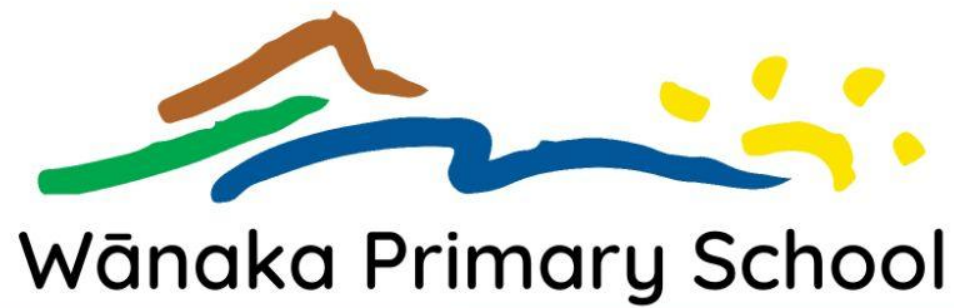




'Empowering a Community of Learners - Kia whakamana ai i to hapori- akonga'

KŌRERO OVER COFFEE

A Guide to the Refreshed Learning Areas, Assessments & Reporting

JUNE 2026

Purpose of this Kōrero

Inform parents / whānau about:

- Recent changes to the NZ Curriculum and expectations
- Recent changes to reporting
- Unpacking the jargon
- Reporting timeline
- How to partner effectively with your child's teacher

Section 1:

The NZ Curriculum

Why Is Our Curriculum Changing?

Focus on the Science of Learning

Research into cognitive science guides the changes. Children learn best with clear structure, explicit teaching, and systematic practices that cement skills into long-term memory.

It marks a shift from teaching through open discovery to active, guided learning, particularly in early literacy and numeracy foundations.

Nationally Consistent Standards

The previous 2007 broad "curriculum levels" are replaced with highly detailed year-by-year learning progressions. This helps ensure that no child falls through the gaps.

Every school nationwide is aligning on identical benchmarks, ensuring parents can seamlessly understand expectations wherever they go.

Learning area structure

A **knowledge-rich curriculum** builds students' understanding by carefully sequencing disciplinary knowledge and practices in each learning area.

1

A knowledge-rich curriculum

underpinned by the science of learning

2

The **science of learning** helps us understand the key characteristics of how people learn, to inform teaching practice.

LEARNING AREAS

English, Mathematics and Statistics, Science, Technology, Social Sciences, Learning Languages, The Arts, Health and Physical Education

PURPOSE STATEMENT

4

The **teaching sequences** make clear what teachers are expected to teach and what students are expected to learn each year.

3

For each learning area, a **purpose statement** describes why the learning area is important and identifies its important conceptual understandings.

YEARS

Years 0–3, Years 4–6, Years 7–8, Years 9–10, Years 11–13

YEAR-BY-YEAR TEACHING SEQUENCES

5

Knowledge Strands are the major organisational components within a learning area. They group related knowledge and practices into distinct areas of disciplinary focus.

CAPABILITIES

KNOWLEDGE STRANDS

KNOWLEDGE

The facts, concepts, principles, and theories to teach

PRACTICES

The skills, strategies, and applications to teach

6

Together, **knowledge** and **practice** statements support students to build deep understanding and fluency in each learning area.

7

Through engaging with the disciplinary knowledge and practices of the learning areas, students develop **capabilities** essential for life long learning.

