



Te Tāhuhu o
te Mātauranga
Ministry of Education



Reporting to Parents and Whānau

Years 0-10 Guidance for School Leaders

New Zealand Curriculum

Foreword

The revised Year 0–10 English and Mathematics & Statistics learning areas in the New Zealand Curriculum (NZC) means changes to how schools and teachers are expected to report on student progress against the curriculum.

This is an important shift, and teachers and leaders will play a critical role in guiding this transition. New reporting components have been designed to align to the new curriculum, and to support clear and consistent reporting nationwide so parents and whānau understand how their child is progressing every year, regardless of which school they attend.

School leaders set the tone for change by ensuring staff understand the purpose of the new reporting components and how they align with the refreshed curriculum. This includes creating the conditions for teachers to confidently adopt new approaches, providing professional learning opportunities, and reinforcing the importance of consistent and reliable reporting practices. Another key leadership responsibility is ensuring clear and proactive communication with parents and whānau. This guidance provides key messages that you should consider while communicating with parents.

The “Reporting to Parents and Whānau – Years 0–10 Guidance for Teachers” document provides detailed information about the new reporting expectations, the Progress Markers that describe the level of proficiency that is expected at

the end of each year in Reading, Writing and Maths, and advice for reporting progress for students with diverse learning needs.

It also provides school leaders with additional information and support for implementing the necessary changes in schools to meet the new reporting expectations, including advice on moderation.

The information is also available online at: [Reporting to parents and whānau](#). For information relating to Te Marautanga o Aotearoa, see [Kia māhorahora te reo Māori | Kauwhata Reo](#).

This guidance does not cover the full scope of the curriculum expectations of the NZC Framework, Capabilities, and Learning Areas. Information regarding curriculum expectations can be found [here](#).





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Reporting expectations



With the introduction of the new English and Mathematics & Statistics learning areas for Years 0-10, changes are required for reporting to parents and whānau to reflect each student's progress against these new learning areas. The new reporting expectations, to be implemented during 2026, are intended to reflect teacher judgments and assessments, and provide parents and whānau clear, timely, and meaningful information about:

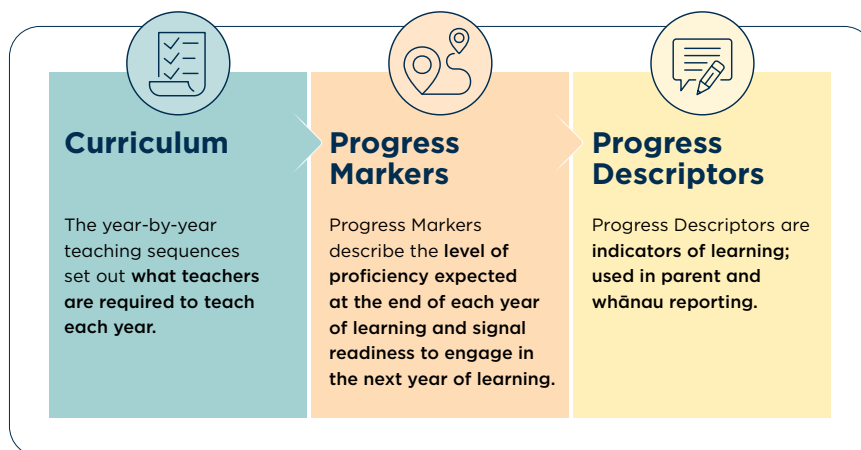
- achievement and progress against the curriculum
- areas of strength and improvement
- next steps in learning.

The Progress Descriptors for reporting to parents and whānau have been released as part of the Years 0-10 English and Mathematics & Statistics learning areas.

These are the new descriptors for schools to use when reporting to parents and whānau about each student's progress against the new curriculum, so that teaching, learning and reporting work together to support a student's progress.

Additional information on Progress Markers and Progress Descriptors can be found in the "Reporting to Parents and Whānau - Years 0-10 Guidance for Teachers" document.

A full set of Progress Descriptors can be found in Appendix One.



When Progress Markers are compared closely with the curriculum, they may not always describe identical expectations – because Progress Markers are not designed to replace the curriculum. Instead, they describe proficiency and what students should have learned by the end of each year and act as reference points for teacher-informed professional judgements.

Proficiency describes the minimum level of understanding and skill students need to effectively access and engage with the curriculum in the following year. The curriculum is broader and outlines the content, concepts, and learning experiences that students engage with during teaching and learning across their current year level.

It is important to note that Progress Markers are not content to be taught directly. They function as indicators of progress, supporting consistent

and meaningful evaluation of student learning, rather than prescribing classroom instruction.

