



Reporting for
Diverse Learning Needs:

Every student makes progress

Every student should feel successful in their learning and confident in their progress. High-quality reporting helps make this happen by giving parents and whānau clear, meaningful information about:

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

We have heard from schools, kura, parents, whānau, and a wide range of stakeholders, that reporting to parents and whānau needs to consider inclusion and cultural sensitivity as well as families with English language learners and whānau, and communities supporting students with complex learning needs. This includes, but is not limited

to, ways we can celebrate progress for neurodiverse learners.

We have considered specifically how to report on progress for students who have complex learning needs, but who are making significant gains.

The current assessment tools may not be appropriate for students with complex learning needs. If this is the case, teachers and kaiako may chose to include other assessment results.

Students with complex learning needs

If a student has complex learning needs and requires tailored support for their learning, this does not mean that they are not proficient in the curriculum.

These students should not be automatically assessed as 'Emerging' or 'Developing'. For students with additional learning needs, who have individualised progress goals and assessments outlined in their Individual Education Plans, reporting should reflect progress toward those personalised goals, alongside curriculum expectations.

Teachers should highlight strengths, celebrate growth, and explain how supports enable equitable access to learning, rather than viewing them as a barrier to proficiency, alongside areas needing focus.

High-quality reporting helps support this by giving parents and whānau clear, timely, and meaningful information about:

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

Using the English Language Learning Progressions (ELLP) in reporting

The use and development of a student's first and heritage languages strengthens language and literacy learning, and contributes to improved educational and wellbeing outcomes for multilingual learners. When reporting progress for English language learners, the ELLP provides a clear framework for understanding language development across listening, speaking,

reading, and writing. Reference to the student's progress across these language modes needs to be included in reporting.

Teachers can find further guidance to distinguish between English language proficiency and learning area knowledge when reporting to parents and whānau in the NZC Reporting to Parents and Whānau Years 0-10 Guidance for Teachers.



Where to find more information:

[NZC: Reporting to Parents and Whānau](#)

Keep up to date with changes by reading the Ministry of Education School Bulletin.

Any questions? Get in touch via Reporting.ToParents@education.govt.nz