Example School

Student: Rachel Smith

Year: Year 4, mid-year report

Teacher: Miss Jones

Date: June 26, 2026

Reading

Progress Descriptor: Consolidating

Narrative:

Rachel is on track to meet end-of-year expectations. She is showing strong skills in reading both familiar words and new words she hasn't seen before. She is becoming a fluent reader and is developing her ability to use clues in the text to make sure what she reads makes sense, as well as connecting ideas across different texts to deepen her understanding.

| Rachel's next learning steps:	How you can support Rachel at home:
• Find the main message or idea in a text and explain how the key details support it • Make predictions and connections within the text using both clearly stated and hinted-at information • Connect what she reads to her own knowledge and experiences	• Read recipes, instructions, maps, diagrams, signs and text messages. It will help your child to understand that words can be organised in different ways on a page, depending on what it's for • Take Rachel to the library and help her choose a variety of books she wants to read and help her look for books about topics she is learning about at school • Encourage Rachel to read books aloud to family members (siblings, aunties, grandma and cousins)

Word recognition
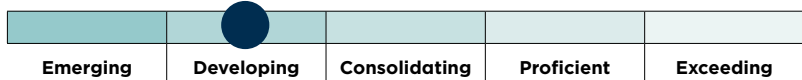
Emerging	Developing	Consolidating	Proficient	Exceeding

Comprehension

Emerging	Developing	Consolidating	Proficient	Exceeding

Critical analysis

Emerging	Developing	Consolidating	Proficient	Exceeding

Assessment results:

SMART
Consolidating
(Score 64%)

This assessment result contributes to the overall descriptor of progress and achievement for this child | mokopuna.

Attendance:
96% of days attended

Reading — Rachel Smith, Mid-year report

Years 1–4	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year → end year		
Year 2		mid year →	end year		
Year 3			mid year →	end year	
Year 4			mid year		

Writing

Narrative:

Rachel writes neatly with increasing fluency. She forms letters correctly and consistently and is working on joining letters. She breaks words into their component sounds to spell them, knows many spelling patterns for long vowel sounds, and is becoming more consistent in selecting the correct pattern for the word she is writing.

She writes simple and compound sentences confidently, using correct punctuation, and is beginning to use complex sentences in her writing. She uses simple paragraphs in her non-fiction writing.

Rachel rereads and checks her writing sentence by sentence as she writes, making revisions as she goes, such as selecting a more precise word to convey her meaning.

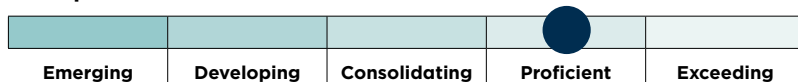| Rachel's next learning steps:	How you can support Rachel at home:
• Rachel is learning to use apostrophes to show possession and to replace missing letters in contractions like he'd. • She is learning to use linking words and phrases (e.g., as well as) to move smoothly between sentences and paragraphs.	You can support Rachel by: • helping her check what she has written • suggesting ideas for improving her writing • encouraging her to share her work with family members • play word games, such as asking, "What letter(s) does the apostrophe replace in don't?"

Transcription

Emerging	Developing	Consolidating	Proficient	Exceeding

Composition

Emerging	Developing	Consolidating	Proficient	Exceeding

Writing Processes

Emerging	Developing	Consolidating	Proficient	Exceeding

Assessment results:

SMART
Consolidating
(Score 66%)

This assessment result contributes to the overall descriptor of progress and achievement for this child | mokopuna.

Attendance:
96% of days attended

Rachel Smith, Mid-year report

Writing

Years 1–4

	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year ▷ end year		
Year 2		mid year →	end year		
Year 3			mid year →	end year	
Year 4			mid year		

Maths

Narrative:

Rachel is on track to meet end of year expectations. She is confident using her knowledge of number facts to carry out mental and written methods for addition, subtraction, and is working on this for multiplication, and division. Rachel is learning to measure length, mass and capacity accurately using standard units and tools and is developing her knowledge of other measurements such as perimeter and area.

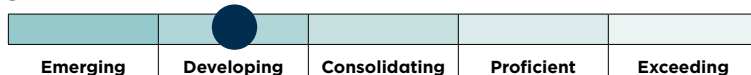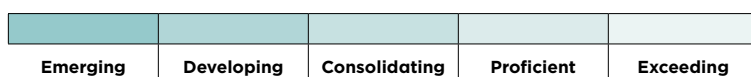| Rachel's next learning steps:	How you can support Rachel at home:
• Identify how a number pattern is continued through adding or subtracting the same number to each consecutive term and describe this in words • Find missing values in a number sentence using addition and subtraction e.g. 4200- ___= 4001 • Practice measuring the perimeter of polygons and the area of rectangles	• Make growing patterns with objects, drawings, or numbers (for example, "5, 7, 9…" or "3, 6, 12…") • Notice and discuss patterns in the numbers in her times tables • Weigh ingredients while cooking using grams and kilograms • Use a ruler or tape measure to measure items in metres and centimetres around the house

Number

Emerging	Developing	Consolidating	Proficient	Exceeding

Algebra

Emerging	Developing	Consolidating	Proficient	Exceeding

Measurement

Emerging	Developing	Consolidating	Proficient	Exceeding

Geometry

Emerging	Developing	Consolidating	Proficient	Exceeding

Statistics

Emerging	Developing	Consolidating	Proficient	Exceeding

Probability - *not taught at year 4*

Emerging	Developing	Consolidating	Proficient	Exceeding

Assessment results:

SMART
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(Score 64%)

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Rachel Smith, Mid-year report

Maths

Years 1–4				
	Emerging	Developing	Consolidating	Proficient	Exceeding
Year 1			mid year → end year		
Year 2		mid year → end year			
Year 3			mid year → end year		
Year 4			mid year		

Attendance:

96% of days attended

Other Learning Areas:

Science & Technology

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Health & Physical Education

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Social Sciences

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The Arts

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General Report

Teacher Comment:

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Principal Comment:

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School Values & Wellbeing

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Next Steps:

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