

# **Managing National Assessment Report**

## **Tūranga Tangata Rite**

### **2024**

# FINDINGS OF THIS REVIEW

## Tūranga Tangata Rite

03 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 management of national assessment by the kura were found. Their review mechanisms by the kura 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.

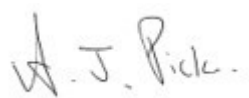
This is the first Managing National Assessment report for the kura since being granted consent to assess in 2023.

### Actions

#### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Ensure samples of ākonga work for external moderation are submitted to NZQA in 2024	As results for selected standards are reported to NZQA
<b>Credible assessment practice to meet ākonga needs</b>	
Update documentation as discussed in the report	When 2025 documentation is published



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3 September 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)*

### External moderation response to outcomes and processes

After gaining consent to assess against standards in 2023 Tūranga Tangata Rite reported 198 results but did not submit any samples of ākonga work for external moderation as an external moderation plan was not created.

Following this review the Principal's Nominee will send to NZQA a list of standards they have assessed and reported this year so a moderation plan can be created and samples of ākonga work submitted for moderation.

In preparation for external moderation outcomes the kura has developed an External Moderation Action Plan which lists key potential issues for follow up and the strategies that could be used to mitigate inconsistent agreement between NZQA moderators and the kaiako managing the assessment.

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)*

Tūranga Tangata Rite focuses on meeting the learning and assessment needs of ākonga who have not engaged in assessment in English medium schools. The kura is deeply committed to support the customs and traditions of Tūrangānuī-a-Kiwa. Upholding the principles of Te Tiriti o Waitangi, they align their plans, policies and curriculum with local tikanga Māori, Mātauranga Māori and te ao Māori.

The kura challenges themselves to continuously improve teaching and assessment practice through kura-wide collaboration, problem solving and innovation. Self-review, including the involvement of kaiako, ākonga and whānau voice is integral to improvements in ākonga engagement in learning and assessment programmes.

The kura aims to create a safe learning environment for rangatahi experiencing social and economic disparity and in mainstream schools have exhibited low rates of attendance and poor academic achievement.

To meet their goals and challenges the kura focuses on knowing what their ākonga, iwi and kaiako need, how to meet these needs and what improvements will achieve their goals.

Self-review is based on a process of continuous professional development and reflective practice that involves setting realistic goals, gathering evidence and responding to feedback. Collaboration between all kaiako, ākonga and whānau is a strength of the kura with regular informal and formal engagement to meet the learning needs of each individual.

The kura places a high priority on engaging with its wider ākonga whanau to inform and support its assessment practices in meeting ākonga needs. Regular social events, such as the celebration of Matariki, encourage whānau to attend the kura and share with their tamariki their assessment activities and successes. Ākonga interviewed for the review stated that this engagement with their whanau by the kura was a new and rewarding experience which motivated them to complete assessment opportunities.

## **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)*

**Credible Assessment Practice** Since the kura was granted Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 in 2023, kura leadership has focused on setting up credible assessment practice that is consistent by all kaimahi. Kaiako are in most cases new to achievement standards-based assessment and the NCEA qualification. The Principal's Nominee sets realistic expectations and effectively monitors the implementation of documented practices.

Kaiako and ākonga interviewed for the review were familiar with the requirements of consistent and credible assessment practice in terms of meeting deadlines, managing late submissions of work, appeals, collecting evidence from a range of sources, and further assessment opportunities.

Authenticity has been recognised by the kura as a challenging assessment practice to manage, given ākonga working to individual deadlines and the increasing use of artificial intelligence. However, with a small number of ākonga, kaiako have an advantage readily identifying breaches of assessment rules.

**Reviewing Documentation** Assessment handbooks should be updated to reflect current rules for the management of privacy and resubmissions. Ākonga need to be aware that all work submitted for assessment must be kept secure and not be shared or displayed without their permission and that reported results cannot be shared with other ākonga or wider whānau. Documentation on resubmissions should state that this process can only be used for minor corrections at the not achieved/achieved boundary. The kura has agreed to update its documentation to reflect these requirements.

