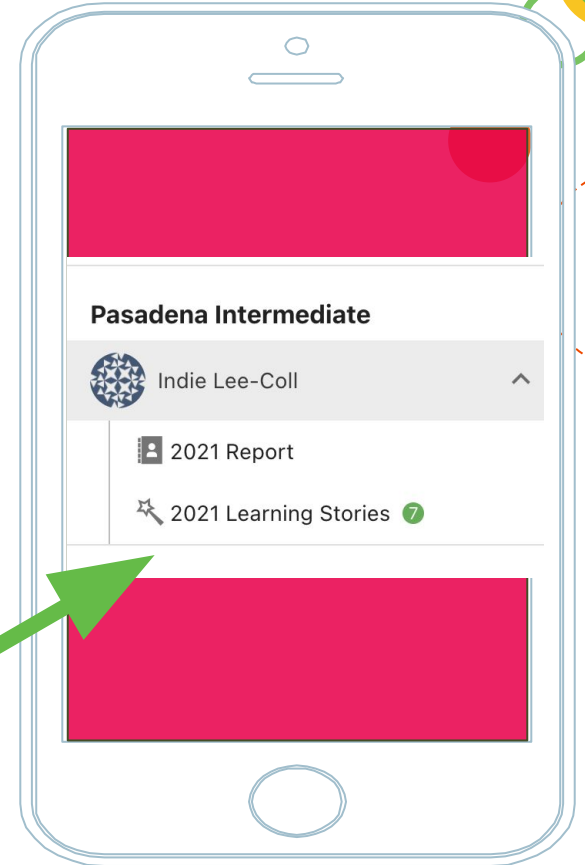
PARENT



ACCESS

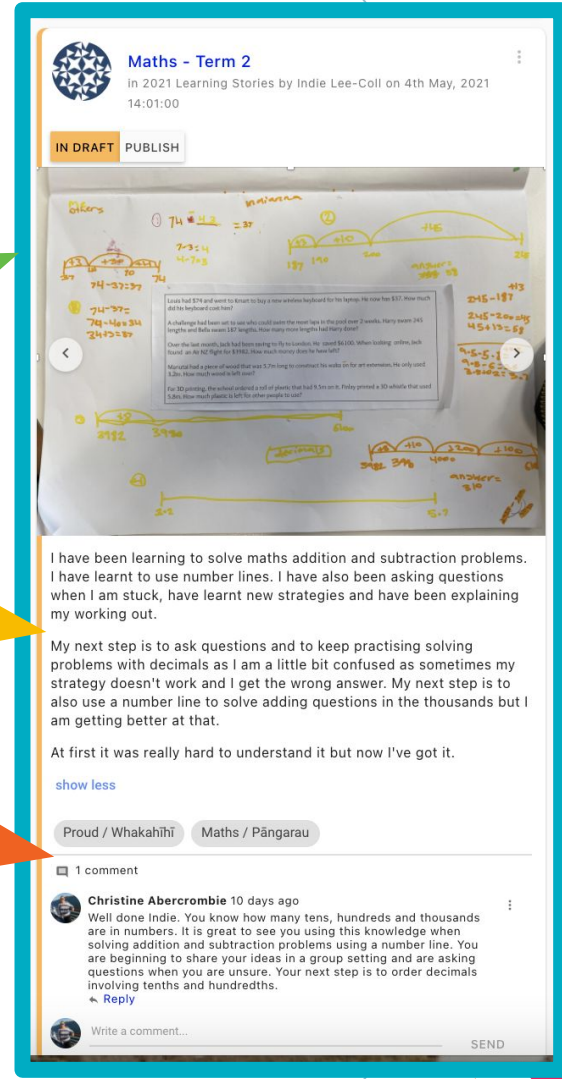
WHERE TO ACCESS REAL TIME REPORTING
POSTS THROUGHOUT THE YEAR

- Log in to Hero
- Look on the left hand side
- Click 2021 Learning Stories



WHAT IT LOOKS LIKE

- Student evidence
- Student comment (what they have been learning, what their next step is)
- Click on 'comment' to see Teacher comment (what they have been learning/progress, what their next step is)



