



Briefing Note: Release of results from the first pilot assessments for the corequisites for Literacy and Numeracy and Te Reo Matatini me te Pāngarau

To:	Hon Jan Tinetti, Associate Minister of Education		
Cc:	Hon Chris Hipkins, Minister of Education Hon Kelvin Davis, Associate Minister of Education Hon Aupito William Sio, Associate Minister of Education		
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Messaging seen by Communications team:	Yes	Round Robin:	No

Purpose of Report

The purpose of this paper is for you to:

- **Note** the results of the first assessment event for the 2022 Literacy and Numeracy and the Te Reo Matatini me te Pāngarau pilot
- **Note** the risks and proposed mitigation for the results
- **Note** the draft communication and communication plan to proactively release the results on 26 September.
- **Agree** that this Briefing will be proactively released following the proactive release of results on 26 September.

☒ **Agree** ☐ **Disagree**

Summary

In 2022 we are undertaking a wider pilot for the draft NCEA literacy, numeracy, te reo matatini and pāngarau standards and assessment. The pilot will provide information and feedback that will enable us to continue to refine and improve the standards, assessments, and implementation process. The pilot provides an opportunity for schools and kura to become familiar with the standards and to utilise the information gathered to support ako me te aromatawai, pedagogy, teaching, learning, assessment practises and programme design.

The 2022 pilot includes two assessment events: the first assessment event was 27 June – 1 July for New Zealand and 11 – 15 July for Realm Countries. The second assessment event will be held from 19 – 23 September. This Briefing Note concerns results from the first assessment event, but we will have a more comprehensive picture following the second assessment event of the results and feedback from participants.

There are just over 200 secondary schools, and tertiary providers across New Zealand and Realm Countries participating across the two assessment events this year. Participation in the first assessment event included:

- 133 schools in the literacy and numeracy assessment.
- Three kura and one Māori medium setting in the te reo matatini me te pāngarau assessment. Most of our kura participants indicated a preference to participate in the second assessment event.
- Four tertiary providers in the literacy and numeracy assessment.

On 29 August individual schools, kura and tertiary providers and their ākonga received their results for the first assessment. We now intend to proactively release the full cohort results data from the first assessment event. This is both in the interest of transparency and to wider socialise the new corequisites.

Understanding the results from the first assessment event enables us to better support ākonga, by making visible the learnings and areas in most need of support. The results also indicate to us that there is further work to be done to ensure that young people are supported with the requisite foundational skills for further learning, wellbeing, life, and work. We note that a more comprehensive evaluation will be produced that will make recommendations that draw on the experience of pilot participants. One evaluation report will be finalised in October and one will be confirmed in January next year that takes into account information from both assessment events.

There are a range of activities that the Ministry is carrying out to support teaching and learning and in turn progress and achievement. This includes new tools and resources as part of NCEA preparation, and additional investment in literacy, numeracy, te reo matatini, and pāngarau across each region. In August you also launched the Literacy & Communications and Maths action plans and Hei Raukura Mō Te Mokopuna draft action plan. These action plans are focussed on support for teaching and learning to improve outcomes for ākonga in the medium to longer-term.

Students will have other opportunities to meet NCEA's literacy and numeracy requirements, including through existing standards before the co-requisite is made mandatory, which will mitigate any impact on overall student attainment.



