

23 January 2025

Tēnā koe [REDACTED]

Official Information Act Request

Thank you for your request of 9 December 2024, under the Official Information Act 1982, for the following information:

I would also like to request all email correspondence sent and received from NZQA to the education ministries and/or departments of the Cook Islands, Niue and Tokelau regarding the literacy and numeracy tests since May.

Your request has been considered under the Official Information Act 1982.

I attach copies of the following information covered by your request, as set out in Appendix 1.

Please note that Tokelau takes part in the NCEA Co-requisite through Te Aho o Te Kura Pounamu (Te Kura), which means most emails and communications re the NCEA Co-requisite would be between those parties and not include NZQA.

Under section 9(2)(a) of the Official Information Act 1982, the cell numbers of email participants have been withheld to protect privacy.

Our response to your request may be published on our website after five working days. Your name and contact details will be removed before publication.

If you require further assistance or believe we have misinterpreted your request, please contact Elizabeth Templeton in the Office of the Chief Executive, email elizabeth.templeton@nzqa.govt.nz or telephone (04) 463 3339.

You have the right to seek an investigation or review by the Ombudsman of this decision under section 28(3) of the Official Information Act 1982. Details of how to make a complaint can be found at www.ombudsman.parliament.nz. You can also telephone 0800 802 502 or write to the Ombudsman at PO Box 10152, Wellington, 6143.

Nāku nā



Dr Grant Klinkum
Pouwhakahaere/Chief Executive

From: [Nainasa Fale"ovalu](#)
To: [Jackie Power](#)
Subject: Re: Clarification on Numeracy
Date: Wednesday, 29 May 2024 6:58:58 PM

Thank you so much, Jackie.

I'll pass on our threads to the Maths teachers.

Monuina e po

On Tue, 28 May 2024, 4:45 pm Jackie Power, <Jackie.Power@nzqa.govt.nz> wrote:

Hi Nasa, re. your qns:

1. If a yr12/13 student sits for the numeracy exam in September, will the 10 credits be counted towards their yr 12/13 as well?

No they do not count towards the 60. (see MOE site ncea.education.govt.nz for all info on lit num detail) They are used for the 20 cr co-req.

2. Is there a limit to the number of times a student is allowed to sit for the corequisite exams?

No limit.

3. If a year 12 student gets his/her numeracy from the current yr 12 standards, will these credits be also counted towards their level 2 qualification or just to the Num bucket?

Just for the co-req i.e. no double dipping. So they will need additional standards to get to their 60.

Regards

Jackie

From: Nainasa Fale'ovalu <nainasa.faleovalu@schools.edu.nu>
Sent: Wednesday, May 29, 2024 3:05 PM
To: Jackie Power <Jackie.Power@nzqa.govt.nz>
Subject: Clarification on Numeracy

Good afternoon, Jackie

We need clarification on Yr 12/13 numeracy:

1. If a yr12/13 student sits for the numeracy exam in September, will the 10 credits be counted towards their yr 12/13 as well?

2. Is there a limit to the number of times a student is allowed to sit for the corequisite exams?

3. If a year 12 student gets his/her numeracy from the current yr 12 standards, will these credits be also counted towards their level 2 qualification or just to the Num bucket?

Looking forward to your reply.

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From: [Nainasa Fale"ovalu](#)
To: [Jackie Power](#)
Cc: [Jake JAGOS](#); [Charles IOANE](#); [Moira JACKSON](#); [Cruziendra VIBOSE](#); [Cruziendra VIBOSE](#)
Subject: Re: Timing for Lit Num CAAS
Date: Saturday, 13 July 2024 8:10:16 AM

Good morning, Jackie

Hope you are well.

We are confirming our Lit/Num Exam Dates for the 9th - 13th September.

Thanks.

Mafola e aho

On Thu, 11 Jul 2024, 2:30 pm Jackie Power, <Jackie.Power@nzqa.govt.nz> wrote:

Kia ora koutou

My oppos have asked what week & days you are planning on running your CAAs.

Sorry to bother you again.

Ngā mihi

Jackie

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From: Jake JAGOS <jake.jagos@schools.edu.nu>

Sent: Friday, July 12, 2024 11:56:34 AM

To: Jackie Power <Jackie.Power@nzqa.govt.nz>

Cc: Charles IOANE <charles.ioane@schools.edu.nu>; Moira JACKSON <moira.jackson@schools.edu.nu>; nainasa. faleovalu (<nainasa.faleovalu@schools.edu.nu> <nainasa.faleovalu@schools.edu.nu>); Cruzeindra VIBOSE <cruzy.vibose@schools.edu.nu>; Cruzeindra VIBOSE <cruziendra.vibose@schools.edu.nu>

Subject: Re: FW: FW: Timing for Lit Num CAAS

Fakaalofa lahi atu, Jackie!

I have attached the final list of examinees for the September 9 Lit & Num Exams. The Head of Department (HOD) of Mathematics, Cruzy, has kindly requested a translation of the Numeracy exam questions into Niuean -- enough for all students taking the exam or just enough for one session (around 50 copies). Although the exam will still be taken digitally, she suggested that having a translated version available could be helpful for students who need clarification on specific questions.

Here are the number of students registered to take the tests:

Literacy (both Reading and Writing): 79 examinees

Numeracy: 91 examinees

Hope, I didn't forget anything. Fakaau lahi mahaki.

Jake Jagos

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From: [Nainasa Fale'ovalu](#)
To: [Jackie Power](#)
Subject: Re: The 266XXX Unit Standards for literacy and numeracy
Date: Tuesday, 6 August 2024 3:39:44 PM

Will do, Jackie.

On Mon, 5 Aug 2024 at 16:32, Jackie Power <Jackie.Power@nzqa.govt.nz> wrote:

Please let me know if you have not heard anything by the end of the week.

I will follow up.

Regards

Jackie

From: Nainasa Fale'ovalu <nainasa.faleovalu@schools.edu.nu>
Sent: Tuesday, August 6, 2024 3:25 PM
To: Jackie Power <Jackie.Power@nzqa.govt.nz>
Subject: Re: The 266XXX Unit Standards for literacy and numeracy

Hi Jackie

Thank you for your email. We will keep a lookout on this matter.

Fakaaue.

On Mon, 5 Aug 2024, 3:36 pm Jackie Power, <Jackie.Power@nzqa.govt.nz> wrote:

Fakaalofa atu,

You may be contacted by someone here at NZQA, or by the MOE to let you know your school has been added to the list of organisations with access to the above mentioned Unit Standards for **the NCEA co-requisite**.

I overheard the Cook Islands had been added, so I made a bit of noise and said Niue ought to be added to the list.

From 2021 and 2023 between 8-10 of your students used these standards each year to gain Level 1 Numeracy.

I hope this will go some way to help lower barriers for your students.

Let me know when you hear something official about it.

Fakaaue lahi

Jackie

Jackie Power

School Relationship Manager

Tumuaki Whakawhanaungatanga Kura

School Quality Assurance and Liaison

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Poipoia te kakano kia puawai:

Nurture the seed and it will blossom

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--
Nainasa Tagicavula-Fale'ovalu
Head of Science
Niue High School

From: [Nainasa Fale"ovalu](#)
To: [Jackie Power](#)
Cc: [Jake JAGOS](#); [Moirra JACKSON](#); [Charles IOANE](#)
Subject: Literacy & Numeracy Exams
Date: Saturday, 31 August 2024 8:06:56 AM

Good morning, Jackie

Just a quick question, please.

We have a Year 10 student who would be leaving for NZ next week. She is entered for the upcoming Lit/Num exams and her mum is asking if the daughter could sit for these exams in NZ? I have advised the student that she could take the exams again next year.

Asking if process is the same as the external exams, for transferring students?

Thanks, Jackie...

From: [Nainasa Fale"ovalu](#)
To: [Jackie Power](#)
Cc: [jake.jagos \(jake.jagos@schools.edu.nu\)](#); [Moira JACKSON](#); [Charles Ioane \(Charles.Ioane@schools.edu.nu\)](#)
Subject: Re: Two things
Date: Wednesday, 4 September 2024 8:43:45 AM
Attachments: [image001.png](#)

Good morning, Jackie

We haven't got any email from MoE regarding the numeracy package, yet.

The HOD Maths wishes to use this numeracy package in 2025 to cater for some of our Year 11 students.

We haven't received any translated numeracy papers, yet. I have asked Moi, and she will follow up with Tropicana, and our other mail services on the island. We'll let you know once we receive this.

Thank you so much, Jackie.

On Mon, 2 Sept 2024 at 11:23, Jackie Power <Jackie.Power@nzqa.govt.nz> wrote:

Fakaalofa atu,

I hope you are all well. The term is drawing to a close, but it'll be fairly busy up until the last day. I have two questions:

Have you received an email yet from the NZ MOE to talk about restoring your access to the 266XXX Unit Standards for literacy and numeracy? If not, I will chase this up.

