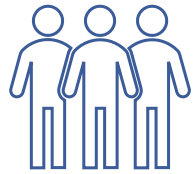


Curriculum Data Snapshot Term Three 2025

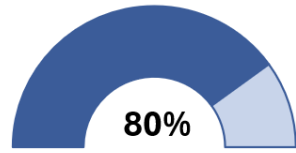
Structured Literacy Approaches PLD

Out of 41,039 teachers



33,025

year 0 – 8 teachers are trained or are in training for PLD in structured literacy approaches



22,641 (55%)
trained

10,384 (25%)
in training*

*Note: In training figures are inclusive of Cohorts 4, 5 and 6 and BSLA Cohort 9.

Impact on Student Achievement

from Structured Literacy Approaches PLD [Cohort One]

Valid data received for



4,820

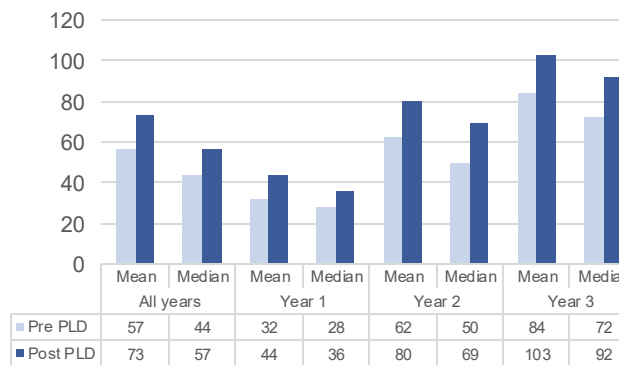
students

The data uses DIBELS subtest, which measures the recognition of letter-sound relationships (correct letter sounds (CLS)) and the ability to decode or read words (words recoded correctly (WRC)).

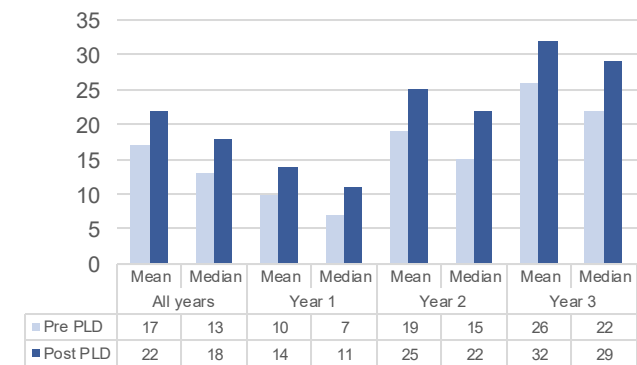
Pre and post testing was 10 – 16 weeks apart.

Mean and median* increased for all year levels.

CLS pre and post PLD



WRC pre and post PLD



Median gain for all year levels and all ethnicities was statistically significant.

cls

	Year 1	Year 2	Year 3
Pacific Peoples	10	14	19
Other	11	15	18
NZ European	9	10	12
Māori	10	11	11

wrc

	Year 1	Year 2	Year 3
Pacific Peoples	1	5	7
Other	3	5	6
NZ European	3	4	5
Māori	2	4	5

The median score for Year Two students post PLD was at or above benchmark for both subtests.

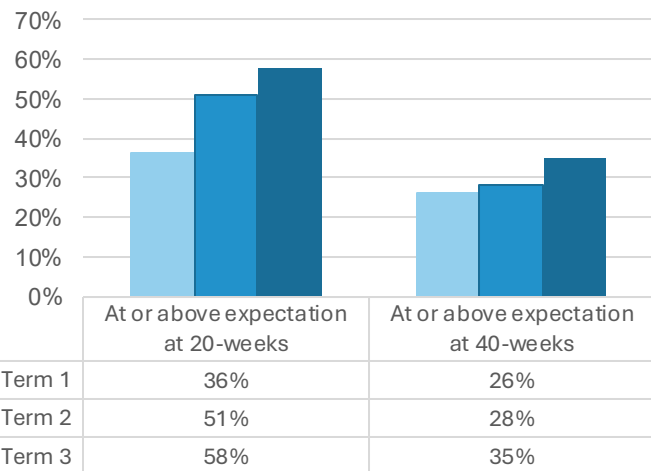
Note: The representation above is points gained, not the scores themselves.