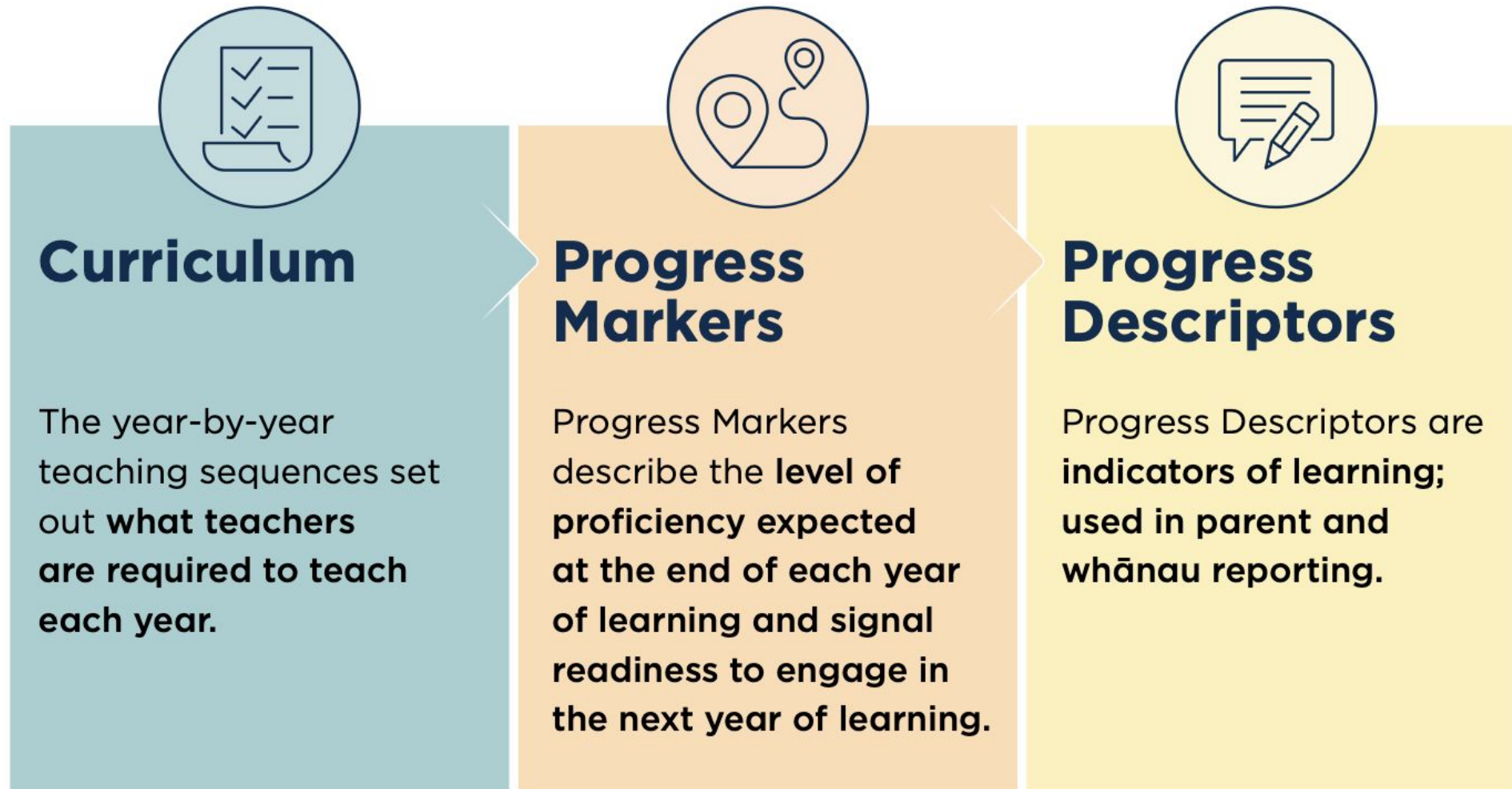
Structured Literacy as part of a Balanced Literacy Programme

- ✓ **Science of Reading:** Grounded in research on how human brains learn to process and decode language.
- ✓ **Systematic Phonics:** Explicitly teaches how letters link to sounds, spelling patterns, and syllable rules.
- ✓ **Equitable Success:** Proven to elevate reading performance for all learners, supporting neurodiversity brilliantly.



The connection between teaching, learning and reporting

Teaching, learning and reporting work together to support student progress.



Mathematics: A Refreshed Focus



Fluency & Mastery

Renewed emphasis on basic arithmetic facts, number tables, and mental math, establishing strong computational baselines early.



Connected Big Ideas

Integrates number sense, algebra, measurement, and geometry seamlessly to help children construct meaningful patterns.



Logical Reasoning

Focuses on encouraging students to explain mathematical rationale rather than just arriving at correct answers.