Did you receive your translated papers last week for the numeracy CAA?

Fakaaue lahi,

Jackie

Jackie Power

School Relationship Manager

Tumuaki Whakawhanaungatanga Kura

School Quality Assurance and Support

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Head of Science
Niue High School

From: [Nainasa Fale'ovalu](#)
To: [Jackie Power](#)
Cc: [Jake JAGOS](#); [Moirra JACKSON](#); [Charles IOANE](#)
Subject: Internet Connectivity
Date: Tuesday, 10 September 2024 8:36:09 AM

Good morning, Jackie

I hope this email finds you well.

We have a few issues that we would like advice from you on:

1. We are still waiting for our Translated Numeracy papers. We are tracking it through last Friday's flight. So far we haven't got anything yet, but we are hoping this will arrive on today's flight.
2. Our internet connectivity has been really slow since the past few days. Klint just did a diagnostic test on internet speed, and unfortunately, it will not be able to cater for the number of students we have for the exams tomorrow. We do not have the papers, so we are asking for your advice.

Looking forward to your reply.

--

Nainasa Tagicavula-Fale'ovalu
Head of Science
Niue High School

From: [Nainasa Fale'ovalu](#)
To: [Jackie Power](#)
Subject: Numeracy 266 Pacakage
Date: Thursday, 31 October 2024 1:58:44 PM

Hi Jackie

Our HOD Maths is enquiring about the Numeracy 266 package if it is still available as a Numeracy pathway for some of our students in 2025? I know you asked before if we received any email regarding this matter, so far we haven't.

Looking forward to hearing from you.

Mafola.

--

Nainasa Tagicavula-Fale'ovalu
Head of Science
Niue High School

From: [Nainasa Fale'ovalu](#)
To: [Jackie Power](#)
Subject: Re: Translated Numeracy Paper
Date: Friday, 13 September 2024 10:43:29 AM

On Thu, 12 Sept 2024 at 11:41, Jackie Power <Jackie.Power@nzqa.govt.nz> wrote:

Morena Nainasa,

I think that's fine. No one else can gain any benefit from them being on the island other than your students.

Thanks for checking in though.

Regards

Jackie

From: Nainasa Fale'ovalu <nainasa.faleovalu@schools.edu.nu>
Sent: Friday, 13 September 2024 10:24 AM
To: Jackie Power <Jackie.Power@nzqa.govt.nz>
Subject: Re: Translated Numeracy Paper

Thank you, Jackie.

I was asking because we were instructed to send back the ones in 2023. However, there's nothing like that in the letter to PN for this year's ones. So, I was just trying to clarify.

This is good, that we can keep these papers.

Fakaaue lahi

On Thu, 12 Sept 2024 at 11:18, Jackie Power <Jackie.Power@nzqa.govt.nz> wrote:

Hi Nasa, you can keep the translated papers if that's what you're referring to?

Ngā mihi

Jackie

From: Nainasa Fale'ovalu <nainasa.faleovalu@schools.edu.nu>

Sent: Friday, 13 September 2024 10:07 AM

To: NZQA Literacy and Numeracy <litnum@nzqa.govt.nz>

Cc: Jackie Power <Jackie.Power@nzqa.govt.nz>

Subject: Translated Numeracy Paper

Good morning, Team

Enquiring on whether to send these papers back to NZQA or not, as nothing was mentioned in the letter to PN.

Fakaaue lahi

--

Nainasa Tagicavula-Fale'ovalu

Head of Science

Niue High School

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Nainasa Tagicavula-Fale'ovalu

Head of Science

Niue High School

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Nainasa Tagicavula-Fale'ovalu

Head of Science

Niue High School

From: [Kate Malcolmson](#)
To: Charles.Ioane@schools.edu.nu
Cc: [Jackie Power](#); moira.jackson@schools.edu.nu
Subject: Query re eligibility for the 266 series
Date: Monday, 4 November 2024 2:24:00 PM
Attachments: [image001.png](#)

Fakaalofa Lahi Atu Charles,

I hope all is well. I am touching base to confirm Niue's eligibility for use of the 266 series and I am in the process of getting the spreadsheet updated. Thank you for your query around this.

We are working to have the text addition made as follows. "The following literacy and numeracy standards (26622-26627) are only available to students enrolled with tertiary education organisations (TEOs), alternative education providers, special schools, activity centres, or teen-parent units; **and for students domiciled in Niue, Tokelau, or the Cook Islands.**"

We will send a link once the update has been made. All the best for staff and students as you approach the end of the year, I am an ex staff member and remember my time at Niue High School (and my daughter remembers her class at Niue Primary) with a smile.

Ngā mihi mahana,
Kate

Kate Malcolmson | Manager Co-requisites
Assessment Delivery Group
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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www.nzqa.govt.nz
125 The Terrace, PO Box 160, Wellington, 6140

He rerekē tatou katoa – awhi i te oranga ki te katoa
We are all different – embrace life to the fullest

From: [Kate Malcolmson](#)
To: Charles.Ioane@schools.edu.nu
Cc: [Jackie Power](#); moira.jackson@schools.edu.nu
Subject: Upated link
Date: Tuesday, 12 November 2024 4:20:00 PM
Attachments: [image001.png](#)

Fakaalofa Lahi Atu,

I hope your week is going smoothly so far.

A quick email to touch base and confirm we have updated the spreadsheet in question after your message letting us know the information for realm nations needed to be fixed.

Link to the page with the updated spreadsheet [Literacy and Numeracy standards :: NZQA](#)

If you see the previous version, or experience an error, please use control F5 when you are on the page to clear the cache.

Thank you and all the best.

Ngā mihi,
Kate

Kate Malcolmson | Manager Co-requisites
Assessment Delivery Group
Assessment Division | Wāhanga Aromatawai
New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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From: [Elaine Lameta](#)
To: [Kate Malcolmson](#)
Cc: [Utufa"asisili Rosemary Mose](#); Radhika.pande@tekura.school.nz
Subject: Re: Translated version of CAA
Date: Friday, 13 September 2024 10:09:48 AM
Attachments: [image001.png](#)

Malo ni Kate

Thank you for your response and the commitment to making a translated version in Gagana Tokelau accessible.

The glossary is a must especially with the technical vocabulary. It is only a start because it is the everyday usage of the words in the new translated forms that will make them familiar. The glossary will then be helpful for students and teachers to use those during the learning sequences. It takes time for words to become part of the convention of speech of users, and not what you would introduce in the first instance during assessment - high stakes assessment at that.

Under assessment conditions, trying to navigate both the translated version and English version because words are being used in a new way, will be cumbersome, making it a language focused exercise expending energy away from the actual mathematical assessment focus.

Thank you for the offer but it is too late for this one to have both versions. Rather it is something to aim for in the next CAA round.

If we could be included in the conversations on translation processes and moderation of translations, this will be much appreciated and can help avoid arriving at assessment documents with issues at the last stages before administration.

This will be helpful because the Tokelau Department of Education has set standards for translations and written forms of learning resources which need to come through in the translated materials including assessments. As well, the Department has been part of the developments of NCEA Gagana Tokelau Levels 1 - 3 which have vocabulary lists. Consistency across the developments would be increased in this way also

Thank you again for these developments in Gagana Tokelau, and we look forward to supporting you in any way that can strengthen these.

Elaine Lameta
Director of Education



Email: elaine.lameta@tokelau.org.nz Samoa Office: +685 -20822 / 20823 Mobile XXXXXXXXXX

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On Fri, 13 Sept 2024 at 09:27, Kate Malcolmson <Kate.Malcolmson@nzqa.govt.nz> wrote:

Kia ora Elaine,

I hope all is well. I am the new manager co-requisites at NZQA, and I wanted to connect with you around your concerns about the translated version of the CAA which was provided.

Thank you for so clearly outlining the issues within the paper, and the impact this could have on the learners. I understand you have been in touch with Te Kura and decided to progress with the English language version for this round.

We have been in touch with the DIA who provided the translation and reclarified the scope with them for the future, that the translation is for use in Tokelau and needs to be translated for that purpose, and they have agreed. We will review the process for next time, and will be in touch regarding any changes.

The DIA have suggested they could provide a glossary for this assessment if this would be of use, for students who may want to have both the English and Tokelauan version as they work through and I said I would check with you if this was something you would like us to progress, or if you would prefer to continue with the English version of numeracy for this round. I understand the assessment event timing means this may not be suitable, but I thought I would convey the offer.

Thank you again for your work in ensuring the translated numeracy paper provided is appropriate for learners in Tokelau, and letting us know of the concerns.

