

Managing National Assessment Report

Te Kura Kaupapa Māori a Rohe o Mangere

2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori a Rohe o Mangere

4 o Whiringa ā Rangi o 2024

Consent to assess confirmed

This review found that the school 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 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 effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

NZQA will return within the next twelve months to ensure that there are improved systems for monitoring external moderation follow up and that internal moderation processes are understood and being followed by all staff.

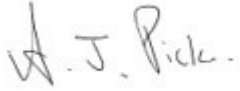
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

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
External and internal review	
Strengthen the monitoring and documentation of actions taken to address all issues identified in external moderation reports.	Immediate.
Evaluate the effectiveness of these actions in resolving identified issues.	
Credible assessment practice to meet ākongā needs	
Report results in a timely manner to NZQA and withdraw ākongā without an adequate assessment opportunity.	Immediate and by 1 st December.
Ensure kaiako and ākongā handbooks are current and reflect NZQA's terminology.	Update the handbook ready for 2025 and inform kaiako.
Internal moderation to ensure the reporting of credible results	
Strengthen the process for monitoring internal moderation to ensure steps are completed and documented for every standard reporting a result.	Immediate.



Amanda Picken
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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 2019 Managing National Assessment Report

The actions from the 2019 Managing National Assessment report are yet to be satisfactorily resolved. The kura has agreed to resolve the action points from the last review with support from NZQA, over the next 12 months.

External moderation response to outcomes and processes The kura does not have effective processes to alleviate the low level of consistency evident in recent external moderation outcomes and needs to make this a priority in the following school year. The Principal's Nominee must establish a process to monitor and document the discussions she has with kaiako following receipt of each external moderation report. The process needs to record the completion of planned actions before the standards are used again and evaluate the effectiveness of these actions in addressing the issues identified.

A significant amount of physical and digital work was not submitted for external moderation. This undermines the professional learning component associated with external moderation feedback. Evidence for results that are reported to NZQA need to be adequately stored in case it is required for external moderation purposes. The kura has agreed to ensure that sufficient selected material is stored, so that evidence is available upon request.

2024 Education Review Office (ERO) report recommends improvements to support student attainment and success These include:

- building kaiako data literacy
- improving academic target setting and the monitoring and reporting of student progress, and achievement in literacy and numeracy, and
- strengthening internal evaluation processes.

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)

Te Kura Kaupapa Māori ā Rohe o Mangere is using its own processes of self-review based on effective use of kaimahi/ākonga voice to review programmes and implement changes to reduce barriers to success for all ākonga. Strategic alignment of programmes to incorporate te ao Māori values and tikanga is being reviewed regularly to capture the interests of ākonga, to enhance their mahi, life experiences from hikoi, Kapa Haka, Manu Kōrero and other kaupapa driven events that the kura ākonga participate in.

The kura uses NCEA achievement data to enable the Board of Trustees to measure progress from previous years. Each kaiako has a course outline with milestone check points and due dates, and every wāhanga, the kaiako reflect and move dates of assessment to incorporate the overall dynamics of the kura and best meet the needs

of ākonga. In wāhanga three, all internally assessed standards need to be completed, which enables more preparation time for external assessments. Intense wānanga are held and block courses are implemented to support ākonga to complete NCEA assessment.

Strengthened use of Ākonga Management System The kura is growing its capability through more effective use of its Ākonga Management System for assessment tracking and reporting. Kaiako are now able to enter ākonga in assessment standards and add preliminary results to mark books. This has improved the accuracy of entries and enabled better tracking of achievement progress for NCEA qualifications and the NCEA Co-requisite.

The experience of the Principal's Nominee is integral in working towards maximising the potential of this system and training kaimahi in its use. Planned next steps are to use the ākonga and whānau portal and utilise the Ākonga Management System internal moderation functionality.

Self-review processes provide evidence that assessment practices are credible schoolwide, so the kura can now focus on its vision to build confident, qualified, and culturally competent students through a te ao Māori lens.

Trialled integrated programmes and course design The kura is reviewing its wātaka to include various aspects of te ao Māori. Programmes of work are linked to the kaupapa of the term. While kura wide kaupapa has sometimes been challenging due to time restraints the importance of ongoing review in this area is crucial to continue to support ākonga in achieving a chosen pathway.

