

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Ngā Maungārongo**

August 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Ngā Maungārongo

22 August 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 management of national assessment were found in the kura were found. 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 should be conducted within three to five years.

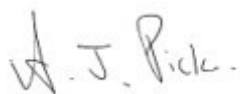
At the request of NZQA and due to the restrictions of Covid-19, the kura agreed to reschedule this review from 2019.

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	
Document, monitor and evaluate responses to external moderation	As external moderation reports are received
Submit all external moderation as required	As required annually
Credible assessment practice to meet ākonga needs	
Ensure all internal entries have a result or where appropriate are withdrawn	Prior to 1 December



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19 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 This is the first Managing National Assessment review for Te Kura Kaupapa Māori o Ngā Maungārongo.

External moderation response to outcomes and processes No external moderation was submitted in 2020 due to Covid-19 disruptions, as agreed by NZQA. For the past three years, standards have not been moderated as the kura did not submit material to NZQA.

The kura must submit moderation, so NZQA can be confident that assessor grade judgements are consistent with the standard and for kaiako to receive feedback to inform future grade judgements against the standard. Submitting all external moderation for the current round is essential, to provide feedback to kaiako on whether assessor grades are consistent with the standard. Only then, can senior leaders of the kura be confident that reported results are credible. NZQA will monitor and evaluate progress in this area over the next 12 months.

Following this year's moderation round, the Principal's Nominee needs to review each moderation report and discuss with kaiako any concerns that have been identified. They will monitor agreed actions through to completion. The Principal's Nominee will evaluate the impact of changes for expected improvement and provide support as required. Support could include use of the Assessor Practice Tool and standards-based assessment modules available on Pūtake, NZQA's learning management system. Meaningful, targeted responses to external moderation will strengthen kaiako understanding of standards-based assessment.

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 Principal's Nominee's has been developing and strengthening internal moderation processes to build kaiako capability in standards-based assessment and to ensure assessor grade judgements are consistent with the standard.

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)

Board of Trustees drives internal review The new tumuaki has been working with the Board to review kaupapa across the kura including learning programmes and assessment practice. It has been difficult for the kura to maintain consistency of assessment practice with changes in staff over the last three years resulting in the need for the Board and new leadership team to review all NCEA assessment requirements. The new Principal's Nominee has familiarised herself with NZQA rules and requirements and has developed systems to ensure assessment practice is quality assured in the kura to ensure credible results are being reported to NZQA.

Learning opportunities to meet ākonga needs and aspirations Kaiako are developing programmes/courses of learning rather than focusing on specific learning areas. The need for innovation is driven by the low ākonga numbers in Years 9-12 and having four kaiako in the wharekura who need to be able to teach across several learning areas. The kura has an arrangement with Mount Albert Grammar School that enables ākonga to attend Science and Visual Art classes. The kura tailors courses so that ākonga have the best possible opportunity to achieve a qualification in areas that are relevant to their future goals and pathways.

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 programmes based on ākonga strengths Ākonga are challenged to build on their strengths in their learning programmes. Ākonga voice is regularly gathered because of the size of the school and there is always the ability of kaiako to adjust and/or restructure learning programmes to suit/meet ākonga needs. The well-established Kapa Haka programme provides a learning framework where skills and knowledge can transfer to other areas. Ākonga who undertake digital assessment for Te Ao Haka are familiar with NZQA's digital assessment platform. Ākonga participation with digital assessment is building ākonga and kaiako confidence to engage more with digital assessment.

Communication about NCEA NCEA information including its Rules for Schools and the assessment policy and procedures of the kura are made available in the kura assessment handbook. The kura also uses a number of resources from the NCEA Me te Whānau team to keep ākonga and their whānau up to date. Whānau are invited to the kura to discuss any questions they may have about NCEA. Ākonga come from across Tamaki Makaurau and deliberately choose to attend TKKM o Ngā Maungārongo. The kura ensures communications about NCEA are consistent, current and are delivered in a variety of forms to all members of the community so that ākonga and their whānau can make informed decisions when planning pathways to meet qualification goals.

Practice assessments Grades awarded for practice assessments are quality assured through the same system the kura uses for internal moderation. All grades are checked by other learning area specialists to ensure that ākonga are prepared for external examinations. This is good practice which ensures that these grades can be credibly applied as derived grades should the need arise for the external examinations. The kura needs to ensure that these grades are submitted to NZQA prior to the November examination period.

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)

Kaiako follow kura internal moderation processes The Principal's Nominee has developed a process and system which ensures that all assessed ākonga work is verified. Kaiako critique tasks before use with their moderation partners who come from both within the kura and from other kura. The moderation process is recorded digitally and the Principal's Nominee monitors all steps in the process to ensure that grades reported are credible. Kaiako have good working relationships with peers from other kura auraki to support their understanding about assessment requirements for standards.

Kaiako are expected to use a central online storage system where copies of ākonga work must be kept so it is available for external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Ngā Maungārongo 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- 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
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Te Kura Kaupapa Maori o Ngā Maungārongo 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
- 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 Ngā Maungārongo 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 Kura Kaupapa Māori o Ngā Maungārongo 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
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Ngā Maungārongo 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 Ngā Maungārongo 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
- 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 Kura Kaupapa Māori o Ngā Maungārongo 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
- celebrating ākonga success.

Te Kura Kaupapa Māori o Ngā Maungārongo 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 Ngā Maungārongo:

- 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.

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako Matua - Curriculum/Assessment
- Kaiako in Charge of:
 - Mathematics
- three students.

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.

Background

This is the first MNA review for the kura which was granted consent to assess in 2018. The kura is a year 0-13 kura with very low numbers in the wharekura at the time of this review. A limited number of standards are assessed. The Tumuaki was appointed at the end of 2023 and the Principal's Nominee was appointed this year. The leadership team has been working towards further developing and strengthening assessment processes and practice during the course of this year.