Pauline Cleaver
Hautū (Acting)
Te Poutāhū



Hon Jan Tinetti
Associate Minister of Education

Background

1. As part of changes to strengthen NCEA, new standards will directly credential literacy and numeracy and te reo matatini me te pāngarau. The literacy and numeracy standards are assessed through a Common Assessment Activity. The reo matatini me te pāngarau standards have the option of being assessed through a Common Assessment Activity or through portfolio assessment.
2. The standards are being introduced as a co-requisite to the NCEA qualification, meaning students will need to achieve the standards before they complete their NCEA studies. Achieving the standards is not a prerequisite to sitting NCEA standards and students are able to build up a Record of Achievement in the interim.
3. On 28 June, you announced to the sector that the new NCEA literacy, numeracy, te reo matatini and pāngarau standards will become a mandatory corequisite to NCEA in 2024 [CAB-22-MIN-0241 refers]. This is a delay from the original implementation planning of 2023 and allows schools and kura an additional transition year to prepare for the changes. The current timeline is not subject to sector readiness, however we will continue to monitor the results of the pilot assessments and provide you with advice on options to best support the sector and manage the transition over the coming years.
4. Last year, we ran a small pilot with schools and kura to test the efficacy of the draft standards and assessments. In May this year, the Ministry released the results of the 2021 Literacy and Numeracy and Te Reo Matatini me te Pāngarau pilot online and a more comprehensive evaluation report was released under an Official Information Act request. There was widespread media and sector interest, as part of the continuing conversation on Literacy and Numeracy levels in New Zealand. There was less media focus on the te reo matatini me te pāngarau standards and assessment.
5. In 2022, we are carrying out a much wider pilot. More than 200 secondary schools, kura and tertiary providers across New Zealand and Realm Countries are participating in the pilot across two assessment events. This information and feedback will enable us to continue to refine and improve the standards, assessments, and implementation process. The pilot provides an opportunity for schools and kura to become familiar with the standards and to utilise the information gathered to support ako me te aromatawai, pedagogy, teaching, learning, assessment practises and programme design.
6. The Ministry and NZQA have supported pilot schools and tertiary providers through webinar engagements, live question and answer sessions, pre-recorded teaching and learning videos, teaching, and learning resources and inductions to using the digital assessment software. Māori-medium participants are supported directly through a PLD provider, Tai Huki Consult Ltd, who has provided ongoing and individualised teaching and learning support in preparation for the assessment. This has involved direct support with teaching and learning in the classroom and assessment preparedness.
7. The first assessment event for 2022 took place on 27 June – 1 July for New Zealand and 11 – 15 July for Realm Countries. 16,358 learners participated in one or more of the literacy reading, literacy writing, numeracy, te reo matatini and pāngarau assessments. In total, 133 schools engaged with the literacy and numeracy assessments, 4 kura and Māori-medium settings engaged with the te reo matatini me te pāngarau assessments, and four tertiary providers engaged in the literacy and numeracy assessments. All participating students, schools, kura, and tertiary providers have received results for their students.

Assessment results

8. On 29 August the individual results of the first assessment event were released to learners and schools, kura and tertiary organisations.
9. The following tables show an overview of the results from across the pilot schools, kura and tertiary providers.

Literacy and numeracy			
Standard	Provider Type	Assessed Results	Achieved %
Reading	Secondary	9,346	64.2%
Writing		8,822	34.3%
Numeracy		13,402	56.0%
Reading	Tertiary	40	47.5%
Writing		33	12.1%
Numeracy		39	33.3%

Te Reo Matatini me te Pāngarau				
	Ākonga numbers	Total Achieved %	Total achieved in kura settings %	Total achieved in Māori-medium settings (rumaki) ¹ %
Te Reo Matatini				
Year 9	8	25%	25%	N/A
Year 10	8	37.5%	50%	0%
Year 11	22	18.9%	100%	10%
Total	38	23.7%	43.8%	9.1%
Pāngarau				
Year 9	21	4.8%	4.8%	N/A
Year 10	40	27.5%	42.1%	14.3%
Year 11	34	14.7%	100%	6.5%
Total	95	17.9%	27.9%	9.6%

10. In addition to the overall data, further breakdowns are appended at Annex 1.
11. The Ministry and NZQA are currently completing an evaluation of these results using qualitative and quantitative analysis. This evaluation will provide us more context to these results and include recommendations on next steps. For example, we will have more information on the levelling of the standards and assessments, as well as qualitative information on the experiences and responses from pilot participants (both teachers and students). We will also

¹ Māori-medium setting refers to an immersion setting within an English-medium school.

have a better understanding of results following the second assessment event, which is taking place in September.

12. The Ministry and NZQA are at this stage largely confident that the assessments produced accurately reflect the Curriculum Level they purport to credential. The results therefore provide useful information on gaps that we need to address going forward in building teaching and learning capacity.
13. We note that many English-Medium schools entered full year group cohorts in order to build an understanding of the assessment. However, going forward, we will continue to focus on only entering students when they are ready. This means that results should improve as teachers' understanding of readiness is improved. A piece of work is being carried out across Te Poutāhū to determine how schools will be supported to determine readiness of learners and teachers.
14. We have identified a number of schools and kura that appear to have taken a readiness approach by being selective around who sat the assessments (ie. not full cohorts) and have high levels of achievement (75+%). These represent a range of deciles and learning settings, and likely have strong literacy and numeracy practice operating. We intend to approach a number of these to case study their practice.
15. We also do not know from these results what the specific impact on future NCEA attainment might be. This is because students will have further opportunities to meet the corequisite standards when they are more ready, including in the same year. We will therefore have a better picture when we are able to analyse school leaver data from 2024. In the interim, we would caution against using these results as a direct indication of future NCEA attainment.
16. For kura and Māori Medium settings using te reo matatini me te pāngarau standards, the number of participants entered into the assessment event was small and included 3 kura and 1 Māori medium setting. We expected a small number of entries, as our remaining Māori-Medium pilot participants (nine) indicated they would be participating in the second assessment event. This small cohort is also overrepresented in the data by a rumaki setting and in turn we have separated the data to ensure a fulsome narrative. We are aware that this rumaki require extra support, which we are currently providing through bespoke PLD support from Tai Huki Consult.
17. For kura and Māori medium settings, Hei Raukura Mō te Mokopuna strategy and its action plan will support kura in the development of tools and resources in the areas of te reo matatini and pāngarau. These changes will occur in the medium to long term.
18. The majority of learners assessed against the standards in the 2022 in kura and Māori Medium were in year 10 and year 11. Most of these students will still be able to meet the existing te reo Māori and pāngarau requirements. Instead, it is the current year 9 cohort who will predominantly need to meet the new co-requisite to attain an NCEA in the future the participation and achievement.

