



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

Online

Managing National Assessment Report

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou

May 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou

1 May 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 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 2020.

Actions and considerations

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
Credible assessment practice to meet ākongā needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to point in time external assessments in 2024

For consideration

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

- using the Internal Moderation tool in the Student Management System to centralise all internal moderation and enhance monitoring efficiencies
- using assessment strategies to elevate its not yet consistent external moderation outcomes and increase consistent judgements.

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20 December 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 29 August 2017 Managing National Assessment Report

There were two agreed action items in the 2017 review which were to:

- ensure all entries to NZQA have a result reported for them or are withdrawn, as appropriate, by 1 December
- update the kaiako and ākonga NCEA guides on an annual basis.

To support timely and accurate reporting of results, a structured approach to completing internal assessment that involves the use of a wharekura-wide assessment calendar, has been introduced by the new Principal's Nominee. This will be discussed further in the Credible assessment practice section of the report.

Since the 2017 review, the kaiako and ākonga NCEA guides have been developed in an online format that is printed and provided to kaiako and ākonga at the start of the year. Ākonga information is concise and easy to understand. Necessary assessment information for kaiako is supported with relevant up to date information, such as 'The Myths' and external assessment dates, through direct links to the NZQA website. The Principal's Nominee regularly updates the documents to ensure that assessment information available to kaiako, ākonga and whānau is current.

Examination Centre Quality Assurance Check This was carried out during the external examination cycle last year as the kura is a newly appointed examination centre. The audit showed that the examination centre at the kura is fully compliant.

External moderation response to outcomes and processes **External Moderation outcomes improving** External moderation feedback in 2023 was encouraging and beginning to reflect new internal moderation processes at the kura. Poor communication around 3 standards that were requested to be swapped out of the moderation plan, early last year, resulted in Materials Not Received for those standards. As the error was not entirely the fault of the kura, this section only reflects the work that was submitted. Newly implemented internal moderation systems reflect positively in improving external moderation outcomes for the kura compared with previous years. This was demonstrated with 7 of the 8 moderated standards being either consistent (50%) or not yet consistent (40%) with the standard across a range of subjects. The kura has a process for responding to external moderation feedback that involves the use of a 'response to external moderation form.' Action plans are developed, carried out and evaluated by the classroom kaiako and overseen by the Principal's Nominee as part of her monitoring role. To this effect, the kura will consider further actions to decrease its not yet consistent outcomes and increase the consistent ones. This may involve greater focus on modifying assessment tasks, marking by kāhui and changing the verifier, where necessary. Senior managers are confident that its response practice will continue to enhance internal moderation and assessment practice within the wharekura.

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)

Initiatives implemented by new leadership The new Principal's Nominee and the new Tumuaki have implemented several initiatives designed to enhance assessment experiences for their ākonga. A contextual approach to learning and assessment was trialled in Term One with the objective of creating engaging, integrated kaupapa ako from which assessment of multiple standards from multiple subjects could be derived. Two programmes, based on 'Ka Tuarehe,' reflecting kōrero o te wāhi and 'Tākaro,' a hākinakina-based programme, were delivered by four kaiako working in pairs. Assessment of several relevant achievement standards was carried out as part of each programme, catering to kaiako strengths and ākonga interests.

Kaiako evaluated the programmes and assessment results that emerged from each. They also sought ākonga feedback, resolving to make better use of the two more experienced kaiako across the integrated kaupapa ako. It has led to a new integrated kaupapa ako for Term Two, based on 'Ngā Whetū o Matariki,' with all four kaiako involved in the teaching and assessing of the programme. This will facilitate closer mentoring of the two newer kaiako and will enhance assessment capacities within the wharekura.

Increased use of digital tools for assessment Much progress has been made since the last review with online internal and external assessment capability. This has enabled the kura to engage confidently in digital examinations, for which they are well equipped. Ākonga have demonstrated confidence and readiness for online external examinations and concur that, where possible, they prefer a digital assessment approach. The kura has responded to this shift, in keeping with assessment practice that best meets the needs of its ākonga.

These examples illustrate the way that evaluation of processes and systems for on-going improvement in assessment practice is occurring within the wharekura.

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)

Assessment calendar to support timely completion An assessment calendar, negotiated by all kaiako wharekura, along with the implementation of regular kāhui aromatawai, where verification and internal moderation is facilitated on a regular basis, will support timely reporting of results by the kura. Timely completion of assessment processes will enable, where necessary, entries to be withdrawn, in accordance with kura guidelines. Kaiako wharekura understand that with external moderation now occurring in the same year, completing assessment and reporting results in alignment with the assessment calendar is crucial. Improved reporting practice will also ensure that ākonga are able to review their own progress, check accuracy of reported results and confidently pursue pathways within and beyond kura.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for all external point in time assessments. Reported grades should be based on standard-specific evidence from practice point-in-time assessments and should be completed prior to the external assessment event. With the increase of digital assessment in 2024, especially for NCEA Level 1, reported derived grades will help to mitigate new challenges that may occur with new modes of assessment and the possibility of unexpected events.

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)

Robust internal processes developing A robust internal moderation process is in place for all subject areas with the four kaiako in charge of assessment demonstrating consistent use of the Internal Moderation Cover Sheet and related practice. All kaiako use experienced verifiers with broad understanding and knowledge of the standards they assess. Verification is carried out for every internal standard, using subject specialists from within and beyond the kura. Kaiako record completion of the internal moderation process using either a digital or paper coversheet. The Principal's Nominee monitors these for completion prior to storage in various locations. Interviewed kaiako provided evidence of robust verification discussions for samples at grade boundaries across different subject areas. Storing such evidence provides kaiako with excellent resources to support future assessment judgements.

To strengthen this system the kura is considering using the online internal moderation process tool which is in the Student Management System. This system will ensure all moderation is centralised and provides a valid process that can be readily monitored. It will support consistent assessment quality and ensure that ākonga work is always available as exemplars and for external moderation purposes, where needed.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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 and focussed on ākonga interests, needs, abilities and aspirations
- 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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 ākonga work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou has effective processes and procedures for managing external moderation by:

- 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

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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 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 te Waiū o Ngāti Porou 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 school holds current Memoranda of Understanding.

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

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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 kaiako, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for mātua to discuss their ākonga 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, such as the holding of whānau hui.

Te Kura Kaupapa Māori o te Waiū o Ngāti Porou 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 Waiū o Ngāti Porou:

- 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 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 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 Waiū o Ngāti Porou, Pukapuka Kaiako 2024* (Staff Handbook).
- *Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou, Pukapuka Tauira 2024* (Ākonga Handbook).
- *Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou, Whakamārama NCEA.*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
 - Hangarau/Toi
 - Pāngarau/Physical Education
 - Pūtaiao
- He tauira.

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.