

# **Managing National Assessment Report**

**Te Wharekura o Ngā  
Purapura o Te Aroha**

**June 2024**

# FINDINGS OF THIS REVIEW

## Te Wharekura o Ngā Purapura o Te Aroha

11 June 2024

### Background

Te Wharekura o Ngā Purapura o Te Aroha, based in Te Awamutu. Cultural beliefs and values underpin teaching and learning. The central focus of the kura is for taura to stand strong in Te Ao Māori where Te Reo Māori is validated, valued and pivotal to success beyond the kura.

This is the inaugural Managing National Assessment review for Te Wharekura o Ngā Purapura o Te Aroha. The kura was consented to deliver the NCEA qualification in 2017. Assessment against standards on the New Zealand Qualifications Framework commenced in 2017 with relatively small numbers of taura across all levels of the wharekura. The numbers of taura engaged with NCEA has significantly increased in the last three years. Over time the scope and extent of teaching, learning and assessment has also expanded.

### 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 management of national assessment by the kura were found. Their 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 two years.

At the request of NZQA and due to the restrictions of Covid-19, the kura agreed to reschedule this review from 2022.

### Actions

#### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Continue improving external moderation follow-up actions to ensure identified issues are effectively resolved	To support the 2024 round of external moderation, and ongoing
<b>Credible assessment practice to meet taura needs</b>	
Ensure that quality assured practice external assessment grades are	In a data file submission before the end of year examination period

reported to NZQA for use as derived grades	
Apply to NZQA for Special Assessment Conditions for eligible taura	Immediate for current taura, and when taura begin a programme of NCEA assessment
<b>Internal moderation to ensure the reporting of credible results</b>	
Strengthen monitoring of internal moderation	As internal moderation is completed in 2024

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17 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 previous Managing National Assessment Report** This is the first Managing National Assessment review for Te Wharekura o Ngā Purapura o Te Aroha.

**External moderation response to outcomes and processes** While the kura has clear processes to address issues identified by external moderators, the kura must strengthen the follow-up actions for inconsistent external moderation outcomes, to ensure these are effectively resolved. This practice will support the credibility of results reported to NZQA.

To achieve this action, the Principal's Nominee will review moderation outcomes as each report is received to identify where further support is required. She will work alongside kaiako to develop appropriate strategies in making assessor judgements consistent with the standard. The Principal's Nominee will then monitor agreed actions through to completion and evaluate the impact of changes for expected improvement.

The kura should also encourage kaiako to use the function in the moderation application to query and appeal reports where they feel they would like further clarification or feedback. This feedback would support any action required on the part of the assessing kaiako. Other support available includes using Pūtake, NZQA's Learning Management System, and requesting a clarification. Accessing additional assistance is particularly relevant in relation to supporting kaiako understanding and building confidence in assessing the new Level 1 standards. It is also effective practice to share moderator feedback with external verifiers to collaboratively build understanding of the requirements of the standard.

### 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)*

Te Wharekura o Ngā Purapura o Te Aroha vision *He taonga te tamaiti | A child is precious* places taura at the centre. The community's goals and aspirations drive the rich learning programmes fostering student engagement and achievement. Central to this is Ngā Pou Tikanga, four guiding pou which identify and unpack kura vision and values: Tuārongo (commitment to tikanga and te reo Māori), Tokomanawa (aroha and caring), Poumua (leadership) and Tāhuhu (relationships and unity). Other key aspects focus on meeting taura needs and supporting achievement outcomes. These include noho marae (termly opportunities to build strong relationships with peers and kaiako), Marau ā-kura (teaching and learning based on rich history of whenua and mana motuhake), mātauranga, and kaimaihi who model high expectations and are passionate and committed to their mahi. Collaboration across the kura community is the embedded norm.

**Focus on continuous improvement** Purposeful self-review occurs across all levels of the kura. Kaiako reflect on their teaching and assessment practice and report their findings to the wharekura team and Pou. Within departments, kaiako

discuss taura at risk of not achieving their personal or qualification goals, and those requiring acceleration, and decide on appropriate interventions. This korero is reported to Pou and the Senior Leadership Team. Senior leaders analyse student achievement data for the kura, identifying professional learning opportunities for kaiako to develop their curriculum and assessment knowledge and skills, and strategies for taura to succeed. Internal review is ongoing and involves regular check-ins and wānanga with all stakeholders. Outcomes are reported to the Board of Trustees, to inform strategic direction and decision-making.

