

Managing National Assessment Report

Te Kura o Hirangi

September 2024

FINDINGS OF THIS REVIEW

Te Kura o Hirangi

25 September 2024

Consent to assess confirmed

This review found that the kura is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the kura's management of national assessment were found. The kura's own review mechanisms allow them to identify and respond to most issues.

As a kura with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the kura agreed to reschedule this review from 2021.

Actions and considerations

Agreed actions

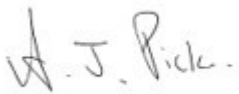
The kura agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
To ensure that the process for kaiako to respond to concerns raised in external moderation reports occurs and is monitored	For reports received in the current external moderation round
Credible assessment practice to meet ākonga needs	
To review the process to establish relationships with outside providers to ensure that these are formalised and are appropriate	Prior to any course being delivered by providers
Internal moderation to ensure the reporting of credible results	
To review the robustness of internal moderation practices to ensure that kaiako are making the correct assessment judgements when marking student work.	Prior to internal moderation occurring in 2025

For consideration

To extend good practice in meeting ākonga needs and supporting assessment practice, the kura is encouraged to consider within the next year:

- developing a process to reduce the submission of late results
- discussing the moderation plan with the School Relationship Manager to ensure that standards on the plan are appropriate.



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26 November 2024

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 8 August 2018 Managing National Assessment Report

There were no action items arising from this report that needed to be addressed by the kura.

External moderation response to outcomes and processes The kura must ensure that the process documented via the link in the NCEA Handbook for kaiako to respond to concerns raised in external moderation reports is followed. This should include action plans, when required, to address these concerns and a monitoring process to ensure that these plans have been effectively implemented. Strengthening these processes will improve the confidence that senior management can have in the credibility of results submitted to NZQA.

In 2022 and 2023, the published external moderation annual summaries for the kura indicated that the overall outcomes of external moderation did not meet the requirements of NZQA and that action to address this was needed. Implementing this action for the current round of external moderation outcomes has now become urgent.

External moderation is a crucial process to ensure the credibility of results. It provides an external lens both on the quality of internal moderation processes and on the assessment judgement of kaiako. The lack of an effective response to issues raised in external moderation reports and then to monitor that required changes have been made by kaiako, poses a risk to the long-term credibility of some results submitted to NZQA. This should be a concern for senior management.

A process to respond to outcomes in reports designated as not yet or not consistent with the standard should include the development of an action plan, and a discussion with the Principal's Nominee (or other designated senior leader) to ensure that the planned actions are appropriate with a follow up meeting to monitor that the expected actions have been implemented.

The kura did not submit materials for external moderation in a significant number of standards over the past three years. This will have limited the feedback received in a number of subject areas. The Principal's Nominee should consider discussing the current moderation plan with the kura's School Relationship Manager to ensure that the standards listed on the plan are being taught in 2024 and that samples of student work are available for submission for external moderation. Amendments to the plan may be possible (if needed) following consultation.

Internal review

Evidence of the kura using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

The kura emphasises a collaborative approach to self-review and planning which is entirely appropriate to their context. This also involves significant engagement with whānau and a commitment to keep whānau informed on the academic progress of ākonga.

Ongoing professional learning is encouraged, with kaiako participating in opportunities offered through Nga Kura a Iwi and other providers, and the Resource Teacher of Māori. This commitment ensures that kaiako are up to date on current practices and are challenged professionally.

Regular hui are held with all kaiako to reflect on the effectiveness and suitability of programmes offered and to plan collectively. These are scheduled fortnightly according to the 2024 annual plan. Kaiako observations and learning conversations to support improved practice are also scheduled once a term. This approach extends ownership of these processes more widely than to only senior management and contributes to the overall self-reflective culture among kaiako.

Conclusions of the 2020 Education Review Office report remain valid. These are that

- *Te reo Māori immersion education is transformational*
- *Whānau, hapū and iwi participate, influence, lead and actively contribute to education success*
- *Leaders as visionaries display commitment and drive for a transformation*
- *Kaiako as facilitators focus on the provision of high-quality teaching and learning.*

The kura has identified a number of areas for improvement. This includes further strengthening the gathering of ākonga voice to ensure that all ākonga are following programmes that lead to their chosen pathways. The kura has also secured 50 hours of professional learning time to be delivered for kaiako. A few of the stated intentions that motivated the need for this opportunity is to

- *align aromatawai practices to our maramataka and mārau ā-kura, not the other way around*
- *build robust, powerful aromatawai practices that are reliable, valid, and inform planning, teaching and learning*
- *develop consistency with the use of assessment and teaching across the kura.*

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Ākonga are supported to be successful in their chosen pathway The focus of striving to ensure that each ākonga is supported to be successful in the pathway of their choice is commendable and is a feature of the kura. The commitment to further improve the collection of ākonga voice as mentioned in the Internal Review section of this report is evidence of this commitment.

