



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# Te Pūrongo Aromātai me te Arotake ā-Waho

Matapuna Training Centre

Date of report: 14 November 2024

# Hei Mihi

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*Tēnei a ngākau whakaiti e mihi atu ana ki a koutou to Matapuna e kaha nei ki te āki i te mana o te tangata, ki te tiaki i te wairua o te tangata, ka mutu, ki te whakarato huarahi e tū rangatira ai ngā ākonga i roto i tōna anō ao. E mihi ana!*

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# Kupu Whakataki | Introduction

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*Matapuna Training Centre delivers foundation-level training to re-engage young people in their learning, wrap pastoral care and support around them to ensure their educational success, and progress graduates into entry-level work and further study. Mātāpono Māori are integral to how Matapuna delivers and engages with its students, the majority of whom identify as Māori.*

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Type of organisation:	Private training establishment (PTE)
Location:	Gisborne
Eligible to enrol international students:	No
Number of students:	Domestic: 97 (2023) International: nil
Number of staff:	26
TEO profile:	<a href="#">Matapuna Trust</a> (TEO profile on NZQA website)
Last EER outcome:	Highly Confident in educational performance Highly Confident in capability in self-assessment
Scope of evaluation:	New Zealand Certificate of Educational Achievement (NCEA) (Level 2)
MoE number:	9401
NZQA reference:	C55354
Dates of EER visit:	13 and 14 August 2024

# Ngā whakatauranga | Summary of results

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*Kaupapa are clearly exemplary and inform highly effective self-reflective practice that supports organisational performance and ongoing improvements. There are no significant gaps or weaknesses. Matapuna has a comprehensive understanding of its own performance.*

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## **He Pounamu Kahurangi – Ngā hua o te whare ako**

- Matapuna is well governed and managed. The kaupapa of Te Hono o Te Kahurangi are well expressed through the values of the organisation, which are evident across all levels of the organisation and embedded within programme delivery.

## **He Pounamu Kahurangi – Ngā whakairinga kōrero**

- Programmes are well structured and delivered, tutors are well prepared, well supported and relational in their approach. Students leave Matapuna with qualifications, but also valuable social skills and foundational knowledge that will support them in life and in the workplace.
- Pastoral support is exemplary, with students having access to counsellors, social workers, health care, kai and travel assistance. Barriers to learning are minimised to ensure students are supported to realise their potential.
- Robust systems and policies are in place to maintain quality educational delivery. Learning environments are well resourced and teaching staff are supported to continuously grow their professional practice.
- Self-reflective practice and continuous improvement are strengths of Matapuna, evident in its resilience to rebuild its performance following Covid-19 and more recent environmental events impacting on the community.

# He pātai aromātai<sup>1</sup>

## 1.1 Ka pēhea tā koutou whakapuaki i te kaupapa, ā, ka pēhea koutou e mōhio ai e whakatutukihia ana?

Ngā hua o te whare ako	<b>Pounamu Kahurangi</b>
Ngā whakairinga kōrero	<b>Pounamu Kahurangi</b>
Ngā kitenga	<p><i>Whakamanatia te tangata<sup>2</sup></i></p> <p>Matapuna demonstrates strong expressions of leadership across the whole organisation – from trustees to students to graduates. Trustees are well connected to their communities, including to the iwi of Te Tairāwhiti. Trustees bring a depth of experience in governance across the education and social work sectors. They work well with the chief executive to support the purpose and direction of Matapuna.</p> <p>The trust’s values of aroha, manaakitanga, whanaungatanga, kotahitanga, rangatiratanga, wairuatanga, matauranga, kaitiakitanga are expressed throughout the organisation, and are evident in how the organisation supports staff, students and graduates.</p> <p>Strategic intent is clear and purposeful and informed by students and stakeholders. Long-term plans are in place, and management is also responsive to the changing needs of the students. Sustainability of the PTE is a priority for trustees; one long-term goal is to diversify income streams so that the future of the PTE is not solely reliant on government funding.</p> <p>Matapuna is well regarded by its stakeholders – including graduates, whānau, schools and agencies – as a quality educational option for young people</p>

<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>2</sup> Whakamanatia te tangata is the mission statement of Matapuna Trust. It means to strengthen people through support, skills, knowledge and education.

