

# **Managing National Assessment Report**

**Te Kura Kaupapa Māori o  
Tamaki Nui a Rua**

**May 2024**

# FINDINGS OF THIS REVIEW

## Te Kura Kaupapa Māori o Tamaki Nui a Rua

15 May 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 systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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

### Actions and considerations

#### Agreed actions

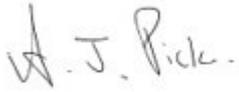
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Implement a documented system to respond to external moderation outcomes.	Immediate for all external moderation feedback throughout 2024, and onwards
<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 the start of all relevant external point in time assessments in 2024
Report all ākongā entry and achievement data on a monthly-basis including all external entries by Monday 26 <sup>th</sup> August and all internally assessed results prior to 1 December each year.	Immediate and ongoing

### **For consideration**

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

- clarify transitional roles between the outgoing and incoming Principal's Nominees to ensure tasks are completed and not duplicated.



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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 7 September 2018 Managing National Assessment Report**

There was one agreed action item in the 2018 review which was to ensure assessment programmes match ākonga abilities and to offer appropriate assessment opportunities. There was concern in one subject that ākonga were being assessed before they were ready, but this problem has long been rectified, through changes in personnel. The kura is now encouraged not to offer assessments to ākonga who are deemed not yet ready to be assessed.

**External moderation response to outcomes and processes** There is no established response to external moderation feedback by the kura. This will form the basis of an agreed action item from this review.

The kura does not have a current external moderation feedback system. Kaiako were unaware of a *Response to External Moderation Report* form in the appendix of the staff handbook and the need to use it to enhance quality assured assessment practice. The system requires pouako to complete the form for standards in their subject area. This process must be monitored by the Principal's Nominee and Tumuaki. This crucial requirement in pouako practice needs to be clearly communicated to all subject leaders as external moderation feedback confirms the 'whai mana' and 'tika' of internal NCEA assessment results reported by the kura. Effective use of the *Response to External Moderation Report* form will enable a documented response to the moderators' feedback, which in turn, will help kaiako address identified issues, further clarify their understanding of the requirements of the standards assessed, improve internal moderation processes, and enhance the 'whai mana me te tika' of all ākonga results. The kura has agreed to introduce this practice immediately for external moderation throughout 2024 and beyond.

External moderation feedback gives senior managers assurance that internal moderation has been effective with overall outcomes either meeting the standard or meeting the standard most of the time. All pouako understand and practice the strong quality assurance processes that have served them well

**Encourage access to NZQA's assessor support prior to assessment** Pouako will benefit from more regular reminders of the assessor support currently available to them, especially where they are the sole teacher of a subject, a beginning teacher, or do not have access to a subject cluster. Feedback commonly cited in the school's external moderation reports reminds assessors to check:

- the annotated exemplars provided for most standards on the Subject Resources page of the NZQA website, which illustrate the various grade boundaries
- the clarifications documents also on the Subject Resources page; essential viewing as part of the critiquing process prior to assessment
- further guidance and support available for a growing number of standards on NZQA's Learning Management System - Pūtake.

Most pouako have been given access to NZQA's Learning Management System, Pūtake. It is here that teachers can find support for internal assessment by subject, and NZQA's new modules on authenticity, and digital assessment using Assessment Master. Pouako should also be reminded that if they require clarification of a standard from a subject moderator, they can use the *Request clarification of an internally assessed standard* form available on the Subject Resources pages

## **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 tiro whakamua** The new Tumuaki has identified the need for the kura to invest further in technology. He and the Board of Trustees are currently investigating what this will look like. One objective is to ensure all ākonga wharekura have access to their own devices to enhance both internal and external online assessment opportunities. The kura has also begun the process of becoming an examination centre, which will help to eliminate anxiety currently experienced by ākonga needing to enter an unfamiliar environment to sit external examinations. The Tumuaki has had discussions with an outside provider, with the intention of targeting further assessment opportunities for some ākonga. He is also investigating the opportunity for ākonga wharekura to join the successful Pūhoro STEMM Academy programme facilitated through Massey University, to widen pathways for ākonga who are interested in STEMM related careers. These initiatives, which the Tumuaki has immediately identified and acted on, with support from the Board of Trustees, are representative of the strong will to improve assessment practice and ākonga opportunities within the kura.