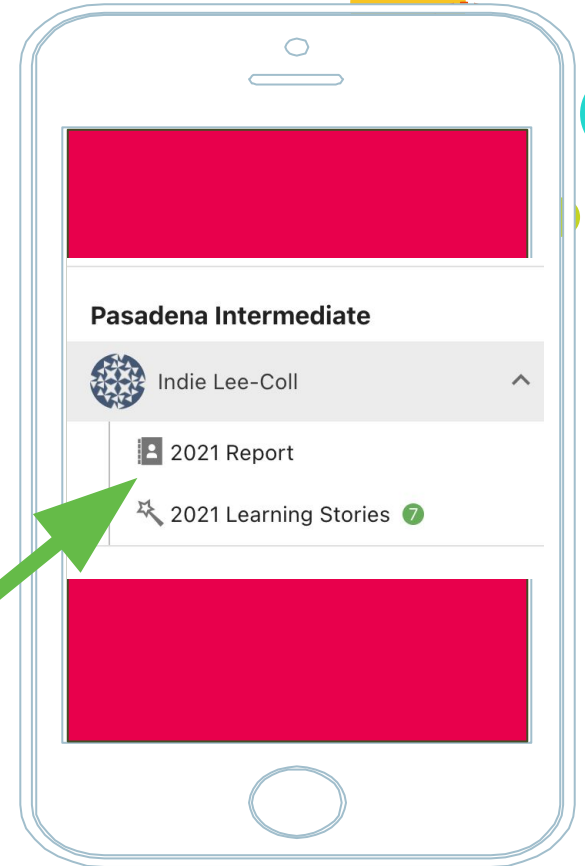
The screenshot shows a digital learning story interface. At the top, it says "Maths - Term 2" and "In 2021 Learning Stories by Indie Lee-Coll on 4th May, 2021 14:01:00". There are "IN DRAFT" and "PUBLISH" buttons. The main content is a photograph of a student's handwritten math work on a piece of paper. The work includes several addition and subtraction problems, some with number lines drawn in yellow. A text box is overlaid on the photo, containing a math challenge: "Leah had \$74 and went to town to buy a new window blind for the top of her bed. How much did the blind cost her?" and a student's solution: "74 - 37 = 37". Below the photo, there is a student comment: "I have been learning to solve maths addition and subtraction problems. I have learnt to use number lines. I have also been asking questions when I am stuck, have learnt new strategies and have been explaining my working out. My next step is to ask questions and to keep practising solving problems with decimals as I am a little bit confused as sometimes my strategy doesn't work and I get the wrong answer. My next step is to also use a number line to solve adding questions in the thousands but I am getting better at that. At first it was really hard to understand it but now I've got it." Below the comment is a "show less" link and a "Proud / Whakahihi Maths / Pāngarau" tag. At the bottom, it says "1 comment" and shows a comment from "Christine Abercrombie 10 days ago" which says: "Well done Indie. You know how many tens, hundreds and thousands are in numbers. It is great to see you using this knowledge when solving addition and subtraction problems using a number line. You are beginning to share your ideas in a group setting and are asking questions when you are unsure. Your next step is to order decimals involving tenths and hundredths." There is a "Reply" button and a "Write a comment..." field with a "SEND" button.



ACCESS

HOW TO ACCESS THE MID YEAR REPORT

- Log in to Hero
- Look on the left hand side
- Click 2021 Report

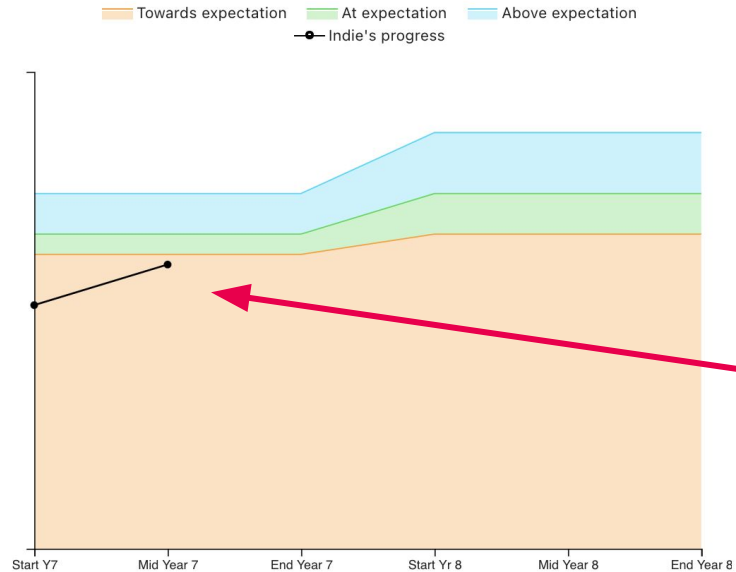


UNDERSTANDING THE DATA

English: Reading Progress

The current expectation for Indie is: the Beginning of Level 4.

Indie is currently working **towards** expectation (Mid Year 7) at the End of Level 3.



The curriculum level your child is expected to be at be the END of the year.