Determining whether students are on track for the next year of learning

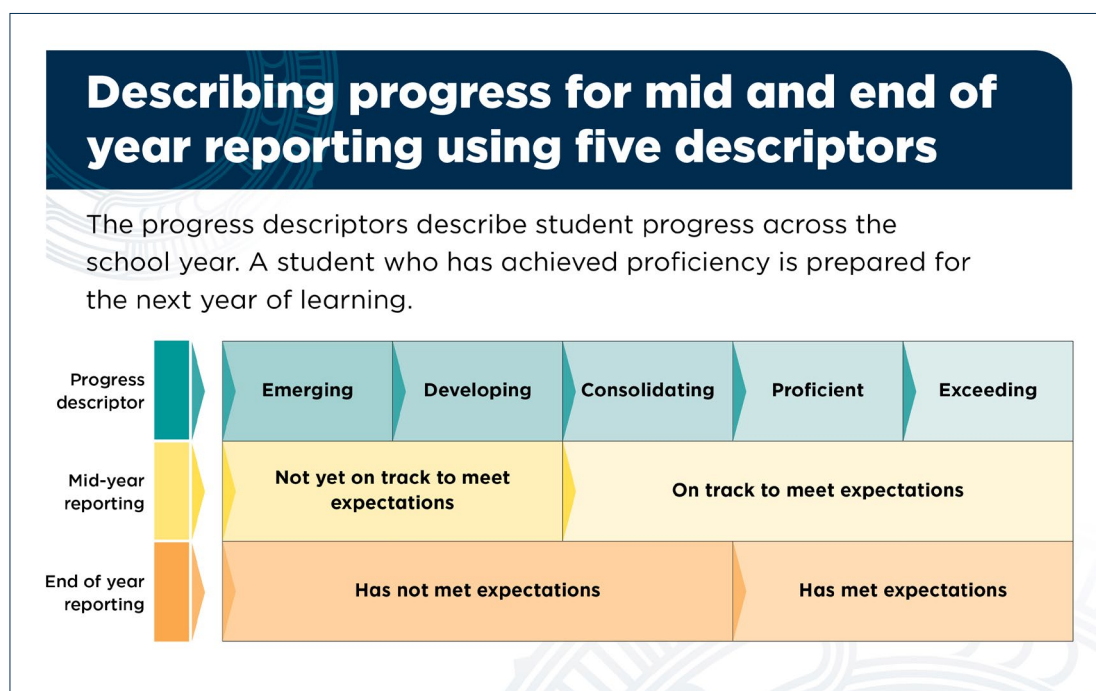
The diagram below is to help inform teachers, as well as parents and whānau, about how students are progressing at mid-year and end-of-year reporting.

A student achieving 'Proficient' at the end of the year signals they are ready to engage in the next year of learning.

When making an informed decision, teachers need to consider progress across each element of Reading and

Writing, or strand of Maths, and select the overall Progress Descriptor that best describes how the student's progress is tracking towards the end-of-year expectation.

These individual descriptors are then used by teachers to assign an overall Progress Descriptor for Reading, Writing, and Maths.



For students with complex learning needs, or who have individualised progress goals and assessments outlined in their IEP, the descriptors should still be used.

For these students, the descriptors reflect the student's overall progress against their individual goals rather than the year level curriculum expectations, and

the student's progress should also be outlined in the narrative. Parents and whānau should be advised how they can access information about their child's progress in relation to curriculum expectations, if they wish.

Further information can be found under "Reporting progress for students with complex learning needs" on page 18.

Common Components and reporting to parents and whānau requirements

The regulatory requirements to report to parents and whānau have not changed. At least twice a year, schools are required to provide a written report to students, and their parents and whānau, in plain language, on their progress and achievement across the curriculum.

However, what has changed is schools are now expected to report progress in Reading, Writing, and Maths against the English and Mathematics & Statistics Learning Areas in the revised New Zealand Curriculum (NZC).



From 2026 all reports to parents and whānau are expected to include the following five Common Components.

- 1. Progress Descriptors** for each element of Reading and Writing, each strand of Maths, and overall progress for Reading, Writing, and Maths. For Years 9-10, Reading is defined as the curriculum element ‘textual and critical analysis’ and Writing as the curriculum element ‘crafting texts’.
- 2. A visual representation of the student’s progress over time.**
- 3. A narrative** about how Progress Descriptors were selected, and information for parents and whānau about how they can support next learning steps.
- 4. Assessment results** from specific assessments such as the Phonics Check or twice-yearly assessments for Years 3-8 i.e. SMART, e-asTTle, PAT. These results should not be the sole source of evidence when writing a report to parents and whānau, and may differ from the overall Progress Descriptor that you use in reports to parents and whānau.
- 5. An attendance** record.

Existing reporting systems can still be used, as long as the Common Components above are included. Further information on the Common Components is provided in the “Reporting to Parents and Whānau – Years 0-10 Guidance for Teachers” document.

Impact on schools

Impact on staff

The new reporting components are not expected to significantly increase the time needed to prepare reports, once the new processes are embedded in your school.

However, any new process takes extra time to establish, and you may want to meet as a whole team or leadership group to discuss how you will implement the new reporting expectations across your school. We also recognise these reporting changes are being introduced alongside other changes happening within the school environment in 2026, and appreciate the considerable effort this requires from you and your team.

Accessing the “Reporting to Parents and Whānau - Years 0–10 Guidance for Teachers” document will provide your staff with detailed information about each of these new areas of reporting, the Progress Markers that describe the level of proficiency that is expected at the end of each year in Reading, Writing and Maths, and advice for reporting progress for students with diverse learning needs. This information is also available online at: [Reporting to parents and whānau](#).

Student Management Systems (SMS)

The Ministry has worked closely with New Zealand SMS providers throughout 2025 to ensure they clearly understand the reporting changes and the impact these may have on their systems. This means schools should be well supported as the updates are rolled out.

Your SMS provider should be able to explain how they will incorporate the Common Components into your school’s existing reports and provide the guidance you need to start using them. If your provider has not yet shared these changes or offered training, please contact them so they can support you.

