Managing National Assessment Report

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa

Whiringa ā Nuku 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa

20 o Whiringa ā Nuku 2024

Significant issues found

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

A significant issue with the kura management of national assessment was identified. The review mechanisms of the kura have not been sufficient for them to identify and respond to this issue.

As a kura that is not effective in an aspect 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:

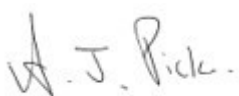| CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
3v	Follow-up external review recommendations and findings	Follow-up external review recommendations and findings.	Immediate and ongoing.
2.6iv	Comply with external moderation requirements of NZQA and SSBs	The kura is required to ensure all moderation material for 2024 is provided to NZQA as required.	Immediate.

Actions

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
Credible assessment practice to meet ākonga needs	
Effectively monitor and track ākonga achievement.	Begin in 2024 for full implementation in 2025.
The kura must ensure the timely and accurate reporting of entries and results to NZQA.	Immediate and ongoing.

Ensure derived grades based on standard specific evidence are reported for all external entries.	Prior to external examinations.
Internal moderation to ensure the reporting of credible results	
Closely monitor the effective use of the kura internal moderation processes.	Before reporting results to NZQA throughout 2024.

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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)

This is the first Managing National Assessment Report for Te Kura Kaupapa Māori o te Puau Moananui-ā-Kiwa and there are no prior actions to address.

External moderation response to outcomes and processes   Te Kura Kaupapa Māori o te Puau Moananui-ā-Kiwa must establish and maintain external moderation processes that include submitting all requested standards to NZQA. Responding effectively to issues raised in external moderation reports and providing the required support for kaiako should improve outcomes. The kura did not submit any samples for external moderation in 2022 due to a lack of knowledge and understanding of the external moderation process.

The kura should work alongside the School Relationship Manager to implement a process to effectively follow up issues identified through external moderation. In the samples of work submitted for external moderation in 2023, the majority of decisions were not or not yet, consistent with the standard. The kura must strengthen its monitoring of external moderation and resolve any issues that have resulted in materials not being submitted. This includes ensuring that work is available if kaiako leave the kura. Documented action plans should be developed for all subjects that have had work identified as not consistent or not yet consistent with the standard. These action plans need to be monitored by the Principal's Nominee to meet NZQA requirements. A lack of knowledge and understanding of the external moderation process has also impacted on the results.

Learning areas should use external moderation feedback to inform and improve assessment decisions and practice. The feedback from external moderation should be shared with grade verifiers, including those in other kura, to enable them to improve their ability to make assessor judgements at the standard.

Exam Centre Quality Assurance Check   The 2023 Quality Assurance check of the kura examination centre sent to the kura identified that the kura is responsible for improvements to ensure the secure storage of exam papers for 2023 and beyond. The kura has taken actions to address this.

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)

Ko Te Aho Matua te Poutokomanwa o te kura. He rapu i ngā kaupapa o Te Ao Māori e whai hononga atu ki ngā ākonga Māori e noho nei ki roto i te āhurutanga o Te Kura Kaupapa Māori me Te Aho Matua. Ko te kapa haka tētahi ara ka eke ai ngā ākonga ki te taumata tiketike.

Te Kura Kaupapa Māori o te Puau Moananui-ā-Kiwa has recently had a change of leadership in the appointment of a new Tumuaki. The kura is reviewing policies, learning areas, and are completing termly evaluations to inform any improvements to

course design. A recent focus has been on developing a timetable structure that allows for more teaching and learning time. The intention is that this will adequately prepare ākonga to engage in assessment opportunities that support them to complete NCEA qualifications.

The kura leadership collaborates with the kaiako and is committed to improving NCEA assessment practice and quality assurance processes across wharekura. Meetings with kaiako are held every term to address quality assurance, improve assessment, the understanding of moderation and develop planning for the next term. The kura has created opportunities for collaborative teaching to assist with the delivery of the new Level 1 assessment across the curriculum. The aim is to provide ākonga with a range of assessment opportunities, using cross curricular evidence collected from a variety of learning activities.

To improve ākonga engagement with learning and assessment, programmes have been reviewed at Tau 11 to allow more flexibility for ākonga choice. Changes were made by engaging with services provided by Te Wānanga o Aotearoa, Manukau Institute of Technology, Tāmaki Hub, Ruapōtaka Marae and Pūhoro STEM programme to capture the interests of ākonga in wharekura also strengthening the ākonga capability to transfer skills into their writing and speaking.

