Te Tāhuhu o te Mātauranga
Ministry of Education

Easy Read

Guide to reporting and progress of your child at school

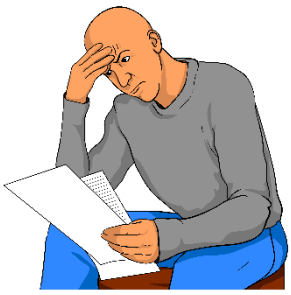


Published: November 2026

Before you start



This is a long document.



It can be hard for some people to read a document this long.



Some things you can do to make it easier are:

- read it a few pages at a time
- set aside some quiet time to look at it
- have someone read it with you to support you to understand it.



What you will find in here

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About this Easy Read



This Easy Read is from **Te Tāhuhu o te Mātauranga Ministry of Education**.



Te Tāhuhu o te Mātauranga Ministry of Education is the part of the Government in charge of schools in Aotearoa New Zealand.



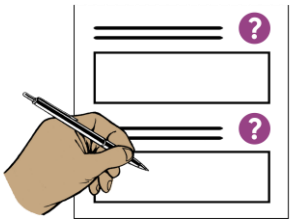
This Easy Read is about changes to the New Zealand **curriculum reports** including:

- how they work
- what they show about the **progress** of your child at school.





A **curriculum** is a document that says what children will learn at school.

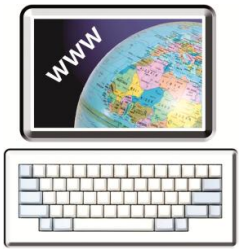


Here a **report** is written information about how a child is doing with their learning.



Here **progress** means:

- how your child is doing at school
- the new things your child is learning.



You can read the full guide about curriculum reports at this **website**:

https://tinyurl.com/2hbnb3jz



This website is **not** in Easy Read.

Why are changes being made to reports?

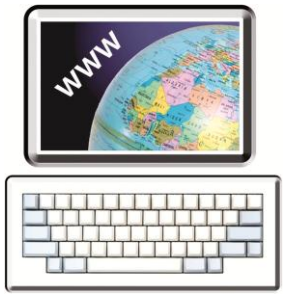


Changes have been made to the New Zealand school curriculum for:

- English

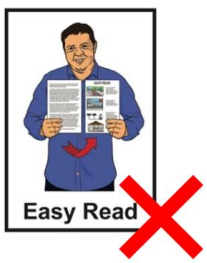


- Mathematics / maths
- statistics which is using numbers to understand things about the world.

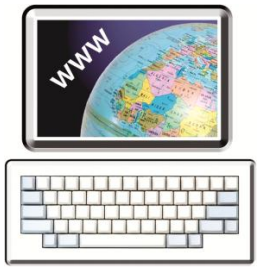


You can read about the changes to these subjects for Years 0 to 8 at this **website**:

https://tinyurl.com/bdcuh2vw

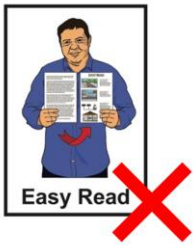


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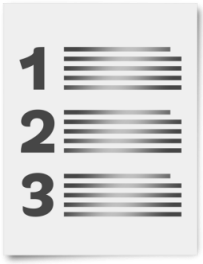


You can read about the changes to these subjects for Years 9 to 10 at this **website**:

https://tinyurl.com/yc8xfh2j



This website is **not** in Easy Read.



Reports have changed to:

- follow the new curriculum
- be clear
- follow the same rules all the time.





This is so you can understand how your child is doing at school each year.



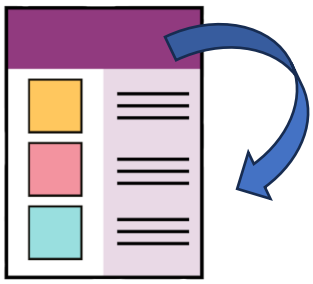
The changes mean 1 of 5 **progress descriptors** will be used to show how your child is doing in:

- reading
- writing
- maths.





Here **progress descriptors** are the words used to talk about how your child is doing in a subject.



More information about progress descriptors is on **pages 11 to 18**.



Reports include information:

- about why the progress descriptor was chosen
- about how you can support your child at home with learning
- that shows how your child is doing at school over time.





Attendance data will also be included in the reports because there is a link between:

- being at school

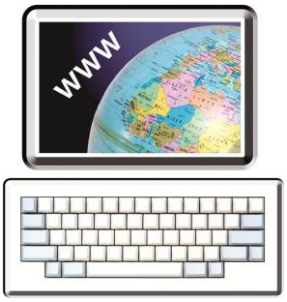
  and

- learning.





Here **attendance data** is how many days your child goes to school.



