![NZQA logo](Mana Tohu Mātauranga o Aotearoa / New Zealand Qualifications Authority)

Managing National Assessment Report

Te Kura Kaupapa Maori o Ngati Ruanui

July 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Ngāti Ruanui

4 July 2024

Background

Te Kura Kaupapa Māori o Ngāti Ruanui is based in Hāwera. It was consented to deliver the NCEA qualification in May 2022. Assessment against standards on the New Zealand Qualifications Framework commenced in 2022, 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 meeting most 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 mostly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within one year.

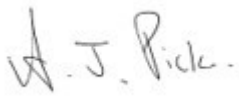## Actions and considerations

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
External and internal review	
Ensure that all necessary assessment material for external moderation is submitted.	For the 2024 moderation round, and ongoing.
Credible assessment practice to meet ākonga needs	
Update kaiako and ākonga handbooks on an annual basis.	Immediate and then yearly.
Report all ākonga entry and achievement data on a monthly basis.	Immediate and ongoing.
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to all relevant external point in time assessments.

For consideration

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

- making key information readily available to whānau online to enable them to better support their tamariki.

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Manager
School Quality Assurance and Support

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 previous Managing National Assessment Report   Te Kura Kaupapa Māori o Ngāti Ruanui gained consent to assess in May, 2022. This is the first Managing National Assessment report for the kura.

External moderation response to outcomes and processes   The kura must submit assessment material for external moderation purposes. The kura did not send any mahi ākonga for external moderation in 2023. As a newly consented kura, 2023 should have been its first year engaging with the external moderation process. This did not occur as the kura was unaware of the external moderation process. 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.

Senior managers have agreed to ensure that all necessary assessment material for external moderation will be submitted from now on. This may require checking the moderation application instructions or asking the School Relationship Manager for assistance if necessary. The kura has a robust internal moderation process and with the broadening 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. This will give confidence that the assessment processes within the kura are effective, that judgements provide credible grades and support kaiako to continue to grow their assessment expertise.

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)

New kaiako wharekura developed and new subjects on offer   The kura has broadened the range of subjects available, giving ākonga access to a wider range of standards for assessment to better meet their academic needs and interests. An established programme of English, Mathematics and Te Reo Māori is now complemented by Te Ao Haka, Hākinakina and Tikanga-a-iwi which are being gradually developed over time. To achieve this, the two experienced kaiako wharekura are working closely with targeted Limited Authority to Teach and kura tuatahi kaiako who have a passion for these newly introduced subjects. Regular hui have been set up where skills in, and understanding of, assessment for NCEA standards are developed. These hui involve marking wānanga where a kāhui approach, led by the experienced kaiako wharekura, is used to assign and verify grades. This impacts on the ability of the wharekura to meet the assessment needs of the small but growing number of senior ākonga.

Increased skill proficiency may demand new standards   The kura has raised expectations for reo proficiency of ākonga entering the kura. This will have a flow on effect for the wharekura over the coming years. The kura anticipates that increased reo proficiency of their ākonga will require changes in teaching, learning and assessment programmes. Leaders are preparing for this by planning to implement more Te Marautanga o Aotearoa standards, including replacing Te Reo Māori with

Te Reo Rangatira as a subject. The kura is evaluating newly developed standards from both curricula to ascertain which of the standards will be most appropriate for their ākonga. Leaders are arranging for an increase in the use of translated external assessments and Te Marautanga o Aotearoa derived standards. This demonstrates the good practice of anticipating areas for ongoing development to better meet the learning and assessment needs of ākonga 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 meeting ākonga needs   Assessment at Te Kura Kaupapa Māori o Ngāti Ruanui is based on ākonga and whānau aspirations and kaiako strengths and capacities. Assessment fits around the principles of Te Aho Matua and a kura-wide focus on its Ngāti Ruanuitanga which guide the kura. A strong connection is also being developed between the kura and a local tertiary institution to extend assessment opportunities and connect with the wider community. There is a desire to enhance the use of online external assessments to match internal assessment practice. This is reflected by engaging in the digital option for Te Reo Māori external examinations as an initial step, in 2024. The kura has made a conscious decision not to engage with the Literacy Numeracy Te Reo Māori me Te Pāngarau Common Assessment Activities or TAPā as their ākonga can currently achieve literacy and numeracy through other means. These aspects of assessment practice at this kura are indicative of the willingness of leaders to adapt and respond to the assessment needs of their kura community.

Improved data management needed   The kura must more effectively manage entries and report results to allow accurate tracking of ākonga progress towards their academic goals, and qualification attainment. The kura should undertake checks by the required deadlines to minimise the reporting of late results, having entries without a result, late external entries and ensure the reporting of derived grades. *Key Indicators* and *Reports* on the NZQA Provider website of the kura can assist with monitoring entries and results.

Derived grades required   The kura needs to report quality assured derived grades for all relevant external point in time assessments. This currently only involves Te Reo Māori examinations, but as the kura grows its range of external point in time assessments, the requirement to report derived grades will increase. Derived grades ensure that if ākonga are unable to sit a point in time external assessment or their preparation is impacted for reasons beyond their own control, such as unwellness on the day, tangihanga, technical failures, injury or national representation or due to a widespread unexpected event, they are entitled to apply for a derived grade for the external standard. The kura has agreed to develop its derived grade processes so that their ākonga can take advantage of this entitlement and achieve credit where required.

Updating communications to support consistency and access to NCEA information   The kura is aware that ākonga and kaiako NCEA handbooks need to be updated annually. This is particularly important with the many changes that continue to occur as the NCEA Change Programme becomes embedded. Some areas that the kura will need to modify relate to qualification requirements, including clarity around literacy and numeracy and making it clear that external moderation will

now happen in the year of assessment. The Principal's Nominee has undertaken to update both resources, with immediate action, to provide clear guidance for kaiako and ākonga. The kaiako handbook is a living document that should be regularly referred to by all kaiako wharekura. They reflect current assessment practice requirements and support consistent assessment practice and understanding. The booklets will also enhance the excellent assessment practices which were discussed, in detail, by kaiako during this review. The kura will also consider making key information readily available to whānau online which will enable them to better support their tamariki.

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 a start of year hui and 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 judgements made by the kura. All processes are monitored by the Principal's Nominee through a range of online and face to face communications. Effective quality assurance helps confirm for senior managers the credibility of results reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Ngāti Ruanui 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

- 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

- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

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

- ensuring samples of ākonga work are available for submission by being adequately stored

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Ngāti Ruanui 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 Maori O Ngati Ruanui reports accurate achievement data by:

- checking Key Indicators and NZQA reports to identify and resolve any errors
- 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 Ngāti Ruanui 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

- 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 Ngāti Ruanui 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 Ngāti Ruanui:

- 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
- *NCEA Staff Handbook 2020* (Staff handbook)
- *NCEA Staff Handbook 2020* (Student Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
    - o Digital Technology
    - o Te Ao Haka
    - o Te Reo Māori
    - o Tikanga-a-Iwi
- Tokotoru ngā ākonga.

There was a report-back session with the Tumuaki, Principal's Nominee and lead kaiako 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.