

Managing National Assessment Report

Te Whata Tau Ō Pūtauaki

May 2024

FINDINGS OF THIS REVIEW

Te Whata Tau Ō Pūtauaki

1 May 2024

Background

Te Whata Tau Ō Pūtauaki, based in Kawerau, is affiliated to Ngā Kura ā Iwi o Aotearoa. Tūwharetoa ki Kawerau and Ngāti Awa cultural beliefs and values underpin teaching and learning. The central focus of the kura is for uri 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 Whata Tau Ō Pūtauaki. The kura was consented to deliver the NCEA qualification in 2018. Assessment against standards on the New Zealand Qualifications Framework commenced in 2019 with relatively small numbers of uri across all levels of the wharekura. Over time the scope and extent of teaching, learning and assessment has 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. The school'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.

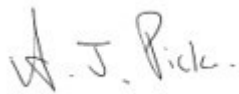
The Managing National Assessment review of assessment practice and quality assurance systems was deferred from 2020 in consultation with the kura due to the disruption caused by Covid-19.

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
External and internal review	
Submit external moderation for a range of standards where evidence of student work has been gathered.	Once internal moderation has been finalised, from August through to the October 2024 deadline.
Credible assessment practice to meet uri needs	
Ensure that quality assured practice external assessment grades are reported to NZQA for use as derived grades.	In a data file submission before the end of year examination period.



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School Quality Assurance and Liaison

14 August 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 Whata Tau Ō Pūtauaki.

External moderation response to outcomes and processes No external moderation was submitted in 2020 due to Covid-19 disruptions, as agreed by NZQA. During this period the kura made extensive use of naturally occurring evidence gathered over time to record uri achievement. Direct student evidence was not required to be collected.

For the past three years standards have not been moderated as the kura did not submit material to NZQA. Though uri work was available, this did not happen due to a lack of confidence by the kura in using the External Moderation Application and Kaiako workload demands. NZQA requires, and the kura agrees, external moderation to be submitted in 2024, with initial standards submitted over Term 2. The kura needs to submit moderation so NZQA can be confident that assessor judgements are consistent with the standard and for Kaiako to receive feedback.

Following this year's moderation round, Kaiako Matua will review each moderation report and discuss with kaiako any concerns that have been identified. They will monitor agreed actions through to completion. Kaiako Matua will evaluate the impact of changes for expected improvement and provide support as required.

The kura could also consider encouraging 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.

External moderation is an indication of the robustness of internal moderation processes previously undertaken. As discussed in the Internal Moderation section of this report, the school's focus has been on strengthening internal moderation processes to build support kaiako experience in standards-based assessment and to make assessment judgements consistent with the standard.

Exam Centre Approval Check NZQA approved the kura as an exam centre in 2023.

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)

At Te Whata Tau Ō Pūtauaki internal review is continuous, purposeful, and collaboratively led at all levels of the wharekura. Kura leaders strategically use evidence to review uri attainment, measure progress towards kura goals, and evaluate the effectiveness of changes made to inform future direction. Kaiako Matua acknowledge the steep learning that has been required to deliver NZQA qualification.

Self-review is inter-connected and occurs at each level of the kura. Wharekura kaiako meet weekly in syndicates to plan programmes of uri learning and assessment activities, which undergo regular reviews. At the end of each term wānanga, teaching and assessment plans are reviewed, and next steps are decided. At the end-of-year wānanga kaiako undertake a critical reflection of the learning and assessment programmes and assessment processes, analysing successes and identifying areas for improvement. Tracking individual uri progress is the focus of scheduled kaiako hui. The Tumuaki meets with uri across the year to discuss their academic goals and personal aspirations.

The vision of Te Whata Tau Ō Pūtauaki is *Kia titia ki te ngākau, hei whata toitū* fostering all aspects of a child to grow and learn to realise their full potential and to become self-motivated and self-directed in their life pursuits. Smaller class sizes, individualised learning and multiple programme pathways through project-based courses contribute to uri engagement and positive achievement outcomes.

