

Managing National Assessment Report

Te Kura Kaupapa Māori o Tuia te Matangi

August 2023

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Tuia te Matangi

3 August 2023

Significant issues found

This review found that the kura is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

A significant issue with kura management of national assessment was identified. Review mechanisms of the kura have not been sufficient for them to identify and respond to this issue.

As a kura that is not effective in an aspect of self-review, credible assessment, or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

Required actions to address significant issues

In order to address these issues, the kura must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
2.6iv	Follow-up external review recommendations and findings	The kura is required to respond to the action item from the 2021 MNA report by implementing a response process to external moderation feedback.	Immediate

Actions and considerations

Agreed actions

The school 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	
Complete action plans in response to 2022 external moderation	Immediate
Credible assessment practice to meet ākongā needs	
Review kaiako and ākongā assessment information to ensure it is fit for purpose and responds to the NCEA Change package	Before Term 1, 2024
Ensure quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to the start of the external assessment round in 2023
Develop an assessment calendar with all internal and external assessment due dates by the end of Term 1, 2024, to support timely completion of all internal assessments	Early in Term 1, 2024
Make accurate ākongā entries and report results to NZQA on a regular and timely basis	Immediate

For consideration

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

- ensuring NCEA kaiako familiarise themselves with all information available on any new standards that may be assessed from 2024 onwards
- delegating the data entry role to another staff member.

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15 December 2023

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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 30 July 2021 Managing National Assessment Report The agreed item from the 2021 report has not been actioned. The kura was to develop and embed a sustainable system for responding to external moderation outcomes. External moderation in 2022 included a small number of current achievement standards and all six Te Ao Haka pilot standards. Whilst it was found that the results were in alignment with NZQA moderator judgements there was no evidence of feedback to these findings. Furthermore, there was no awareness that the 2022 external moderation feedback was so consistent. It is essential that kaiako acknowledge and respond to all feedback provided by the moderators. Positive feedback affirms that processes, including the support from effective verifiers, are fit for purpose, and constructive feedback indicates where changes are needed. The implementation and embedding of a sustainable system to respond to external moderation outcomes will support long term consistency and accuracy of grades reported by the kura. *Mā te huruhuru ka rere ai te manu.*

External moderation processes and response to outcomes

Te Kura Kaupapa Māori o Tuia te Matangi has effective systems to ensure requested mahi ākongā is submitted for external moderation, with all requested work being received by NZQA over the last three years. As mentioned in the previous section, the kura has not embedded a formal response to external moderation feedback. The kura has a form for this in their kaiako NCEA handbook so monitoring and addressing any concerns can be instigated by kura leaders immediately. This documented response to the moderators' feedback will help kaiako address identified issues, further clarify kaiako understanding of the standards assessed, improve internal moderation processes, and enhance the 'whai mana me te tika' of all ākongā results.

Further online support available prior to assessment Kaiako may benefit from more regular reminders of the assessor support currently available to them, especially where they are the sole kaiako of a subject, new to a subject, or do not have access to a subject cluster. Feedback commonly cited in external moderation reports reminds assessors to check:

- the annotated exemplars provided for most standards on the Subject resources page of the NZQA website, which illustrate the various grade boundaries
- the clarifications documents on the Subject resources page of the NZQA website; essential reading as part of the critiquing process prior to assessment
- further guidance and support available for a growing number of standards on NZQA's Learning Management System – Pūtake.

Most kaiako have been given access to NZQA's Learning Management System, Pūtake. It is here kaiako can find support for internal assessment by subject, and NZQA's new modules on authenticity, and digital assessment using Assessment Master. Kaiako should also be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard* form available on the Subject resources pages of the NZQA website to seek

clarification from the moderator of that subject. There is also valuable information and helpful support materials on the Ministry of Education's NCEA.Education website.

Internal review

Evidence of the school 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)

Managing capacity issues Lack of capacity is an issue at the kura, with the Tumuaki holding the roles of Principal's Nominee and sole kaiako in the wharekura. There are currently four full time NCEA ākonga with another three junior ākonga engaging in one subject. The kura has always had small numbers in the wharekura which makes teaching and assessment more manageable but with rising numbers in the kura tuatahi, it is important that meaningful pathways are open to future ākonga in the wharekura. Traditionally, outside providers including Te Aho o Te Kura Pounamu, Nelson Marlborough Institute of Technology and local secondary schools have supported the kura with its ākonga assessment needs. Ākonga spoken to during this review acknowledged their reliance on these outside providers as a way of fulfilling their aspirations, so it is important that the kura continues to keep outside opportunities for national assessment open. The kura also sees the importance of maintaining connections with these providers, as their expertise may be required again, thereby enhancing assessment capacity and guiding ākonga towards future pathways.

Readiness for the NCEA Change package The kura was involved in the Te Ao Haka pilots in 2021 and 2022. This required them to manage ten online Common Assessment Activities and two digital performance submissions over the two years. These assessment experiences have positioned the kura to face the NCEA Change package with confidence as such external assessment modes will become more routine from 2024 onwards.