Individual education plans are developed and maintained for all ākonga. These act as a means of tracking the progress ākonga are making towards realising their attainment goals and of ensuring that their programme of study is leading to success in their chosen pathway.

The high engagement in digital assessment further prepares ākonga for success in their current and future studies. The kura has also now been approved as an external

exam centre which will provide a more familiar and settled environment for students to complete their exams.

Process to establish relationships with outside providers must be reviewed

The kura must review their processes for establishing Memoranda of Understanding and Third Party Sub-contracting Agreements with outside providers to ensure that these exist in all circumstances where these providers are being used. This will mean that results reported are credible and that all ākonga results are submitted to NZQA.

Outside providers are used by the kura to ensure that ākonga have access to the widest possible opportunities to complete courses that support their journey on their own individual pathways. This is appropriate as kaiako employed by the kura can only teach and assess in those subject areas in which they are competent. However, if the relationship with these providers is not appropriate nor accurately documented, this can mean that results achieved may not be credible and, in the worst-case scenario, may not be accepted by NZQA.

Memoranda of Understanding are usually appropriate in cases where the outside provider holds consent to assess the standard being offered and will be responsible for teaching, assessing and moderating. In this case, results are submitted to NZQA using the provider code of the outside provider. A Third Party Sub-contracting Agreement applies where the outside provider does not hold consent to assess but the kura does hold this consent. The outside provider is therefore providing teaching support but assessment and moderation are the responsibility of the kura with the kura's provider code being used to submit results to NZQA.

These arrangements can be complicated to get right. Senior management should consult with the School Relationship Manager to map their current relationships with outside providers and to ensure that appropriate documentation is completed in each case.

Consider a process to reduce the submission of late results The kura should consider developing a process to reduce the number of late results submitted to NZQA. This will ensure that ākonga results and qualifications released by NZQA in January each year will correctly reflect the attainment of ākonga in the previous year.

A significant number of results from internally assessed standards achieved by ākonga in 2023 were only reported to NZQA after the results release in mid-January 2024. These were results from assessments conducted by outside providers and the kura. This means that information available to ākonga on the results release day was incorrect. Every effort should be made to ensure that results from internal assessments are submitted to NZQA in a timely manner to reduce the likelihood of this situation being repeated.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Review internal moderation processes The kura must review the robustness of internal moderation practices to ensure that kaiako are making the correct

assessment judgements when marking student work. This will enhance the confidence of senior management that results reported to NZQA are credible.

Kaiako understand the value of verification and this practice is occurring, including documenting that internal moderation has occurred prior to results being reported and the use of verifiers from outside the kura when this is required. However, as mentioned in the External Review section of this report, the published external moderation annual summaries for the kura in the past two years indicated that the overall outcomes of external moderation did not meet the requirements of NZQA.

A cause of these outcomes could be related to the quality of verification that is occurring during internal moderation. If concerns are being raised during the external moderation process, this does raise the question of why these are not being addressed during internal moderation. For example, it is possible that discussions of grade boundary decisions are not suitably robust, that confirmation bias is occurring if the same verifiers have been used for multiple years or that outside verifiers may not be suitable.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura o Hirangi has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Kura o Hirangi has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura o Hirangi has processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work
- using grade verifiers from outside the kura
- documenting the completion of steps within internal moderation processes.

Te Kura o Hirangi has processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements

Effective management and use of assessment-related data

Te Kura o Hirangi effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards.

Te Kura o Hirangi reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting ākonga and kaiako checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results.

Effective communication to inform staff, and ākonga and their whānau about assessment

Te Kura o Hirangi has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating ākonga success.

Te Kura o Hirangi assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kura o Hirangi:

- has addressed issues identified through NZQA's Managing National Assessment review and through the kura's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, ākonga and whānau.

Why we review how schools and kura are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools and kura are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools and kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the kura's review processes, assessment practice and quality assurance
- requiring action from the kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the kura's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the kura's assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- Policies on Community Consultation, Documentation and Self Review, and General Aims and Objectives
- Course outlines
- *NCEA Handbook, Te Kura o Hirangi, 2024.*

The School Relationship Manager met with:

- the Tumuaki
- the Principal's Nominee
- Kaiako of:
 - Manaaki Marae
 - Mathematics and Pāngarau
 - Te Ao Haka
 - Te Reo Maori
- two ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.