Teaching and learning support

19. The following range of actions are among those we are taking to prepare teachers and students for the 2024 changes:
 - a. Releasing a range of resources online that focus on effective practices for literacy and numeracy in the classroom. We have already developed resources that have been recently released on NCEA.Education and more resources will be released in Term 1 2023 that align with the

direction of the new Common Practice model. We will continue to use the NCEA Change Programme Strategy to promote and embed these resources.

- b. We will also be releasing resources to support te reo matatini me te pāngarau and will also continue to work with our Māori-Medium partners (who we have funded to support te reo matatini me te pāngarau related activities).
 - c. We will continue to provide additional funding to each of the Te Mahau offices who have recruited experts who are working directly with schools and kura to prepare for the changes. These experts work with both schools and kura (regardless of affiliation) to build capability in both literacy and numeracy and te reo matatini me te pāngarau.
 - d. Providing resources and guidance through the Accord Teacher Only Days so that schools and kura can use this time to prepare for the changes.
20. We will continue to prioritise approaches that target schools and kura who may need support to accelerate learning progress in preparing for the changes, as well as teaching and learning approaches that empower Māori and Pacific learners. This will continue to address the inequity across decile and ethnicity that are apparent in the results. For example, supporting our Te Mahau partners to embed culturally inclusive approaches in schools and kura.
21. You have also received advice on responding to the impact of COVID-19 on learning, including the provision of tutoring for literacy and numeracy as well as approaches to directly support kura with te reo matatini me te pāngarau (METIS 1294324 refers). These programmes (either explicitly or indirectly) could play a key role in providing further support on mitigating the impact of COVID-19 on literacy, numeracy, te reo matatini me te pāngarau development, and also accelerating the learning for those who are not yet able to meet the standard.
22. We are also supporting a longer-term approach to support literacy and numeracy | te reo matatini me te pāngarau and wellbeing outcomes through the work coming out of the Literacy & Communication and Maths Strategy and Hei Raukura Mō te Mokopuna, which you announced earlier this year. However, these are unlikely to significantly impact teacher practice and student achievement outcomes before the co-requisites become mandatory in 2024.
23. Despite these efforts, we note that improving achievement will continue to be a challenge and we may not see immediate results. We would be happy to provide you further advice on short-term options for lifting achievement.

Communication of results

24. On 29 August schools, kura and tertiary providers received their results for their own cohort. We supported this release of results with an email from NZQA and the Ministry that provided information on how to access the results. As of 1 September, we have received feedback from a small number of schools and kura in relation to the release of results. The main responses have been queries about how to access the results. As of the afternoon of Friday 2 September, NZQA have also received requests for a results review from ten schools, and two schools have requested more information about their students' assessments. NZQA has also reported some positive feedback on the release of results and the assessment experience.

25. On 26 September we will release the overall results from the first assessment event. This will include context and commentary relating to the results (as discussed in this note). Due to lower number of participants and small roll sizes of kura, Māori-medium data will not be released publicly to protect the privacy of individual students, although the sample size across the full year will be large enough for us to continue to refine and improve the new standards.
26. We have developed a proactive communications plan alongside this, including briefing key sector groups and leaders.
27. The communication narrative focuses on encouraging schools and teachers to use this as an opportunity to understand current progress and address needs going forward. This includes strengthening classroom practice and understanding how best to support young people in their literacy, numeracy, te reo matatini me te pāngarau journey.
28. At the same time, we will also release information on engaging in the transitional year in 2023. This includes how schools can sign up to engaging in the new assessments. We will also be releasing information on how the corequisite will replace the current process of gaining NCEA literacy and numeracy in 2024.