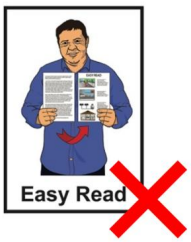
You can find information about attendance at this website:

https://tinyurl.com/wvcywshr



You can watch a video called Reporting to parents and whānau at this **website**:

https://tinyurl.com/59kj54d8



These websites are **not** in Easy Read.

The 5 progress descriptors





The progress descriptors in reports should:

- be clear
- give good information
- be supportive so all children feel okay about their learning.





The progress descriptors show:

- what a child can do
- where a child needs more support in their learning.



The 5 progress descriptors are:



- emerging
- developing
- consolidating



- proficient
- exceeding.

Emerging

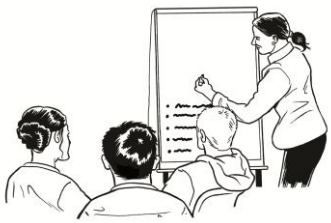


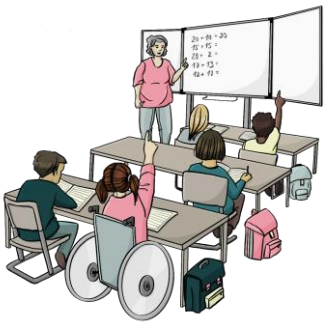
Emerging means students need support to:

- meet **curriculum expectations**

  or

- reach the goals in their learning plan.





Here **curriculum expectations** means the things a student needs to do:

- with their learning in a year
- to move forward into the next year of school.



Emerging means your child:

- is starting to understand some ideas
- can sometimes use what they have learned
- is making progress in some ways that match what they are good at.





Emerging means your child needs a lot of support with these things.

Developing



Developing means students are making some progress towards curriculum expectations.

Developing means your child:



- is starting to understand some important ideas
- can remember things



- can use what they have learned in things they know about
- is making progress towards curriculum expectations in their year.



Developing means your child needs some support with these things.

Consolidating



Consolidating means a student:

- is meeting many curriculum expectations



- is doing better than before in all their learning areas.

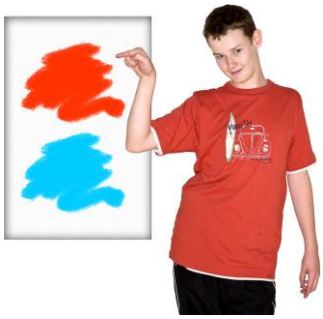
Consolidating means your child:



- is learning ways to do their work on their own



- is getting better at:
    - remembering what they have learned
    - using what they have learned



- is starting to use what they know in different ways.



Consolidating also means your child:

- can share their ideas
- is starting to talk about what they could do better.



Proficient

Proficient means students are meeting curriculum expectations.



Proficient means your child:

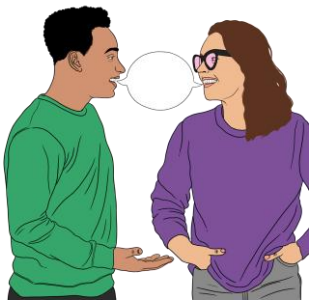


- can use good ways of learning on their own
- can use what they have learned in many ways without support
- can use what they know in new ways.



Proficient also means your child:

- can share their thoughts clearly
- can explain what they mean



- shares their ideas to support others.

Exceeding



Exceeding means students are doing more than the curriculum expectations for their year.



Exceeding means your child shows they:

- understand difficult ideas



- can solve problems
- can put ideas together.



Exceeding also means your child can:

- explain what they mean clearly



- join what they have learned in 1 area with another
- make their ideas bigger
- understand things in a deeper way



- use what they have learned in:
    - thoughtful ways
    - creative ways



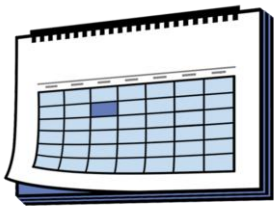
- test ideas to understand things better.

Is my child on track?



Progress descriptors show how your child is doing in reports that happen:

- in the middle of the year
- at the end of the year.





Children who are proficient or exceeding at the end of the year are ready for the next year of learning.

Middle of the year report



Your child is still working to meet curriculum expectations if a teacher says in the middle of the year they are:



- emerging

or

- developing.



This means your child might not meet curriculum expectations by the end of the year.



The school may give the child extra learning support.



Your child is meeting curriculum expectations if a teacher says in the middle of the year they are:

- consolidating
- proficient
- exceeding.



The school may give your child more:



- things to do
- activities they could find interesting.

End of the year report



Your child has made progress on meeting curriculum expectations at the end of the year if their teacher says they are:



- emerging
- developing
- consolidating.



This means your child has not met curriculum expectations.