**Readiness for NCEA Change Programme** The kura is developing knowledge and understanding of the new Level 1 standards and related assessment. Wharekura kaiako are collaboratively unpacking the changed curriculum and the requirements of the new standards, while also utilising the expertise of external colleagues.

The kura has successfully engaged in digital exams, including the delivery of the co-requisite Common Assessment Activities. This involvement supports the transition to the digital-first approach of the changed qualification.

The new Principal's Nominee is the key knowledge holder of assessment practice that meets NZQA requirements. Her challenge is to build the assessment capability of wharekura kaiako, given the demands of her workload. This includes building kaimahi understanding of standards-based assessment, the requirements of the standards being assessed, and assessment and quality assurance practice of the kura.

The kura gained approval to be an exam centre in 2023 to provide an environment most conducive to a positive experience for their taura, and for ease of management, particularly for digital exams. However, an Exam Centre Manager was not able to be found. The kura will review this situation for 2024.

## **Credible assessment practice to meet taura 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)*

**Responsive approach to effectively meet taura needs** The kura use their knowledge of each taura to tailor the learning and assessment to individual needs, providing the opportunity for them to demonstrate the best evidence of achievement.

Kaiako wānanga with taura about their learning intentions and achievement goals, to support pathways to future educational, vocational and employment opportunities. An Individual Mauri Ora Plan (IMP) is co-constructed between taura, whānau and kaiako and reviewed regularly, including setting success criteria, identifying learning strengths and needs and next steps to improve achievement. The Tumuaki holds an IMP hui twice a year with whānau and taura.

The kura deliberately offers a select group of purposefully chosen standards based on the annual teaching and learning programme. This approach draws on kura-wide understanding of curriculum and assessment and supports consistency of practice. The kura engages with external providers to target learning needs, for example Numeracy attainment through Te Aho o Te Kura Pounamu, and to offer vocational opportunities for taura.

Kaiako use the flexibility of the NCEA model to enhance taura achievement outcomes. They vary the assessment modes, offer flexible deadlines while ensuring

timeliness of assessment to progressively recognise achievement, and undertake wide ranging evidence gathering, to support assessment outcomes. The kura have adopted a strength-based approach in 2024 to better cater for tauira preferences, differentiating assessments, replacing the previous practice of all tauira completing the same tasks. Kaiako note tauira increased focus on classroom mahi when there is opportunity through assessments to recognise their learning.

Tauira interviewed for the review were very complimentary about the learning environment of the kura, and the personalised support and kotahitanga provided by kaiako.

### **Reporting quality assured practice external results for use as derived grades**

The kura must report quality assured results to NZQA for external standards for use as derived grades. This will ensure that tauira have access to grades if their external examinations are disrupted for reasons beyond their control. Although the kura holds the results of practice assessments, no derived grades were submitted to NZQA for the past two years. In 2021 the level of derived grade reporting was sound.

The kura runs practice examinations to gather standard specific evidence for derived grades using tasks and tauira work checked by another kaiako familiar with the standard. The Principal's Nominee will need to monitor processes and report all potential derived grades.

**Applying for Special Assessment Conditions** The kura has not made formal applications for tauira requiring special assessment conditions (SAC). The Principal's Nominee indicated there are tauira who are potential candidates. She has undertaken to investigate the use of kura-based evidence, removing the financial barrier of an external report, to assess student eligibility to support applications for SAC entitlement. By providing appropriate assistance for internal assessment and external exams, the kura will ensure tauira have access to fair assessment and achievement.

**Clarifying tauira access to appeals** The Principal's Nominee intends to strengthen communications to ensure tauira are aware they can appeal any aspect of the assessment process, including decisions about breaches of assessment rules, following the principles of natural justice. Tauira should be made aware of their entitlements to ensure assessment is fair.