*While the mean represents the arithmetic average, the median reflects the middle value when all observations are ordered.

Note: Cohort One PLD ended in Term One, 2025

Phonics Checks

Phonics Checks Achievement



At 20 weeks, expected scores are 12 or above.
At 40 weeks, expected scores are 24 or above.

Note: Term One is the baseline upon which we will measure future progress.

In Term Three, 452 schools uploaded Phonics Checks data for 6,315 students.



4,090 students had their 20-weeks Phonics Checks data uploaded.

58%

achieved at or above expectations, up from 36% in Term One.

Accelerated supports



In Term Three, 497 acceleration teachers are in training for targeted and tailored structured literacy approaches.

963 schools have received a structured literacy approaches Staff Funding Entitlement.



80%

have sent in student achievement data.

Curriculum Data Snapshot Three 2025

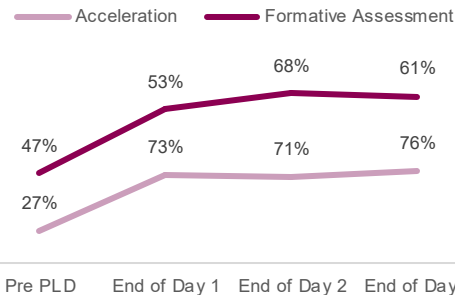
Maths PLD

Out of 41,039 teachers, the following represents teachers who have engaged with the PLD.

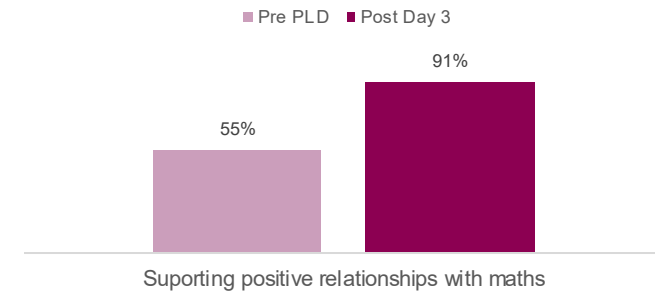


Impact of Maths PLD

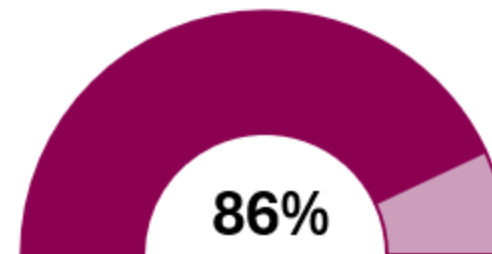
Maths PLD Understanding of topics



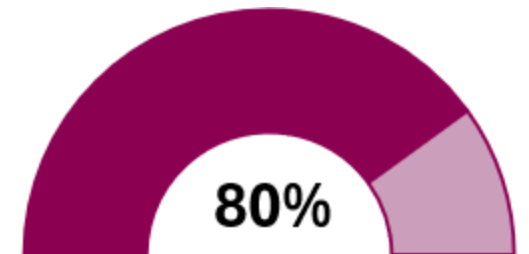
Maths PLD Day 3 Understanding of topics



Note: Understanding of topics represents the combined percentage of teachers who responded 'Good' and 'Excellent'.