We expect SMS providers to deliver these updates to all schools as part of their standard service, at no additional cost. Schools should only incur costs if they request customised changes beyond the Ministry’s stated expectations.

ERO expectations

In addition to the current requirements (Section 21, Education (School Boards) Regulations 2020), ERO will expect that from 2026 all reports to parents and whānau should include the five Common Components.

During your review, ERO will evaluate how well your reporting to parents and whānau aligns with new expectations.

Appendix three “Curriculum, assessment and reporting for 2026” helps clarify the difference between what is required by regulations and what is expected to be developed as part of good practice.

Moderation

The Ministry highly recommends schools moderate the assignment of Progress Descriptors before they are reported to parents and whānau. Moderation can help teachers to feel reassured and confident in their judgements, provide shared understandings, and generate professional dialogue about reporting in your school.

During moderation, groups of teachers come together to review samples of student work alongside the agreed criteria. Through discussion and comparison, the group works toward a shared judgement, helping ensure that reporting is fair, accurate, and consistent across the school for all students against the same standard.

Moderation helps to ensure evidence is recognised in equivalent ways.

It ensures that consistent, informed decisions about progress and achievement are made:

- over time – when a teacher views the same evidence at different times or in different contexts, they make the same judgment about what it means
- against Progress Markers – the same levels and indicators are applied equally across different types of evidence
- by a teacher – when a teacher views the same evidence for different students, they make the same judgment
- between teachers – when teachers within the same school view the same evidence, they make the same judgement

Moderation activities will help teachers and school leaders develop a shared understanding of Progress Markers,

rubrics and Progress Descriptors, and how they can be used to determine a student's progress against the new curriculum – as well as ensuring there is consistency in reporting across the school.

As teachers become more confident with the assignment of Progress Descriptors, moderation may become simpler, and may become a process of peer-review and one-on-one support rather than a larger group coming together to moderate a large portion of reports.

Running a moderation session

Preparing for a moderation session

- Ensure everyone attending has a copy of the appropriate Progress Markers and rubrics.
- Ask the teachers who are attending to bring evidence from a subset of their students – i.e. students they consider to be emerging, developing, consolidating, proficient, exceeding and/or students where they have assigned a variety of Progress Descriptors at the element/strand level and are unsure which overall Progress Descriptor to assign.
- Don't try to cover too many scenarios in any one session – start small and build over time.

Conducting the moderation session

- As a group, review each subset of students from across different classrooms, for example “consolidating” students.
- Using the Progress Markers, rubrics and evidence supplied by the teacher, work as a group to determine if you would have assigned the same progress descriptor. Discuss things like:

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- the amount of weight applied to different pieces of evidence
 - interpretation of the phases used in the Progress Markers and rubric
 - dealing with inconsistencies where the evidence shows different degrees of proficiency – either between different pieces of evidence or within an element, strand, or learning area
- including school leaders or teachers from other year levels could bring in diverse, independent perspectives to the discussion being held.

Verification moderation

A different approach is verification moderation.

In this situation, teachers exchange sets of evidence, determine which Progress Descriptor they would assign, and then compare results. If they disagree, they should discuss the differences and see if they can reach a consensus. If they can't, then a school leader may need to step in as the decision maker.

This form of moderation works well once everyone has had some experience with the materials being moderated.

For a new moderation situation, such as this new reporting approach, moderation as described above may work better than verification while staff become familiar with the process.

Collecting benchmarking examples

Over time, you will be able to build a library of evidence that provides benchmark examples. These will help your staff to identify the appropriate Progress Descriptor in different situations without needing to complete a full moderation process.

Moderation for small schools

Moderation in small schools is a critical process for ensuring assessment judgments are fair, consistent, and aligned with curriculum, particularly where staffing is limited and teachers often work across multiple learning areas or year levels. Effective moderation for small schools relies on proportionate, collaborative approaches such as cluster or network moderation with nearby schools, the use of “critical friend” moderators, and careful use of annotated exemplars to support confident decision-making. Rather than moderating everything, small schools may benefit from being strategic and using representative samples. Keeping moderation evidence light but purposeful supports good assessment practice without creating unnecessary workload.

When used well, moderation serves as professional learning by strengthening shared understandings of quality, supporting teacher capability, and reducing isolation, ensuring that learners are treated equitably regardless of school size. Using existing networks such as schools that are close-by or professional associations will help to build these relationships if they not already in place.

Implementation support for school leaders

Implementation Checklist

This implementation checklist outlines key tasks for school leaders to consider for the successful implementation of the new reporting expectations.

The template in Appendix Two (page 21), provides additional guidance during the planning, implementation, and embedding of the new reporting expectations.

1. Ensure teachers are aware of the new reporting expectations and their implementation timeframes.
2. Ensure teachers have access to, and have read, the Reporting to Parents and Whānau – Years 0–10 Guidance for Teachers. Also available online at: [Reporting to parents and whānau](#).
3. Ensure teachers have considered the types of evidence that will be required to make an informed decision (refer to page 15, Reporting to Parents and Whānau – Years 0–10 Guidance for Teachers), and begin gathering that information.
4. Consider communicating with your school community about the changes in reporting, and how this will be implemented at your school. You could use this supporting statement from the Ministry: [MOE Statement for Schools](#).