In further readiness for the new Level 1 NCEA standards to be implemented in 2024, kaiako are aware of the need to familiarise themselves with all the information that is currently available on the NZQA and Ministry of Education NCEA pages. This positions the kura well to make informed decisions as to how they deliver and facilitate NCEA digital assessments in 2024 and beyond.

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, TEO's assessing Achievement Standards and Candidates 2023)

Te Ao Haka introduced through pilots The kura has introduced the new Achievement Standard based programme in Te Ao Haka for all ākonga wharekura after being a pilot kura in 2021 and 2022. This has created a pathway that recognises mātauranga Māori and provides Mana Ōrite for education and performance disciplines that are acquired throughout the life of ākonga in Māori medium kura. It complements the tikanga within the kura environment and enables ākonga to gain academic recognition towards work and education beyond school life.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for all external assessments. Currently, the kura is not meeting this requirement. Many situations exist that may require the use of derived grades such as absence from an examination due to sickness, injury or tangihanga or an inability to complete an online digital examination due to unforeseen technical challenges such as loss of connectivity. Derived grades exist so that such circumstances beyond their control do not penalise the ākonga. These grades need to be based on standard-specific evidence from quality assured assessment events and should be pre-existing at the time of the external assessment event.

Updates to kaiako and ākonga documentation required The kaiako NCEA handbook needs to be updated, and information for ākonga needs to be provided so they are more engaged in assessment matters. The kaiako handbook needs to include updated information, such as resubmissions which can now only be offered to individually identified students to correct a minor error and gain the grade of Achieved, not Merit or Excellence. Likewise, moderation information should be updated, an example being removing references to random samples for external moderation. Ākonga information needs to be provided for each subject and a summary of assessment information, including ākonga rights should be available to all ākonga from the beginning of the year. Updated documentation will provide consistency of practice by kaiako and understanding by ākonga. It will also promote consistent practices and expectations for all kaiako new to the wharekura.

Reporting ākonga entries and results to NZQA on a regular basis The kura must ensure accurate data file submissions are made to NZQA on a regular basis. At the time of this review no ākonga results had been either entered on the management system of the kura or submitted to NZQA. Accurate data is essential in monitoring and tracking ākonga progress, assessing the effectiveness of ākonga assessment programmes, evaluating teaching and learning, and enabling ākonga to make informed decisions about their assessments. Ultimately, late and/or inaccurate data file submissions can lead to ākonga missing out on qualifications that they have earned. The Principal's Nominee must check Key Indicators to ensure that any data errors or omissions are addressed as they occur and to monitor and check all entries and results. Reminding ākonga to check results through their NZQA Learner login would support the kura in this role.

Planning for assessment Ākonga should be given course outlines and know their assessment programmes at the beginning of each year. These can be tailored to suit the needs of each individual and the capacity to which the teaching staff can deliver. Assessment dates can then be determined for internal and external assessments. This will be most important when the kura decides which Level 1 standards, if any, they choose for their ākonga and from which marau each assessment will be derived. This information will enable ākonga to engage in, and whānau to support learning and assessment for the year. It will also allow ākonga to plan and prioritise their efforts throughout the year and support the practice of submitting timely data files.

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, TEO's assessing Achievement Standards and Candidates 2023)

Internal moderation practice is effective as indicated by excellent external moderation outcomes in 2022. An internal moderation cover sheet is used for all internal assessments which is directly monitored by the Principal's Nominee as he is currently the only kaiako responsible for internal assessment. He is particularly vigilant around the responsibility of having all reported grades verified by other subject experts from within the kura and beyond. The kura has a system whereby the Principal's Nominee monitors completion of internal moderation which has been used effectively in the past when the kura has had multiple assessors. The lack of an official response to external moderation feedback was covered in the External Review section of this report and the kura is confident that, going forward, an effective response practice will be embedded. This will ensure that internal moderation systems and practice will continue to improve and be valued.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Tuia te Matangi has effective processes and procedures for meeting the assessment needs of its ākonga by:

- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

Te Kura Kaupapa Māori o Tuia te Matangi has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- monitoring the authenticity of ākonga work using a range of strategies
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o Tuia te Matangi has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- 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 Kaupapa Māori o Tuia te Matangi has effective 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 Kaupapa Māori o Tuia te Matangi effectively uses assessment-related data to support achievement outcomes for ākonga by:

- 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
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kura Kaupapa Māori o Tuia te Matangi reports accurate achievement data by:

- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

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

Te Kura Kaupapa Māori o Tuia te Matangi has effective processes and procedures for:

- supporting ākonga to monitor their achievement
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as the holding of hui whānau.

Te Kura Kaupapa Māori o Tuia te Matangi 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 Kaupapa Māori o Tuia te Matangi :

- has addressed issues identified through NZQA’s Managing National Assessment review and through the school’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 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 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 achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school’s review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed

- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the school'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 school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Tuia Te Matangi - National Qualifications Procedures, Kaimahi Handbook – NCEA 2023 - 2025* (Kaiako Handbook)

The School Relationship Manager met with:

- the Principal's Nominee who is also the Tumuaki and sole NCEA kaiako of:
 - Te Ao Haka
 - Te Reo o ngā Tīpuna
 - Tikanga
 - Four ākongā

There was a report-back session with the Tumuaki 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.