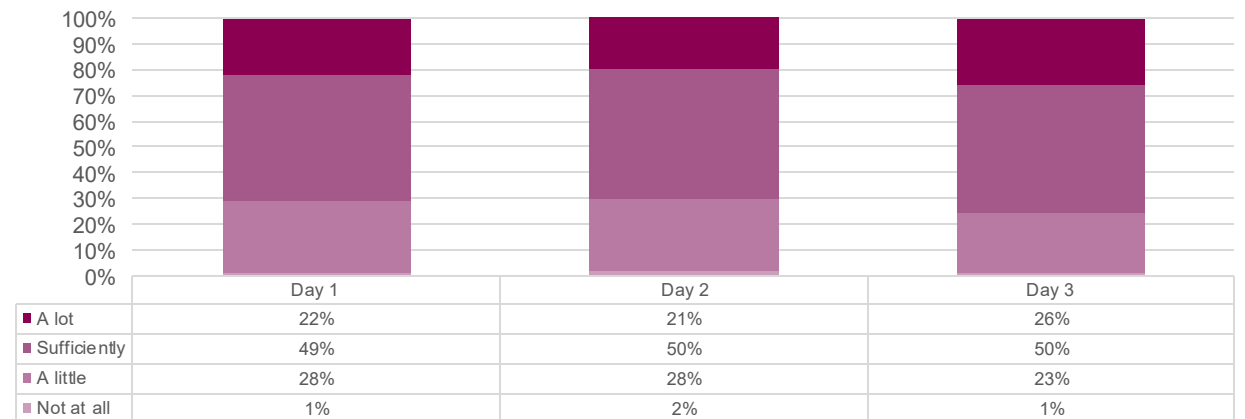


86% of teachers agree or strongly agree that Days One – Three of Maths PLD has helped them **understand** the revised Mathematics and Statistics learning area.



80% of teachers agree or strongly agree that Days One – Three of Maths PLD has helped them **implement** the revised Mathematics and Statistics learning area.

Improvement of topic understanding covered in each Maths PLD day



Maths Resources



Schools have received

1,112,784

maths books and manipulatives for 2025.



1,254

year 0 – 8 schools have already ordered maths books and manipulatives for 2026.

Kōwhiri Whakapae



4,912

In the first 48 hours of delivery the Te Poutāhū Early Learning Curriculum newsletter was opened 4,912 times.



3,987

In the first week of September Steps of Kōwhiri Whakapae posters and cards to support maths teaching and learning were delivered to 3,987 locations throughout New Zealand.

73%

By the end of Day Three, **73%** of teachers already believe that the refreshed curriculum will **improve student outcomes**. This is up from 52% pre-PLD.

PLD participants

74%

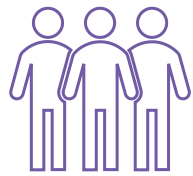
By the end of Day Three, **74% of teachers agreed** the refreshed curriculum would **increase their enjoyment** of teaching Maths – up from 45% pre-PLD.

PLD participants

Curriculum Data Snapshot Three 2025

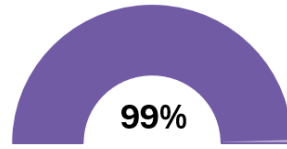
Rangaranga Reo ā-Tā PLD

Out of 1,175 kaiako



1,166

kaiako are trained, in training, or have applied for PLD in Rangaranga Reo ā-Tā



481 (41%)
trained

448 (38%)
in training

237 (20%)
applied*

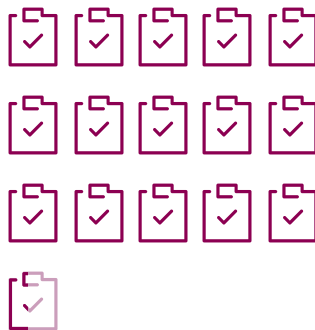
*Note: Applied numbers are indicative of future 'in training' numbers. These are confirmed during the PLD application approval process and may change.

