

Managing National Assessment Report

Te Wharekura o Te Rau Aroha

Significant issues kura June 2024

FINDINGS OF THIS REVIEW

Te Wharekura o Te Rau Aroha

11 June 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 management by the kura of national assessment were identified. The school's own review mechanisms have not been sufficient for the kura 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 kura must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
External and internal review			
3v	Follow-up external review recommendations and findings	The kura is required to respond to external review findings in the previous MNA report	All Significant Issues are to be addressed in 2024
2.6.iv	Comply with external moderation requirements of NZQA and Standard Setting Bodies	The kura is required to provide external moderation to NZQA, to enable it to respond effectively to moderators' feedback	For the 2024 moderation cycle, and ongoing
Credible assessment practice to meet ākongā needs			
2.7.iii	Transfer ākongā achievement data to NZQA accurately, on a regular and timely basis	The kura must: <ul style="list-style-type: none">- make external entries on or before 26 August- remove internal entries for those standards where ākongā have not had an adequate assessment opportunity, or report a result, by 1 December	Submit data entry files to meet NZQA timeframes

Internal moderation to ensure the reporting of credible results			
3.1b	Monitor internal moderation	Senior management is required to have a monitoring process that ensures the results reported have been subject to an internal moderation process	Immediate for all standards assessed in 2024

Actions

Agreed actions

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

Action	Timeframe
Credible assessment practice to meet ākonga needs	
Make formal Special Assessment Applications	Prior to or at the start of an NCEA programme for ākonga
Submit derived grades to NZQA prior to the beginning of external examinations	To be included in data entry by 1 November

A. J. Picken

Amanda Picken
 Manager
 School Quality Assurance and Support

3 September 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 31 July 2019 Managing National Assessment Report

The kura has not adequately addressed the significant issues and agreed actions from the last review, as outlined above. These issues are longstanding over the history of reviews since 2015 or have reoccurred because improvements have not been able to be sustained.

Kura leadership acknowledged the necessity of implementing the changes with urgency to resolve the issues. This is to provide assurance to both their community and NZQA that results for national qualifications are quality assured and their credibility is confirmed by external moderation outcomes. Ākonga entries must be accurate and results reporting timely to support effective monitoring and tracking of ākonga achievement.

The approach of the kura to resolve each of these issues is discussed in the body of the report.

External moderation processes and response to outcomes As the kura has not submitted material to NZQA for the past two years, no standards have been moderated. The kura needs to submit moderation so NZQA can be confident that assessor judgements are consistent with the standard and for kaiako to receive feedback.

The kura identified that ākonga work was available. The workload demands of the kaiako and a lack of confidence in using the External Moderation Application meant that this did not happen. NZQA requires, and the kura agrees, external moderation to be submitted in 2024, as soon as the internal moderation processes are completed for each standard on the moderation plan.

Following this year's moderation round, the Pouako Matua will review each moderation report and discuss with kaiako any concerns that have been identified. He will monitor agreed actions through to completion. Senior leaders will evaluate the impact of changes for expected improvement and provide support as required.

The kura could also consider encouraging kaiako to use the function in the moderation application to query and appeal reports where they feel they would like further clarification or feedback. This feedback would support any action required on the part of the assessing kaiako. Other support available includes the subject learning modules on Pūtake, NZQA's Learning Management System, to help kaiako improve their understanding of the requirements of the standards. The Assessor Practice Tool is also available to check the accuracy of assessor judgements. Accessing additional assistance is particularly relevant to supporting kaiako understanding and building confidence in assessing the new Level 1 standards.

External moderation is an indication of the robustness of internal moderation processes previously undertaken. As discussed in the Internal Moderation section of this report, the focus of the kura is on strengthening the monitoring of internal

moderation processes to build support and kaiako experience in standards-based assessment and to make assessment judgments consistent with the standard.

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)

The philosophy of Te Wharekura o Te Rau Te Aroha is centred on Ngāti Haua beliefs and practices. The teachings of Tikanga ā-lwi and iwi history by the Tumuaki/Kaumataua are the keystone in sharing iwi knowledge and core values, alongside the Tumuaki Tuarua and other kaimahi. The kura considers their biggest asset is integrating their worldview into programmes of learning, preparing ākongā to contribute to a better future for their people, develop as leaders assured in their identity and being successful in their studies. Past ākongā are current kaiako, ensuring the continuity of values, knowledge and learning. The passion of kaimahi to assume this all-encompassing responsibility for every member of their community, including effective teaching and assessment, was evident during the review.