A description of how your child is progressing towards the END of year expectation (e.g. below, on track, at or above), as well as the curriculum level they are currently working within (e.g. Mid Level 3, Beg of Level 4).

A chart showing your child's progress over time. You can see the level each dot represents by clicking on it.

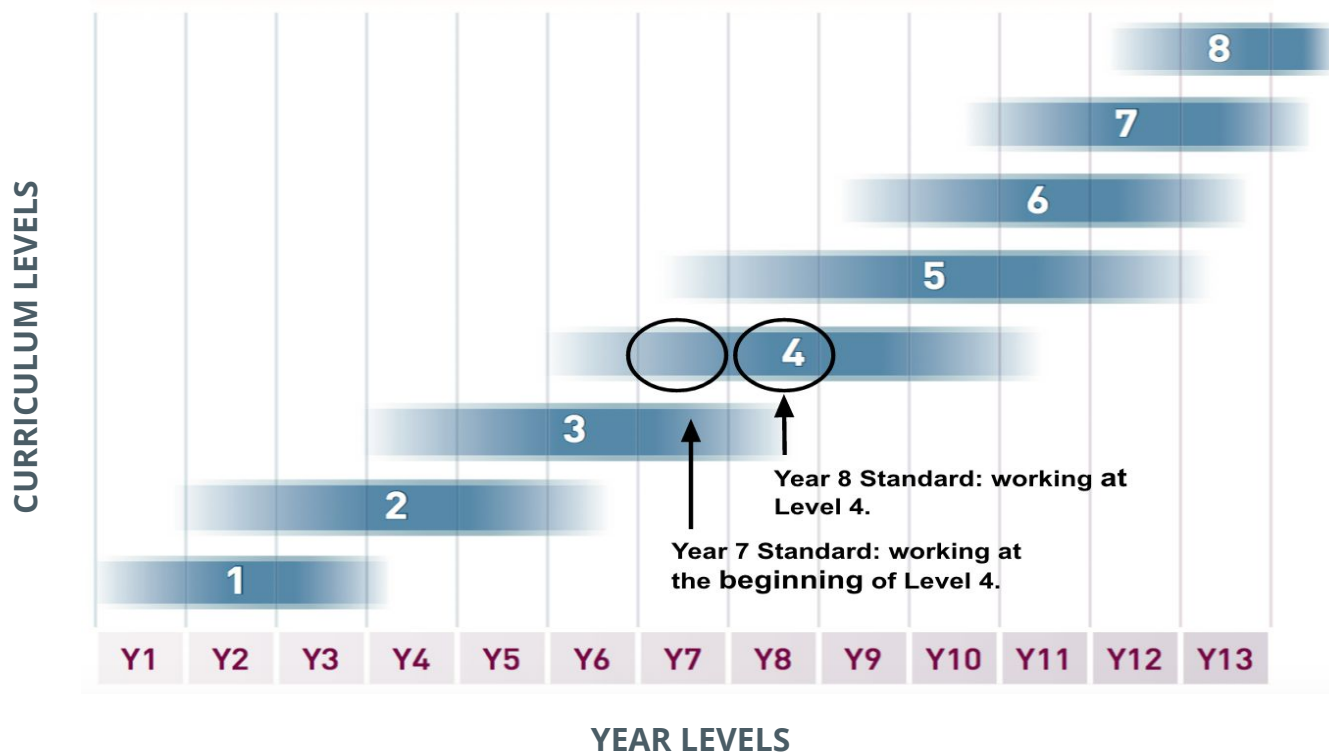


“

WHY WE HAVE STANDARDS

- Parents/caregivers know exactly where their child is at/how they are achieving.
- So the student can be extended or given support as needed

NZ Curriculum Levels and Expected End of Year Expectation



Achievement measured Against End Of Year Curriculum Expectations

Above the standard:

Exceeding the expectation for their year level.

At the standard:

Meeting the expectations at their year level.

On Track:

On track to meet the end of year expectation if current progress is maintained

Below the standard:

Not achieving the expectation for their year level.

Making overall teacher judgements

What does it look like at Pasadena?