Learning design enhances student engagement and achievement outcomes

Kaiako co-construct the best approach to deliver the termly kaupapa as a team, which informs teaching and learning practice, and assessment tasks. Learning is project-based and integrated across the curriculum areas offered, utilising the passions and expertise of kaiako. Uri have agency to decide the experiential, inquiry based learning they engage in. Assessment evidence is used to assess more than one standard and subject. The primary focus is on developing connections across knowledge areas and transferable skills. With assessment is an intentional by-product. This approach also assists with managing uri workload.

Learning and assessment programmes offer uri personalised, collaborative and varied opportunities to meet their individual strengths, needs and aspirations. Learning and assessment occurs through meaningful and authentic contexts based on iwi kaupapa and tikanga. Uri demonstrate evidence of achievement through the collection of mahi, kaiako observations and task completion. Digital tools are integral to providing a range of opportunities for the collection of evidence towards assessment.

Uri progress is tracked and supported Kaiako have ongoing conversations with individual uri about their learning, their projects and areas that they need more support. This one-on-one approach enables flexibility to scaffold learning and change individual programmes, to further engage uri so they can show what they know. Strong tuakana-teina relationships are integral to supporting positive attainment. Uri interviewed spoke of the support of their kaiako to help them achieve success.

Science, Technology, Engineering and Mathematics (STEM) learning promoted

The kura provides opportunities for uri to study STEM subjects. The Academic

Initiatives Participation Through Collaboration (PTC) is a joint initiative with three universities. Topics of study focus on iwi kaupapa and values with the mahi being undertaken in the backyard of the uri. Ngā Kura ā Iwi wānanga also provide learning opportunities throughout the year, including in kapa haka and sports. These are examples of enabling opportunities and equitable access to future education, vocational or employment opportunities.

Readiness for NCEA Change Programme The kura acknowledged that kaiako are “learning as we go” in the development of knowledge and understanding of the new Level 1 standards and related assessment. The Kaiako Matua are pivotal in leading this change. They understand the changed curriculum and requirements of the standards and assessment following their engagement in professional learning workshops with NZQA, the Ministry of Education and Ngā Kura ā Iwi. The leaders’ planned next steps is to collaboratively work with kaiako to expand collective knowledge of the curriculum and assessment changes.

The kura is well practiced in the delivery of digital exams. Prior involvement in digital end-of-year exams will assist the effective delivery of the co-requisite Common Assessment Activities this year and the transition to the digital-first approach of the changed qualification. In 2022 and 2023 digital results respectively made up 100% and 87% of exam results.

Enhancing level of uri achievement Kaiako Matua intend to examine strategies with kaiako to determine if any changes in practice will support uri accessing higher grade levels. They have identified that while uri achieve the majority of standards assessed, results are at the Achieved level. There may be potential scope for achievement at Merit and Excellence, where applicable, enabling uri to gain NCEA certificate and course endorsements. Kaiako will consider appropriate enhancements including feedback and feedforward, milestone checks, assessment rubrics and timeframes.

The collaborative approach to course design and quality assurance are instrumental in building kura-wide kaiako leadership, ownership and assessor capability. Effective self-review for continuous improvement supports student engagement in learning and assessment and the management of change to enhance student achievement outcomes. The review noted a culture where Kaiako Matua and kaiako have high expectations of their assessment practice and outcomes, identify the purpose of credible assessment and the need for robust quality assurance systems, rather than a focus on compliance. Kaiako Matua can be confident that issues relating to assessment practice and quality assurance will be identified and resolved.

Credible assessment practice to meet uri needs

Reporting quality assured practice external grades for use as derived grades

The kura must report quality assured derived grades from practice assessments for externally assessed standards to NZQA for use as derived grades. This will ensure that these grades are readily available for all uri to access if external assessment opportunities are disrupted.

The kura has procedures that ensure that the tasks to gather evidence for derived grades are fit-for-purpose, that the condition of assessment for practice examinations or similar assessment events mirror NZQA examinations and grades reported to NZQA are based on standard specific evidence that has been quality assured by a “second pair of eyes.” The Kaitakawaenga ki te Tumuaki holds evidence of these

processes and kaiako spoken to for this review have a good understanding of how these systems will support credible assessment for Uri.

Although the kura holds the grades, no derived grades were submitted by the kura in 2023 and only 8 percent were reported in 2022.