Term 2 2026

1. Ensure teachers are aware of the new reporting expectations and their implementation timeframes. Details can be found in the Reporting to Parents and Whānau – Years 0–10 Guidance for Teachers on Tāhūrangi.
2. Ensure teachers have considered the types of evidence that will be required to make an informed decision (refer to page 15, Reporting to Parents and Whānau – Years 0–10 Guidance for Teachers) and begin gathering that information. This will include evidence from multiple sources including assessment results.
3. Implement a moderation process to ensure appropriate Progress Descriptors are being chosen (refer to page xx).
4. Ensure you have discussed with your SMS provider how reporting changes will be implemented for your school.
5. Work with teachers to generate reports that meet the new reporting expectations.
6. Communicate with your school community about the changes in reporting, and how this will be implemented at your school.

Term 3 2026

1. Review the reporting process and identify where improvement could be made.

Term 4 2026

1. Work with teachers to generate reports that meet the new reporting expectations.
2. Undertake a moderation process to ensure appropriate Progress Descriptors are being chosen (refer to page 20).

Supporting your staff with navigating change

As a school leader you have an important role to play by supporting your staff as they navigate this change in reporting expectations. Providing this support is essential to maintaining confidence, clarity, and motion.

You need to ensure that you have equipped your staff with the guidance and reassurance they need to implement these new expectations.

1. Ensure you have read the Reporting to Parents and Whānau – Years 0-10 Guidance for Teachers, and that you understand the new expectations and how these will impact reporting in your school.
2. Ensure you have communicated the new expectations, and their impact, to your staff and that they have access to, and have read, the Reporting to Parents and Whānau – Years 0-10 Guidance for Teachers. Also available online at: Reporting to parents and whānau.
3. Discuss how these new expectations align with your school's vision, values, and strategic plans.
4. Discuss how these changes will be incorporated into your existing reporting templates.
5. Use the conversation starters in the following section to guide meaningful discussions, and identify areas where additional support may be helpful.
6. Invite questions and discussion, and engage in collective problem-solving. Address any signs of uncertainty or hesitation with openness and encouragement to maintain a supportive environment.
7. Consider using the template in Appendix Two (page 21), to plan, implement and embed the new reporting expectations.

Conversation starters

These conversation starters aim to help teachers and leaders discuss and think about effectively managing the implementation of the new reporting expectations in their school. They are designed to encourage the sharing of ideas, and working together to keep improving. They can be used in staff meetings, training sessions, or during planning conversations. These starters can help you recognise what's working well, where challenges might be, and where there are opportunities for change.

With staff

- With the change in reporting expectations, what resources, tools and support do you need?
- What existing processes and approaches can we continue to use when making an informed decision and meeting new reporting expectations? What do we need to change?
- What evidence do you need to make an informed decision and how can this be collected and collated throughout the term/year?
- How do we ensure we are consistent in our selections of Progress Descriptors?
- How will these changes affect our classroom practices, planning, and assessment?
- How do we communicate these changes with learners, their families, and the wider community?
- How are we collaborating with colleagues to build shared expertise?

With school leaders

- In what ways are we supporting our teachers to collect evidence and make informed decisions?
- What practices need to be sustained, scaled, or adapted to support the new reporting expectations?
- How are we ensuring that our teachers' selection of Progress Descriptors is consistent?
- How should we be tracking progress – within classrooms, year groups, across time? When, how, and with whom should we be sharing this information?
- How do we know what barriers we are encountering, and how might we address them?
- How are we continuing to grow our own professional knowledge and practice while leading change effectively?

Interactions with parents and whānau

As a school leader, you need to communicate the new reporting expectations to your school community, parents, and whānau. These talking points are to help you with that, alongside new content on the [Parent Portal](#) which includes information and a short video explaining the updated reporting requirements.

Talking points

What is in the new reports?

The reports have five parts that schools are expected to include:

- Progress Descriptors – these show the level of learning your child has achieved
- A description about how each Progress Descriptor was chosen, along with information about how you can support your child's learning at home
- Test results
- A record of how many days your child attended school
- A graph that shows your child's progress over previous school years (where it's available).

Why the changes?

What we teach in Reading, Writing and Maths has changed this year (the revised curriculum), so how we check your child's learning has also changed, which is why we have new reports.

What are Progress Descriptors?

All reports for all children will now have five levels of achievement for Reading, Writing, and Maths – Emerging, Developing, Consolidating, Proficient and Exceeding. The aim is for your child to be proficient by the end of the year. This means they are ready for next year's learning. If they don't reach Proficient, plans will be put in place for next year to support them to get there.

How were the Progress Descriptors decided?

The Progress Descriptor, or the level of achievement, was chosen by your child's teacher, using a range of information. This can include test results, classroom activities, observing your child in the class, and conversations with their teacher.

The Parent Portal

The Ministry of Education has an online parent portal that you can use to find out more information about the new reporting, including a full description of the Progress Descriptors, and tips on how to discuss school reports with your child.

Interactions with School Boards

With the updated reporting expectations and the collection of additional progress information (such as school-wide, collated Progress Descriptor information), you will need to work with your board to:

1. Confirm that all legal reporting obligations are being met in accordance with Regulation 21.
2. Explain how your school is meeting the new expectations for reporting to parents and whānau.
3. Agree on how and when the board will receive collated progress information, including the format it should be provided in.

Please note that these changes to reporting expectations do **not** alter the requirements for your annual report to the Ministry. For guidance on reporting the overall progress and achievement of your students in your school's annual report please refer to the information here: [School annual reports](#)

To assist your board with understanding these changes we have developed an information sheet. This is available on [Tāhūrangi](#).

