

# **Managing National Assessment Report**

**Te Kura-a-iwi o  
Whakatupuranga Rua  
Mano**

**November 2024**

# FINDINGS OF THIS REVIEW

## Te Kura-a-iwi o Whakatapuranga Rua Mano

7<sup>th</sup> November, 2024

### Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a kura that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

### Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
<b>External and internal review</b>			
3v	Follow-up external review recommendations and findings	The school is required to respond to external review findings from this and the previous MNA report	Early 2025
2.6iv	Comply with external moderation requirements of NZQA and SSBs	The kura is required to submit material for all standards in the external moderation plan	By the submission due date each year
<b>Credible assessment practice to meet ākongā needs</b>			
3iv	Use its self-review and evaluation processes to confirm that policies and procedures (as set out in the Quality Management System documentation) are current, consistently applied and are effective in achieving desired outcomes (CAAS Guidelines)	The kura must update all assessment documentation and take responsibility for ensuring all kaiako are familiar with assessment policies and procedures, including those new to NCEA	Early 2025 and ongoing

	<b>Internal moderation to ensure the reporting of credible results</b>		
3.1b	Monitor internal moderation	Senior management is required to have a monitoring process that ensures the results they report have been subject to an internal moderation process	Immediate and ongoing

## Actions and considerations

### Agreed actions

The school 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>	
Communicate with NZQA to confirm external moderation plans.	By the end of Term 1 each year
<b>Credible assessment practice to meet ākongā needs</b>	
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 and examinations
Update the kaiako and ākongā NCEA handbooks.	Prior to 2025
<b>Internal moderation to ensure the reporting of credible results</b>	
Use a range of systems to monitor internal assessment practice.	Immediate and ongoing

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12 February 2025

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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 4 September 2019 Managing National Assessment Report**

The last Managing National Assessment report for Te Kura a Iwi o Whakatapuranga Rua Mano raised the issue of risk to the management of assessment for national qualifications due to impending changes in leadership. Since then, there have been two new tumuaki and a new Principal's Nominee. The current tumuaki, a long-standing kaiako wharekura, has been in the role for just over a year and while issues laid out in the last review have not been fully resolved, a positive shift has definitely occurred under his leadership, with positive overall external moderation outcomes and external moderation assessment material submission in 2024. The kura is starting to develop consistent assessment practice across the wharekura now.

Action items from the 2019 review require attention and are detailed later in this report. These include embedding effective internal moderation practices, ensuring that responses to external moderation work to improve internal moderation, that results are reported accurately, and that all kaiako are familiar with assessment procedures.

#### **External moderation response to outcomes and processes**

Submission of assessment material for external moderation has significantly improved for the kura in 2024. At the time of this review, the kura had submitted all 13 required standards from the 2024 moderation plan and 6 of the 9 moderated standards were Consistent with the standard. The other three were Not Yet Consistent. This follows a pattern of relatively high numbers of Materials Not Received for external moderation in recent years. From 2021 to 2023, 20 of the 64 standards, for which materials were requested for external moderation, were not received by NZQA. This has been due to a combination of reasons, including physical addresses not received by the Principal's Nominee for physical submissions, some standards on the moderation plan not being assessed by the kura and poor communication when plans are confirmed at the beginning of the year. A key change for the kura in 2024 is that there was clear communication between the Principal's Nominee and NZQA regarding standards within external moderation plan, so that only standards assessed by the kura in 2024 were requested. Senior managers are pleased that new systems discussed further on in this report are having a positive impact on effective internal moderation practices that still need to be fully embedded.

The kura has been successful in transitioning to the new external moderation system of submitting material in the year of assessment and by a common submission date. The kura is competently developing a range of processes to ensure that all necessary assessment material is submitted for external moderation purposes. This includes checking the moderation application instructions and asking the School Relationship Manager for assistance, where needed. It involves regular checking for progress of each submitted standard in the moderation tool. Material that is not created digitally, is scanned before results are reported with kōpaki mahi ākongā to be sent for external moderation immediately thereafter. A centralised online storage location for all subject assessment material in tandem with using the Internal

Moderation System that is embedded in the Student Management System, will ensure all external moderation can be facilitated online. This will give the new kura leaders confidence that the assessment processes within the kura are effective, that kaiako judgements result in credible grades and that they support kaiako to grow their assessment expertise.

An important next step for the kura will be to respond effectively to feedback from external moderation. This will need to include reflection by kaiako, action plans that address any issues identified by moderators, and monitoring that completed actions work to improve internal assessment.

## **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)*

Wharekura-wide assessment leadership, review and practice need to be developed to ensure consistency and quality. The expert kaiako and assessors within the kura need to share their knowledge with the less experienced kaiako wharekura. Some agreed actions and further discussion are covered in the Internal Moderation section of this report.

**Increased use of digital tools for assessment** In response to change in NCEA assessment modes and ākonga preference, pleasing progress has been made since the last review regarding online internal and external assessment capability and usage. This has enabled the kura to engage confidently in digital examinations, and other forms of online assessment for which they are well equipped. Ākonga concur that, where possible, they prefer the digital assessment approach and kaiako find marking work and giving valid feedback during development is easier. The kura has responded to this shift, in keeping with assessment practice that best meets the needs of its ākonga.