The kura has reviewed and implemented the transition of Tau 9 and Tau 10 by integrating ākonga into wharekura programmes to encourage interest in NCEA. The kura has made a timetable change to integrate cross-curricula courses with Akomanga Motuhake as a focus in Marautanga Māori, Kapa Haka, Toi, and Whakaari. These subjects have provided ākonga with support to scaffold their learning and strengthen their skills in preparation for Literacy and Numeracy and Te Reo Matatini me te Pāngarau.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Reporting accurate data to NZQA   The kura must strengthen its process for submitting entries and results to NZQA in a timely manner. Entries and results should be submitted on the first of each month between 1 April and 1 December to ensure an accurate and timely record of each ākonga assessment plan and progress. The kura needs to realise the importance of conducting ākonga and kaiako checks of entries and results at key times during the year. This will support ākonga to monitor their achievement ensuring that results are submitted to NZQA in a timely manner so that NZQA holds up-to-date results. The Principal's Nominee needs to check Key Indicators and NZQA reports to identify and resolve any errors and make sure that entries are administered correctly.

The Principal's Nominee needs to strengthen the tracking of achievement progress of all NCEA ākonga and to identify those at risk of not achieving a qualification. Monitoring of ākonga progress towards personal goals should occur through discussions at regular kaiako meetings. Information gained from the process will inform the kura leadership about the effectiveness of assessment practice and the future design of programmes, for ākonga. An Individualised Learning Plan for all learners would be advantageous to assist with tracking the requirements to achieve a NCEA qualification or pathways into trades courses.

Derived grades must be reported   The Principal's Nominee must ensure that the processes for reporting results to NZQA based on quality assured evidence for derived grades are followed. Evidence for derived grades must be based on standard specific evidence collected from a practice assessment opportunity that is verified or justified by another subject specialist. These grades must be submitted to NZQA before the start of external assessments. This will ensure that ākonga are not disadvantaged if they are unable to sit an external exam as a result of illness or another valid reason, or an adverse event.

Literacy and Numeracy/Te Reo Matatini me te Pāngarau Assessments   The kura began this year to gauge ākonga readiness for the digital online Common Assessment Activities and enhance preparedness for using NZQA's digital platform. From these results the kura has identified gaps in ākonga preparedness to attempt the dedicated co-requisite assessments. Kaiako are now looking at strategies to implement support for ākonga and to identify key focus areas so that teaching can be targeted specifically to address the identified gaps.

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 Kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

The Principal's Nominee and kaiako have clear processes for internal moderation that include using an Internal Moderation Coversheet. This allows the process to be monitored and the material readily accessible for future reference. To ensure that these processes are effective there needs to be completed documentation with judgement decisions for every assessment standard along with ākonga work sighted and saved on a digital platform or stored physically. The kura should continue to encourage kaiako to use external verifiers who have standard-specific expert knowledge for each subject area and use NZQA's Learning Management System, Pūtake to support kaiako judgements. More robust monitoring by the Principal's Nominee will identify any issues with internal moderation or kaiako practice and confirm that all results reported to NZQA are quality assured and credible.

A process of regular checks by the Principal's Nominee is required to provide the Tumuaki with assurance that the documented steps for internal moderation are delivered consistently by all subjects, and that ākonga work is securely stored. This needs particular attention as there have been ongoing issues with samples of work not being accessible in recent years. Implementing thorough checks will provide leaders with greater confidence that only quality assured results are reported to NZQA.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa has effective processes and procedures for meeting the assessment needs of its ākonga by:

- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa 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
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa 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

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa effectively uses assessment-related data to support achievement outcomes for ākonga by:

- 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 Puau te Moananui-ā-Kiwa reports accurate achievement data by:

- 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 Puau te Moananui-ā-Kiwa has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- supporting kaiako new to the kura through an induction programme to understand kura and NZQA assessment processes

- celebrating ākonga success.

Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Puau te Moananui-ā-Kiwa:

- has addressed issues identified through NZQA's Managing National Assessment review and through the kura 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 kura 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 kura 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 kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment Rules for Kura, 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 kura 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 kura consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the kura internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the kura 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- Curriculum and Assessment Policies, *Te Kura Kaupapa Māori o Puau Moananui-ā-Kiwa 2024*
- *Kaiako Handbook, Managing National Assessment, Te Kura Kaupapa Māori o Puau Moananui-ā-Kiwa 2024*

The Kura Relationship Manager met with:

- the Principal's Nominee/ Tumu Hāpai o Wharekura
- Kaiako of:
    - Pāngarau/Pūtaiao
    - Te Reo Māori/Toi
- two ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee/Tumu Hāpai o Wharekura online the following week after the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.