At the end of 2023, kura wide discussions helped mould the wātaka for the 2024 year. Areas of focus included Te Tiriti o Waitanga, Hītori, Rangahau and Kapa Haka. Ākonga were given the opportunity to share and develop their learning with external placements at Kohanga in the area. Au taia is another change in the wātaka, and brings a point of difference to Kapa Haka, as more stage production skills are being taught and assessed.

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)

Accurate and timely reporting of results Ākonga results must be submitted to NZQA in a timely manner. The Principal's Nominee should complete requirements on the Ākonga Management System around the first of every month to ensure tracking ākonga progress is more robust and that ākonga progressively receive their results. Consequently, ākonga will be able to use their Learner Login credentials to check entries and results and to access the forthcoming Common Assessment Activities, digital submissions, and Level 1 external examinations. It is important that the kura conducts ākonga and kaiako checks of entries and results at key times during the year, particularly at the end of August when entries into external examinations are due, and 1 December to ensure all internally assessed results are reported. For this to happen, kaiako need to have their results submitted to the Principal's Nominee by an agreed due date.

Supporting ākonga pathways The kura introduced academic counselling to support ākonga to focus on programme pathways and how to support their future

personal and qualifications goals. Ākonga meet with the Principal's Nominee to discuss pathways of interest and possible courses available in the kura and those offered by external providers that match their needs. Ākonga interviewed during the review said they appreciate these discussions and expressed how the counselling helped their motivation, identifying what to aim for and how to achieve what is required to reach their future aspirations.

Graduate Profile Whānau have been involved in discussions to develop a graduate profile based on what they would like ākonga to achieve before leaving. Irrespective of whether their tamaiti are looking towards University or being work ready for a vocational pathway, they would like them to become confident and competent first in te ao Māori.

Tracking ākonga progress Wharekura managers and staff meetings focus on tracking results for NCEA ākonga, particularly looking at attainment of literacy and numeracy requirements before ākonga leave school. The kura goal is for all ākonga to achieve these requirements and a qualification before they complete their schooling. The kura supports ākonga to track their own progress using their NZQA Learner Login.

Ensure the kaiako NCEA handbook is up to date The school must provide staff with clear and comprehensive assessment information to support best practice and promote collective ownership. The Principal's Nominee agrees that the staff NCEA handbook needs to be reviewed and updated to ensure it contains accurate information relating to NZQA procedures, such as reflecting recent changes to the resubmission rules. It is important that this document is discussed with kaiako, and all learning areas are familiar with the school's expectations and can attest that quality assurance processes are being consistently applied.

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)

Monitoring of internal moderation Kura are required to monitor internal moderation completion to ensure assessor judgements are effectively quality assured, and results reported to NZQA are credible. The Principal's Nominee gathers and stores this information but needs to document that this has occurred for all internal assessments, for every kaiako, every year. Monitoring will allow her to track when results are ready to be sent to NZQA and check that each part of the process has been completed in a timely manner. This will provide confidence to Kura senior management that all internally reported results are credible.

Currently, subject folders are stored on a shared drive and physical folders are kept in a lockable storage cabinet in a locked office. When all kaiako are more confident producing assessments digitally, it will reduce the need for work to be printed. The Principal's Nominee having access to this digitally stored work will also support monitoring and a more robust system of internal moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori a Rohe o Mangere 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
- 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

Te Kura Kaupapa Māori a Rohe o Mangere has effective processes and procedures for:

- managing missed or late 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
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori a Rohe o Mangere 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 a Rohe o Mangere reports accurate achievement data by:

- 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 school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Te Kura Kaupapa Māori a Rohe o Mangere 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.

Te Kura Kaupapa Māori a Rohe o Mangere 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 a Rohe o Mangere:

- 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, 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
- Te Kura Kaupapa Māori ā Rohe o Mangere Quality Management System Operations Manual 2024
- Te Kura Kaupapa Māori ā Rohe o Mangere, Kaiako Handbook 2024
- Te Kura Kaupapa Māori ā Rohe o Mangere, *Ākonga Course outline, 2024*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal
- Kaiako Toi
- Kaiako Pāngarau
- three ākonga.

There was a report-back session with the Tumuaki, Deputy Principal 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.