If you have any questions or would like to discuss further, please let me know.

Ngā mihi,
Kate

Kate Malcolmson | Manager Co-requisites

Assessment Delivery Group

Assessment Division | Wāhanga Aromatawai

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Alice Wards

From: Alice Wards
Sent: Wednesday, 31 July 2024 12:24 PM
To: Tania Morgan; Elizabeth Sosene
Subject: RE: Numeracy Co-requisite

Kia ora kōrua

We are crunching some Lit/Num data for your use as we speak. This will disaggregate where students gained the Lit/Num co-requisite using the CAAs, and the additional standards (including CIM). I'll ask if we have a further breakdown for CIM Numeracy translated papers. I'll send it when it's ready.

I've reminded schools this morning that they need to let me know their numbers for the next round of CAAs – so far I've heard back from Enuamanu & Nukutere.

Ngā mihi nui
Alice

From: Tania Morgan <Director@citti.edu.ck>
Sent: Wednesday, July 31, 2024 12:19 PM
To: Elizabeth Sosene <nzqa@education.gov.ck>
Cc: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: RE: Numeracy Co-requisite

Thanks Liz – how did they go compared to English version?

Meitaki

Tania Morgan (Mrs) | Executive Director

Cook Islands Ministry of Education
PO Box 97, Rarotonga, Cook Islands
P: (682) 29357
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E: director@citti.edu.ck
W: www.education.gov.ck



From: Elizabeth Sosene <nzqa@education.gov.ck>
Sent: 30 July 2024 2:18 PM
To: Tania Morgan <Director@citti.edu.ck>
Cc: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: RE: Numeracy Co-requisite

Hi Tania

Yes, true numeracy translated in CIM. Only a few schools participated in paper option.
Thanks Liz

Liz Sosene | Distance Education Coordinator (PESEAG /NZQA)

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Cook Islands Ministry of Education
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Email: nzqa@education.gov.ck | Website: www.education.gov.ck



From: Tania Morgan <Director@citti.edu.ck>

Sent: 29 July 2024 09:29

To: Alice Wards <Alice.Wards@nzqa.govt.nz>; Elizabeth Sosene <nzqa@education.gov.ck>

Subject: Numeracy Co-requisite

Morning Alice

Following up on a conversation I have had with an employee in our Ministry – he has mentioned that the Numeracy co-requisite is available in Cook Islands Maori (as a direct translation).

Is it possible to confirm.

Meitaki

Tania Morgan (Mrs) | Executive Director

Cook Islands Ministry of Education
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Alice Wards

From: Alice Wards
Sent: Friday, 9 August 2024 3:52 PM
To: nzqa@education.gov.ck
Subject: FW: 2023 Literacy & Numeracy results - Cook Islands schools PRS-5638
Attachments: PRS-5638 Literacy & Numeracy results - Cook Islands schools v1.0.xlsx

Kia orana Liz

Please find attached a detailed breakdown of Literacy and Numeracy attainment in your schools. We can discuss this with Tania and Owen next week; please will you forward it to them.

See you on Sunday! 😊😊😊

Meitaki
Alice

From: Team Mailbox Psychometrics, Reporting and Statistics <PRS@nzqa.govt.nz>
Sent: Friday, August 9, 2024 3:13 PM
To: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: RE: 2023 Literacy & Numeracy results - Cook Islands schools PRS-5638

Kia ora Alice,

Attached is the requested data around 2023 LitNum results for Cook Islands providers

Thanks,

Ryan Small
Intermediate Data Analyst
Psychometrics, Reporting and Statistics | **Te Tauanga Hinengaro, Pūrongo, Tatauranga**



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New Zealand Qualifications Authority

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From: Alice Wards <Alice.Wards@nzqa.govt.nz>
Sent: Thursday, July 18, 2024 12:50 PM
To: Team Mailbox Psychometrics, Reporting and Statistics <PRS@nzqa.govt.nz>
Subject: FW: 2023 Literacy & Numeracy results - Cook Islands schools

Hi team – forwarding in Catherine’s absence...

Alice

From: Alice Wards
Sent: Thursday, July 18, 2024 12:49 PM
To: Catherine Edser <Catherine.Edser@nzqa.govt.nz>

Cc: nzqa@education.gov.ck

Subject: FW: 2023 Literacy & Numeracy results - Cook Islands schools

Hi Catherine

Is it possible to get a breakdown of literacy and numeracy dedicated co-requisite standard attainment / or overall Lit/Num attainment for each of the Cook Islands schools?

They don't get Principal's Reports like NZ schools, so it is difficult for them to pull the data together in a useful form.

Can you help?

Ngā mihi
Alice

From: Elizabeth Sosene <nzqa@education.gov.ck>

Sent: Wednesday, July 10, 2024 10:28 AM

To: Alice Wards <Alice.Wards@nzqa.govt.nz>

Subject: 2023 Literacy & Numeracy results

Kia Orana Alice

Hope its warmer there today?

Just pulling some stats together for Tania, and just checking the student numbers for each standard/school. Are the results showing just for Oct 2023 test or total 2023? Wanting to get a pass rate for each standard/school for 2023? There isn't a quicker way to obtain this info?

Also thanks got the PE standards off to MAGS. I'm yet to catch up with Tania on the verification. Won't be sending anything through until then.

Thanks Liz

Liz Sosene | Distance Education Coordinator (PESEAG /NZQA)

Learning and Teaching

Cook Islands Ministry of Education

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PRS-5638 Literacy & Numeracy results - Cook Islands schools

Psychometrics, Reporting and Statistics, Data & Data Analysis, NZQA

Request:

Is it possible to get a breakdown of literacy and numeracy dedicated co-requisite standard attainment / or overall Lit/Num attainment for each of the Cook Islands schools?

They don't get Principal's Reports like NZ schools, so it is difficult for them to pull the data together in a useful form.

Can you help?

Ngā mihi

Alice

Requestor:

Liz Sosene

Notes:

Only for 2023 academic year

Filtered to only include Cook Islands providers

Filtered to only include the LitNum TRMTP standards (as of 2023 academic year) - Output 1

Upon Reflection included additional standards

Included Method 2a Literacy and Numeracy standards as available for use in 2023 - Outputs 2, 3 and 4

Included new Cook Island Maori language Literacy standards (92040, 92041, 92042 & 92043) - Outputs 2, 3 and 4

Included Cook Island Maori language standards (as potentially a measure for Literacy in 2023) - Outputs 2, 3 and 4

Currently just uses all the Cook Island Maori standard and flags where more than 10 credits achieved

Outputs

Lit Num standards

Standard details for Literacy and Numeracy corequisites, Method 2a and Cook Island Maori Language

Cook Islands Maori standards

Standard details for Cook Island Maori Language

Note some standards expired at the end of 2023 academic year

All standards included in current outputs but using title as a guide only some may actually contribute to literacy.

Code written to enable flagging so only specific standards could be included if required.

Output 1 school std counts

counts of student with entries and achievement in Lit Num corequisite standards by school for 2023

Output 2 stds by school

counts of student with entries and achievement in Lit Num corequisite and Method 2A standards by school for 2023

Output 3 std permutations

counts of students who achieved Lit Num corequisite and Method 2A standards by school for 2023 (permutations)

uses flags of 1 and 0 where 1 represents achieved and 0 not achieved or not entered

Output 4 component permutations

counts of students who achieved Lit Num components, either corequisite or Method 2A standards, by school for 2023

(permutations)

uses flags of 1 and 0 where 1 represents achieved and 0 not achieved or not entered

Data Sources:

PDSQL07 using eqa tables

PDSQL07 is a live mirror of production used for reporting

Data as at 08 August 2024

Run on 08 Aug 2024

Standard Type	Lit	Num	Standard Number	Standard Version Number
Cook Islands Maori	1	0	90078	1
Cook Islands Maori	1	0	90078	2
Cook Islands Maori	1	0	90078	3
Cook Islands Maori	1	0	90078	4
Cook Islands Maori	1	0	90079	1
Cook Islands Maori	1	0	90079	2
Cook Islands Maori	1	0	90079	3
Cook Islands Maori	1	0	90079	4
Cook Islands Maori	1	0	90080	1
Cook Islands Maori	1	0	90080	2
Cook Islands Maori	1	0	90080	3
Cook Islands Maori	1	0	90080	4
Cook Islands Maori	1	0	90081	1
Cook Islands Maori	1	0	90081	2
Cook Islands Maori	1	0	90081	3
Cook Islands Maori	1	0	90081	4
Cook Islands Maori	1	0	90082	1
Cook Islands Maori	1	0	90082	2
Cook Islands Maori	1	0	90082	3
Cook Islands Maori	1	0	90082	4
Cook Islands Maori	1	0	90083	1
Cook Islands Maori	1	0	90083	2
Cook Islands Maori	1	0	90083	3
Cook Islands Maori	1	0	90083	4
Cook Islands Maori	1	0	90388	1
Cook Islands Maori	1	0	90388	2
Cook Islands Maori	1	0	90388	3
Cook Islands Maori	1	0	90389	1
Cook Islands Maori	1	0	90389	2
Cook Islands Maori	1	0	90389	3
Cook Islands Maori	1	0	90390	1
Cook Islands Maori	1	0	90390	2
Cook Islands Maori	1	0	90390	3
Cook Islands Maori	1	0	90391	1
Cook Islands Maori	1	0	90391	2
Cook Islands Maori	1	0	90391	3
Cook Islands Maori	1	0	90392	1
Cook Islands Maori	1	0	90392	2
Cook Islands Maori	1	0	90392	3
Cook Islands Maori	1	0	90394	1
Cook Islands Maori	1	0	90394	2
Cook Islands Maori	1	0	90394	3
Cook Islands Maori	1	0	90552	1
Cook Islands Maori	1	0	90552	2
Cook Islands Maori	1	0	90552	3
Cook Islands Maori	1	0	90553	1
Cook Islands Maori	1	0	90553	2
Cook Islands Maori	1	0	90553	3
Cook Islands Maori	1	0	90554	1
Cook Islands Maori	1	0	90554	2
Cook Islands Maori	1	0	90554	3
Cook Islands Maori	1	0	90555	1
Cook Islands Maori	1	0	90555	2
Cook Islands Maori	1	0	90555	3
Cook Islands Maori	1	0	90556	1

Cook Islands Maori	1	0	90556	2
Cook Islands Maori	1	0	90556	3
Cook Islands Maori	1	0	90557	1
Cook Islands Maori	1	0	90557	2
Cook Islands Maori	1	0	90557	3
Cook Islands Maori	1	0	90873	1
Cook Islands Maori	1	0	90873	2
Cook Islands Maori	1	0	90874	1
Cook Islands Maori	1	0	90874	2
Cook Islands Maori	1	0	90875	1
Cook Islands Maori	1	0	90875	2
Cook Islands Maori	1	0	90876	1
Cook Islands Maori	1	0	90876	2
Cook Islands Maori	1	0	90877	1
Cook Islands Maori	1	0	90877	2
Cook Islands Maori	1	0	91113	1
Cook Islands Maori	1	0	91113	2
Cook Islands Maori	1	0	91113	3
Cook Islands Maori	1	0	91114	1
Cook Islands Maori	1	0	91114	2
Cook Islands Maori	1	0	91115	1
Cook Islands Maori	1	0	91115	2
Cook Islands Maori	1	0	91116	1
Cook Islands Maori	1	0	91116	2
Cook Islands Maori	1	0	91116	3
Cook Islands Maori	1	0	91117	1
Cook Islands Maori	1	0	91117	2
Cook Islands Maori	1	0	91538	1
Cook Islands Maori	1	0	91538	2
Cook Islands Maori	1	0	91539	1
Cook Islands Maori	1	0	91540	1
Cook Islands Maori	1	0	91541	1
Cook Islands Maori	1	0	91542	1
Cook Islands Maori	1	0	92040	1
Cook Islands Maori	1	0	92041	1
Cook Islands Maori	1	0	92042	1
Cook Islands Maori	1	0	92043	1
Lit Num CoReq	0	1	32406	1
Lit Num CoReq	0	1	32406	2
Lit Num CoReq	0	1	32406	3
Lit Num CoReq	0	1	32412	1
Lit Num CoReq	0	1	32412	2
Lit Num CoReq	1	0	32403	1
Lit Num CoReq	1	0	32403	2
Lit Num CoReq	1	0	32405	1
Lit Num CoReq	1	0	32405	2
Lit Num CoReq	1	0	32405	3
Lit Num CoReq	1	0	32414	1
Lit Num CoReq	1	0	32414	2
Method 2a	0	1	26623	1
Method 2a	0	1	26623	2
Method 2a	0	1	26623	3
Method 2a	0	1	26623	4
Method 2a	0	1	26623	5
Method 2a	0	1	26626	1
Method 2a	0	1	26626	2
Method 2a	0	1	26626	3
Method 2a	0	1	26626	4
Method 2a	0	1	26626	5

Method 2a	0	1	26627	1
Method 2a	0	1	26627	2
Method 2a	0	1	26627	3
Method 2a	0	1	26627	4
Method 2a	0	1	26627	5
Method 2a	1	0	26622	1
Method 2a	1	0	26622	2
Method 2a	1	0	26622	3
Method 2a	1	0	26622	4
Method 2a	1	0	26622	5
Method 2a	1	0	26624	1
Method 2a	1	0	26624	2
Method 2a	1	0	26624	3
Method 2a	1	0	26624	4
Method 2a	1	0	26624	5
Method 2a	1	0	26624	6
Method 2a	1	0	26625	1
Method 2a	1	0	26625	2
Method 2a	1	0	26625	3
Method 2a	1	0	26625	4
Method 2a	1	0	26625	5
Method 2a	1	0	26625	6
Method 2a	1	0	26625	7

Standard Title

Listen to and understand spoken language in Cook Islands Maori in familiar contexts
Listen to and understand spoken language in Cook Islands Maori in familiar contexts
Listen to and understand simple spoken Cook Islands Maori in familiar contexts
Listen to and understand simple spoken Cook Islands Maori in familiar contexts
Give a prepared talk in Cook Islands Maori on a familiar topic
Give a prepared talk in Cook Islands Maori on a familiar topic
Deliver a prepared talk in simple Cook Islands Maori on a familiar topic
Deliver a prepared talk in simple Cook Islands Maori on a familiar topic
Converse in Cook Islands Maori in a familiar context
Converse in Cook Islands Maori in a familiar context
Converse in simple Cook Islands Maori in a familiar context
Converse in simple Cook Islands Maori in a familiar context
Read and understand written language in Cook Islands Maori in familiar contexts
Read and understand written language in Cook Islands Maori in familiar contexts
Read and understand simple written Cook Islands Maori in familiar contexts
Read and understand simple written Cook Islands Maori in familiar contexts
Write text in Cook Islands Maori on a familiar topic
Write text in Cook Islands Maori on a familiar topic
Write text in simple Cook Islands Maori on a familiar topic
Write text in simple Cook Islands Maori on a familiar topic
Participate in cultural situations using visual and specialised Cook Islands Maori language
Participate in a cultural situation using visual and specialised Cook Islands Maori language
Participate in a familiar Cook Islands Maori cultural situation using visual and specialised Cook Islands Maori lan
Participate in a familiar Cook Islands Maori cultural situation using visual and specialised Cook Islands Maori lan
Listen to and understand spoken language in Cook Islands Maori in less familiar contexts
Listen to and understand spoken language in Cook Islands Maori in less familiar contexts
Listen to and understand spoken language in Cook Islands Maori in less familiar contexts
Give a prepared spoken presentation in Cook Islands Maori on a less familiar topic
Give a prepared spoken presentation in Cook Islands Maori on a less familiar topic
Give a prepared spoken presentation in Cook Islands Maori on a less familiar topic
Converse in Cook Islands Maori in a less familiar context
Converse in Cook Islands Maori in a less familiar context
Converse in Cook Islands Maori in a less familiar context
Read and understand written language in Cook Islands Maori in less familiar contexts
Read and understand written language in Cook Islands Maori in less familiar contexts
Read and understand written language in Cook Islands Maori in less familiar contexts
Write text in Cook Islands Maori on a less familiar topic
Write text in Cook Islands Maori on a less familiar topic
Write text in Cook Islands Maori on a less familiar topic
Participate in less familiar cultural situations using visual and specialised Cook Islands Maori language
Participate in a less familiar cultural situation using visual and specialised Cook Islands Maori language
Participate in a less familiar cultural situation using visual and specialised Cook Islands Maori language
Listen to and understand complex spoken Cook Islands Maori in less familiar contexts
Listen to and understand complex spoken Cook Islands Maori in less familiar contexts
Listen to and understand complex spoken Cook Islands Maori in less familiar contexts
Give a prepared speech in Cook Islands Maori using complex language, in a formal situation
Give a prepared speech in Cook Islands Maori using complex language
Give a prepared speech in Cook Islands Maori using complex language
Engage in an extended conversation in Cook Islands Maori using complex language in less familiar contexts
Converse in Cook Islands Maori using complex language in less familiar contexts
Converse in Cook Islands Maori using complex language in less familiar contexts
Read and understand written Cis Maori, containing complex language, in less familiar contexts
Read and understand written CIs Maori, containing complex language, in less familiar contexts
Read and understand written CIs Maori, containing complex language, in less familiar contexts
Write text in Cook Islands Maori using complex language on a less familiar topic

