



Education Report: **Government Achievement Target 7: Quarter Two Report approval**

To:	Hon Erica Stanford, Minister of Education		
Date:	15 July 2024	Priority:	High
Security Level:	In-Confidence	METIS No:	1332327
Drafter:	Denise Arnerich	DDI:	9(2)(a)
Deadline Date:	16 July 2024		
Key Contact and Hautū Deputy Secretary:	Ellen MacGregor-Reid	DDI:	
Seen by the Communications Team:	No	Round Robin:	No

Purpose of Report

This report provides the first quarterly reporting against Government Target 7 - Eighty per cent of Year 8 students at or above the expected curriculum level for their age in reading, writing and maths by December 2030. It seeks your approval of the Quarter Two Report.

Summary

1. Nine Government Targets were announced on 8 April 2024. You are the Lead Minister for the Achievement Target.
2. The Department of the Prime Minister and Cabinet (DPMC) is running the process for the delivery of Government Targets and has provided guidance to us in the development of the delivery plan, and the report.
3. We are responsible for providing the delivery plan and quarterly progress reporting for this target. The *Iterative Achievement Target Delivery Plan* was sent to you for your approval on 5 July.
4. Please find attached the Quarter Two Report, for your approval.
5. The Quarter Two Report draws on embargoed 2023 Curriculum Insights and Progress Study (CIPS) data which has not yet been released. We are due to receive the final data package from the provider on 9 August.
6. We will work with your office on communications planning, and to determine how and when to release this data taking into account the public release of the Quarter Two

consolidated report by DPMC which is scheduled for two weeks after the Cabinet Strategy Committee hui on 30 July.

Recommended Actions

The Ministry of Education recommends you:

- a. **note** that we have used embargoed 2023 Curriculum Insights and Progress Study data in the report, which has not been released.

Noted


- b. **approve** the Achievement Target Quarter Two Report

Approve / Disapprove

Proactive Release:

- c. **agree** that the Ministry of Education release this paper once it has been considered by you, with any information needing to be **withheld** done so in line with the provisions of the Official Information Act 1982.

Agree / Disagree


Ellen MacGregor-Reid
Hautū | Deputy Secretary
Te Poutāhū | Curriculum Centre

15/07/2024


Hon Erica Stanford
Minister of Education

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Background

7. Nine Government Targets were announced on 8 April 2024. You are the Lead Minister for the Achievement Target.
8. DPMC is running the process for the delivery of Government Targets and has provided guidance to us in the development of the delivery plan, and the report.
9. The Ministry of Education is responsible for providing the delivery plan and quarterly progress reporting for this target. The Iterative Achievement Target Delivery Plan was sent to you for your approval on 5 July.
10. The plan included an approval timeline which we include here again so you can see the critical path to the first public release of the quarterly targets report.

Targets Approval Timeline (2024)	
11-14 June	Draft Delivery Plans tested with Ministers' Office
27 June	Delivery plans to Lead Ministers for consideration and approval.
1 July	Delivery plans approved by Lead Ministers
1-12 July	Complete Quarter 2 report
12 -15 July	Quarterly reports content completed and approved by Secretary for Education
16 July	Lead Ministers review and approve quarterly reports
25 July	Quarterly targets reports submitted to Strategy Committee (STR)
30 July	Cabinet Strategy Committee hui
2 weeks after Cabinet	Public release of consolidated report. Ministry provides Communications Plan.

11. Please find attached the Quarter Two Report, for your approval.
12. We have spoken to your office about developing the report and DPMC have provided guidance around the reporting requirements and template throughout the process.

13. The Quarter Two Report draws on embargoed 2023 Curriculum Insights and Progress Study (CIPS) ¹data which has not yet been released. We are due to receive the final data package from the provider on 9 August.

Next Steps

14. Once you have approved the Quarter Two Report, it will be submitted to the Strategy Committee (STR) for consideration on 30 July.
15. We will work with your office on communications planning, and to determine how and when to release the CIPS data, taking into account the public release of the Quarter Two consolidated report by DPMC which is scheduled for two weeks after the Cabinet Strategy Committee hui on 30 July.

Annexes

The following are annexed to this paper:

- Annex 1: Achievement Target Quarter Two Report (*attached separately*)

¹ While this is raw data it has been verified

Rapid Response – 1333409 - 1 Aug – 9:45AM

Maths results – Te Poutāhū

Why are the results so much worse than the previous NMSSA results?