Credible assessment practice Strong relationships kura-wide between kaiako, uri and whānau ensure uri follow assessment rules with minimal interventions required by kaiako. Appeals of grades or assessment conditions, authenticity issues or breaches of assessment rules are negligible. Assessment deadlines are flexible, as appropriate to meet the needs of uri. Evidence of achievement is gathered in multiple ways, including naturally occurring. The kura provides varied teaching and assessment methods to support additional needs of uri and to remove barriers to fair assessment, giving all uri opportunities to succeed. This approach replaces the need for Special Assessment Condition applications.

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)

Effective internal moderation has been implemented The Kaiako Matua working alongside the Kaitakawaenga ki te Tumuaki has strengthened internal moderation processes. Ongoing guidance by the School Relationship Manager has assisted this shift to occur. This addresses both the kura and NZQA's expectation of confirming that all standards assessed by each kaiako have been quality assured before results are reported to NZQA.

The Kaiako Matua has clarified for kaiako internal moderation requirements. Kaiako share the role of critiquing the assessment materials and verifying uri work. To build kaiako confidence and capacity, the kura assesses a small number of the same standards in selected subjects, with changed kaupapa and contexts each year. This approach enables assessor expertise and understanding of the requirements of the standards to be embedded and helps ensure consistent messaging of assessment practice for uri. Kaiako have strong relationships with other kura kaiako enabling assessment judgements to be reviewed by another suitably experienced and qualified kaiako.

The Kaiako Matua monitors the completion of internal moderation steps. This approach will help inform where improvements can be made for external moderation outcomes in due course. He reconciles the samples of student work with internal moderation cover sheets for all standards in each subject. The Kaiako Matua is progressively supporting kaiako to record moderation processes digitally, and assessment materials are being stored on a central digital site. This approach will also support digital external moderation submissions.

Kaiako Matua work to provide the necessary support to further kaiako understanding of the standard and to build confidence in verifying grade judgements. Interviewed kaiako acknowledged their shared responsibility for effective internal moderation to embed consistent practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of uri

Te Whata Tau Ō Pūtauaki has effective processes and procedures for meeting the assessment needs of its uri by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on uri 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 uri can present their best standard-specific evidence of achievement
- assessing uri when they are ready
- using a range of methods for collecting assessment evidence, to meet uri needs
- providing opportunities for digital assessment including digital exams
- identifying and providing support for uri at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Whata Tau Ō Pūtauaki has effective processes and procedures for:

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

Effective internal and external moderation to assure assessment quality

Te Whata Tau Ō Pūtauaki 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 uri work
- using grade verifiers from outside the kura
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Whata Tau Ō Pūtauaki has effective processes and procedures for managing external moderation by:

- ensuring samples of uri work are available for submission by being adequately stored.

Effective management and use of assessment-related data

Te Whata Tau Ō Pūtauaki effectively uses assessment-related data to support achievement outcomes for uri by:

- monitoring and tracking uri progress
- evaluating the effectiveness of assessment programmes to ensure these allow uri to meet their assessment goals, and inform changes to courses and standards offered
- gathering uri 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 Whata Tau Ō Pūtauaki 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 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 uri and their whānau about assessment

Te Whata Tau Ō Pūtauaki has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring uri receive outlines for courses they undertake
- supporting uri to monitor their achievement
- discussing assessment policy and procedure with kaimahi, and providing updates of NCEA information throughout the year
- reporting on uri 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 uri success.

Te Whata Tau Ō Pūtauaki assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for uri
- informing uri about suitable learning pathways
- supporting uri 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 Whata Tau Ō Pūtauaki:

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review by the kura
- 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, uri 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 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 the 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 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 to consider 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Whata Tau Ō Pūtauaki booklet*
- *Te Whata Tau Ō Pūtauaki New Zealand Qualifications Framework Assessment Procedures Kaiako Handbook 2023/2024*
- *Te Whata Tau Ō Pūtauaki Student Handbook.*

The School Relationship Manager met with:

- the Kaitakawaenga ki te Tumuaki / Kaiako
- Kaiako / Kaiako of Te Reo Māori and Tikanga Ā Iwi
- Kaiako of:
 - Hangarau
 - Hangarau Matihiko / Tikanga ā Iwi
 - Hauora / Physical Education
 - Pāngarau
- three uri.

There was a report-back session with the Tumuaki, Kaitakawaenga ki te Tumuaki and Kaiako 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.