Write text in Cook Islands Maori using complex language on a less familiar topic
Write text in Cook Islands Maori using complex language on a less familiar topic
Engage in a less familiar cultural situation using complex visual and specialised CIs Maori language
Engage in a less familiar cultural situation using complex visual and specialised CIs Maori language
Engage in a less familiar cultural situation using complex visual and specialised CIs Maori language
Demonstrate understanding of a variety of spoken Cook Islands Maori texts on areas of most immediate relevance
Demonstrate understanding of a variety of spoken Cook Islands Maori texts on areas of most immediate relevance
Give a spoken presentation in Cook Islands Maori that communicates a personal response
Give a spoken presentation in Cook Islands Maori that communicates a personal response
Interact using spoken Cook Islands Maori to communicate personal information, ideas and opinions in different situations
Interact using spoken Cook Islands Maori to communicate personal information, ideas and opinions in different situations
Demonstrate understanding of a variety of Cook Islands Maori texts on areas of most immediate relevance
Demonstrate understanding of a variety of Cook Islands Maori texts on areas of most immediate relevance
Write a variety of text types in Cook Islands Maori on areas of most immediate relevance
Write a variety of text types in Cook Islands Maori on areas of most immediate relevance
Demonstrate understanding of a variety of spoken Cook Islands Maori texts on familiar matters
Demonstrate understanding of a variety of spoken Cook Islands Maori texts on familiar matters
Demonstrate understanding of a variety of spoken Cook Islands Maori texts on familiar matters
Interact using spoken Cook Islands Maori to share information and justify ideas and opinions in different situations
Interact using spoken Cook Islands Maori to share information and justify ideas and opinions in different situations
Give a spoken presentation in Cook Islands Maori that communicates information, ideas and opinions
Give a spoken presentation in Cook Islands Maori that communicates information, ideas and opinions
Demonstrate understanding of a variety of written and/or visual Cook Islands Maori text(s) on familiar matters
Demonstrate understanding of a variety of written and/or visual Cook Islands Maori text(s) on familiar matters
Demonstrate understanding of a variety of written and/or visual Cook Islands Maori text(s) on familiar matters
Write a variety of text types in Cook Islands Maori to convey information, ideas, and opinions in genuine contexts
Write a variety of text types in Cook Islands Maori to convey information, ideas, and opinions in genuine contexts
Demonstrate understanding of a variety of extended spoken Cook Islands Maori texts
Demonstrate understanding of a variety of extended spoken Cook Islands Maori texts
Give a clear spoken presentation in Cook Islands Maori that communicates a critical response to stimulus material
Interact clearly using spoken CIs Maori to explore and justify varied ideas and perspectives in different situations
Demonstrate understanding of a variety of extended written and/or visual Cook Islands Maori texts
Write a variety of text types in clear Cook Islands Maori to explore and justify varied ideas and perspectives
Interact in Cook Islands Maori about everyday topics
Use Cook Islands Maori to communicate information in a cultural context
Show understanding of spoken Cook Islands Maori related to everyday contexts
Write in Cook Islands Maori to communicate on everyday topics
Use mathematics and statistics to meet the numeracy demands of a range of situations
Use mathematics and statistics to meet the numeracy demands of a range of situations
Apply mathematics and statistics in a range of everyday situations
Te whakamahi pangarau hei whakatutuki i nga hiahia toi tatai o nga puahua whai take
Te whakamahi pangarau hei whakaoti rapanga o te ao o te akonga
Read written texts to understand ideas and information
Demonstrate understanding of ideas and information in written texts
Write texts to communicate ideas and information
Write texts to communicate ideas and information
Write texts to communicate ideas and information
Ka marama, ka whakamahi i te reo kia tutuki ai tetahi putakenga whakawhiti korero
Ka marama, ka whakamahi i te reo kia tutuki ai tetahi putakenga whakawhiti korero
Use number to solve problems
Use number to solve problems
Use number to solve problems
Use number to solve problems
Use number to solve problems
Interpret statistical information for a purpose
Interpret statistical information for a purpose
Interpret statistical information for a purpose
Interpret statistical information for a purpose
Interpret statistical information for a purpose

Subject	Level	Std Number	Title	Credits	Status	Expiry date	Read	Write
Cook Islan	1	90873	Demonstrate understanding of a variety of spoken Cook Islands Maori texts on areas of most immediate relevance	5	Expired	31/12/2023		
Cook Islan	1	90873	Demonstrate understanding of a variety of spoken Cook Islands Maori texts on areas of most immediate relevance	5	Expired	31/12/2023		
Cook Islan	1	90874	Give a spoken presentation in Cook Islands Maori that communicates a personal response	4	Expired	31/12/2023		
Cook Islan	1	90874	Give a spoken presentation in Cook Islands Maori that communicates a personal response	4	Expired	31/12/2023		
Cook Islan	1	90875	Interact using spoken Cook Islands Maori to communicate personal information, ideas and opinions in different situations	5	Expired	31/12/2023		
Cook Islan	1	90875	Interact using spoken Cook Islands Maori to communicate personal information, ideas and opinions in different situations	5	Expired	31/12/2023		
Cook Islan	1	90876	Demonstrate understanding of a variety of Cook Islands Maori texts on areas of most immediate relevance	5	Expired	31/12/2023	Y	
Cook Islan	1	90877	Write a variety of text types in Cook Islands Maori on areas of most immediate relevance	5	Expired	31/12/2023		Y
Cook Islan	2	91113	Demonstrate understanding of a variety of spoken Cook Islands Maori texts on familiar matters	5				
Cook Islan	2	91113	Demonstrate understanding of a variety of spoken Cook Islands Maori texts on familiar matters	5				
Cook Islan	2	91115	Give a spoken presentation in Cook Islands Maori that communicates information, ideas and opinions	4				
Cook Islan	2	91115	Give a spoken presentation in Cook Islands Maori that communicates information, ideas and opinions	4				
Cook Islan	2	91114	Interact using spoken Cook Islands Maori to share information and justify ideas and opinions in different situations	5				
Cook Islan	2	91114	Interact using spoken Cook Islands Maori to share information and justify ideas and opinions in different situations	5				
Cook Islan	2	91116	Demonstrate understanding of a variety of written and/or visual Cook Islands Maori text(s) on familiar matters	5			Y	
Cook Islan	2	91116	Demonstrate understanding of a variety of written and/or visual Cook Islands Maori text(s) on familiar matters	5			Y	
Cook Islan	2	91117	Write a variety of text types in Cook Islands Maori to convey information, ideas, and opinions in genuine contexts	5				Y
Cook Islan	2	91117	Write a variety of text types in Cook Islands Maori to convey information, ideas, and opinions in genuine contexts	5				Y
Cook Islan	2	91117	Write a variety of text types in Cook Islands Maori to convey information, ideas, and opinions in genuine contexts	5				Y
Cook Islan	3	91538	Demonstrate understanding of a variety of extended spoken Cook Islands Maori texts	5				
Cook Islan	3	91538	Demonstrate understanding of a variety of extended spoken Cook Islands Maori texts	5				
Cook Islan	3	91539	Give a clear spoken presentation in Cook Islands Maori that communicates a critical response to stimulus material	3				
Cook Islan	3	91539	Give a clear spoken presentation in Cook Islands Maori that communicates a critical response to stimulus material	3				
Cook Islan	3	91540	Interact clearly using spoken CIs Maori to explore and justify varied ideas and perspectives in different situations	6				
Cook Islan	3	91540	Interact clearly using spoken CIs Maori to explore and justify varied ideas and perspectives in different situations	6				
Cook Islan	3	91541	Demonstrate understanding of a variety of extended written and/or visual Cook Islands Maori texts	5			?	
Cook Islan	3	91541	Demonstrate understanding of a variety of extended written and/or visual Cook Islands Maori texts	5			?	
Cook Islan	3	91541	Demonstrate understanding of a variety of extended written and/or visual Cook Islands Maori texts	5			?	
Cook Islan	3	91542	Write a variety of text types in clear Cook Islands Maori to explore and justify varied ideas and perspectives	5				Y
Cook Islan	3	91542	Write a variety of text types in clear Cook Islands Maori to explore and justify varied ideas and perspectives	5				Y
Cook Islan	3	91542	Write a variety of text types in clear Cook Islands Maori to explore and justify varied ideas and perspectives	5				Y
Cook Islan	3	91542	Write a variety of text types in clear Cook Islands Maori to explore and justify varied ideas and perspectives	5				Y

