



What's changing in 2026?

Improving Reporting to Parents and Whānau

We know many schools already have good practices in place for reporting to parents and whānau, but changes to the Years 0-10 New Zealand Curriculum (NZC), mean changes to reporting are required.

The aim of the reporting changes is to align reporting with the new curriculum and ensure consistent nationwide reporting on student achievement and progress.

Reports will still be based on teacher judgements and assessments, but are now expected to include:

- new Progress Descriptors
- narrative about why the selected progress descriptor was chosen
- assessment results
- student progress over time
- attendance.

What's staying the same?	What's changed?
The regulatory requirements to report to parents and whānau have not changed.	Schools reporting against the new curriculum: Years 0-10 NZC English and Mathematics & Statistics.
Schools must use good-quality assessment information to report on progress and achievement.	Good quality assessment information including the use of one of the three specified twice-yearly assessment tools for reading, writing and maths from 2026: <ul style="list-style-type: none"> • SMART • PAT • e-asTTle (for 2026 only) • For Years 0-2 this also includes the Phonics Check.
The reports must: <ul style="list-style-type: none"> • be written in plain language, provided at least twice per year and • include student progress and achievement in literacy and maths. 	From 2026, schools are expected to use the following Progress Descriptors in reports to parents and whānau for Reading, Writing and Maths, and the elements or strands in them, using: <ul style="list-style-type: none"> • Emerging • Developing • Consolidating • Proficient • Exceeding
	For Years 0-2 students, it's recommended that their first report is after 20 weeks at school, after the Phonics Check. Report timing can be linked to when the child started, or could be in addition to regular twice-yearly reports.

What's staying the same?	What's changed?
<p>Reports must draw from good-quality assessment information from a range of evidence to evaluate the progress and achievement of each student.</p>	<p>In addition to current requirements, the use of common reporting components will be expected from 2026.</p> <p>The components are:</p> <ul style="list-style-type: none"> • Progress descriptors – the five levels of student progress – Emerging, Developing, Consolidating, Proficient, and Exceeding. • A visual representation of progress over time. • A narrative describing why progress descriptors were selected, and information for parents and whānau about how they can support next learning steps. • Assessment results from specific assessments such as the Phonics Check or twice yearly assessments for Years 3-8 i.e. SMART, e-asTTle, PAT. • An attendance record This could be a simple count or percentage of days attended, or more complex information. <p>It is also important that parents and whānau have access to access to information about results from specific assessments. You can attach these, or simply let parents and whānau know where they are available.</p>

What support will there be for schools in 2026?

The Ministry will be providing support to help schools with changes to reporting. This includes:

- Quick-access info sheets
- Detailed guidance for teachers, including:
 - How to select an appropriate Progress Descriptor
 - How to use the new Progress Markers, and triangulate information from sources such as checks, assessment tools, daily observations and conversations, classroom and akomanga tasks.
 - How to incorporate support plans, e.g. Individual Education Plans (IEPs) and the English Language Learning Progressions (ELLP).
 - How to show progress over time.
- Video and Webinar training.

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