

Reporting to Parents & Whānau and SMART

Preparing our minds for the session

E te hui

For this gathering

**Whāia te mātauranga kia
mārama**

Seek knowledge for
understanding

Kia whai take ngā mahi katoa

Have purpose in all that you do

Tū māia, tū kaha

Stand tall, be strong

Aroha atu, aroha mai

Let us show respect

Tātou i a tātou katoa.

For each other.



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

Reporting to Parents and Whānau And SMART

School boards



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

Reporting to Parents and Whānau

School Boards

Tajinder Kaur and Lauren Burr

What's changing in 2026?

- Reporting against new curriculum
- Twice-yearly assessments
- Use of Progress Descriptors
- Use of other common components

What's staying the same?

- No regulatory changes
- Twice yearly reporting using good-quality assessment information
- Written in plain language
- Include progress and achievement in literacy and Mathematics

Reporting and assessment requirements and expectations for 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.

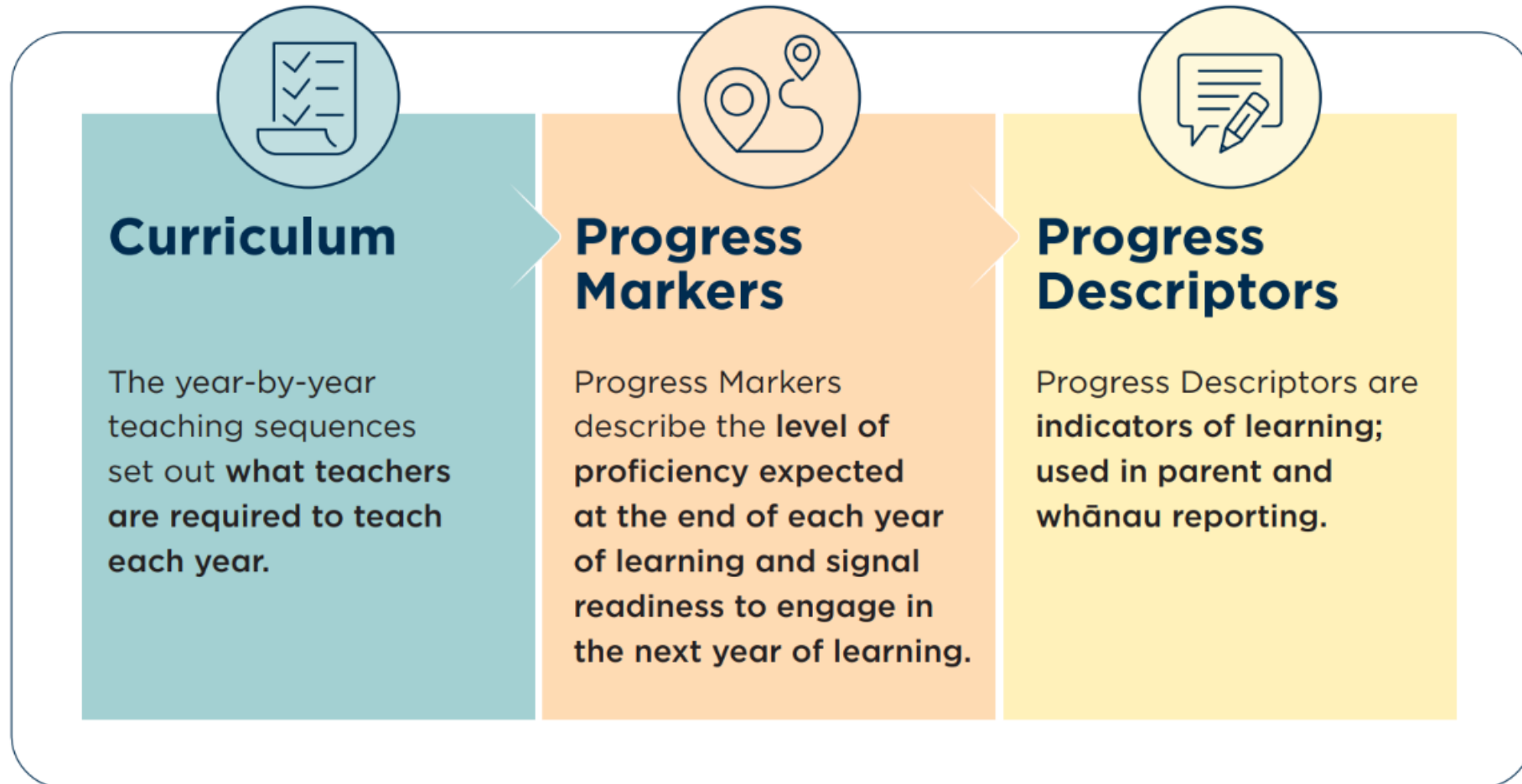
See the new [reporting exemplars, guidance](#) and [PLD](#) available on Tāhūrangi.