Academic Year	MoE Provider ID	Provider Name	Standard	Learners	Achieved Learners
2023	6227	Araura College	32403	44	5
2023	6227	Araura College	32405	40	9
2023	6227	Araura College	32406	37	10
2023	6228	Enuamanu School	32403	11	3
2023	6228	Enuamanu School	32405	11	2
2023	6228	Enuamanu School	32406	11	1
2023	6229	Mangaia School	32403	17	4
2023	6229	Mangaia School	32405	15	5
2023	6229	Mangaia School	32406	16	4
2023	6231	Nukutere College	32403	26	6
2023	6231	Nukutere College	32405	26	6
2023	6231	Nukutere College	32406	26	7
2023	6232	Tereora College	32403	107	53
2023	6232	Tereora College	32405	107	71
2023	6232	Tereora College	32406	90	38
2023	6233	Titikaveka College	32403	32	12
2023	6233	Titikaveka College	32405	32	15
2023	6233	Titikaveka College	32406	28	10

Academic Year	MoE Provider ID	Provider Name	Lit R 32403	Lit W 32405	Num M 32406	Lit C 92040	Lit C 92041	Lit C 92042
2023	6227	Araura College	5	9	10	1	1	4
2023	6228	Enuamanu School	3	2	1	0	0	1
2023	6229	Mangaia School	4	5	4	5	0	2
2023	6230	Mauke School	0	0	0	0	0	1
2023	6231	Nukutere College	6	6	7	5	1	4
2023	6232	Tereora College	53	71	38	15	14	14
2023	6233	Titikaveka College	12	15	10	0	1	2

Lit C 92043	Lit 2 26622	Lit 2 26624	Lit 2 26625	Num 2 26623	Num 2 26626	Num 2 26627	
3	0	0	0	0	13	4	3
0	0	0	0	0	0	0	0
2	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0
3	0	0	0	0	0	0	0
10	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0

Academic Year	MoE Provider ID	Provider Name	Lit R 32403	Lit W 32405	Num M 32406	Lit C 92040	Lit C 92041	Lit C 92042
2023	6227	Araura College	0	0	0	0	0	0
2023	6227	Araura College	0	0	0	0	0	0
2023	6227	Araura College	0	0	0	0	0	0
2023	6227	Araura College	0	0	0	0	0	0
2023	6227	Araura College	0	0	0	0	0	0
2023	6227	Araura College	0	0	0	0	0	1
2023	6227	Araura College	0	0	0	0	0	1
2023	6227	Araura College	0	0	0	0	0	1
2023	6227	Araura College	0	0	0	1	1	0
2023	6227	Araura College	0	0	1	0	0	0
2023	6227	Araura College	0	0	1	0	0	0
2023	6227	Araura College	0	0	1	0	0	0
2023	6227	Araura College	0	1	0	0	0	0
2023	6227	Araura College	0	1	0	0	0	0
2023	6227	Araura College	0	1	1	0	0	0
2023	6227	Araura College	1	0	0	0	0	0
2023	6227	Araura College	1	1	1	0	0	0
2023	6228	Enuamanu School	0	0	0	0	0	0
2023	6228	Enuamanu School	0	1	0	0	0	1
2023	6228	Enuamanu School	1	0	0	0	0	0
2023	6228	Enuamanu School	1	1	1	0	0	0
2023	6229	Mangaia School	0	0	0	0	0	0
2023	6229	Mangaia School	0	0	0	0	0	1
2023	6229	Mangaia School	0	0	0	1	0	0
2023	6229	Mangaia School	0	0	0	1	0	1
2023	6229	Mangaia School	0	0	1	0	0	0
2023	6229	Mangaia School	0	0	1	1	0	0
2023	6229	Mangaia School	0	1	0	0	0	0
2023	6229	Mangaia School	1	0	0	0	0	0
2023	6229	Mangaia School	1	1	0	0	0	0
2023	6229	Mangaia School	1	1	1	0	0	0
2023	6230	Mauke School	0	0	0	0	0	0
2023	6230	Mauke School	0	0	0	0	0	1
2023	6231	Nukutere College	0	0	0	0	0	0
2023	6231	Nukutere College	0	0	0	0	0	1
2023	6231	Nukutere College	0	0	0	1	0	0
2023	6231	Nukutere College	0	0	0	1	0	1
2023	6231	Nukutere College	0	0	0	1	0	1
2023	6231	Nukutere College	0	0	0	1	1	1
2023	6231	Nukutere College	0	0	1	0	0	0
2023	6231	Nukutere College	0	1	1	0	0	0
2023	6231	Nukutere College	1	0	0	0	0	0
2023	6231	Nukutere College	1	1	0	0	0	0
2023	6231	Nukutere College	1	1	1	0	0	0
2023	6232	Tereora College	0	0	0	0	0	0
2023	6232	Tereora College	0	0	0	0	0	0
2023	6232	Tereora College	0	0	0	0	0	1
2023	6232	Tereora College	0	0	0	0	0	1
2023	6232	Tereora College	0	0	0	0	1	0
2023	6232	Tereora College	0	0	0	0	1	1
2023	6232	Tereora College	0	0	0	1	0	0
2023	6232	Tereora College	0	0	0	1	1	0
2023	6232	Tereora College	0	0	0	1	1	1
2023	6232	Tereora College	0	0	0	1	1	1
2023	6232	Tereora College	0	0	1	0	0	0

2023	6232	Tereora College	0	1	0	0	0	0
2023	6232	Tereora College	0	1	1	0	0	0
2023	6232	Tereora College	1	0	0	0	0	0
2023	6232	Tereora College	1	0	1	0	0	0
2023	6232	Tereora College	1	1	0	0	0	0
2023	6232	Tereora College	1	1	1	0	0	0
2023	6233	Titikaveka College	0	0	0	0	0	0
2023	6233	Titikaveka College	0	0	1	0	0	0
2023	6233	Titikaveka College	0	1	0	0	0	0
2023	6233	Titikaveka College	0	1	0	0	1	1
2023	6233	Titikaveka College	0	1	1	0	0	0
2023	6233	Titikaveka College	1	1	0	0	0	0
2023	6233	Titikaveka College	1	1	1	0	0	0
2023	6233	Titikaveka College	1	1	1	0	0	1

0	0	0	0	0	0	0	23
0	0	0	0	0	0	0	4
0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	4
0	0	0	0	0	0	0	15
0	0	0	0	0	0	0	29
0	0	0	0	0	0	0	15
0	0	0	0	0	0	0	2
0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	1
0	0	0	0	0	0	0	5
0	0	0	0	0	0	0	6
0	0	0	0	0	0	0	1

Academic Year	MoE Provider ID	Provider Name	Lit	Num	LitNum	students	Students w 10 CI Maori credits
2023	6227	Araura College	0	0	0	13	7
2023	6227	Araura College	0	1	0	11	1
2023	6227	Araura College	1	0	0	5	1
2023	6227	Araura College	1	1	1	38	13
2023	6228	Enuamanu School	0	0	0	9	9
2023	6228	Enuamanu School	1	1	1	11	1
2023	6229	Mangaia School	0	0	0	19	19
2023	6229	Mangaia School	1	0	0	4	0
2023	6229	Mangaia School	1	1	1	16	0
2023	6230	Mauke School	1	0	0	2	0
2023	6231	Nukutere College	1	0	0	10	0
2023	6231	Nukutere College	1	1	1	26	0
2023	6232	Tereora College	0	0	0	82	76
2023	6232	Tereora College	0	1	0	13	0
2023	6232	Tereora College	1	0	0	63	28
2023	6232	Tereora College	1	1	1	77	0
2023	6233	Titikaveka College	1	0	0	4	0
2023	6233	Titikaveka College	1	1	1	28	0

Alice Wards

From: Alice Wards
Sent: Friday, 23 August 2024 9:58 AM
To: Elizabeth Sosene
Subject: RE: L&T Advisor presentation and other
Attachments: CIMOE 19 August 2024.pptx

Kia orana Liz

Please find Monday's ppt attached. I'm also happy for Celeste to email me directly with any queries or comments.

I'll check with Steph and copy you in.

Please check with Tania about Friday's meeting. I think it's probably best to keep it just to Tania, Owen, me and Geoff as we'll be discussing school leadership stuff, but I'll leave it up to them.

Ngā mihi
Alice

From: Elizabeth Sosene <nzqa@education.gov.ck>
Sent: Friday, August 23, 2024 9:38 AM
To: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: L&T Advisor presentation and other

Kia Orana Alice

Hope your days are going well. I forgot to Team invite Celeste for the session with you on Monday. Can you send please through your presentation and any important notes that I can pass onto Celeste?

Just preparing Ada as my cover while on leave, in particular the internal verification process. Also do you have numbers from schools re: LITNUM paper orders – and selected days/times? I haven't heard from Steph on delivery times etc...??