Self-review occurs on an individual basis and kura-wide at staff hui. Kaiako review teaching and assessment programmes with ākongā, to inform design and required changes. Kaimahi continuously model and wānanga about teaching programmes and credible assessment practice, enabling kura-wide understanding and fair and consistent practice. Outcomes of reflective practice are shared onwards to the Board of Trustees and to whānau, including providing information of overall performance regarding assessment and qualifications of ākongā, to inform future change in areas of identified risk or needing improvement. Prior to the review the kura had identified areas for improvement: assessment resource creation, moderation systems, University Entrance attainment and communication processes. These goals are discussed in the relevant area of this report.

The kura has faced challenges maintaining effective quality assurance systems for national qualifications, including stretched workloads and difficult circumstances facing kaiako at the end of last year. During the review, a change in direction was signalled, to restore overall leadership under the direction of the Tumuaki Tuarua and the ownership of moderation practice and data management to the Pouako Matua. The kura envisions the wider distribution of roles will foster effective leadership and increased capability of assessment practice and quality assurance.

The kura identified their intent to build leadership through setting expectations and sharing the knowledge required with kaiako, expanding ownership by developing processes to ensure kura-wide consistency and strengthening kaiako capability through professional learning and induction, to achieve these outcomes. The kaiako interviewed were firm in their regard for the professional learning afforded by robust internal moderation, and clearly understood the purpose of internal and external moderation was beyond simple compliance.

Teaching focuses on meaningful learning for the ākongā and not teaching to assessments. Senior leaders have identified “missed opportunities” whereby the myriad of diverse naturally occurring evidence from hui, pōwhiri and manaaki marae could be collated to assess standards. The kura intends to progress this work which will result in ākongā receiving recognition for their mahi, by creating assessment resources and linking with other kura. Senior leaders consider this approach will further ākongā engagement and increase overall achievement levels.

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)

Programme pathways reflect kaupapa and identity Te Wharekura o Te Rau Te Aroha offers programme pathways that develop a strong sense of identity and knowledge of iwi relating directly to the everyday lives and environment of ākongā. Kaupapa informs the teaching and learning programme, with assessed standards aligned to this. Ākongā study diploma and degree courses in Mātauranga Māori at Te Wānanga o Raukawa to provide accelerated, relevant learning. Kaimahi support ākongā to provide their best assessment evidence, including attending off-site iwi events, flexible timeframes, targeted practice of external assessments in Term 4 and access to devices out-of-kura hours.

The kura is exploring offering a greater range of programmes and learning experiences, as appropriate, to meet the changing needs of ākongā and to further their access to future education, vocational or employment pathways. Thorough knowledge of the educational needs, interests, and future career goals of each ākongā underpins the approach of the kura.

Kaiako are broadening their understanding of the new Level 1 standards by working together to improve their familiarity and knowledge. Last year the kura discontinued piloting achievement standards, to better meet the needs of ākongā through the unit standard co-requisites. The kura is also working to strengthen their Pāngarau and Mātāmuri programme to support better achievement outcomes for ākongā.

Positive relationships exist across the kura with strong tuakana - teina relationships evident. As kaiako observe the creation of assessment evidence, and have deep knowledge of the work of each ākongā, issues of authenticity and breaches of assessment rules do not feature

Timely and accurate data entry and results reporting is essential The kura must manage external entries and report a result for all internally assessed standards by NZQA deadlines, to ensure they reflect the intended assessment programme of ākongā. This will assist ākongā, their whānau and the kura with planning and tracking assessment progress towards a qualification and simplify the management of examinations.

Data submitted by the kura has contained duplicated entries with the majority of external examination entries made after the personalisation deadline of late August/early September. Adhering to the specified timeframe will ensure ākongā get individual barcoded exam papers, minimising the possibility of scripts going missing in the system.