Gazette notice 2025-sf765 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

Connection between teaching, learning, assessment and reporting

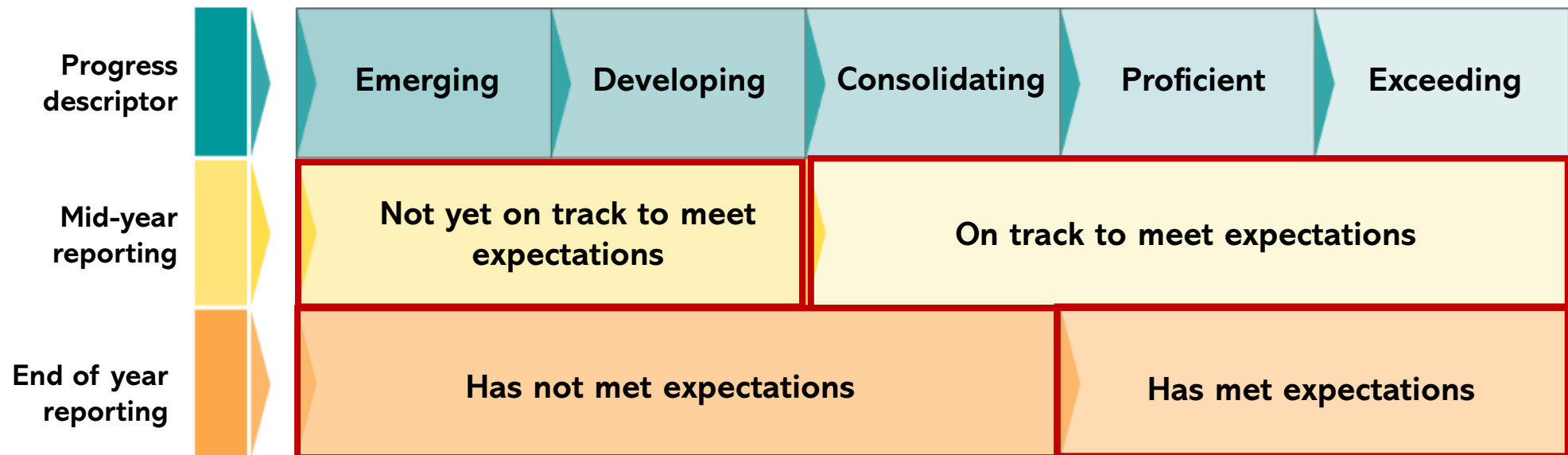


Progress Descriptors

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.

Describing progress

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



Common Components

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:

- 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

How you can support Rachel at home:

- 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, aunts, grandma and cousins)

Word recognition



Comprehension



Critical analysis



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		

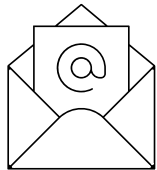
Board obligations

- Confirm legal reporting obligations are continuing to be met
- Understand how new reporting to parents and whānau expectations will be met
- Agree on how and when the board will receive collated progress information
- No change to board annual reporting requirements

Where to get support



On Tāhūrangi: search “reporting to parents and whānau”



Reporting.toparents@education.govt.nz

Boards can also access support for their role in reporting to parents from GovHub – School Board Services: **0800 782 435**

govadvice@govhub.org.nz



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



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

SMART updates

Giles Panting

SMART

Supports twice yearly reporting to parents and whānau for schools and kura, Years 3-10

SMART is:

- bilingual
- free for all schools and kura
- focused on what students and ākonga are learning in their classrooms
- SMART supports schools with insights to make decisions at every layer of the system
- SMART helps inform where additional resources or support may be needed
- Assessment data follows the child

Monitor impact and take action

- SMART gives leadership teams and boards clear visibility of students' progress and achievement all the way through Years 3-10

School level dashboards allow leaders to see patterns by class and year level

View information by demographic, strand, ethnicity, or year level to see what factors you may want to focus on and how to target support

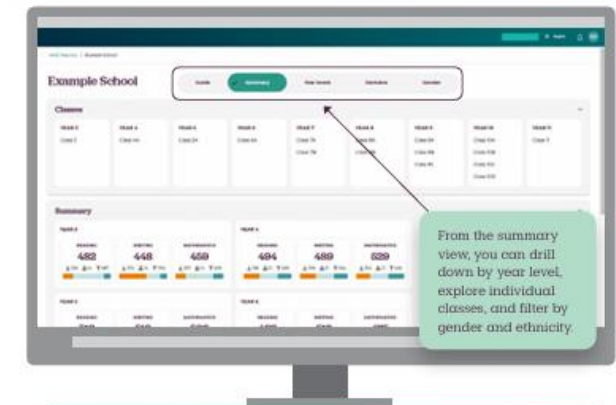
SMART gives student, classroom, school level actionable insights and will show trends over time that enable robust, equity-focused decision making

SMART enables data-driven decision making to inform strategic and annual planning and to take action so that students and ākonga can be successful

SMART – clear consistent reporting

Key features of SMART reports for school leaders

Consistent, curriculum-aligned information for your school. SMART provides the kind of clear progress reporting that Leadership Teams and Boards need and provides the assessment evidence that will help inform your school's strategic and annual plans, and twice-yearly reporting to parents and whānau.



PLEASE NOTE: All names and data used in this document are entirely fictitious and are provided for illustrative purposes only.

Key points for 2026

This first assessment window is in Term 2

Two lots of reports will be available:

- Raw score reports will be available immediately after an assessment, giving timely insights that can be used straight away.
- For Term 2 in 2026 there will be a small gap between the first assessment window closing, and the production of final reports.

The small time gap is because we need time to carry out calibration (scaling and equating).

