

## **Reporting to Parents 2025 Information - Unpacking the Mid-Year Report**

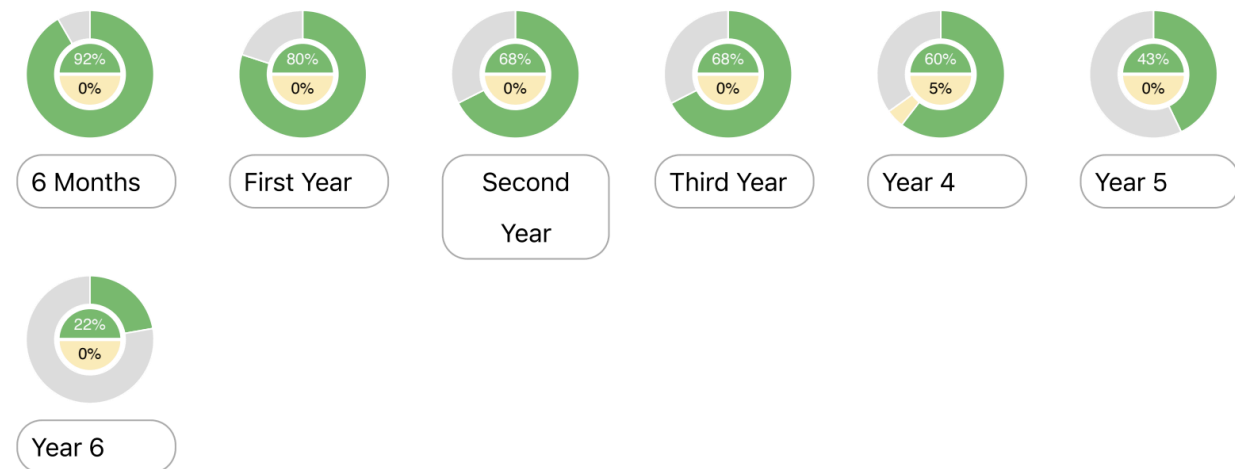
Kia ora e te whānau,

Friday 27th June

Today, you will receive a mid-year progress report for your child. This is the start of a new reporting and assessment format for your child. It involves more regular learning updates throughout the year and more detailed information about your child's progress against the new Literacy and Maths curriculum. Below, we discuss key components of the report, as well as provide some ways you can support your child at home.

### **Radial Dials**

#### **Mathematics and Statistics S&S**



#### **What do these represent?**

The radial dials show progress across each year level in the new curriculum for Maths and Literacy. It shows in

- Green is how much content each child has secured in that year level.
- Grey is the space that they are developing or content that they haven't been exposed to or learnt yet.
- Yellow - represents a specific goal that the child is working towards at the year level.

#### **How did kaiako make these judgements for each year level?**

Our kaiako have had to backtrack on these goals to the first 6 months of school against the new curriculum expectations. They have made their decisions based on the evidence they have seen in formal and informal testing, as well as observations and work produced. Kaiako have also checked their judgements with other teachers who know the student from previous years. A high scrutiny of moderation has been put in place to ensure our judgements are as accurate as they can be.

The new curriculum breaks down learning areas into "sequence statements", which we use as the goals. There are many different goals for each learning area. For example, for year 6 writing, there are 53 sequence statements that teachers need to know if a child has achieved.

If you would like to view the new curriculum, you can read it online:

English (Reading and Writing)

<https://newzealandcurriculum.tahurangi.education.govt.nz/nzc---english-years-0-6/5637239089.p#Overview>

Maths

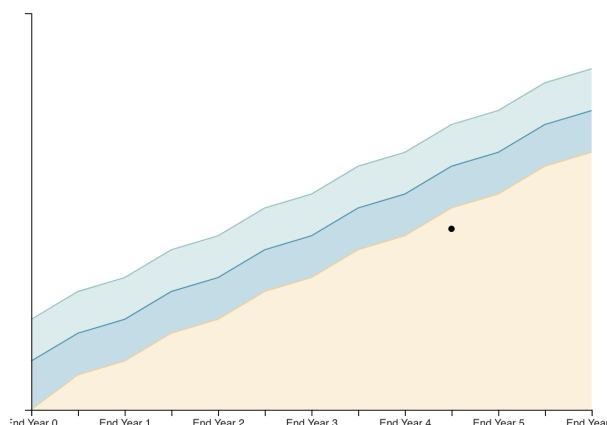
<https://newzealandcurriculum.tahurangi.education.govt.nz/5637238338.p>