Also do I need to be in this meeting with Tania and Owen?
Thanks Liz

Liz Sosene | Distance Education Coordinator (PESEAG /NZQA)
Learning and Teaching
Cook Islands Ministry of Education
PO Box 97, Rarotonga, Cook Islands
Phone: +(682) 29357 | fax: +(682) 28357
Email: nzqa@education.gov.ck | Website: www.education.gov.ck

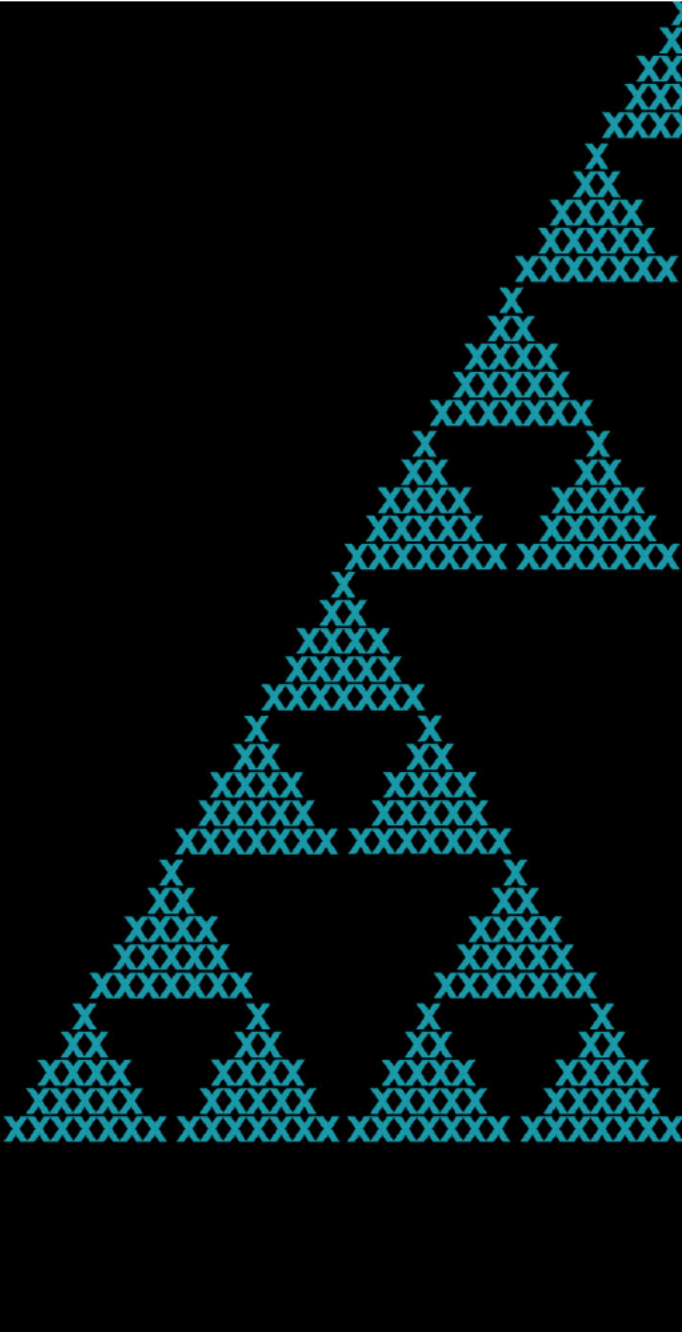


NZQA Updates

Alice Wards & Geoff Meadows
August 2024



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority





2024 qualification changes

- No more pilots
- New Level One Achievement Standards – fewer, larger, usually 5 credits
- Co-requisite requirement at each Level
- Literacy and Numeracy actively incorporated across the curriculum
- More curriculum knowledge / skill included in each Achievement Standard
- Digital assessment expected



What hasn't changed

- 80 credit requirement for a qualification
- 20 credit Literacy and Numeracy requirement for a qualification
- Certificate endorsement and course endorsement calculations
- Don't assess everything that moves
- Quality assure everything
- Teach the curriculum, not the task
- Provide coherent pathways
- Meet individual and cohort needs



More on the co-requisite

Impact on staff:

- Much higher administrative and leadership workload for Principal's Nominees
- Assessing progress / readiness, entries, logins, digital skills
- Higher expectations of all teachers and all curriculum levels
- Need to improve teacher capability, conscious literacy and numeracy

Impact on students:

- Enjoy the experience if it works well
- Want to have a go, even if not 'ready'
- Need targeted support if not ready



How NZ schools have responded

- Not offering Level One, if not required – or not the whole thing
- Literacy and Numeracy timing and scale vary depending on community expectations, school culture, and teacher capability
- Choosing one external at Level 1
- Maintaining previous course offerings as needed to meet student interests and needs – Unit Standards, integrated courses, semester programmes, vocational courses
- Much more focus on Literacy and Numeracy in the junior school – tracking, active teaching, digital skills, interventions, teacher development, reporting, parent meetings



Lit/Num - challenges for school leaders

- Leadership
 - Getting the tone right – implementing a high stakes assessment without high anxiety for students, families, or staff
 - Raising teacher capability across all curriculum areas in Literacy and Numeracy, when teachers are also implementing new Achievement Standards
 - Strategy, planning, goal-setting, action plans, targets
 - Timing, prioritising, allocating resources, staff workload
- Capability
 - E-AsTTle, PACT, tracking and monitoring, results analysis
 - Digital skills – typing, scrolling, logins, Assessment Master, entries
 - New teachers, old teachers, teachers new to NCEA, learning support, network support



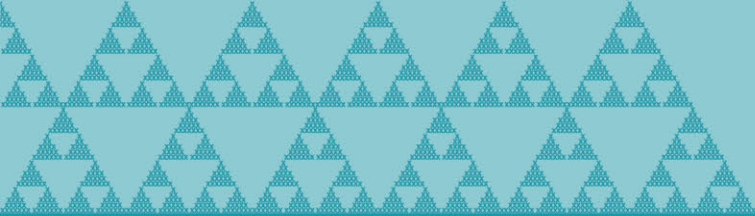
Particular to the Cook Islands

- See above!
- Also challenges with
 - Teacher professional networks
 - Language priorities
- But benefits of
 - Feeder / area schools
 - Cook Islands Māori eligibility – tagged standards



Some of our thoughts so far:

1. Strengthen professional networks
2. Continue to strengthen quality assurance processes
3. Improved communication and leadership between schools
4. Deliberate capability-raising
 - Lit/Num
 - Teachers new to NCEA
 - Data analysis and planning



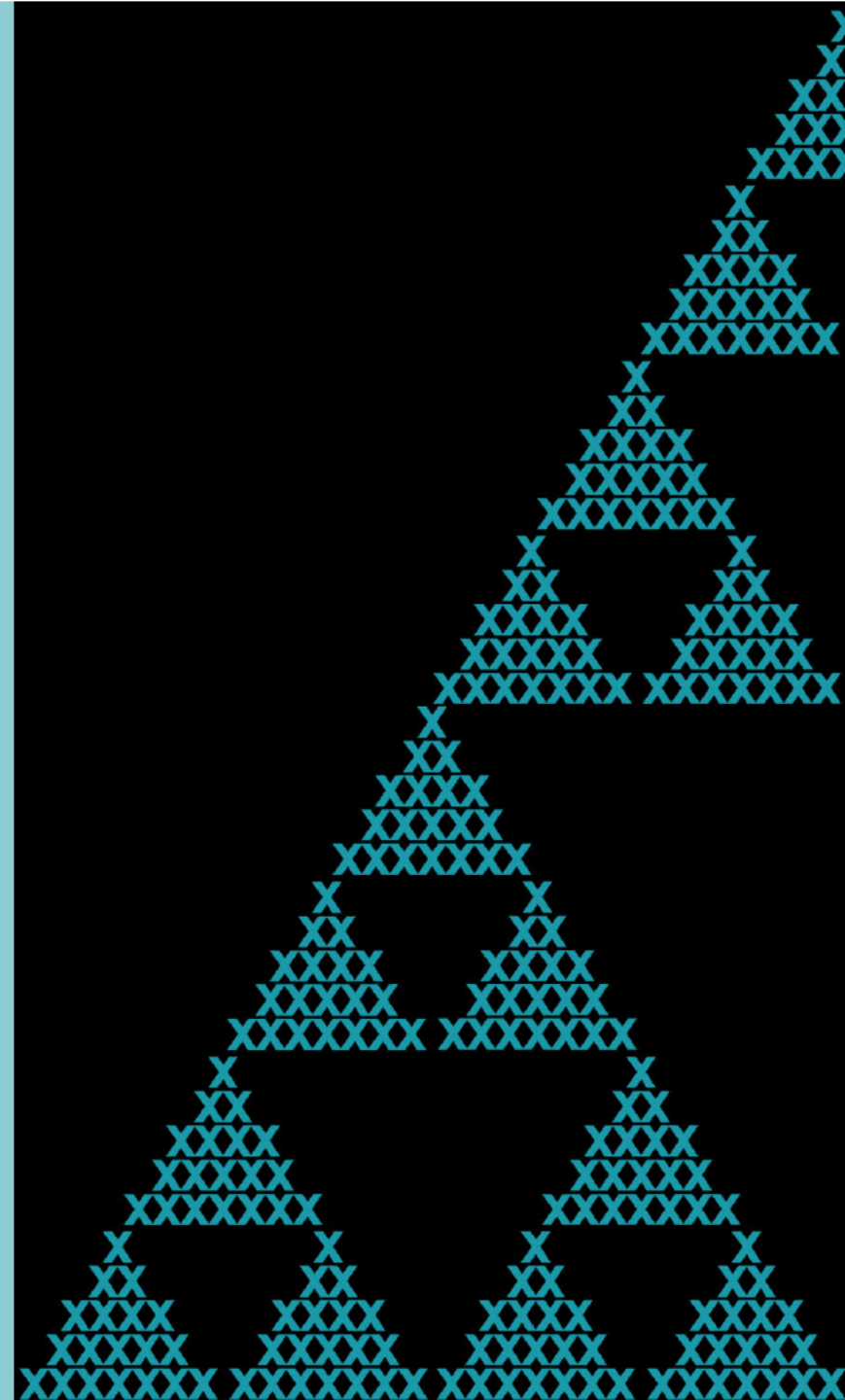
What do we need to know?