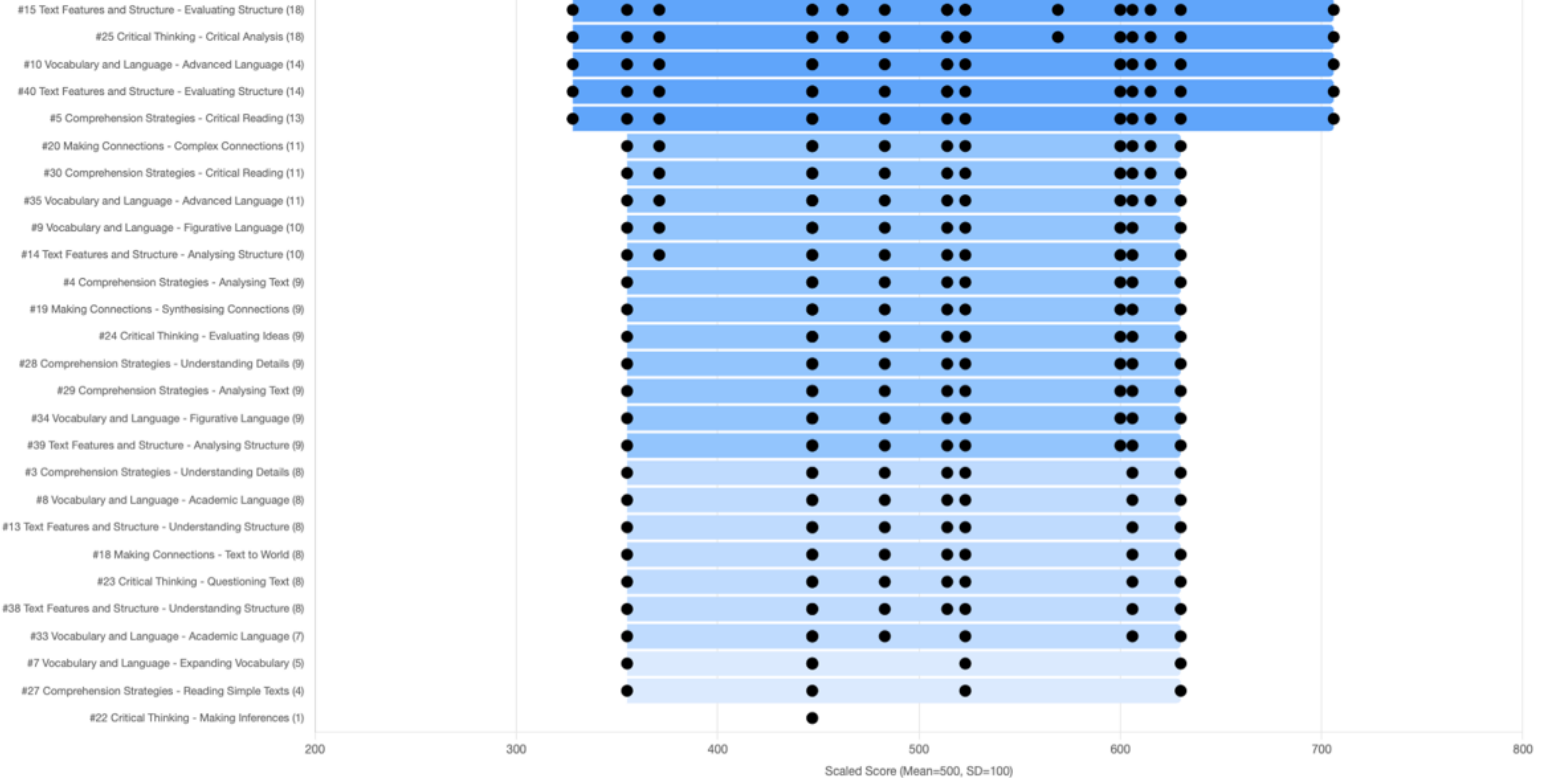
The reason for scaling, calibration and equating is so that we can get scale scores that enable consistency and comparability between assessments and over time

Immediate insights

[illegible]

Spot gaps

About sub-elements



Item	Element	Sub-element	Difficulty	Students	Gap Students
15	Text Features and Structure	Evaluating Structure	▲▲▲▲▲	18	Hine Te Rangī, George O'Connor, Sefa Taufa, Charlie Richardson, Marama Te Aho, Lucas Smith, Emma Campbell, Sarah Jones, Hoani Ngata, Manu Fetu, Tasi Lomu, Olivia McKenzie, Anahera Ngatai, Pita Kapa, Marama Manaia, Ngaio Parata, Kiri Kapa, Hoani Ngatai
25	Critical Thinking	Critical Analysis	▲▲▲▲▲	18	Hine Te Rangī, George O'Connor, Sefa Taufa, Charlie Richardson, Marama Te Aho, Lucas Smith, Emma Campbell, Sarah Jones, Hoani Ngata, Manu Fetu, Tasi Lomu, Olivia McKenzie, Anahera Ngatai, Pita Kapa, Marama Manaia, Ngaio Parata, Kiri Kapa, Hoani Ngatai
10	Vocabulary and Language	Advanced Language	▲▲▲▲▲	14	Hine Te Rangī, George O'Connor, Sefa Taufa, Charlie Richardson, Marama Te Aho, Sarah Jones, Hoani Ngata, Manu Fetu, Tasi Lomu, Pita Kapa, Marama Manaia, Ngaio Parata, Kiri Kapa, Hoani Ngatai