What this looks like in practice

Timing of reports during a child's first three years at school

During a child's first three years at school, there are four different parts of the teaching sequence ("During the first six months", "during the first year", "during the second year", and "during the third year"). Because each part is based on the child's individual start date, progression between sequences may not align with the twice-yearly reporting cycles typically used by schools (for example, mid year and end of year).

Given this, schools will need to decide the most appropriate frequency for generating reports during a child's first three years at school, while still meeting the regulatory requirement to report at least twice a year.

Please note that regardless of the timing of formal reporting to parents and whānau, it is essential that the results of Phonics Checks (at 20 and 40 weeks) and the Year 2 Maths Check are shared with parents and whānau shortly after each assessment is completed.

What this looks like in practice

Schools have two options for reporting cycles during a child's first three years at school, each with its own advantages and disadvantages. The table below outlines the key factors school leaders should consider when determining the most appropriate reporting cycle for their school and community.

Based on time at school

Report frequency	<p>Using this approach, reports are written as the child reaches the middle or end of each teaching sequence during their first three years at school.</p> <p>This means parents and whānau will get a thorough understanding of their child's progress as they have completed the teaching sequence, before the child moves on to the next.</p> <p>Reports will be written at the end of:</p> <ul style="list-style-type: none">• 20 weeks (six months) at school• 12 months at school• 18 months at school• 24 months at school• 30 months at school• 36 months at school
Considerations	<ul style="list-style-type: none">• Teachers may be continuously writing reports as each child reaches the middle or end of their teaching sequences.• Parents and whānau will receive reports at different times from one another.• Reports will be shared with parents and whānau at the mid-point and end of each teaching sequence. This gives an accurate picture of the child's progress.

Mid and End-of-year reporting

Report frequency	<p>Using this approach, the school uses its existing reporting schedule and reporting is aligned – all students will get their reports at the same time, regardless of their time at school.</p> <p>However, this may lead to gaps or overlaps with the teaching sequence.</p> <p>For example, a child starting school in October and getting an end-of-year report in December will get a report on only two months of learning for their end-of-year report.</p> <p>By their mid-year report the following year they will be at the start of the next teaching sequence, and therefore reporting on progress against the previous sequence may be difficult. Parents and whānau may not get a clear picture of their child’s progress.</p>
Considerations	<ul style="list-style-type: none">• Teachers will complete reports at the same time, twice a year.• Parents and whānau will receive reports at the same time.• When assigning Progress Descriptors, teachers will need to take into account the amount of time each child has spent learning from the relevant teaching sequence.• Depending on when a child starts school, parents and whānau may not receive progress information at either the mid-point or end of the teaching sequence.• If a child changes teaching sequences between the mid-year and end of year reports, it may appear as though they haven’t made progress or need more support to access the year level teaching sequence. This would need to be reflected in the narrative comment.

Reporting during the transition to Year 4

The teaching sequences for the first three years are structured around a child's time spent at school, with students transitioning to a year-level sequence at Year 4. Because children start school

at different times, some experience a gap between the "During the third year" content and the beginning of the Year 4. Others enter Year 4 before completing the third year at school.

What this looks like in practice

1. When a "time at school" reporting frequency is being used, and the gap between the end of the during the third year at school teaching statements and the start of the Year 4 sequence is more than three months, it is recommended that schools provide parents and whānau with an end of year report.

In this report, the Progress Descriptors should provide a reassessment of the child's progress against the "During the third year" sequence.

Teachers should include an explanation in their narrative regarding the transitions between teaching sequences. The narrative should also highlight the learning that has occurred during this transition period.

2. When a child begins Year 4 prior to completing 36 months at school, the child's mid-year report for Year 4 should:
 - a) include Progress Descriptors that reflect the child's progress in relation to the Year 4 teaching sequence
 - b) within the narrative, indicate that the child did not complete the "During the third year" teaching sequence due to their school start date, and explain how the child is being supported during this transition.

Reporting for English language learners (ELLs)

It is important to acknowledge that students who are learning English as an additional language may demonstrate

curriculum proficiency while developing their English language competence.

What this looks like in practice

1. Students who are using supports, including their first language to access or demonstrate their learning, should not automatically be placed at an 'Emerging' or 'Developing' stage. The Progress Descriptors assigned should reflect how the child is progress against curriculum expectations.
2. When reporting progress for English language learners, the ELLP provides a clear framework for understanding language development across listening, speaking, reading, and writing.
3. Reference to the student's progress in learning English should be reported alongside their curriculum progress.

Reporting for students with complex learning needs

Students with complex learning needs are typically, though not exclusively, those with ongoing-resourcing-scheme (ORS) funding.

It is important to acknowledge that if a student has complex learning needs and requires tailored support set out in a learning plan, this does not mean they cannot be proficient (or consolidating or exceeding) in their progress against the curriculum for their year of learning. Students with complex learning needs should not be automatically assessed as 'Emerging' or 'Developing' against curriculum expectations.

For a very small number of students with additional learning needs, individualised progress goals may be agreed in partnership with them and/or their family as part of a student's support plan.

For students with additional learning needs who have individualised progress goals and assessments outlined in their Learning Plans, schools can decide if Progress Descriptors reflect progress against the curriculum, or goals in the individual plan, in consultation with the

parents and whānau of the student.

It should be noted in the report whether the progress descriptors refer to curriculum expectations, or an individual plan.