- There are several contributing factors.
- These results really reflect the teaching and learning that has taken place under the 2007 NZ Curriculum. The draft 2023 curriculum had only been in place for two terms before the assessment was conducted.
- The 2007 NZ Curriculum which NMSSA assessed is not as clear as the refreshed one about what students needed to know and be able to do after each year in school. This has probably contributed to inconsistent teaching and priorities over time. If students don't master these foundational skills in their early years, it is difficult to progress further.
- Analysis of the underlying scale of 2023 and 2022 results confirms that student maths performance was no different, but rather the expectation of performance needed to meet curriculum has changed.
- The data shows that the draft 2023 curriculum is more rigorous and precise about what needs to be taught and what students need to know and be able to do. It also shows us that fewer students are able to achieve these expectations.
- The new curriculum created a higher expectation of student performance to meet the curriculum in maths. Therefore, though performance in 2023 was no different to 2022, the proportion of students meeting the curriculum has dropped.
- We have had a mixture of teaching practices being used for the past 20 years, and some teachers have reported a lack of confidence teaching maths.

Accelerating the new maths curriculum / structured maths rollout – Te Poutāhū

What does this mean for Kura Kaupapa / Maori medium schools / curriculum?

Achievement for ākonga learning in te reo Māori settings is not captured in NMSSA or CiPs.

9(2)(f)(iv)

Out of scope

Released under the Official Information Act 1982

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Released under the Official Information Act 1982

Minister's reactive Q & As (Sunday 4 August)

METIS - 1333296

Why has the use of the updated Maths learning area been brought forward?

To improve student achievement in maths and pāngarau.

The Curriculum insights and Progress Study (CIPS) has shown we have a more serious issue in maths and pāngarau than expected, which means we don't have time to waste.

We are bringing forward the use of the refreshed mathematics and statistics learning area and the pāngarau wāhanga ako so that teachers and kaiako will use them to deliver maths learning in all primary schools and kura across the country from Term 1 2025.

How are teachers and kaiako being supported to make these changes?

Clear requirements and the provision of professional learning and support will help ensure teachers and kaiako can implement the new maths and pāngarau materials and deliver knowledge rich, sequenced maths learning for all students.

We are also increasing accountability across the education system to help redirect resources and support where they are needed.

We don't have enough Maths teachers as it is, how will making ITE entry harder help?

A trained and qualified workforce is a key part of reaching our targets. Requiring higher maths entry requirements is one way we can ensure all students get taught the basics, brilliantly.

Why are the results this bad?

We have had a mixture of teaching practices being used for the past 20 years, and some teachers have reported a lack of confidence teaching maths.

The 2007 NZ Curriculum is not as clear as the refreshed one about what students needed to know and be able to do after each year in school. This has probably contributed to inconsistent teaching and priorities over time. Unfortunately, if students don't master these foundational skills in their early years, it is difficult to progress further.

The data shows that the refreshed curriculum is more rigorous and precise about what needs to be taught and what students need to know and be able to do. Unfortunately, it also shows us that fewer students are able to achieve these expectations.

Do these results mean the new curriculum isn't working?

No. The assessment was conducted after just two terms of teaching the refreshed Mathematics and Statistics and English learning areas, therefore the results really reflect teaching and learning prior to 2023 using the 2007 NZ Curriculum.

What are you doing about this?

We have introduced a four-point action plan to tackle maths achievement.

This includes:

Curriculum: requiring the use of the updated learning area and wāhanaga ako materials for maths and pāngarau from the start of 2025 and clarifying the expectation that an hour-a-day of maths and pāngarau is a dedicated hour each and every day.

Assessment and acceleration: requiring twice yearly assessments for maths and pāngarau in primary schools and kura, commencing from 2025, so it is clear how children are progressing and allowing early response where additional support is needed.

Enhancing workforce: progressing higher Initial Teacher Education (ITE) entry requirements for maths and pāngarau.

Meeting requirements: directing the Education Review Office (ERO) to update its reporting to parents with clear and useful information to ensure schools are using the curriculum as intended, carrying out effective assessments and fast-tracking progress.

For maths, what did the students get tested on and what couldn't students do?

The study covered a range of things, like how well Year 3 students did with basic addition and subtraction. Most did well with this, but they didn't do as well as expected with their multiplication, or with adding and subtracting larger two- and three-digit numbers.

Year 6 students didn't do as well as expected when it came to things like adding and subtracting fractions and decimals and multiplying two-digit numbers.

Year 8 students didn't do as well as expected when it came to things like ordering fractions, subtracting decimal numbers, and calculating the volume of a shape.

Is this a robust study?

Yes. This study is the successor of the National Monitoring Study of Student Achievement. It is run by the University of Otago and New Zealand Council for Educational Research.

The full report will be released on 9 August.

Released under the Official Information Act 1982