Poutama Pāngarau PLD

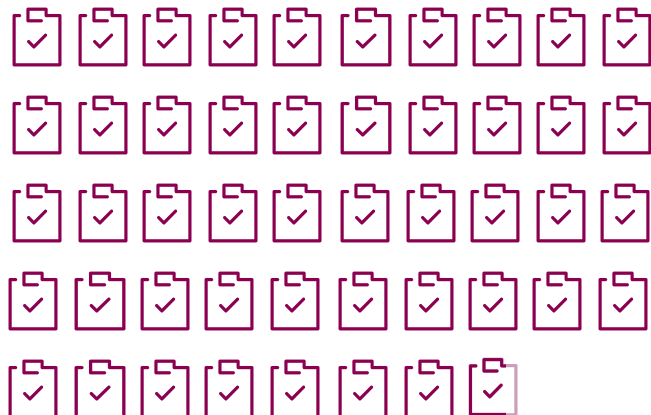
The following represents applications received from kura for kaiako, for Poutama Pāngarau PLD.

In training numbers may differ once applications are finalised.

153 kaiako
applications received
by the end of
Term One



477 kaiako
applications received
by the end of
Term Two

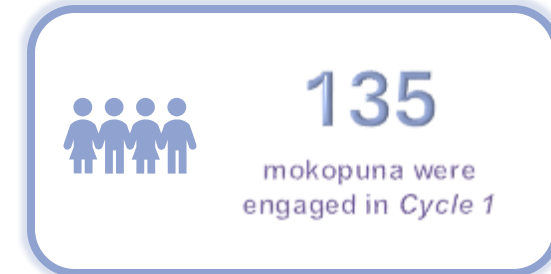
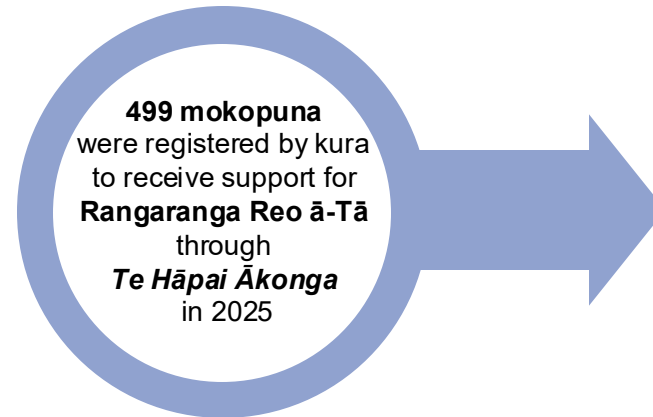


122 kaiako
applications received
by the end of
Term Three

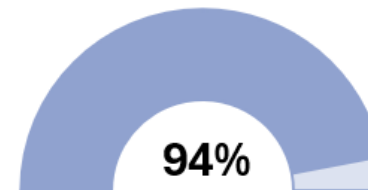


Early Impact

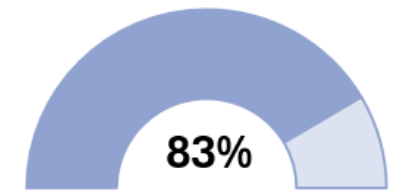
Cycle One of Te Hāpai Ākonga for Rangaranga Reo ā-Tā



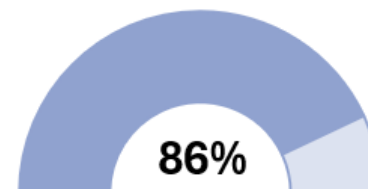
This was nine weeks of targeted 1:1 teaching delivered across Terms Two and Three 2025. Initial signs of impact are positive, with a growing base of supporting evidence.



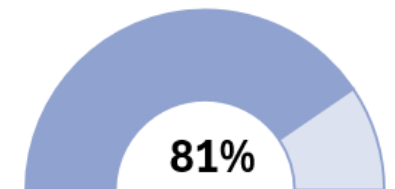
94%
of mokopuna demonstrated moderate to high progress in literacy and oral language.



83%
of mokopuna showed significant improvement in decoding skills.



86%
of mokopuna advanced one or more levels in reading comprehension (Ngā Kete Kōrero).