Observation of Process

Evidence obtained from informal assessment opportunities, incorporating the observation of process, such as:

- Focused classroom observation
- Student work books
- Tasks; e.g. math tasks, ARBs
- Running records
- Student peer assessment

Overall Teacher Judgement (OTJ)

Decision made in relation to Curriculum Level

Learning Conversations

Evidence arising from learning conversations such as:

- Conferencing
- Interviewing
- Questioning
- Explaining
- Discussing

Tool Outcomes

Evidence obtained from assessment tools, including standardised tools such as:

- **e-asTTle:**

Electronic Assessment Tools for Teaching and Learning

- * **GloSS:**

Global Strategy Stage

OTHER ASPECTS OF THE REPORT

Participation in School Life

Module	Term 2, 2021
Participation in School Life	Librarian, Kapa Haka, Sustainability Enrichment, Choir

Other Curriculum Areas

Module	Term 2, 2021
Visual Arts	
Performing Arts	
Technology	Beginning Level 4
Food & Nutrition	
PE & Health	At Level 3
Social Science	At Level 3
Science	At Level 3
Te Reo Maori	Beginning Level 1

OTHER ASPECTS OF THE REPORT



Mid Year

in General Comment by Christine Abercrombie on 3rd May, 2021
20:22:05

Indie is a motivated student who is driven to improve in all curriculum areas. She shows perseverance when trying to grasp new concepts and willingly asks questions when she is unsure. Working collaboratively during our Units of Inquiry, Indie confidently shares her ideas and listens carefully to build upon the thoughts of others. As a risk-taker, she is always eager to give things a go whilst maintaining a positive attitude. Being a caring member of our class, Indie displays compassion and respect towards the needs and feelings of others where she happily helps those around her.

[show less](#)

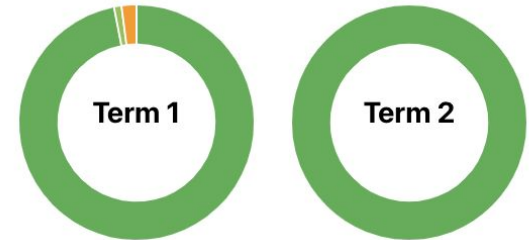
Like

0 comments

GENERAL COMMENT

ATTENDANCE

Attendance in 2021



TIMELINE

Term One

Students log on to Hero

Students post and comment on samples of work

Student Led Conferences

Wk 4 - Parent evening
Parents log into Hero

Students/Teachers to provide real-time reporting

Mid year report

Term Three

Students/Teachers to provide real-time reporting

Student Led Conferences - reflection on goals, assessments, learning maps

Students/Teachers to provide real-time reporting

End of year report - progress and achievement against curriculum levels, general comment

Term Two

Term Four



SUPPORTING YOUR CHILD'S LEARNING

Click on the links below to read information about how you can help your child at home.

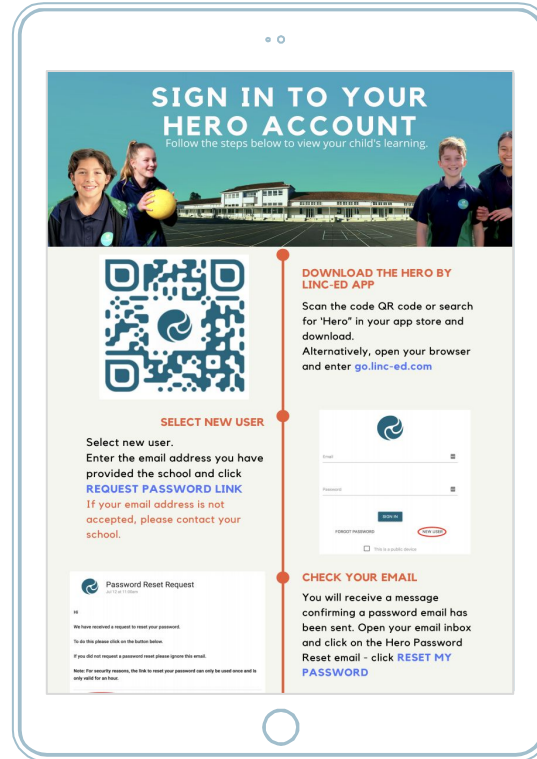
Information in <u>Te Reo</u>		
<u>Early years</u>	<u>Year One</u>	<u>Year Two</u>
<u>Year Three</u>	<u>Year Four</u>	<u>Year Five</u>
<u>Year Six</u>	<u>Year Seven</u>	<u>Year Eight</u>

Click on the links below to read information in home languages

<u>Arabic</u>	<u>Chinese</u>	<u>Cook Island Maori</u>	<u>Dari</u>
<u>Korean</u>	<u>Niuean</u>	<u>Samoaan</u>	<u>Somali</u>
<u>Thai</u>	<u>Tokelauan</u>	<u>Tongan</u>	<u>Hindi</u>

HOW TO LOG IN

FEELING
CONFIDENT?
FOLLOW THE
INSTRUCTIONS
TO LOGIN BY
CLICKING HERE



WANT
SUPPORT?
GO TO ONE OF
THE TABLES AND
A MEMBER OF
STAFF WILL HELP
YOU

THANK YOU

