

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Te Whānau Tahī**

April 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Te Whānau Tahī

10 April, 2024

Consent to assess confirmed

This review found that the school 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 school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

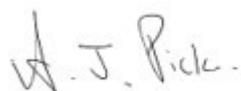
As a school with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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

Agreed actions

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

Action	Timeframe
External and internal review	
Ensure there is a clear, consistent and verifiable process for monitoring teachers' responses to external moderation	When the external moderation report is received
Evaluate the effectiveness of follow up actions in resolving any patterns of inconsistency resulting from external moderation outcomes	When the relevant standards are next externally moderated



Amanda Picken
Manager
School Quality Assurance and Support

20 December 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 12 April 2017 Managing National Assessment Report There were no action items in the 2017 Managing National Assessment report.

External moderation response to outcomes and processes The Principal's Nominee is implementing a process to ensure that follow up to external moderation feedback is documented. This will strengthen the existing procedure.

Senior managers have agreed to use a more formal response to its external moderation feedback process. The current system, where the Principal's Nominee meets with the relevant kaiako to discuss external moderation feedback, involves anecdotal note-taking and evidence of follow up actions for improvement, but this process is not verifiable. Instead, the Principal's Nominee will use the response to external moderation form from the appendix of the pouako NCEA handbook. This documented process will allow the kura to formally identify action items and to monitor their progress and success. It will ensure consistent and compliant practice across the wharekura and allow for affirmation of internal assessment processes where agreement rates are high.

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)

Despite changes in kura leadership and three different Principal's Nominees over the seven years since the last Managing National Assessment review, assessment practice for national qualifications has remained consistent and robust. This is testament to effective assessment processes that are well-embedded in the professional culture and practice of the kura.

Responsibility for assessment practice is collective and shared collegially so that all pouako, new and experienced, understand their roles. To enable this, new pouako are paired with experienced practitioners, weekly pouako wharekura hui are held and there is a week-long wānanga at the start of each year to support new pouako and to plan for the year ahead. This wānanga opportunity ensures that key assessment practices, including deadlines for assessment, are laid out and all pouako wharekura are prepared for the year ahead.

Since the last review, there has been increased use of digital assessment, which was a goal at the time and a natural flow on from the increased use of digital devices in teaching and learning. All internal assessment is online, where appropriate, and the kura has fully engaged in the Level 1 and Level 2 Te Marautanga o Aotearoa (TMOA) standard pilots.

Piloting new TMOA subjects has been both rewarding and burdensome for the kura, its pouako and its ākonga. As one of the very few kura piloting both Level 1 and Level 2 Marautanga standards, the recent decision to delay development and implementation of the new Level 2 and 3 standards has caused the kura to make unexpected adjustments to its Level 2 and 3 assessment programmes. This includes confirming appropriate established standards for Level 3 NCEA and University

Entrance candidates who have only experienced the new TMoA standards to date. Despite this, the kura is confident its ākonga will not be disadvantaged, choosing to focus on the positive steps they have made connecting TMoA documents to the new standards and on their greater understanding of the new NCEA changes.

Pouako capacity growing The kura has also progressed its goal to broaden the range of subjects available to their ākonga by recruiting suitably qualified pouako. This allows the kura to better meet the needs of all ākonga, thus sustaining the kaupapa of 'kōrero i ngā wā katoa' within the kura. An increase in qualified pouako of Pāngarau and Pūtaiao is intended to enhance STEM achievement over time. Additionally, the recruitment of a skilled and enthusiastic pouako of the new Te Ao Haka subject will ensure achievement over a wider range of subjects and better meet the achievement aspirations of ākonga within 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)

Consistent approach to assessment practice Assessment at Te Kura Kaupapa Māori o Te Whānau Tahī is consistent with its own long-term expectations of good practice. As was evidenced throughout the review, high whānau expectations and dedicated pouako, who are committed to the kura and its strong Aho Matua Kaupapa, are instrumental in the achievement of all ākonga. With a broadening range of subjects, for which the kura has qualified pouako, along with a well-connected collegial approach to assessment practice within the wharekura, ākonga and whānau have confidence that their aspirations are achievable. This expertise in subject matter and content, along with thorough familiarity with its assessment processes, represents a significant strength of the kura.

The kura identifies ākonga strengths and finds appropriate outside providers to extend assessment opportunities, where necessary, to better meet ākonga needs. The kura has also taken advantage of the opportunity to engage in a range of new Māori-medium NCEA pilot standards, across all subject areas for levels 1 and 2. Further to this, the full suite of Level 1-3 Te Ao Haka standards were implemented in 2023, thereby adding a legitimate Level 3 University Approved Subject to their assessment programme. These initiatives support the kura to provide genuine, fit for purpose kaupapa Māori oriented alternatives for its ākonga, to better satisfy its whānau-wide aspirations.

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)

Well-embedded credible internal moderation processes All pouako and their verifiers are experienced assessors with broad understanding and knowledge of the standards they assess. This includes all new TMoA standards which are being assessed, as the attained e ōrite ana/consistent results for external moderation during piloting of the new Level 1 and Level 2 standards in 2022 and 2023. Verification is carried out for every internal standard that is assessed by the kura, using subject specialists from within and beyond the kura. This supports a system that has resulted in assessment judgements consistent with the standard over recent years.

Pouako record completion of the internal moderation process using a digital or paper coversheet. The Principal's Nominee monitors these for completion prior to storage, which is mainly online. Storing such evidence provides teachers with an excellent resource to support future assessment judgements and provides confidence to senior leaders that robust processes are in place.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Te Whānau Tahī 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 school 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
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Kura Kaupapa Māori o Te Whānau Tahī 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 where students 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 Kaupapa Māori o Te Whānau Tahī 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 ākongā work
- using grade verifiers from outside the school
- 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 Kura Kaupapa Māori o Te Whānau Tahī has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Te Whānau Tahī effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā voice to evaluate courses 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 Te Whānau Tahī 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
- 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 Te Whānau Tahī 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
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

Te Kura Kaupapa Māori o Te Whānau Tahī 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 Te Whānau Tahi:

- 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, ākongā 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 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 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
- *Te Kura Kaupapa Māori o Te Whānau Tahī, Assessment Policy and Procedures, National Qualifications Procedures, 2024* (Pouako Handbook)
- *Assessment Policy and Procedures, Ngā Kaupapa Here me ngā Tukanga mō te Aromatawai, 2024* (Ākonga Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
 - Koiri
 - Pāngarau
 - Pūoro/Te Ao Haka
 - Te Reo Māori
 - Te Reo Pākeha
 - Te Reo Rangatira
- three ākonga.

There was a report-back session with the Tumuaiki 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.