81%
of mokopuna achieved high gains in oral expression (kōrero strand).

It's so good to have an initiative where our most skilled people are working with our tamariki. I've popped into some of the lessons and it's lovely to hear the **kōrero** and the **fluency** of the reo. To see that **1:1 support**. I've seen support in English medium for many years, but I've never seen this in Māori medium and my heart sings. I can't wait to see the outcomes. For me it's a win.

Tumuaki

Hoki mai taku tamāhine me te kōrero kūoro, ahakoa ki whea, pēnei pe re ti, pereti, ka ka hu, kakahu.

My daughter returned talking about the relationship between graphemes and phonemes no matter where we are. She sounds out words, e.g., pe-re-ti, pereti, ka-ka-hu, kakahu.

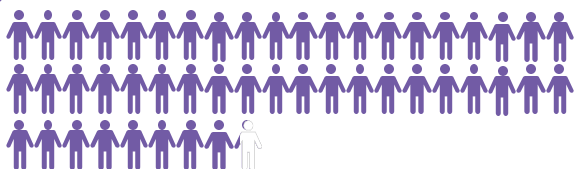
Parent

Poutama Pāngarau PLD is made up of four individual PLD days across 2025 and 2026, an in-class Support Day, and eight Communities of Practice. Kura and schools can use their 2025 Pāngarau Curriculum Days for two of the four PLD days and arrange the other two days at their convenience – before the end of 2026.

Curriculum Data Snapshot Three 2025

Early Impact

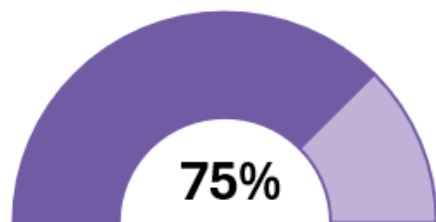
Cohorts One – Three Rangaranga Reo ā-Tā PLD



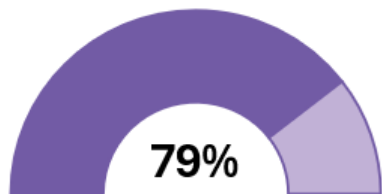
481

kaiako participated across the three cohorts of Rangaranga Reo ā-Tā PLD.

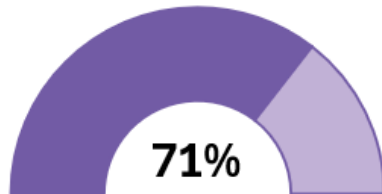
The following indicates early impact of the PLD as the number of survey respondents continues to increase.



75% of kaiako post-PLD are already somewhat confident or very confident in implementing Rangaranga Reo ā-Tā in their classrooms.



79% of kaiako post-PLD already indicate that the PLD is valuable for their own teaching practice.



71% of kaiako post-PLD report they are confident to use evidence and data they gather to identify mokopuna who might need additional support.



Participant feedback

- Kaiako expressed a strong need for practical, accessible resources, including hard copies, planning templates, and materials addressing diphthongs.
- There was a clear call for more face-to-face PLD and support navigating Tāhūrangi and the full suite of RRāT resources.
- Inclusive support was highlighted, with requests to include kaiāwhina in PLD and provide guidance for learners with additional needs.
- Feedback also pointed to the need for further support in Hihira Weteoro and aromatawai for higher levels of tūāre.

Kaiako Engagement

Rangaranga Reo ā-Tā PLD

Pukapuka are clear, easy to read and follow. Rauemi kāri, bright & colourful, tamariki love kāri arapū reta. I like how the aromatawai pukapuka, are ready for you to print off and start to assess the mokopuna. Updated pānui pukapuka that have been re-level and color coded. Activity cards, coloured coded to go alongside ngā kāri kūoro. It help the mokopuna visually see the pikitia, sound out the kūoro and then say what the kupu is. Mokopuna love the ngohe.

The structure and sequence of the teaching and learning.