**Ka hao te rangatahi** In response to the changing assessment landscape, the experienced Principal's Nominee is currently mentoring a raukura of the kura in preparation for taking over the Principal's Nominee role. This has been a long but certain process, where both outgoing and incoming Principal's Nominees work side by side. This allows for constant transfer of knowledge and as a technologically capable individual, the new Principal's Nominee is well-equipped to take over the online digital aspects of the role, which are fast growing. As this transition takes place, senior managers should consider maintaining clear lines of responsibilities between the outgoing and incoming Principal's Nominees to avoid jobs not being completed or the same job being done twice.

## 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)*

**Authenticity of ākongā work** Relationships between pouako and ākongā are strong, which helps ensure that ākongā mahi aromatawai is authentic. This is further supported by regular use of check points and milestones for work that is developed over time. Pouako also use questions to determine ākongā understanding and to further enhance the whai mana of mahi ākongā.

**Quality assured derived grades required** The kura needs to report quality assured derived grades for all relevant external assessments. This is still developing practice within the wharekura. Derived grades based on pre-existing, standard-specific evidence from quality assured practice assessment events are to be reported prior to every point in time external assessment for which the kura has entries, including Tūmahi Aromatawai Pātahi (TAPā/CAA's) and examinations. With the increase of digital assessment in 2024, especially for NCEA Level 1, reported derived grades will help to mitigate new challenges that may occur with new modes of assessment and the possibility of unexpected events.

**Results data needs to be timely and accurate** Just over half of the internal results assessed by the kura last year were reported late. Cumulative factors led to a period of extreme challenge for the kura late in 2023, which led to this oversight. Ākongā and whānau are entitled to observe and check results that are regularly reported by their kura. This allows them to challenge accuracy of results and to monitor progress towards completion of qualifications and future desired academic or career pathways. Senior managers have agreed to the need for transferring accurate achievement data on a timely basis and have devised measures to avoid recurrence.

**Assessment calendar to support timely completion and reporting** An assessment calendar, negotiated by all pouako wharekura, along with the implementation of kāhui aromatawai, where verification and internal moderation is facilitated on a regular basis, will support timely reporting of results by the kura. Commitment to calendared assessment deadlines will also ensure that, where necessary, ākongā entries can be withdrawn, in accordance with kura guidelines. Pouako wharekura understand that, as work for external moderation is required from the current year, completing assessment and reporting results in alignment with the assessment calendar is crucial. Improved reporting practice will enhance ākongā and pouako ability to review academic progress, check accuracy of reported results and allow ākongā to confidently pursue pathways within and beyond kura.

## 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)*

Consistent internal moderation across subject areas has been effective practice in recent years. Pouako in charge of assessment demonstrate shared understanding and use of the *Internal Moderation Cover Sheet* and related practice. Pouako use experienced verifiers with broad understanding and knowledge of the standards they assess. Verification is carried out for every internal standard using subject specialists from within and beyond the kura. Pouako record completion of the internal moderation steps using the cover sheet, and along with anecdotal notes of assessment conversations, ākonga work and assessments these are stored in folders by the Principal's Nominee. She monitors these for completion and identifies and resolves any issues. Interviewed pouako provided evidence of robust verification discussions for samples at grade boundaries across different subject areas. Storing such evidence provides pouako with excellent resources to support future assessment judgements.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

**Te Kura Kaupapa Māori o Tamaki Nui a Rua 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
- 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 pouako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams.

**Te Kura Kaupapa Māori o Tamaki Nui a Rua has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- 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 Tamaki Nui a Rua 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 Tamaki Nui a Rua 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.

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

**Te Kura Kaupapa Māori o Tamaki Nui a Rua effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- 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 Tamaki Nui a Rua 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 Tamaki Nui a Rua 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
- supporting pouako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as the holding of parent gatherings.

## **Te Kura Kaupapa Māori o Tamaki Nui a Rua 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 Tamaki Nui a Rua:

- 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 pouako, 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 *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 o Tāmaki Nui a Rua, Pouako Handbook, National Qualifications Procedures, 2024* (Pouako Handbook)
- *Te Kura Kaupapa Māori o Tāmaki Nui a Rua, Student Handbook - NCEA, National Qualifications Procedures, 2024* (Ākonga Handbook)

The School Relationship Manager met with:

- the Principal's Nominee
- the Tumuaki
- Pouako in Charge of:
  - English
  - Hākinakina/Taiao/Te Reo Māori/Te Reo Rangatira
  - Pāngarau/Pūtaiao
- Ko ngā ākonga katoa o te wharekura.

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.