

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Te Wānanga Whare
Tapere o Takitimu**

September 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu

5th September 2024

Background

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu is based in Hastings. It was consented to deliver the NCEA qualification in October 2019. Assessment against standards on the New Zealand Qualifications Framework commenced in 2019, with a small number of standards. The range of standards assessed in the wharekura continues to grow as capacity evolves. This is the inaugural Managing National Assessment review for the kura.

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.

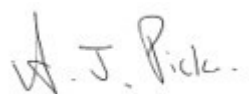
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

Agreed actions

The school 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	
To develop and implement systems to ensure assessment evidence is submitted for external moderation purposes	Immediate
Use the 'Response to External Moderation Report' form to monitor kaiako response to external moderation	Immediate and ongoing



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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 Report for Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu.

External examination systems are compliant An Examination Centre Quality Assurance report carried out during the 2023 examination round found the kura to be compliant in all areas observed.

External moderation response to outcomes and processes The kura must submit assessment material for external moderation purposes on an annual basis. In 2023, due to complication in the use of the external moderation application, the kura did not submit any mahi ākonga for external moderation. The kura had successfully completed the process in 2022, where the outcomes were mainly consistent. While the Principal's Nominee believed the same process was followed in 2023, none of the ākonga assessment kōpaki were received by NZQA for external moderation. During the visit, the School Relationship Manager was able to sight all assessment evidence that was intended for the 2023 submission. Having experienced just one external moderation round since its consent to assess was granted in October 2019, the kura was completely unaware of the oversight. It is a mandatory requirement for all providers with consent to assess to engage in external moderation every year, so NZQA can be assured that assessor judgements are consistent with the standard and for kaiako to receive feedback. With the new system where ākonga assessment kōpaki are to be submitted in the year of assessment, senior leaders are confident that this situation will be rectified immediately.

The kura has agreed to develop and implement systems to ensure that all necessary assessment material is submitted for external moderation purposes. This may require checking the moderation application instructions or asking the School Relationship Manager for assistance where anomalies occur. It will also involve regularly checking for progress of each submitted standard in the moderation tool. To further strengthen processes, any material not derived digitally, will be scanned before results are reported and kōpaki mahi ākonga will be sent for external moderation immediately thereafter. The kura has a robust internal moderation process and with an evolving range of subjects offered within the wharekura, kaiako are eager to receive feedback from the external moderators as to the consistency of their assessment judgements. Successful submission of assessment kōpaki will ensure that external moderation takes place. This, in turn, will give kura leaders confidence that the assessment processes within the kura are effective, that judgements provide credible grades and that they support kaiako to continue to grow their assessment expertise.

Annual response to external moderation feedback process to be implemented Wharekura Managers have agreed to formalise their response to external moderation feedback processes through utilising the response sheet in the kaiako handbook. This was used effectively for the 2022 external moderation reports. Documenting feedback responses will enable the kura to formally identify action items and monitor their progress and success. It will ensure consistent and compliant practice across the wharekura and provide affirmation of credible 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)

In June, the kura moved into its brand-new purpose-built premises which is indicative of the energy and collective vision of the kura community. The physical aspect of the kura environment now complements the mātauranga and aromatawai aspects of educational delivery at the kura. It is fully equipped with resources that reflect and support this community's live performance-based history. Kaiako are encouraged to develop assessment programmes that allow ākonga to whai i ō rātou wawata, to follow their dreams. This is supported through themes that culminate in assessment opportunities where events occur throughout the year such as musical performance, radio presentation, kapahaka concerts, hākinakina events or kaupapa nui based hui. Such events are made even more relevant and take advantage of the many theatrical, performance media based resources within the kura hou.

The kura has fully engaged with online assessment and it piloted all three levels of Te Ao Haka which has always been core to education and life at Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu. It recently became an exam centre which allows its ākonga to be assessed for external examinations in the comfort of their own kura. Kaiako believe this has been a positive move for ākonga as attendance of examinations has improved and there is less anxiety on examination days. It also allows the kura to be more in control of its own assessment tikanga.

The kura is proactive in ensuring ākonga have sufficient core subjects which can lead to University Entrance approved subjects at NCEA Level 3. Cohesive assessment programmes that lead to credible achievement outcomes enable bi-lingual graduates to pursue an array of pathways, both academic and employment-wise. A conscious effort to promote academic rigour is reflected in the high rate of external assessment in 2023 (42%) compared with other similar schools nationwide (19%).

Since gaining its consent to assess, the kura has continued to demonstrate a strong culture of self-review which has enabled it to progress and respond to change, as it occurs. A good example of this is the kura adapting to the use of digital external examinations. This ability to improve assessment practice and procedures, which are then actioned allows the kura to continue moving forward with great confidence.

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)

Programme pathways meet ākonga needs The strong focus on core subjects, including Mathematics/Pāngarau, Science/Pūtaiao, English, Te Reo Māori/Te Reo Rangatira, is complemented by the fact that ākonga are also encouraged to follow their passion subjects such as Te Ao Haka, Hākinakina and Toi Pūoro. These strengths are promoted when assessment events occur, that are thematic and often Kaupapa Matua-based, which enable assessment across a range of standards. The kura also provides STEM subjects to Level 3 which gives ākonga the opportunity to pursue STEM-based education, vocational and employment pathways beyond kura.

The kura took advantage of the opportunity to engage in NCEA piloting of the new Te Ao Haka standards and the full suite of Level 1-3 Te Ao Haka standards has now been fully implemented. With its Whare Tapere origins and a legacy of elite stage performance and entertainment, it is most appropriate that this kura has been one to adopt this new subject. It adds a further Level 3 University Entrance approved subject to the assessment programme. These initiatives support the kura to provide genuine, fit for purpose kaupapa Māori assessment opportunities for its ākonga and help to 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)

Thorough approach to internal moderation Internal assessment moderation processes are robust and consistent within the wharekura. Standards for assessment are planned in Term 4 of the previous year when individual ākonga assessment needs are also discussed. Internal assessment activities are developed and critiqued at the start of the year. All internal assessment is documented using the *Internal Moderation Cover Sheet* to ensure that each step of the assessment cycle has been completed. Most assessments are verified by kāhui during regular planned meetings of all kaiako wharekura where there are at least two subject experts. This helps to build common understanding and knowledge of the standards being assessed by the kura. In some cases, where a second subject expert does not exist, outside verifiers are used to confirm kaiako judgements. All processes are monitored by the Principal's Nominee through a range of online and kanohi ki te kanohi communications. Effective quality assurance helps confirm for senior managers that credible results are reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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
- 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 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 ākonga 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 Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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 for proven breaches of authenticity and where ākonga 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 Wānanga Whare Tapere o Takitimu 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
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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 Wānanga Whare Tapere o Takitimu 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.

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

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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, such as the holding whānau hui.

Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu 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 Wānanga Whare Tapere o Takitimu:

- 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, 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 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 Wānanga Whare Tapere o Takitimu National Qualifications Procedures, Staff Handbook - NCEA 2024*
- *Te Kura Kaupapa Māori o Te Wānanga Whare Tapere o Takitimu Ngā Akomanga NCEA 2024 (Ākonga Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
 - Hākinakina/Toi Wharekura
 - Māori Wharekura/Te Reo Rangatira
 - Photography/Te Ao Haka
- Tokotoru ngā ākonga.

There was a report-back session with the 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.