Te katoa - refresh of the Science of Learning, whakapapa of Rangaranga reo ā-tā, looking at revised Matauranga, Te Reo Rangatira docs, great ngohe, guidance around finding rauemi on Tāhūrangi.

Everything - the whakapapa of the kaupapa, the WHY of structured literacy (science of learning), links to Marautanga and Te Reo Rangatira.

Practical lessons that can be implemented right away - direction as to use the pukapuka ā kiko, ā ipurangi rānei to help create lessons.

The clear scope and sequence of lessons. It makes it easier to see what I should be teaching and where to go next.



What we've heard from kaiako...

What did you find most valuable from the PLD?

The order in which we teach phonics, letters and sounds.

It was good to see how the Ministry of Education in NZ has taken on board the science and evidence-based approach to the reading brain and implemented this into practice for Reo Maaori.

The specific sentence structures to teach at each level and the systematic way to do this - layering on the learning, with practical rauemi to tautoko the teaching.

The most valuable was probably learning how to break everything down to better scaffold the learning of each individual tamaiti.

Rangaranga Reo ā-Tā resources

Tumuaki were excited to engage with the Rangaranga Reo ā-Tā resources. Many commented on the high quality of the resources, the comprehensive nature of the content and the clear links to second language acquisition. They felt a huge sense of relief after hearing how Rangaranga Reo ā-Tā was developed and that it connects directly to Te Reo Rangatira and is supported with a series of aromatawai tasks.

Tumuaki hui

Curriculum Data Snapshot Three 2025

From insight to action: how your feedback and data are guiding our next steps.



Early demand, ongoing support

Over 1,250 schools placed orders for maths books and manipulatives for 2026 during the first ordering window – a strong early signal of demand.

We've placed initial orders with suppliers to get resources moving, including extra stock to support anticipated orders. We're closely monitoring ordering trends – including shifts in supplier choices and the need for support and extension resources – so we can help ensure smooth delivery and confident teaching from the start of the year.



Support that strengthens your handwriting programme

You've told us the new handwriting guidance is a helpful start — and that you'd like more support to go with it.

We're working to bring you additional handwriting resources, including a dedicated tool for cursive font. Exemplar plans for years 0 – 8 and monitoring sheets in PDF format will be available later this year – ready to support confident teaching and tracking from the start of next year.



Supporting confident teaching, every step of the way

You have asked for more hard-copy resources that align with Rangaranga Reo ā-Tā — and for support in how to use them well.

We're developing 10 journals with rich stories that deepen mokopuna understanding and align with Te Reo Rangatira. Each journal will come with a Teacher Support Manual to help kaiako confidently plan and teach. The new linguistic handbook, *Ngā Ahuatanga Reo - He Puka Aratohu*, will identify key language features from stories that appear in Te Tautoko journal series. Plus, 15 new decodable books are on the way, aligned with the Mata Ako in Tūārere 1 – ready to support focused, effective learning in the classroom. These resources will be available in Term Two, 2026.



More teachers, more access, stronger impact

In Term Two, 171 acceleration teachers began PLD.

To help more of you access this support, we made changes to improve access to the training – including approving additional providers. Now in Term Three, 497 teachers are engaging with targeted and tailored structured literacy approaches PLD, strengthening practice and reaching more learners across Aotearoa New Zealand.



Celebrating science success, together

We heard from you that science achievements needed more visibility and recognition.

Recently, we teamed up with Science Olympia NZ to spotlight Aotearoa New Zealand's student success on the international stage. The social media release highlighting students' involvement and results in recent events received strong engagement – helping raise awareness and inspire future participation. We're continuing to explore ways to celebrate science success and encourage more students to get involved.



More support where it's needed

You have asked for professional learning that goes further, including more support in Hihira Weteoro.

Your feedback has shaped the current Rangaranga Reo ā-Tā PLD content, and we're also developing online webinars focused on Hihira Weteoro so all kaiako can access more support if required.