Section 2:

Assessment

Standardised Assessment Tools

Student Year Group	Assessment Tool	What It Measures	Frequency & Use
Years 1 & 2	Phonics Check	Letter-sound links & word decoding	After 20 weeks and 40 weeks at school
Years 3 to 6	SMART Progress Tool	English and Math progression alignments	Twice yearly (mid-year & end-year checks)
Years 3 to 6	PATs / e-asTTle	Reading comprehension & math scale comparison	Scheduled dynamically during the school year
Years 1 to 6	Classroom Diagnostics	Writing rubrics, reading logs & observation	Ongoing, daily formative assessments

3 POINTS OF ASSESSMENT



A SIMPLIFIED FRAMEWORK



Section 3:

Reporting

2026

REPORTING TIMELINE FOR PARENTS



TERM 2

WEEK 3 - STAFF MEETING

WEEK 9 - KORERO WITH ROB

WEEK 10 - STUDENT-LED CONFERENCES

MID-YEAR REPORTS SENT OUT

TERM 3

WEEK 2 - PARENT/TEACHER CONFERENCES



CONFERENCES ONLY

For students with **less than 20 weeks** at school.

TERM 4

WEEK 7 - STUDENT-LED CONFERENCES



WEEK 9 - END-OF-YEAR REPORTS SENT OUT

WRITTEN REPORT

For students with **20 weeks or more** at school.

The Five Reporting Common Components

-  **1. Standard Progress Descriptors:** Reading, Writing, and Maths tracked across 5 common levels: Emerging, Developing, Consolidating, Proficient, and Exceeding.
-  **2. Teacher Narratives:** Personalized comments describing your child's classroom examples, and practical guidance to reinforce learning.
-  **3. Visual Progress Graphs:** Clear visual representations generated directly through our Edge SMS portal showing growth curves over school terms.
-  **4. Standardised Check Results:** - Where/how to view these. (will be shared at parent/teacher conferences.)
-  **5. Student Attendance Data:** School attendance percentages,



Progress Descriptors

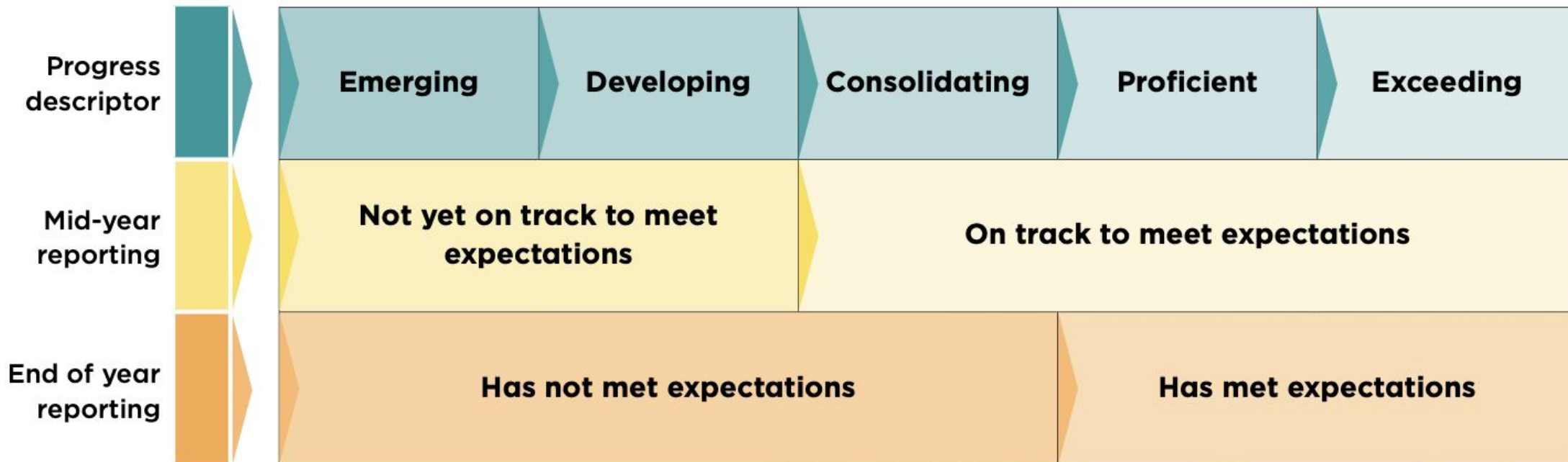
Descriptors are clear, nuanced, and positive. They help identify where a child is achieving, and what is needed to progress. The goal for the end of the year is that students reach 'Proficient' or 'Exceeding', showing they have the foundation and knowledge to access learning the next year.

