



National changes to reporting:

A guide for parents and whānau at Stratford High School

From 2026, all schools in Aotearoa New Zealand are required to make changes to how student progress is reported in English and Mathematics. These changes apply to all students in Years 0–10, including **Year 9 and 10**.

Why is reporting changing?

- The English and Mathematics curriculum has been refreshed.
- Expectations are now clearer about what students should know and be able to do each year.
- Reporting has changed to better match the updated curriculum and to provide clearer, more consistent information for parents and whānau.

What has changed in the curriculum?

- More explicit about required knowledge and skills
- More structured year by year
- More demanding, particularly in Years 9–10

What has changed in terms of reporting?

- Reports now focus on **progress within a student's current year level**
- Common national language is used across all schools
- Reports include:
 - Progress descriptors
 - A teacher narrative explaining progress and next steps
 - A visual showing progress over time
 - Attendance information

What are the progress descriptors?

Emerging	Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.
Developing	Students are making some progress towards curriculum expectations for their year level.
Consolidating	Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.
Proficient	Students are meeting curriculum expectations for their year level.
Exceeding	Students are exceeding curriculum expectations for their year level.

Important: Proficient means meeting end of year expectations. It is the goal for the end of the year, not necessarily mid-year. The descriptors describe **progress**, not ability or potential.



How do teachers decide on progress descriptors?

Teachers use a range of evidence, including:

- Classwork and learning tasks
- Observations and conversations
- Assessment tools (where appropriate)

Judgements are **evidence-based** and **moderated with other teachers**. No single test decides a student's progress.

Assessing against a new curriculum: An issue to be aware of

You may notice that fewer students are reported as working 'at level' in initial progress reporting.

This is expected because the curriculum expectations are higher and clearer and the curriculum itself is more demanding.

This does **not** mean students are failing or going backwards. They are making progress against a more challenging curriculum.

What will progress reporting look like for year 9 & 10 students this year?

In 2026, English and Mathematics will be reported separately from other subjects for Year 9 and 10 students.

This will mean two reports are received each semester:

- One at the end of the semester for all other subjects. This will report using the old curriculum levels and key competencies.
- One at the end of terms 2 and 4 outlining progress in English and Mathematics. This will report using the new progress descriptors and new mandated reporting requirements.

The mid-year and end of year English and Mathematics reports will include all the new nationally mandated reporting components.

How can parents and whānau use reporting well?

- Focus on **progress over time**, not just one word
- Read the teacher narrative carefully
- Talk with your child about:
 - What they are improving at
 - What they are learning next
- Use suggested next steps to support learning at home

Where can I learn more?

- [Reporting to parents and whānau](#) – Information for schools and communities from the Ministry of Education.
- [NZC - English Phase 4 \(Years 9–10\)](#) – The New Zealand Curriculum content for the English Learning Area (Year 9-10)
- [NZC - Mathematics and Statistics Phase 4 \(Years 9–10\)](#) – The New Zealand Curriculum content for the Mathematics Learning Area (Year 9-10)