

# **Managing National Assessment Report**

**Te Wharekura o Huiarau**

**September 2024**

# FINDINGS OF THIS REVIEW

## Te Wharekura o Huiarau

11 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 were found in the kura. Review mechanisms in 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 two years.

At the request of NZQA and due to the restrictions of Covid-19, the kura agreed to reschedule this review from 2018.

## Background

Te Wharekura o Huiarau is the senior kura of Te Kura Kaupapa Māori o Huiarau which is a composite kura (Years 1-15). It did not have a registered Principal's Nominee from February 2021 to February 2024 when the current Principal's Nominee started. In 2022 the Board of Trustees of the kura resigned and was replaced by a Commissioner and an Acting Tumuaki. The current Tumuaki was appointed earlier this year. The kura has undergone significant changes in governance and management since the last report. The Principal's Nominee has been employed in a part time position.

## Actions and considerations

### Agreed actions

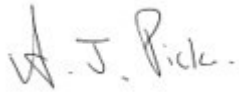
The kura agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Document, monitor and evaluate responses to external moderation	As external moderation reports are received
Submit all external moderation as required	Ongoing
<b>Credible assessment practice to meet ākonga needs</b>	
Update assessment documents to ensure they are current and accessible	Immediate

**For consideration**

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

- using verifiers from other kura to moderate internal assessment
- discussing and developing processes for submitting credible practice exam grades to NZQA which can be used for derived grades applications.



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2 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 7 November 2017 Managing National Assessment Report**

The wharekura is continuing to work towards addressing the actions from this report. The Principal's Nominee has been developing the assessment guidelines and kaiako handbook for the kura. It is a comprehensive document but does require some minor changes to the selection of ākonga work required for external moderation. The Principal's Nominee has been working with kaiako to further develop their understanding of credible assessment practice and what is required by NZQA. This will support consistent practice across the kura and give ākonga access to fair assessment.

**External moderation response to outcomes and processes** The kura has yet to develop an effective process for responding to external moderation reports. Internally moderated and verified work was not submitted for the two years prior to 2023. In 2023 externally moderated results were positive for the standards submitted for external moderation, however the kura did not submit work for half the required standards. Kaiako discuss moderation reports, but any actions taken to address issues need to be documented and monitored by the Principal's Nominee. The kura should consider using the subject assessment modules and assessor practice tool available on Pūtake. Developing and strengthening external moderation processes will enhance the credibility of assessments.

### 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)*

Te Wharekura o Huiarau is currently in a state of transition as senior leaders and the Board of Trustees make decisions about the future direction of the kura. These decisions will impact assessment policy and practice. Due to its size and remote location the kura has employed a number of Limited Authority to Teach kaiako to increase its ability to offer courses to ākonga. These kaiako are currently training to gain their teaching qualification. Broadening the range of subjects offered enables the kura to better meet the needs of ākonga and supports their future educational, vocational and employment opportunities.

**Internal review prioritised by results of external review and interventions** A significant amount of work has been undertaken to ensure the kura is providing clear learning pathways and assessment opportunities for ākonga. Course outlines have been developed, and senior leaders and the Principal's Nominee continue to work towards ensuring that planning and structures are in place to give ākonga the opportunity to access assessment that is meaningful and allows them to gain the qualification. The kura offers a limited range of subjects but makes every effort to ensure ākonga have access to courses offered by external providers including Te Aho o Te Kura Pounamu. The improvement in ākonga achievement rates in 2023 indicates that the reviewed assessment plan is having a positive impact. Kaiako are further developing their understanding of NCEA, NZQA requirements, and their capability and confidence in the delivery of standards-based assessment.

## Credible assessment practice to meet ākonga needs

*Evidence of assessment practice meeting ākonga 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)*

**Improved use of systems and data** Through the monitoring and review of data in the kura there have been positive shifts in some areas. The percentage of internal results not reported dropped to zero in 2023. Data submissions are made on a regular basis so that ākonga are able to check their results through the NZQA portal. A clear system to monitor ākonga progress has been implemented. Kaiako monitor ākonga progress in their subjects and the Principal's Nominee monitors overall ākonga progress on a spreadsheet which is accessible to kaiako. Review of the data will allow ākonga to accurately track their progress towards gaining the qualification. Review also allows the kura to be responsive and provide interventions such as standard or course changes for ākonga who are at risk of not achieving their personal or qualification goals.

**Targeted support for numeracy** The kura has timetabled learning time which is focused solely on numeracy to support ākonga to achieve the co-requisite common assessment. Ākonga report they are confident to attempt the assessment and are clear that they must achieve it to be able to then achieve an NCEA qualification.

**Derived Grades** The kura has not yet implemented a clear process to collect quality assured evidence for derived grades. Few to no entries have been made in external examinations recently. As part of the ongoing development of good practice the Principal's Nominee could initiate discussion about what that looks like. For example, practice examination tasks should mirror the NZQA external examinations. Kaiako develop a process where their grades are verified by another kaiako and document it. The Principal's Nominee then submits the quality assured grades to NZQA in the November file submission. These credible results can then be used if needed for applications for derived grades.

## 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)*

**Internal moderation process** The kura has set internal moderation processes in place which all kaiako understand and follow. Assessment activities are critiqued prior to use and kaiako regularly check their understanding using benchmark material and exemplars. The Principal's Nominee works closely with individual kaiako to ensure that assessment activities will allow ākonga to achieve the required standard for all available grades. Kaiako complete cover sheets and overall moderation of standards is monitored by the Principal's Nominee on a central spreadsheet. Kaiako use subject experts in the kura and have access to external verifiers. The kura should consider creating more networking opportunities for kaiako to give them access to a wider range of assessors who could moderate their assessments and provide further professional support, given the geographical isolation of the kura.

Internally moderated material is stored in an accessible digital location and paper copies are stored in the wharekura office area. Work must be available to be submitted for external moderation at any time. The kura needs to continue to submit external moderation as required and if standards on the moderation plan are not assessed, the Principal's Nominee should contact their kura Relationship Manager as soon as possible so the plan can be modified. Submitting all external moderation for the current round is essential, to provide feedback to kaiako on whether assessor grades are consistent with the standard, and senior leaders of the kura can be confident that reported results are credible.

## **Appendix 1: Effective Practice**

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

**Te Wharekura o Huiarau 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
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

**Te Wharekura o Huiarau 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 Wharekura o Huiarau 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 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 Wharekura o Huiarau 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 Wharekura o Huiarau 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 Wharekura o Huiarau 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
- 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



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

**Te Wharekura o Huiarau 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, 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
- celebrating ākonga success, such as the holding of parent gatherings.

**Te Wharekura o Huiarau 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 Wharekura o Huiarau:

- 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 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 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 kura provided the following documents:**

- information on their actions and self-review since the last Managing National Assessment report
- Assessment Document – Te Wharekura o Huiarau

### **The Kura Relationship Manager met with:**

- the Principal's Nominee
- Lead kaiako:
  - Te Wharekura and Te Reo Māori
- Kaiako in Charge of:
  - Mathematics
  - Physical Education
- three 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 actions required.