A significant number of entries were reported without a result over recent years across subjects. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn. An inaccurate view of possible ākongā achievement may be provided if tracking of progress includes those entries for which no results are ultimately reported.

The Pouako Matua has an important role in proactively managing the timeliness and accuracy of data entries and results reporting to ensure these issues are successfully resolved. He will use the *Counts by Subject or Course Report* on the NZQA website

to identify and resolve entries without results before the 1 December deadline. The kura could also involve kaiako and ākonga to confirm entries and results are accurate before data is processed to be sent to NZQA. This approach will help ensure that ākonga assessment records are accurate.

Improved data and results entry will assist the kura to address their goal of improved communication with whānau and share the management of ākonga assessment workload. The Pouako Matua intends to provide access to the student management system for ākonga and whānau. This will enable ākonga to self-monitor their academic progress, and to share the responsibility of attendance and completion of homework and assessment tasks with whānau.

Other data management measures show improvement, including the regularity of data file submissions and the number of ākonga who have created their Learner login accounts.

Reporting Derived Grades for Unexpected Events to NZQA The kura must submit to NZQA derived grades prior to the external examinations period. This fulfils NZQA's requirements for access to quality assured grades that could be used in the event of an emergency or other unexpected event for individual or a group of ākonga. With the introduction of a student management system, the Pouako Matua is confident of meeting this requirement.

The kura focuses on providing practice external assessment opportunities under examination conditions in Term IV. The kura collects and verifies standard specific evidence for derived grades. The Pouako Matua can monitor the progress of these grades reported to NZQA through the link on the school's homepage.

Applying for Special assessment conditions While the kura has identified ākonga that are potential candidates for Special Assessment Conditions, no formal applications have been made to NZQA. The kura are encouraged to use kura-based evidence for applications, to eliminate the financial obstacle of an external report. By applying for these conditions for eligible ākonga, the kura will enable access to fair assessment and achievement, for both internally assessed standards and external exams.

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 monitoring requires strengthening The kura is developing a fit-for-purpose system to monitor the steps and completion of internal moderation across the kura. This will provide senior leaders with confidence that only quality assured results that are credible are reported to NZQA.

Kaiako collect assessment evidence, collaborate internally and externally to verify grades and store all ākonga mahi. The Pouako Matua intends to closely monitor the completion and adequacy of these processes, including timely reporting of results to NZQA and submission of external moderation. He will review each internal moderation coversheet completed by kaiako, alongside ākonga work. A focus will be on detailed and documented assessor decisions, to support results being consistent

with the standard and for reference as benchmarks for future assessment judgements. Where gaps are identified, the Pouako Matua will follow up to support the required changes to kaiako practice. As a final step, the Pouako will record the completion of internal moderation process in the student management system. Only once the Pouako Matua is assured of the internal moderation effectiveness, will he report results to NZQA.

Strengthening and embedding internal moderation monitoring will help the consistency of processes across the kura and enable good practice to be confirmed and clarification and advice provided where required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Wharekura o Te Rau Aroha 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
- 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 Wharekura o Te Rau Aroha 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 Te Rau Aroha 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 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 Wharekura o Te Rau Aroha 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 Wharekura o Te Rau Aroha 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 Te Rau Aroha 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.

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

Te Wharekura o Te Rau Aroha has effective processes and procedures for:

- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with kaimahi, 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.

Te Wharekura o Te Rau Aroha assists common understanding of assessment practice by:

- communicating assessment information

- 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 Te Rau Aroha:

- 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 kaimahi, 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
- *NZQA Handbook for Teachers of Te Wharekura o Te Rau Aroha*
- *Assessment and Moderation of Assessment*
- *NZQA Handbook for Students of Te Wharekura o Te Rau Aroha*
- *Student Information and Support / Student Guidance and Support Systems.*

The School Relationship Manager met with:

- The Tumuaki Tuarua
- the Pouako Matua
- Kaiako of:
 - Reo Māori / Reo Rangatira
 - Te Ao Kapahaka
 - Te Reo Matatini me te Pāngaruau
- three ākonga.

There was a report-back session with the Tumuaki, Tumuaki Tuarua and Pouako Matua 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, the school agreed to reschedule this review from 2022.