



## Information Update: Curriculum Insights and Progress Study – 2023–2024 results process

<b>1352411 To:</b>	Hon Erica Stanford, Minister of Education		
<b>Date:</b>	18 August 2025	<b>Priority:</b>	High
<b>Security Level:</b>	In-Confidence	<b>METIS No:</b>	1352411
<b>From:</b>	Hayley Welch, General Manager (acting) – New Zealand Curriculum & Te Whāriki	<b>Phone:</b>	9(2)(a)
<b>Seen by the Communications Team:</b>	No	<b>Round Robin:</b>	No

### Request

Your office has asked for further clarification of the process of benchmarking the curriculum and reporting results for the Curriculum Insights and Progress Study and a summary of impact

### Alignment with Government priorities

- 1 This Information Update aligns with the Government priorities to *implement consistent modes of monitoring student progression and achievement and use high-performing data and evidence to inform decision-making.*

### Information on data

- 2 The initial benchmarking process for each foundational area used the most recent version of the refreshed New Zealand Curriculum that was available at the time each benchmarking exercise took place.
- 3 For reading and mathematics, this was the September 2023 version of the curriculum and the draft teaching sequence material that was used to inform the 2024 version of the curriculum.
- 4 For writing, a later version was used – October 2024 for Phases 1 and 2, and March 2025 for Phase 3.
- 5 Following the 2023 results release and prior to the release of 2024 results, the curriculum was revised in two key ways:
  1. A detailed teaching sequence was added, outlining what to teach at each year level.
  2. The progress outcomes were revised to clarify what students are expected to understand, know, and do at the end of each phase.
- 6 During this time, the benchmarking panel reconvened to consider the changes. After discussions between the study team and the Ministry the decision was made to retain

the thresholds used to report results for 2023. This decision was made for two reasons:

1. Validity: The review of the 2023 thresholds show they are a reliable reflection of the revised 2024 curriculum expectations.
  2. Continuity: Retaining the same thresholds allows meaningful year-on-year comparisons during a period of curriculum transition.
- 7 The study team and the Ministry worked closely together in this process and agree the results are a clear representation of student achievement against the revised curriculum expectations.
- 8 In line with the implementation timeline for the curriculum work programme, we intend to use this same approach for benchmarking and reporting Foundational Area results through to 2027. This will provide a consistent measure of student progress and achievement until the fully updated curriculum is mandated and being embedded. It will also help ensure clarity for the sector and wider public, supporting understanding of the national student achievement picture from year to year.
- 9 The updated Years 0–10 English and Mathematics & Statistics learning areas are planned to be gazetted later in 2025. Once these are stabilised and mandated with the inclusion of the essential progress markers, and the Ministry’s new assessment tool (SMART) has been in use providing an additional consistent data set, we will review the approach to Curriculum Insights assessments and benchmarking and reset as needed.

### **Summary of impact**

- 10 Results from Curriculum Insights represent a point in time (Term 4, 2024) and should be interpreted in this context; the knowledge-rich curriculum was not mandatory at the time, nor had some key initiatives begun (e.g., structured literacy approaches staffing resource, the 4 point Maths plan including delivery of Maths resources to every school). Clear expectations about the importance of focusing on raising achievement in maths, reading and writing had however been set, with an hour-a-day of teaching required.
- 11 The Ministry is continuing to support schools to implement and embed the new English and Mathematics & Statistics learning areas – with PLD, resources, and frontline supports available for teachers and leaders, and the expansion of targeted interventions for students who need additional support or extension.
- 12 Supported by wider education reforms underway, we anticipate that over time the move to a knowledge-rich curriculum (inclusive of structured approaches to literacy and maths, and detailed year-by-year teaching sequences) will contribute to a positive shift in student achievement, and that this will be reflected in future Curriculum Insights data.

### **Annexes**

Annex 1: A3 to show benchmarking process and timelines

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Testing Year	Foundation area	Date of benchmarking	Curriculum used for benchmarking	Curriculum content that the benchmarking process considered	Results – % at or above
2023	Mathematics 2023	April-June 2024	September 2023 & draft teaching sequence material that informed the 2024 curriculum statement.	Progress outcomes	2023 results: Y3 20% Y6 28% Y8 22%
	Reading 2023	April-June 2024	September 2023 & draft teaching sequence material that informed the 2024 curriculum statement.	Progress outcomes	2023 results: Y3 54% Y6 52% Y8 47%
2024	Mathematics 2024	April-May 2025	September 2023 curriculum and draft teaching sequence material that informed the 2024 version of the curriculum.	Progress outcomes	2024 results: Y3 22% Y6 30% Y8 23%
	Writing 2024	April-May 2025	October 2024 version - Phases 1 and 2 March 2025 version - Phase 3	Progress outcome statements and year by year teaching sequences	2024 results: Y3 41% Y6 33% Y8 24%