Next steps

29. On 26 September the pilot results from the first 2022 assessment event will be released on the NCEA.Education website.
30. We will provide your office with the website information prior to publication, as per no surprises.
31. The second assessment for the pilot will take place on 19 – 23 September. Following that, we will provide you another briefing with the results from the second assessment, as well as an analysis from the evaluation. We will provide you with any advice at that point on the implementation of the standards.

Proactive Release

32. We recommend that this Briefing is released after the relevant information regarding the results release is made publicly available on 26 September. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982. This includes information on the Māori-medium results due to privacy.

Annexes

- Annex 1: Further breakdown of results
Annex 2: Draft Communication Plan to support 26 September release



Annex One: Further Breakdown of Results

Breakdown of results based on year level

Year Level	Reading		Writing		Numeracy		Te Reo Matatini		Pāngarau	
	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Entries	Achieved
9	472	62.3%	369	34.7%	737	56%	8	25%	21	4.8%
10	8,094	64.3%	7723	34.9%	11088	56.6%	8	37.5%	40	27.5%
11	705	66.5%	665	29.6%	1489	53.0%	22	18.2%	34	14.7%
12	44	29.5%	37	10.8%	59	18.6%	N/A	N/A	N/A	N/A
13	25	40%	25	12%	29	27.6%	N/A	N/A	N/A	N/A
14	1	0%	1	0%	1	0%	N/A	N/A	N/A	N/A
N/D	4	75%	2	50%	N/A	N/A	N/A	N/A	N/A	N/A
1	1	0%	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Tertiary	40	47.50%	33	12.1%	39	33.33%	N/A	N/A	N/A	N/A
Total	9386	64.10%	8855	34.21%	13441	55.89%	38	23.7%	95	17.9%

Breakdown of results based on available information on deciles.

Decile	Reading		Writing		Numeracy		Te Reo Matatini		Pāngarau	
	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved
1	195	24.1%	135	2.2%	178	10.1%	22	9.1%	52	9.6%
2	421	29.9%	396	14.9%	371	13.7%	16	43.8%	16	37.5%
3	424	53.8%	567	26.1%	683	47.1%	N/A	N/A	27	22.2%
4	1,570	61.6%	1,406	28.9%	1,879	52.3%	N/A	N/A	N/A	N/A
5	462	72.7%	345	36.8%	1,418	51.6%	N/A	N/A	N/A	N/A
6	1,495	65.1%	1,414	28.9%	1,784	52.2%	N/A	N/A	N/A	N/A
7	1,711	67.0%	1,659	36.5%	2,600	56.0%	N/A	N/A	N/A	N/A
8	1,643	69.9%	1,572	42.0%	2,148	63.5%	N/A	N/A	N/A	N/A
9	545	80.7%	551	43.0%	1,033	74.7%	N/A	N/A	N/A	N/A
10	624	84.5%	525	61.7%	1,049	77.9%	N/A	N/A	N/A	N/A
99	296	25.7%	285	17.9%	298	22.8%	N/A	N/A	N/A	N/A

Breakdown of results based on gender

Gender	Reading		Writing		Numeracy		Te Reo Matatini		Pāngarau	
	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved
Female	4593	67.2%	4320	42.1%	6568	53.0%	22	27.3%	53	18.9%
Male	4793	61.1%	4535	26.7%	6873	58.6%	16	18.8%	42	16.7%

Breakdown of results based on ethnicity

Ethnicity	Reading		Writing		Numeracy		Te Reo Matatini		Pāngarau	
	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved	Assessed	Achieved
Māori	1852	50.2%	1666	23.6%	2598	38.3%	37	24.3%	93	18.3%
Pacific Peoples	1352	33.9%	1319	19.7%	1643	26.0%	7	0%	16	18.8%
Asian	1489	72.1%	1430	44.1%	2087	68.5%	N/A	N/A	2	50%
MELAA	221	68.8%	203	29.6%	285	56.5%	N/A	N/A	1	0%
European	5880	72.3%	5562	37.3%	9049	61.4%	N/A	N/A	2	50%

Realm Countries results

Standard	Assessed	Achieved	Achieved %
Numeracy	242	41	16.9%
Reading	235	40	17.0%
Writing	236	38	16.1%

Settings that are not mainstream secondary, tertiary or kura

Note this data is based off two organisations and is overrepresented by Te Aho o Te Kura Pounamu. Further analysis is required to know if this data is indicative of the assessments in the settings that are outside mainstream secondary, tertiary or kura.

Standard	Assessed	Achieved	Achieved %
Numeracy	17	14	82.4%
Reading	21	17	80.1%
Writing	16	9	56.3%

Annex Two: Draft Communication Plan to support 26 September release