SMART progress descriptors

MOE Reports / Taipa Area School

Taipa Area School

Guide

Summary

Year levels

✓ Domains

Gender

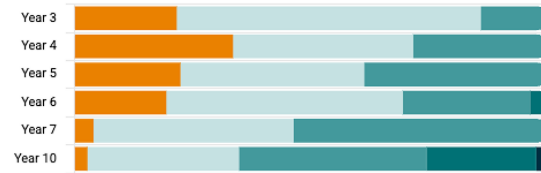
Bar graph view



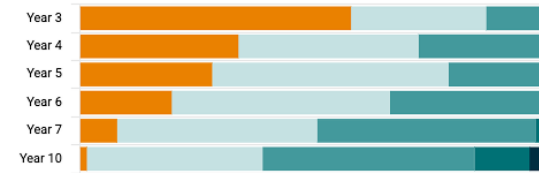
Classes

Emerging Developing Consolidating Proficient Exceeding

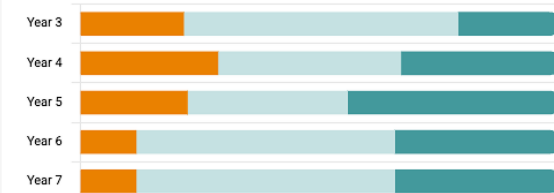
READING



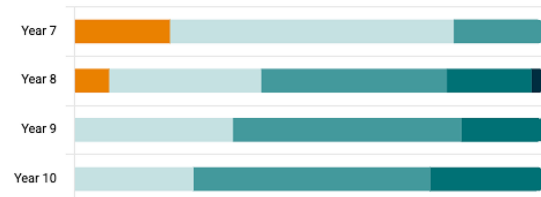
WRITING



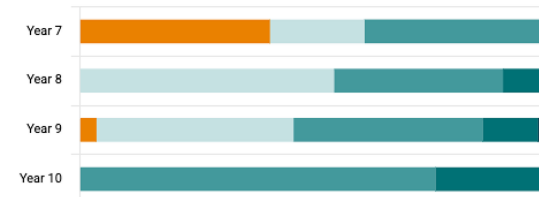
MATHEMATICS



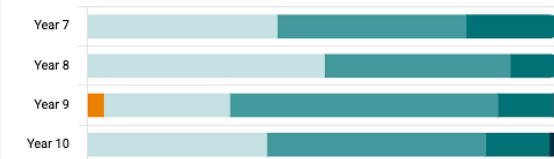
PĀNUI



TUHITUHI



PĀNGARAU



Reporting in 2026 and 2027

The Ministry has provided new reporting guidelines to align with the revised New Zealand Curriculum.

To report student progress against the new curriculum, schools will explain progress using five progress levels – emerging, developing, consolidating, proficient and exceeding.

Schools will start using the new reporting components during 2026, so you may not see all the changes in your child's report until next year.

For more information, see [Reporting to Parents and Whānau](#) on the Ministry's Parent Portal.

Next steps

We are scaling and equating the results from this assessment window, before releasing detailed reports at the end of this term.

- Scaling, equating and standard setting ensures that results are comparable, stable and meaningful, even when assessments differ slightly from year to year or between versions or formats (for example, paper-based and online).
- This only happens once. From Assessment Window 2 (Term 4), reports will be generated much more quickly.

Learning modules are available now on Education Learning Management System (LMS).

We're here to help

Guidance, FAQs, and other information are being made available on
Tāhūrangi – search “SMART”

General SMART enquiries: SMART.Enquiries@education.govt.nz



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



**Te Kāwanatanga
o Aotearoa**
New Zealand Government

Support and information

Visit Us



Resource Centre

resourcecentre.org.nz

Learning Library

Slide Decks and Videos

Help for Boards

- Student Achievement & the National Curriculum

Contact Us



Freephone

0800 782 435

Monday to Friday

8:30 am to 5:00 pm

Governance matters

govadvice@govhub.org.nz

Employment matters

eradvice@govhub.org.nz

Follow Us



Eventbrite

eventbrite.co.nz

Facebook

facebook.com

LinkedIn

nz.linkedin.com

Closing the session

Unuhia, unuhia

Draw on, draw on

Unuhia ki te uru tapu nui

Draw on the supreme sacredness

**Kia wātea, kia māmā,
te ngākau, te tinana,
te wairua i te ara tangata**

To clear, to free the heart, the
body, and the spirit of mankind

**Koia rā e Rongo,
whakairia ake ki runga**

Rongo, suspended high above us

Kia tina! Tina! Hui e! Tāiki e!

Draw together! Affirm!

Ngā mihi nui!
Thank you!