## **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)*

**Monitoring of internal moderation requires strengthening** A check of internal moderation processes is needed to provide a transparent account of moderation effectiveness and issues to address, where identified. This will assist in extending good practice, supporting kaiako to make assessor judgements consistent with the standard, and complying with NZQA requirements.

Internal moderation documents are digitised and stored on a shared drive. All tauira work is verified by kaiako knowledgeable in the subject, or colleagues in other kura. Kaiako use clarification documents, exemplars, and professional learning opportunities to inform assessment judgments.

The Principal's Nominee intends to check all *Internal Moderation Cover Sheets* for completion of each step. This will include ensuring assessment tasks are critiqued before use and the quality of verifier's discussion, to ensure records are fit-for-purpose and able to inform future decision-making. Through this monitoring, the internal moderation requirements of the kura will be clarified for kaiako, and expectations made clear. Where issues are identified, the Principal's Nominee and kaiako will instigate actions to improve practice.

A robust monitoring system will enhance kura-wide consistent practice and confirm all standards assessed are subject to the quality assurance processes of the kura prior to reporting grades.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of tairira**

**Te Wharekura o Ngā Purapura o Te Aroha has effective processes and procedures for meeting the assessment needs of its tairira by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on tairira 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 tairira can present their best standard-specific evidence of achievement
- assessing tairira when they are ready
- using a range of methods for collecting assessment evidence, to meet tairira needs
- providing expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted support for tairira at risk of not achieving literacy and numeracy or their qualification goals.

**Te Wharekura o Ngā Purapura o Te Aroha has effective processes and procedures for:**

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



## **Effective internal and external moderation to assure assessment quality**

**Te Wharekura o Ngā Purapura o Te Aroha 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 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 taura work
- using grade verifiers from outside the kura
- documenting the completion of steps within internal moderation processes.

**Te Wharekura o Ngā Purapura o Te Aroha has effective processes and procedures for managing external moderation by:**

- ensuring samples of taura work are available for submission by being adequately stored
- selecting sufficient samples of taura work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

## **Effective management and use of assessment-related data**

**Te Wharekura o Ngā Purapura o Te Aroha effectively uses assessment-related data to support achievement outcomes for taura by:**

- monitoring and tracking taura progress
- evaluating the effectiveness of assessment programmes to ensure these allow taura to meet their assessment goals, and inform changes to courses and standards offered
- gathering taura 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 Wharekura o Ngā Purapura o Te Aroha reports accurate achievement data by:**

- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting taura 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
- reporting results against the correct provider codes of providers with which the kura holds current Memoranda of Understanding

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

## **Effective communication to inform staff, and taura and their whānau about assessment**

### **Te Wharekura o Ngā Purapura o Te Aroha has effective processes and procedures for:**

- supporting taura to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on taura progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the kura through an induction programme to understand kura and NZQA assessment processes
- celebrating taura success.

### **Te Wharekura o Ngā Purapura o Te Aroha assists common understanding of assessment practice by:**

- communicating assessment information to whānau and taura
- informing taura about suitable learning pathways
- supporting taura 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 Wharekura o Ngā Purapura o Te Aroha:

- has addressed issues identified through NZQA's Managing National Assessment review and through their 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 kaimahi, taura and whānau.

### Why we review how 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 s 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 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 review processes of the kura, 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 consideration by the kura to enhance good assessment practice.

### What this review includes

The review has three components:

- The annual external moderation of internal assessment by the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the assessment systems of the kura 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.

### The kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Raraunga o Wharekura | Student achievement Data 2023 (Wharekura)*
- *Quality Management System Document, Te Wharekura o Ngā Purapura o Te Aroha, 2023*
- *National Qualifications Policy and Procedures, Kaiako Handbook, Te Wharekura o Ngā Purapura o Te Aroha*
- *Student and Parent NCEA Assessment Handbook, Te Wharekura o Ngā Purapura o Te Aroha.*

### The School Relationship Managers met with:

- the Principal's Nominee
- the previous Principal's Nominee
- Kaiako of English and Hauora
- three taura (online).

There was a report-back session with the Tumuaki and the current and previous Principal's Nominees 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.