Teachers will choose a Progress Descriptor for each element or strand of the learning area that has been taught to date, and then assign an overall progress descriptor that best reflects how the student is tracking towards meeting end-of-year proficiency.

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 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.

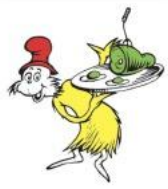


Wānaka Primary School Mid-Year Reporting Template



Wānaka Primary School

Mid Year School Report 2026



Name / Ingoa: Sam-I-Am

Year / Tau: Year 6

Class / Akomanga: Room 00

Teacher(s) / Kaiako: Jason Cowan

Attendance: 89%		Days Late: 0	
90% or more Regular	80-89% Irregular	70-79% Moderate	<70% Chronic

Reading

Progress Descriptor				
Emerging	Developing	Consolidating	Proficient	Exceeding

Comment

- What can Sam-I-am do?
- What can Sam-I-am do?
- What is Sam-I-am's reading next

Writing

Progress Descriptor				
Emerging	Developing	Consolidating	Proficient	Exceeding

Comment

- What can Sam-I-am do?
- What can Sam-I-am do?
- What is Sam-I-am's reading next

Mathematics

Progress Descriptor				
Emerging	Developing	Consolidating	Proficient	Exceeding

Comment

- What can Sam-I-am do?
- What can Sam-I-am do?
- What is Sam-I-am's reading next

General Comment

Sam-I-am shines as a master of resilience and persuasive marketing. Faced with constant rejection, his relentless positivity and boundless energy never waver. He excels at creative problem-solving, pivotally shifting environmental contexts—from boats to trees—to lower barriers for his target client. Ultimately, his peak strength is unlocking open-mindedness in others through pure determination.

Progress Descriptors

Emerging

Students require support to meet curriculum expectations for their year level and/or goals as described in their personalised learning plan.

Your child/mokopuna:

- Is beginning to understand some learning ideas for their year level with a lot of support.
- Can sometimes use knowledge they've learned but usually needs help to do so.
- Is making some progress in ways that are meaningful and aligned to their strengths and needs, with significant support.

Developing

Students are making some progress towards curriculum expectations for their year level.

Your child/mokopuna:

- Is starting to understand key ideas, often with some support.
- Can remember facts and use what they've learned in familiar situations, with a bit of help.
- With the right support, your child is making progress towards the expectation for their year level.

Consolidating

Students are meeting many curriculum expectations for their year level and are steadily strengthening their understanding across learning areas.

Your child/mokopuna:

- Is learning to use helpful techniques on their own to support their learning.
- Is getting better at remembering and using what they have learned.
- Is starting to use what they know in new and different situations.
- Can share their ideas and is beginning to talk about what they would do better.

Proficient

Students are meeting curriculum expectations for their year level.

Your child/mokopuna:

- Can use helpful learning techniques on their own and knows how to use them well.
- Can use what they have learned in different situations without help.
- Can often use what they know in new situations.
- Can share their thoughts clearly and explain their reasoning.
- Often shares their ideas to build knowledge.

Exceeding

Students are exceeding curriculum expectations for their year level.

Your child/mokopuna:

- Shows advanced thinking by understanding tricky ideas, solving problems, making connections, and explaining their thinking clearly.
- Can link what they've learned in one area or situation to another.
- Can build on their ideas and show deeper understanding.
- Can use what they have learned in thoughtful and creative ways to understand more challenging ideas.
- Tests and challenges ideas to create deeper knowledge.

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

Progress descriptor	Emerging	Developing	Consolidating	Proficient	Exceeding
Mid-year reporting	Not yet on track to meet expectations		On track to meet expectations		
End of year reporting	Has not met expectations			Has met expectations	



Wānaka Primary School

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A Note on Progress Levels



"You may notice a shift in your child's reported progress descriptors this year. This is the result of realigned, higher national benchmarks, not a drop in their actual capability."



Want to Know More.....?

Visit: [Parent Portal Website:](#)

Questions & Collaboration

We are in this together to ensure every student thrives at Wānaka Primary.

Image Sources



https://pridereadingprogram.com/wp-content/uploads/2026/03/Teacher-reading-little-lions-literacy-with-a-group-of-kids-1080x630.jpg?extend_cdn

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