### Why is there a variance?

Let's use the example above. The sample student is Year 6. You will notice, though, that some of the year group levels prior are not fully achieved yet. Some reasons for this include:

- **Not all content has been covered this year at school.** It means that teachers may not have evidenced particular aspects of the new Maths curriculum, for example, Geometry.
- **The expectations in the new Literacy and Maths curriculum are much higher and more demanding.** An example of this is that algebra goals previously set for Year 9 students are now present in the Year 5 and 6 levels. The MOE has purposefully set higher expectations across the curriculum to align with international standards and to accelerate progress at a faster rate for our tamariki.
- **Due to the expectations being higher, there is learning content in prior year levels that has not been taught.** An example of this is the introduction of financial literacy into the Maths curriculum at Year 2. Our year 6 students have not been taught the financial literacy content from year 2, so they will be "missing" goals from earlier levels.
- Because of these higher expectations across the curriculum, **you may see a change in your child's progress or achievement compared to previous years**, which may be the result of curriculum expectations for your child's year level. This should begin to balance out further as we cover more learning content and teachers familiarise themselves with the new curriculum.

### Graphs



You will also see graphs like the one above for Reading, Writing and Maths. It's important to realise that there is only one data point since we are working with the new curriculum in Maths and Literacy. Over time, you will see a line graph emerge showing progress and achievement.

## How can you support your child's learning?

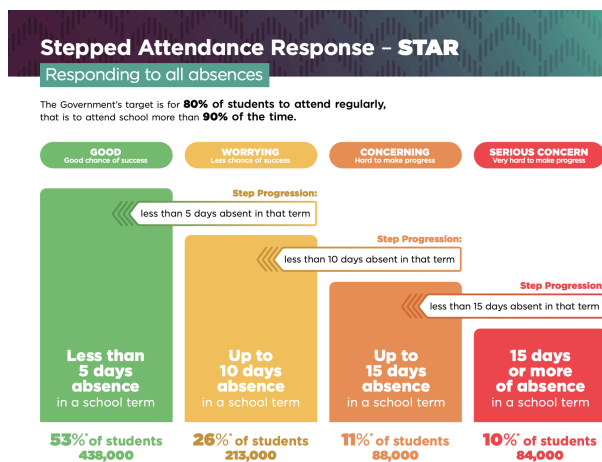
The best way to specially meet the needs of your child is to have a look at the new Ministry of Education "Reporting to Parents" portal. This allows you to find resourcing and activities that are specific to your child's current year level.

Use this link - [Reporting to Parent Portal](#)

## MANA Hui - Week 2

We will be holding MANA Hui in Week 2 of Term 3, to allow whānau, tamariki and kaiako to meet and discuss the Mid-Year Report. We will open these interviews up early next week for you to book your interview times.

## Attendance



## Attendance (half days) in 2025



	Present (includes Late)	Justified Absences	Unjustified Absences	Late
Term 1	90 (90.0%)	8 (8.0%)	2 (2.0%)	1 (1.0%)
Term 2	76 (89.4%)	9 (10.6%)		4 (4.7%)
YTD	166 (89.7%)	17 (9.2%)	2 (1.1%)	5 (2.7%)

Your report will include attendance data for your child. You will see Justified absences which are approved reasons like pre-arranged appointments, medical or sickness, Interschool sports events, to name a few. You will also see unjustified absences, which are situations where we know the reason but it's not justified, for example, taking a holiday during term time. In the example above, this child has just slipped into the "worrying" category of attending less than 90% of the time.

As you can see in the graphic above, the Ministry of Education considers that absences of 10 days (20 half days) in a term, justified or not, mean a child has less chance of making curriculum progress. For a child missing up to 15 days (30 half days) this makes it hard to make progress. For children in the most at-risk group, with more than 15 days of absence, the Ministry of Education advises that they will find it very hard to make progress. If you are concerned about your child's achievement, and they have had more than 10 half-day absences in the term, please speak to your child's teacher at Mana hui about what support your whānau needs to be able to have your child attend school regularly.

We feel confident in the new approach we have taken. We know that questions may arise, and I encourage you to connect with your child's teacher if you need further clarification or information.

Finally, I want to thank the teaching team for their effort in navigating a new curriculum, new assessments and a new reporting framework in only the first 6 months of the year. It has been a huge effort, and we are well placed to strengthen our reporting and assessment practices as a result.

Ngā mihi

Lee Ewington - He tumuaki no te kura o Dyer Street