**Participation in pilots provides valuable insights** The kura engaged in piloting new standards for Hangarau, Pāngarau and Te Reo Rangatira which has put them in a good position to respond to NCEA changes. Ākonga are very comfortable with the variety of digital assessment modes that have been developed in recent years and kaiako are also much more comfortable in this space. Online assessment practice has also become more conventional within the kura due to its new status as an Examination Centre as of 2023. This allows the kura to facilitate its own external examinations, all for which the preference is digital, where possible. Being its own Examination Centre gives the kura greater autonomy, eliminating the burden of dependence upon other centres and reducing the anxiety for sitting candidates.

These changes to practice are examples of effective self-review and evaluative responses that enhance assessment for national qualifications within Te Kura a Iwi o Whakatapuranga Rua Mano.

## Credible assessment practice to meet ākongā 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)*

**Ākongā prepared for the future** Kura leaders are satisfied that their bilingual graduates are well equipped to pursue an array of academic and vocational pathways once they leave the kura. Emphasis on NCEA achievement at years 11 and 12 is not high as senior ākongā also engage in studies through Te Wānanga o Raukawa, which is a Māori tertiary establishment just across the road from the kura. Ākongā who complete Year 13 are likely to gain Level 3 NCEA and University Entrance, with over 70% of the cohort achieving both qualifications in recent years. Kaiako attribute the success of their ākongā to the strong relationships that are built up over time and a conscious wharekura-wide effort to plan assessment with ākongā interests and needs to the fore.

**Real-life learning and assessment opportunities** The kura is innovative in utilising its own surrounds for assessment stimulation. Ākongā engage in contextualised learning and assessment opportunities built around its own taiao such as the repo reclamation alongside the kura where pūtaiao, pāngarau and hauora studies are conducted, a hanga where iti project where hangarau takes place and the māra hua whenua on kura grounds which generates integrated assessment opportunities and real-life learning and assessment. Here 'the kaupapa comes first and credit achievement is a by-product'. These initiatives support the kura to provide genuine, fit for purpose kaupapa Māori assessment opportunities for its ākongā and help to satisfy its whānau-wide aspirations.

**Quality assured derived grades required prior to the start of external assessment** The kura must report quality assured derived grades for all point in time external assessments including for some digital assessments during the year. Currently, this does not happen and there is the risk that candidates may miss out on rights they should be afforded. Reported grades should be based on standard-specific evidence from practice assessments that reflect the actual assessment conditions and should be completed prior to the external assessment event. With the increased use of digital external examinations, reported derived grades will help to mitigate new challenges which may occur with online assessment such as loss of Wi-Fi connection or extreme natural events that are out of the candidates' control.

**Kaiako and ākongā NCEA handbooks to be redeveloped** The kura needs to update the kaiako and ākongā NCEA handbooks to support consistent assessment and moderation processes. Updated relevant information for NCEA assessment is available online in various formats, but this information needs to be supported by the two documents which act as a one stop source of information for kaiako and ākongā/whānau. Kura leaders agree that their documents are no longer fit for purpose so the Principal's Nominee has begun to update both handbooks which will be ready for use by the beginning of 2025. This refresh will ensure currency and clarity around information such as missed and lates, further assessment opportunities and resubmissions procedures, sequencing of internal moderation, result reporting and submission for external moderation and others that were discussed as part of this review. As a next step, the kaiako NCEA handbooks will serve as a reference point for professional development for all kaiako wharekura to support common assessment and moderation practice.

## 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)*

**Response to inconsistent internal moderation processes** The Principal's Nominee needs to monitor internal moderation closely to ensure consistent practice across the wharekura. Since the last review, changes in key personnel have led to inconsistent practice for managing internal assessments. This has subsequently led to some inconsistent external moderation outcomes for the kura. Lead kaiako believe this is a situation that can be easily fixed as the problem is more about systems not being followed rather than individual kaiako practice. So, recently, hui ā kaiako wharekura have been dedicated to developing a shared understanding across the whole wharekura, where expectations are modelled and clarified by experienced kaiako, some of whom have current experience with developing and marking assessment activities for internal and external assessment purposes. The refreshed NCEA handbooks are intended to be used at these regular kaiako wharekura hui to further enhance consistency and understanding for all kaiako. In combination with all kaiako implementing the new internal moderation facility within the Student Management System, senior managers can be assured that only results that have been subject to a robust consistent internal moderation process are reported to NZQA. The kura has agreed to use all evolving internal moderation systems to support the monitoring of internal moderation practice.

## Appendix 1: Effective Practice

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

**Te Kura-a-iwi o Whakatupuranga Rua Mano 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 and extending the school's Consent to Assess if required
- 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

**Te Kura a Iwi o Whakatupuranga Rua Mano 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-a-iwi o Whakatupuranga Rua Mano 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.

**Te Kura-a-iwi o Whakatupuranga Rua Mano 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.

## **Effective management and use of assessment-related data**

**Te Kura-a-iwi o Whakatupuranga Rua Mano 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
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Te Kura-a-iwi o Whakatupuranga Rua Mano 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 kaiako, and ākonga and their whānau about assessment**

**Te Kura-a-iwi o Whakatupuranga Rua Mano has effective processes and procedures for:**

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- 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 Kura-a-iwi o Whakatupuranga Rua Mano 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:

- 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 *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 a Iwi o Whakatapuranga Rua Mano-Ngā Tukanga Arotake, Aromatawai, Aromātairua, 2019* (Kaiako Handbook)
- *Pukapuka NCEA a Ākonga, Te Kura a Iwi o Whakatapuranga Rua Mano 2019* (Ākonga Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
  - English
  - Hauora
  - Pāngarau
  - Pūtaiao
  - Te Reo Rangatira

There was a report-back session with the Tumuaki 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.

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