The school may give your child more support.



The teacher should talk about a learning plan for the next year with the new teacher of the child.



Your child has met curriculum expectations at the end of the year if their teacher says they are:

- proficient
- exceeding.



Progress descriptors will still be used for students with diverse / different learning needs.



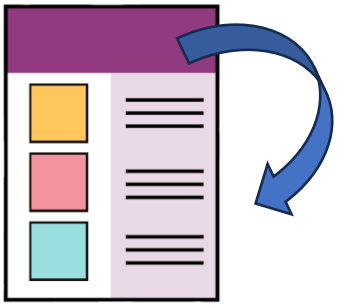
Progress descriptors will also be used for the:

- **individual** progress goals of a student
- assessments / tests done by a student.



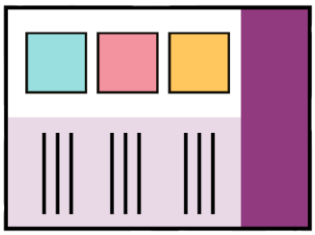
Individual means something:

- is for 1 person
- is different from what another person needs.



There is a picture on the next page that shows:

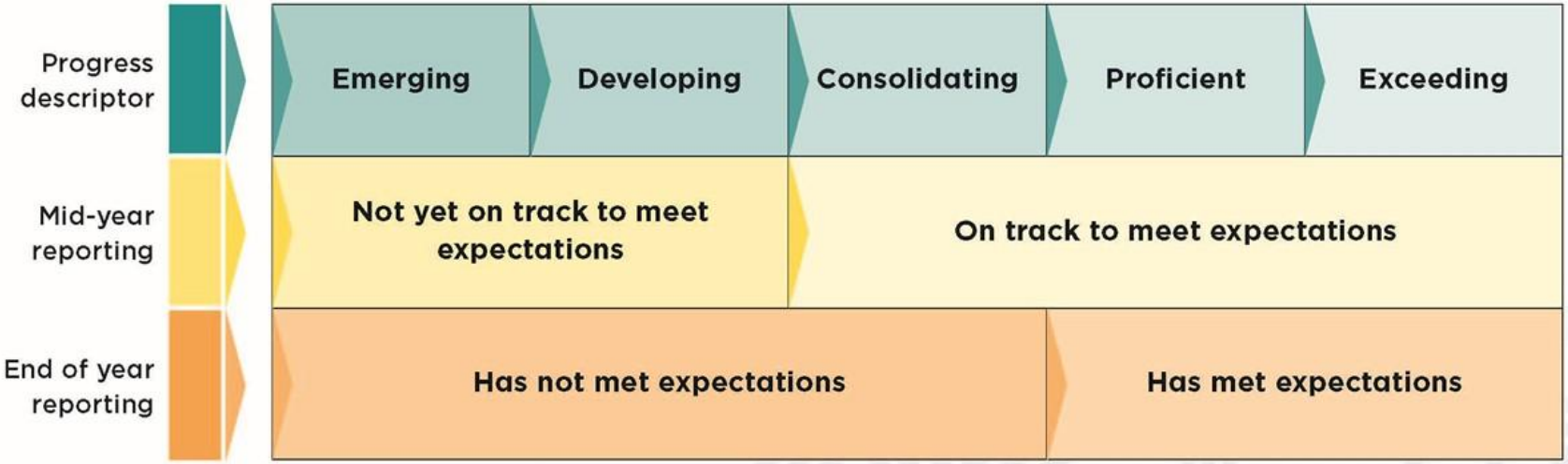
- the progress descriptors
- how your child can meet curriculum expectations.



Turn the page on its side to look at the picture.

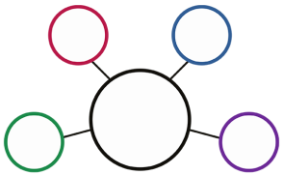
Describing progress for mid and end of year reporting using five descriptors

The progress descriptors describe student progress across the school year. A student who has achieved proficiency is prepared for the next year of learning.



How do teachers choose progress descriptors?









Teachers choose the right progress descriptor using:

- their skills
- information from many places
- a good understanding of what your child:
  - knows
  - can do.

Information about your child can come from the teacher:

- watching what your child is doing
- talking to your child.



The teacher will also get information about your child from:

- tasks they do in class
- assessments / tests.



You can look at the results of assessments / tests if you want to.



Information about assessments / tests may be:

- put in a report
- given to you during **parent–teacher interviews**
- read on the **school information portal**.





Parent–teacher interviews are when parents meet with the teacher to talk about how the child is doing at school.

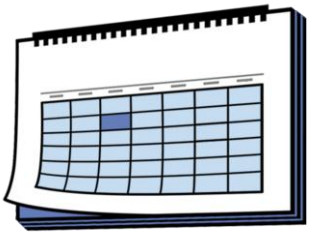


Here a **school information portal** is a website that a school uses to share information about students.