It's also important that for students where reporting is against individualised goals, parents and whānau can access information about their child's progress in relation to the curriculum expectation, if they wish to.

The Expanded New Zealand Curriculum: Supporting Resource for Students with Complex Learning Needs (ENZC) is designed to support teaching teams to recognise and tailor planning for different types of progress in the NZC English and Mathematics & Statistics learning areas that are critical for laying down foundational learning and require sustained and deliberate focus. It contains three learning profiles that describe common patterns of learning. These profiles help teaching teams to identify entry points, tailor teaching and plan for progress.

What this looks like in practice

1. Include within the report Progress Descriptors for each learning area, where progress is assessed against the child's individual goals.
2. Note within the narrative that progress is measured against individual goals, while acknowledging the student's background, experiences and progress made using affirmative, strengths-based language.
3. Advise the child's parents and whānau how they can access information about their child's progress in relation to curriculum expectations, if they wish to.
4. Ensure the SMS application is recording that a Learning Plan is in place.

For school-wide reporting, schools will need to report BOTH that the student has a Learning Plan, and their progress against the curriculum for school-wide, Board-level reporting.

Students who transfer schools

From 2026 schools are expected to include the five Common Components in their reporting to parents and whānau, which includes a progress-over-time visual. From the second half 2026, schools will be expected to include historical Progress Descriptor information in this visual.

What this looks like in practice

For students who move between schools at any point from Year 0 to Year 10, schools will need to exchange historical Progress Descriptor information. The Ministry is working with the SMS providers to allow the transfer of historical Progress

Descriptors when students transfer schools. Once this is in place, the new school should be able to access this information to provide the required progress-over-time visual.

How to calculate and report attendance to parents and whānau

We understand that schools are already collecting attendance information through their existing SMS and other systems, and this data provides a strong foundation for reporting to parents and whānau.

Reporting attendance to parents can be presented in a range of simple,

meaningful formats, such as X/X days attended, percentage attendance, or the number of days missed. Using these familiar formats helps parents easily understand their child's attendance patterns and supports timely conversations about progress and wellbeing.

Appendix One: Progress Descriptors

Five Progress Descriptors

For use in 2026 onwards

Progress Descriptor	Indicators for Teachers	Descriptions for Parents and Whānau
<p>1 Emerging Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.</p>	<p>Students:</p> <ul style="list-style-type: none"> Understand some concepts and strategies for learning with significant guidance and assistance. Can make some connections and apply knowledge with significant guidance and assistance. Make progress in line with goals described in their personalised learning plan, with significant support 	<p>Your child:</p> <ul style="list-style-type: none"> Is beginning to understand some learning ideas for their year level with a lot of support. Can sometimes use knowledge they've learned, but usually needs help to do so. Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.
<p>2 Developing Students are making some progress towards curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> Understand concepts and strategies for learning with some guidance. Can learn facts and apply knowledge, in familiar contexts with some support. Are making progress with new knowledge towards meeting year level expectations or are progressing with support to accelerate learning towards expectations for their year level. 	<p>Your child:</p> <ul style="list-style-type: none"> Is starting to understand key ideas, often with some support. Can remember facts and use what they've learned in familiar situations, with a bit of help. With the right support, your child is making progress towards the expectation for their year level.
<p>3 Consolidating Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.</p>	<p>Students:</p> <ul style="list-style-type: none"> Apply familiar strategies to reinforce their learning with increasing independence. Often recall and use knowledge with growing confidence. Are beginning to transfer knowledge to new contexts. Can reflect on and explain their ideas clearly to express what they could do better. 	<p>Your child:</p> <ul style="list-style-type: none"> Is learning to use helpful techniques on their own to support their learning. Is getting better at remembering and using what they have learned. Is starting to use what they know in new and different situations. Can share their ideas and is beginning to talk about what they would do better.
<p>4 Proficient Students are meeting curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> Can consistently apply learning strategies confidently, accurately and independently. Can independently use their knowledge in a variety of situations. Can often apply knowledge to new contexts. Can reflect on and explain their ideas clearly, explain their reasoning and apply this to improve their learning. Often shares their ideas to grow and build knowledge. 	<p>Your child:</p> <ul style="list-style-type: none"> Can use helpful learning techniques on their own and knows how to use them well. Can use what they've learned in different situations without help. Can often use what they know in new situations. Can share their thoughts clearly and explain their reasoning. Often shares their ideas to build knowledge.
<p>5 Exceeding Students are exceeding curriculum expectations for their year level.</p>	<p>Students:</p> <ul style="list-style-type: none"> Use higher level thinking strategies to reflect on their learning. Consistently connect ideas and concepts across different contexts. Deepen their ideas, thinking and understanding. Can use their learning in purposeful and innovative ways to make sense of complex ideas. Consistently reflects on ideas to test, challenge and extend their knowledge. 	<p>Your child:</p> <ul style="list-style-type: none"> Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly. Can link what they've learned in one area or situation to another. Can build on their ideas and show deeper understanding. Can use what they've learned in thoughtful and creative ways to understand more challenging ideas. Tests and challenges ideas to create deeper knowledge.

Appendix Two: Implementation Plan

Use this template to help you review, plan and monitor change as you implement the new reporting expectations.

Key Shifts

What are we trying to achieve?