	<p>because of the success students achieve. This is due a range of factors including:</p> <ol style="list-style-type: none"> <li>1. The quality of pastoral care provided to the students, including health care (nurse on site one day a week), mental health support and counselling (psychologists on site); and social support provided by on-site social workers. The trust also provides kai every day for the students, and travel assistance to ensure that all barriers to students being able to access and achieve educational success are minimised.</li> <li>2. The PTE's focus on educational success, which includes dedicated staff to support students to successfully transition from Matapuna Trust into the workforce or further training. Management has a clear understanding of educational performance, which is monitored over time at an organisational level.<sup>3</sup> Unit standard completion is also monitored and tracked on a weekly basis by teaching staff and students. Accelerating academic achievement is a priority, and teaching strategies are being introduced to scaffold learning, track and monitor progress, and integrate learning (project-based) in 2025.</li> <li>3. The PTE's focus on student agency (rangatiratanga). Students are encouraged to lead and manage the achievement of their learning goals. Student input and feedback is gathered regularly and acted on. Rangatahi leadership is encouraged through the student council which has a budget and autonomy to make decisions on behalf of the collective of students.</li> </ol> <p>The learning environment is uplifting, responsive and inclusive of young people with diverse abilities and from a range of backgrounds and experiences. Students feel safe, listened to and cared for; teaching</p>
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<sup>3</sup> Tertiary Education Commission data shows course and qualification completions have fallen since 2020, partly due to the impact of Covid. However, improving completion rates has been a priority, and this year indications are that Matapuna is on track to lifting completion rates to over 70 per cent (similar to achievement rates prior to 2020).

	<p>pedagogy is relational and the learning experience transformational.</p> <p>Staff are also well supported, with regular opportunities for professional development (for example de-escalation training) and professional learning including gaining further qualifications. Robust quality assurance systems are in place to support quality teaching including peer moderation, cluster moderation, internal programme review, daily team reflections and weekly team meetings.</p> <p>Compliance is well managed through the chief executive who has oversight across all key compliance activities.</p> <p>Self-reflective practice is an embedded part of the culture of Matapuna, demonstrated through reports and discussions between governance, management, staff and students.</p> <p>Āhukatanga Māori is embraced by the organisation and integrated into the programmes, including te reo Māori, noho marae, waiata, kapahaka and karakia. Individual te reo Māori plans is a new initiative being introduced in 2025 to support Māori learners to succeed as Māori.</p>
Ngā whakarāpopoto	<p>Matapuna is providing students with an opportunity to achieve educational success in a safe, caring and well-supported environment. Barriers are minimised, student agency is encouraged, and high expectations are set for rangatahi Māori to achieve success as Māori. Matapuna is continuing to uphold its values and legacy of quality self-assessment and performance.</p>

# Ngā kaupapa ka arotahitia | Focus areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

## 2.1 New Zealand Certificate of Educational Achievement (NCEA) (Level 2)

Ngā hua o te whare ako	<b>Pounamu Kahurangi</b>
Ngā whakairinga kōrero:	<b>Pounamu Kahurangi</b>
Ngā kitenga	<p>Matapuna has kept good data on the achievement and progression of students completing NCEA Level 2. Since 2020, just over 100 students have achieved a qualification – either NCEA Level 1 or Level 2 – of whom at least 90 per cent were rangatahi Māori. Matapuna has also kept track of where students have transitioned to, including employment and/or further study.</p> <p>Students are either referred to Matapuna from high schools or from the youth justice system. Retaining, graduating and progressing these young people is a commendable achievement and testament to the kaupapa and culture of the organisation.</p> <p>Graduates who completed both NCEA Level 1 and Level 2 through Te Matapuna attested to the range of skills gained as a result of their study, including time management, planning and goal-setting for the future, as well as social skills such as building positive relationships, communication, leadership and informed decision-making.</p> <p>Graduates are well supported to gain and transition to employment. This includes support to prepare for interviews, gain restricted driving licences (car), first aid certificates and, in some cases, work-specific certifications including wheel, tracker and roller endorsements.</p> <p>Matapuna has an open-door policy for graduates, and some attested to receiving continued support after they had left. Most importantly, some graduates gained lifelong friendships through Matapuna and learnt how to respect and show aroha to others.</p>

Ngā whakarāpopoto	NCEA Level 2 is well delivered by an organisation that cares about the holistic wellbeing of young people and their futures. Students gain confidence, respect (for themselves and others) and basic skills and knowledge to navigate positive futures for themselves.
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## Ngā Tūtohunga | Recommendations

*Recommendations are not compulsory but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

There are no recommendations arising from the external evaluation and review.

## Ngā Ture | Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Tāpiritanga | Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>4</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>4</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

*Self-assessment and participation and cooperation in external evaluation and review are requirements for:*

- maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs excluding universities, and*
- maintaining micro-credential approval for all TEOs other than universities.*

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2022, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2022 respectively.*

*In addition, the Private Training Establishment Registration Rules 2022 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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