A parent will see the information about only their child when they log in to the portal.

What does the report look like?



The school must give you a written report about your child:

- at least 2 times a year
- in plain language.



This will start from 1 January 2027.



There are 7 elements / things the school can include in the report.



The 7 elements include:

- results from assessments / tests done 2 times a year



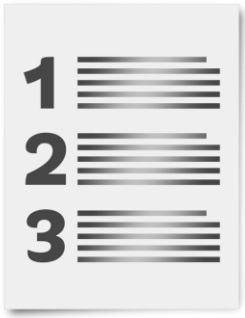
- progress made in strands / parts of:
  - English
  - Mathematics
  - Statistics



- progress in:
  - reading
  - writing



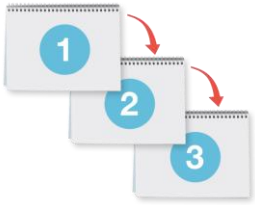
- progress descriptors
- information about how the school is supporting your child if they are well below curriculum expectations.



The 7 elements also include:



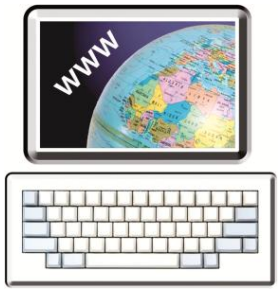
- an attendance record which is how many days your child was at school.



- the next learning steps for your child.



Schools may choose to put other information in reports as well.



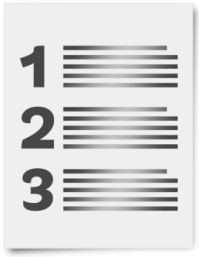
You can find an example of how these elements / things might be used in a report at this **website**:

https://tinyurl.com/mryyszpb



This website is **not** in Easy Read.

Children with complex learning needs



The report for a child with **complex learning needs** will include the:

- 5 progress descriptors



- 5 elements / things talked about in the last section.



Here **complex learning needs** means a child who may need:

- lots of extra support for learning
- different support for learning.



The teacher will also explain in the report how well the child is doing by looking at:



- the needs of the child
- their learning plan.

If a child needs support like a learning plan they should not straight away be called:



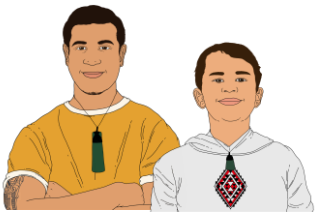
- emerging
- developing.

The report of a child with complex learning needs should show how they are meeting:

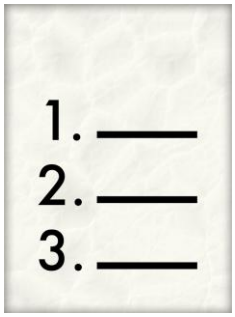


- their individual goals
- curriculum expectations.

Talking about reports with your child



You might want to talk about the report with your child.



Here are some ideas to support you with that talk.



1. Choose a time that is:

- calm
- happy.



It is good for both of you not to be:

- in a rush
- stressed.



2. Start by talking about the good things.



This makes your child feel:

- confident
- supported.



3. Ask your child questions that let them think carefully about what they want to say.

You could ask questions like:



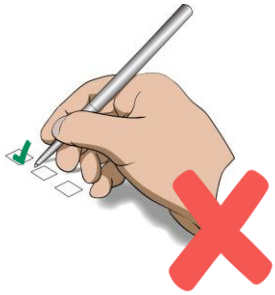
- What do you think about this part?
- Did anything surprise you in the report?
- What are you most proud of?



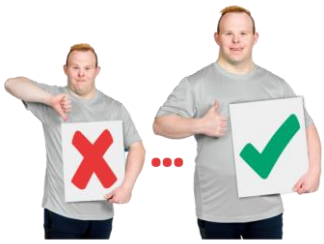
4. Celebrate the hard work your child has done.



Do this even if the progress descriptors show you something you did not expect.



A report is not just about results of assessments / tests.



5. Turn difficult things into good changes.



Tell your child you could work together on things they need to improve.



You could say something like:

It looks like reading is a little hard for you right now.



What do you think might make it easier?



6. Set goals that are:

- simple
- easy to achieve.



Make a small number of goals together.



This is so your child feels like they are in control.



7. Tell your child that things are okay.



End the talk by telling them you:

- are proud of them
- will support them.

This information has been written by Te Tāhuhu o te Mātauranga Ministry of Education.

It has been translated into Easy Read by the Make it Easy Kia Māmā Mai service of People First New Zealand Ngā Tāngata Tuatahi.

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