Adjust this section to reflect the shifts you intend to make to implement the new reporting expectations

Achievement goal(s) for our reporting progress:

For example:

- Inclusion of new common components to meet new reporting expectations in time for the first reports in 2026:
 - Progress Descriptors
 - Narrative, including next steps
 - Progress over time
 - Assessment Results
 - Attendance

Support by key shifts:

Examples:

- Staff awareness and understanding of Progress Descriptors, Progress Markers, and rubrics, their relationship and usage.
- Ensuring teachers are familiar with and refer to the specific guidance for students with complex learning needs.
- Introducing a Progress Descriptors moderation process to ensure consistent and considered selection of Progress Descriptors.
- Changes to SMS system to support new common components.

Phase 1: Understand the change.

Key actions for leaders:

- Ensure you understand the change (the 'what'), and benefits that will be gained from these changes (the 'why').
- Keep everyone involved informed about changes and create feedback opportunities (meetings, emails, etc) so they can participate.
- Determine who will be the change leaders/champions in your team and commit to active engagement in the change processes.
- Engage collaboratively with others to understand their beliefs, strengths and needs in relation to the new reporting expectations so you can develop a plan for implementation.
- Build shared understanding about how the rationale for change supports the school's vision for learners, parents and whānau, and engage with your team and community.

WHAT are we changing?

For example:

- *Introducing five new common components to our reporting to parents and whānau:*
 1. *Progress Descriptors*
 2. *Narrative, including next steps*
 3. *Progress over time*
 4. *Assessment Results*
 5. *Attendance*
- *Introducing moderation processes for Progress Descriptor allocations.*

WHY are we doing this?

Articulate why this change will benefit teachers, students, and parents and whānau.

e.g. supporting clear and consistent reporting, ensuring parents and whānau understand how their child is progressing.

WHO?

Who we need to communicate / engage with?

e.g. teachers, parents and whānau, SMS provider

How will we engage with them?

e.g. meetings, emails, community engagement

Key messages

e.g. supporting clear and consistent reporting, possible change in progress reported

Phase 2: Our change approach and plan

Key actions for leaders:

- Identify the knowledge, skills and tools needed by teachers to meet the new reporting expectations.
- Identify existing process and/or tools which support the new reporting expectations, either with or without changes.
- Identify any gaps in processes and/or tools that need to be addressed to support the new reporting expectations e.g. moderating informed decisions.
- Identify who has the skills and time required to support the implementation of these changes. Ensure this is seen as a priority.

WHAT changes do we need to make?	WHO is doing what?	WHEN will this happen?	WHERE do we go for support, advice, or resources?	WHAT does success look like?
			<p>NZC: Reporting to parents and whānau Tāhūrangi page.</p> <p>Keep up to date with changes by reading the Ministry of Education School Bulletin.</p> <p>Any questions? Get in touch via Reporting.ToParents@education.govt.nz</p>	

Phase 3: Embedding and sustaining the change

Key actions for leaders:

- Gather evidence that the changes in reporting expectations are evident in everyday systems, teaching practices, and monitoring processes.
- Gather evidence that the changes in reporting expectations are evident in future reporting cycles.
- Review of changes to reporting processes and tools, including feedback from staff, to ensure their effectiveness. Identify if refinement is required.
- Engage with, and seek feedback from, parents and whānau in your community to ensure the new reporting expectations are providing them with clear and consistent reporting, which enables them to understand how their child is progressing. Identify if refinement is required.

WHAT refinements do we need to make?	WHO is doing what?	WHEN will this happen?	WHERE do we go for support, advice, or resources?	WHAT does success look like?
			<p>NZC: Reporting to parents and whānau Tāhūrangi page.</p> <p>Keep up to date with changes by reading the Ministry of Education School Bulletin.</p> <p>Any questions? Get in touch via Reporting.ToParents@education.govt.nz</p>	

Appendix Three: Curriculum Assessment and Reporting 2026

Curriculum, assessment and reporting for 2026: Years 0–8

The New Zealand Curriculum



There are changes for Years 0–10 English and Mathematics & Statistics as set out below.

Schools will need to make a start by developing, and then implementing, a plan that achieves full implementation as soon as practicable over the course of 2026. We understand schools have different contexts and that some schools may not be ready for full implementation of new or

updated regulatory requirements and expected practice from day one. We are here to support you with implementing these changes. Please note, there are no changes in 2026 to the curriculum, assessment, and reporting requirements for the other pre-existing learning areas, or for Years 11–13.

Years 0–8: Regulatory requirements for curriculum and assessment in 2026

Curriculum Statements

Years 0–10 English and Mathematics & Statistics (including assessment requirements)

Teach:

In full to all Years 0–8 students.

Keep meeting Years 0–8 Reading, Writing and Maths teaching time requirements.

Assess:

Have systems and strategies in place to closely monitor student progress and achievement. You need to actively assess student progress in relation to the year-by-year teaching sequences, using effective assessment practices.

The following specified assessments must occur:

- The Ministry of Education's **Phonics Checks** at 20 weeks and 40 weeks
- **Twice-yearly assessments for each student in Years 3–8** to monitor their progress in Reading, Writing and Maths using one of the following tools. Choose between:
 - SMART (Student, Monitoring, Assessment and Report Tool), provided by the Ministry of Education; or
 - PATs (Progressive Achievement Tests), provided by the New Zealand Council for Educational Research; or
 - e-asTTle (during 2026 only), provided by the Ministry of Education.

