



Don Buck School

Next review: Term 4 2026

Reporting about Student Progress and Achievement

At Don Buck School, we work collaboratively with students and their parents and whānau to help students achieve their highest possible standard in educational achievement (Education and Training Act 2020, s 127; NELP Objective 1). We report on student progress and achievement to students and their parents/guardians as required. We regularly review our reporting methods to ensure they are accurate and consistent, and responsive to the needs of our school community.

We use **effective reporting** methods to communicate about student progress and achievement throughout the year in ways that are appropriate for, and meet the needs of, our school community.

We take a collaborative approach to identify barriers and needs, and we involve the student, their parents/caregivers, and others as needed, to best support the student. Parents are welcome to contact the school to discuss teaching and learning programmes and student progress, and any additional support that may be needed. The school may contact parents if a student is identified as needing additional support or not achieving. See **Communicating with Parents and Whānau** and **Learning Support**.

Parents/Guardians are responsible for informing the school about any changes to who should be receiving progress and achievement information about their child. See **Parent/Guardian Arrangements**.

Don Buck School reports to our school community on the progress and achievement of students collectively, as well as specific student groups, based on good quality assessment or aromatawai information. This includes identified groups such as Māori and Pacific students, disabled students, and students with learning support needs (NELP: Objective 2, Priority 3).

Requirements for reporting

We report and share information in accordance with relevant legislation and regulations as follows.

- We inform parents about matters that are preventing or slowing the progress of their child at school, or harming their relationships with teachers or other students (Education and Training Act, s 103).
- The board ensures that the principal and staff monitor and evaluate the performance of students, and information about student performance is given to parents in a timely manner and in a form that is readily understandable (Education and Training Act, s 165).
- The board, together with the principal and teaching staff, ensures the school uses **good quality** assessment or aromatawai information to report to each student and their parents on student progress and achievement (Education (School Boards) Regulations 2020 (s 21)):
 - at least twice a year
 - in **plain language**
 - including student progress and achievement information across the **foundation curriculum policy statements and national curriculum statements**

- including student progress and achievement information in literacy and numeracy and/or te reo matatini and pāngarau.

The principal assures the board that teachers have used good quality assessment information or aromatawai information to report to each student and their parents/caregivers at least twice a year on student progress and achievement. See [Review Schedule and Board Assurances](#).

Related policies

- [Curriculum and Student Achievement Policy](#)
- [Assessing Student Learning](#)
- [Learning Support](#)
- [Communicating with Parents and Whānau](#)
- [Supporting Student Wellbeing](#)
- [Sharing Student Personal Information with Parents and Guardians](#)

Legislation

- Education and Training Act 2020
- Education (School Boards) Regulations 2020

Resources

- Te Poutāhū Curriculum Centre: [Reporting to parents and whānau](#) 

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