**Meeting ākonga needs** The main focus of the kura is to re-engage ākonga into learning and assessment, so they develop the aptitude, motivation and the skills to complete an NCEA qualification. NCEA Level One is delivered as a two-year course to Years 10 and 11 ākonga with a focus on improving literacy and numeracy skills. All ākonga assessment opportunities are part of an Individual Education Plan which reflects ākonga interests, abilities and aspirations.

Year 10 ākonga, as part of a Foundation Course, are offered a range of skills-based unit standards with the inclusion of achievement standards if appropriate. Literacy and Numeracy Co-requisites Common Assessment Activities are offered to the

ākonga at the end of Year 10 if they are ready with further opportunities available in Year 11. After Year 11 ākonga are encouraged to return to a mainstream programme in a local secondary school, the vocational tertiary institution on site, Tūranga Araru, the Eastern Institute of Technology, or employment.

## **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 Processes** Tūranga Tangata Rite has effective internal moderation processes to ensure internally assessed standards are quality assured. The Principal's Nominee has developed an appropriate monitoring process that requires all reported results to be internally moderated before results are reported. Subject specialists are used to verify kaiako grades either from within or beyond the kura.

The internal moderation process is documented using an *Internal Moderation Cover Sheet* which must be completed by the subject kaiako for each standard before results are reported. The Principal's Nominee monitors this process by tracking the completion of the internal moderation sheets for each standard which must include commentary from the subject verifier. Relationships have been developed with other schools to ensure subject specialists verify samples of ākonga work. All kaiako are encouraged to use Pūtake to ensure they are up to date with the assessment requirements of new and existing standards. The Teachers New to NCEA online seminar is also used to ensure new kaiako are upskilled in understanding standards-based assessment and the importance of quality assurance to ensure credible assessment through the internal moderation process.

The kura could consider using a consistent means of documenting the completion of internal moderation through their student management system. This process will automatically reconcile documentation with actual practice before credible results are reported.

## **Appendix 1: Effective Practice**

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

**Tūranga Tangata Rite 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
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

**Tūranga Tangata Rite has effective processes and procedures for:**

- managing missed or late 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.

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

**Tūranga Tangata Rite 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, verification notes 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

- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

**Tūranga Tangata Rite 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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

**Tūranga Tangata Rite 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 Individual Education Plan assessment workloads to inform changes to contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of achievement to inform strategic goals and actions.

**Tūranga Tangata Rite 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
- reporting results against the correct provider codes of providers with which the kura holds current Memoranda of Understanding.

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

**Tūranga Tangata Rite has effective processes and procedures for:**

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff



- 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 kura through an induction programme to understand kura and NZQA assessment processes
- celebrating ākonga success.

**Tūranga Tangata Rite assists common understanding of assessment practice by:**

- communicating assessment information, such by holding hui for parents and 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 Tūranga Tangata Rite:**

- has addressed issues identified through NZQA's Managing National Assessment review and through 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, 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 *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, assessment practice and quality assurance of the kura
- 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 consideration to enhance good assessment practice.

### What this review includes

**The review has three components:**

- The annual external moderation of the internal assessment of 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.

### Prior to the visit the kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NCEA Handbook Tūranga Tangata Rite, 2024*
- *Tūranga Tangata Rite, Risk Management Procedures for NCEA, 2024*

### The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
  - Hauora/Health
  - Tikanga
- three 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.

## Background

Tūranga Tangata Rite is situated at Te Whare Matatuahu on a shared site with Turanga Ararau Iwi Tertiary provider. The kura caters for ākonga who were disengaged in English medium schools. The learning and assessment opportunities focus on local Mātauranga Maori to provide ākonga with authentic assessment opportunities. Each ākonga co-constructs an Individual Learning Plan designed to provide the opportunity to complete Level One NCEA over two years.