The specified assessments must be used in conjunction with other formative assessment approaches that are part of the school's systems and strategies for monitoring student progress and achievement.

To ensure consistency in how teachers make and communicate informed decisions about their assessment of each student's progress across the curriculum:

- The **common progress descriptors**, Emerging, Developing, Consolidating, Proficient, and Exceeding must be used.
- Make an informed decision on the **progress descriptor for each knowledge strand**.
- Use the strand level information to make an informed decision, as part of assessment, on the **overall progress descriptor for each learning area**.

Years 0–8: Regulatory requirements for reporting in 2026

Reporting Regulations

Schools must start reporting against the new Years 0–10 English and Mathematics & Statistics curriculum statements. There is no change to the reporting regulations at this time.

Reports must:

- be written in **plain language**
- include the student's progress and achievement **across curriculum statements** and in **literacy and mathematics**
- be provided at least **twice per year**.

Years 0–8: Expected practice in 2026 (this is not part of regulatory requirements)

Assess:

Begin to use the **Progress Markers for Reading, Writing and Maths** to support consistency in informed decisions about literacy and mathematics progress across the teaching sequences in the curriculum statements. Progress Markers are available on [Tāhūrangi](#).

Report:

To achieve clear and consistent reporting across the country, it is expected that all school reports to parents and whānau for Reading and Writing (literacy) and Mathematics will begin to include:

- common progress descriptors based on informed decisions – Overall and for each element of Reading, overall and for each element of Writing, and overall and for each strand of Mathematics & Statistics
- a visual representation of progress over time
- a narrative about why the progress descriptor was selected, and how parents and whānau can support their child's next learning steps at home
- assessment results from the Phonics Check or twice-yearly assessments (as appropriate), or let parents know where they are available.

Reports are also expected to include an attendance record.

See the new [reporting exemplars, guidance](#) and [PLD](#) available on Tāhūrangi.

[Gazette notice 2025-s/17165](#) issued the curriculum statements under section 90 of the Education and Training Act 2020:

- [The New Zealand Curriculum – English Years 0–10](#)
- [The New Zealand Curriculum – Mathematics and Statistics Years 0–10](#)

Reporting Regulations: [Duty to report on progress and achievement of students](#)

Curriculum, assessment and reporting for 2026: Years 9–10

The New Zealand Curriculum



There are changes for Years 0–10 English and Mathematics & Statistics as set out below.

Schools will need to make a start by developing, and then implementing, a plan that achieves full implementation as soon as practicable over the course of 2026. We understand schools have different contexts and that some schools may not be ready for full implementation of new or

updated regulatory requirements and expected practice from day one. We are here to support you with implementing these changes. Please note, there are no changes in 2026 to the curriculum, assessment, and reporting requirements for the other pre-existing learning areas, or for Years 11–13.

Years 9–10: Regulatory requirements for curriculum and assessment in 2026

Curriculum Statements

Years 0–10 English and Mathematics & Statistics (including assessment requirements)

Teach:

In full to all Years 9–10 students.

Assess:

There are no specified assessments that must occur in Years 9–10. However, you must have systems and strategies in place to closely monitor student progress and achievement. You need to actively assess student progress in relation to the year-by-year teaching sequences, using effective assessment practices.

To ensure consistency in how teachers make and communicate informed decisions about their assessment of each student's progress across the curriculum:

- The **common progress descriptors**, Emerging, Developing, Consolidating, Proficient, and Exceeding must be used.
- Make an informed decision on the **progress descriptor for each knowledge strand**.
- Use the strand level information to make an informed decision, as part of assessment, on the **overall progress descriptor for each learning area**.

Years 9–10: Regulatory requirements for reporting in 2026

Reporting Regulations

Schools must start reporting against the new Years 0–10 English and Mathematics & Statistics curriculum statements. There is no change to the reporting regulations at this time.

Reports must:

- be written in **plain language**
- include the student's progress and achievement **across curriculum statements** and in **literacy and mathematics**
- be provided at least **twice per year**.

Years 9–10: Expected practice in 2026 (*this is not part of regulatory requirements*)

Assess:

Begin to use the **Progress Markers for Reading** (as part of Text Studies), **Writing** (as part of Language Studies), and **Maths** to support consistency in informed decisions about literacy and mathematics progress across the teaching sequences in the curriculum statements. Progress Markers are available on [Tāhūrangi](#).

Report:

To achieve clear and consistent reporting across the country, it is expected that all school reports to parents and whānau for Reading and Writing (literacy) and Mathematics will begin to include:

- common progress descriptors based on informed decisions – For the Reading element of Text Studies (Textual and Critical Analysis element), the Writing element of Language Studies (Crafting Texts element), and overall and for each strand of Mathematics & Statistics
- a visual representation of progress over time
- a narrative about why the progress descriptor was selected, and how parents and whānau can support their child's next learning steps at home
- assessment results, or let parents know where they are available.

Reports are also expected to include an attendance record.

See the new [reporting exemplars, guidance](#) and [PLD](#) available on Tāhūrangi.

[Gazette notice 2025-s17165](#) issued the curriculum statements under section 90 of the Education and Training Act 2020:

- [The New Zealand Curriculum – English Years 0–10](#)
- [The New Zealand Curriculum – Mathematics and Statistics Years 0–10](#)

Reporting Regulations: [Duty to report on progress and achievement of students](#)



**Te Tāhuhu o
te Mātauranga**
Ministry of Education