Kia orana Thank you

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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority





The rest of this year in NCEA land:

1. Literacy and Numeracy – results analysis, new assessment
2. School practice examinations – task, conditions, quality assurance
3. Completing internal assessment and verification
4. External moderation – due by 20 October
5. Submitted external standards – due by 30 October
6. Examinations
7. 2025 planning

Alice Wards

From: Tania Morgan <Director@citti.edu.ck>
Sent: Monday, 16 September 2024 8:14 AM
To: Alice Wards
Subject: RE: Morning

No problems – thanks so much. I know last time NZ MoE had not included the Cook Islands into their communication out to all schools, so maybe I will reach out to them.

Kind regards

Tania Morgan (Mrs) | Executive Director

Cook Islands Ministry of Education
PO Box 97, Rarotonga, Cook Islands
P: (682) 29357
C: [REDACTED]
E: director@citti.edu.ck
W: www.education.gov.ck



From: Alice Wards <Alice.Wards@nzqa.govt.nz>
Sent: 15 September 2024 10:06 AM
To: Tania Morgan <Director@citti.edu.ck>
Subject: RE: Morning

Hi Tania

No schools, or even our team, have been officially informed. The update seems to have been communicated to some subject associations, but there have not yet been any official communications.

I'm sorry, but I can't provide any further information or clarity yet. We are awaiting more information too. I don't know if you approached our MOE if they would be able to communicate anything further yet.

Kind regards
Alice

From: Tania Morgan <Director@citti.edu.ck>
Sent: Monday, 16 September 2024 7:52 AM
To: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: Morning

Morning Alice

I was just checking to see if there is some new information that has come out to our PN's and Liz in regards to NCEA. I saw this on NZ Maths page. Is it possible to be included in the email out, or would this have come out from NZ MoE. Very much appreciated. Meitaki

Our PN passed this on this afternoon:

Due to feedback on manageability and authenticity challenges, from 2025 submitted reports will not be used as a method of external assessment.

Standards assessed via submitted report in 2024 have undergone review to determine an alternative method of assessment.

Some will be assessed via examination, others by portfolio (drama, music, tech, digital tech). The changes will shortly be listed on the NCEA website.

Updated NCEA materials will be published on the NZQA website at the start of Term 4, with the Level 1 external assessment specifications for 2025 published by NZQA to follow.

They are also going to extend the dual pathway to literacy and numeracy for a further two years.

Tania Morgan (Mrs) | Executive Director

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Alice Wards

From: Alice Wards
Sent: Wednesday, 30 October 2024 3:39 PM
To: secretary@education.gov.ck
Cc: Geoff Meadows; Amanda Picken
Subject: NZQA report 2024
Attachments: CIMOE report 2024.pdf; 6229 MNA 2024 Final (1).pdf; 6228 MNA 2024.pdf; 6233 MNA report Titikaveka College 2024.pdf; 6227 - MNA report Araura College.pdf

Kia orana Owen

It was good to see you last week. I hope you had a safe and uneventful trip home.

Please find attached our summary report for the Cook Islands Ministry of Education, from the Managing National Assessment reviews and quality assurance visits in August this year. You will also find the MNA reports attached for Mangaia, Araura, Titikaveka and Enuamano. These have now been finalised with the schools.

Feel free to get in touch with any queries or matters you would like to discuss.

Meitaki ma'ata
Alice

Alice Wards ([she/her](#))

School Relationship Manager
Tumuaki Whakawhānaungatanga Kura
School Quality Assurance and Support
Wāhanga Tohu Mātauranga

New Zealand Qualifications Authority | Mana Tohu Mātauranga o Aotearoa



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Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

25 October 2024

Owen Lewis
Secretary of Education
Cook Islands Ministry of Education
PO Box 97
Avarua
Rarotonga
Cook Islands

Kia orana Owen

This report follows the visit to the Cook Islands by Alice Wards and Geoff Meadows in August 2024. We would like to thank you and your staff for your organisation, hospitality and engagement with us during our visit to the Cook Islands.

Quality Assurance – Managing National Assessment Reviews

Full MNA reviews were completed for four schools in 2024. Two of these were as a result of significant issues that were identified in 2023 reviews. Each school reviewed and visited has made good progress since our last visit. The most recent MNA report for each school can be accessed by searching for the school's name and number on the NZQA website.

Mangaia School

MNA review – follow up to significant issues identified in 2023

Mangaia School has addressed the significant issue and action items in the 2023 report. The significant issue was to follow up external recommendations and findings, in particular responding to external moderator feedback. The school now has a documented process to act on feedback that should improve teachers' assessment judgements. Mangaia School is also completing more effective self-review of assessment matters, has a plan in place for valid practice examinations to generate potential derived grades, has reviewed and has updated assessment communications. All internal moderation has been completed outside the school in 2024, to improve moderation outcomes and build teacher capability.

Further actions are required as a result of this year's review. The school needs to follow up recommendations from external moderation in a timelier manner. They also need to ensure a common understanding of assessment procedures such as resubmission.

The school is recommended to extend professional networks for teachers, to improve assessment capability. This could include further links with subject associations and with verifiers in New Zealand. The school could also explore the use of cloud-based documents to support the authentication of student work and streamline school assessment processes.

Titikaveka College

MNA review – follow up to significant issues identified in 2023

Titikaveka College has mostly addressed the significant issues and action items in the 2023 report. The school now has a process in place to provide students with information about NCEA. Plans for practice exams are in place for this year, using quality assured assessments. Two of the three action items have also been addressed from the 2023 report. A process has been developed to ensure staff understand NZQA and school assessment policies. Assessor and verifier decisions are now documented on the internal moderation coversheet. The school has also acted on the considerations noted last year – teachers have Education Sector Logins and can access NZQA applications, their authenticity policy includes artificial intelligence, and whole-school discussions about NCEA review are held.

The school needs to continue its work on one significant issue in the 2024 report. The school must act on all external review recommendations and findings. They must develop an effective follow-up process for external moderation and must also develop a process to ensure all internal entries have a result or are withdrawn.

The school is recommended to develop a process for supporting and inducting new staff into NCEA assessment processes. They could train more teachers to make submissions for external moderation and externally submitted assessments.

Araura College – MNA review

Araura College has addressed the action item in the 2022 report. The school now has a process to collect valid evidence for derived grades, using quality assured practice examinations. The next step is to submit these grades to NZQA.

There are four actions in the school's 2024 report. The school must quality assure the grades from practice exams and submit them to NZQA. They must follow-up on action plans in response to external moderation. They must remind staff about the rules for submission, and update staff and student assessment handbooks.

The school is recommended to encourage staff to use NZQA's Learning Management System Pūtake to strengthen assessment practices, to investigate the use of Google products to improve the efficiency of assessment practices, to share outcomes from external moderation other than consistent with subject advisors, and to share end of year reports from teachers with senior leaders to help with strategic planning.

Enuamanu School – MNA review

Enuamanu School has addressed the four action items from the 2022 report. External moderation responses were monitored in 2023. Department reviews have been informally linked to school review, with a more formal process being implemented this year. A process has been introduced to ensure entries and results are accurate, and a process for collecting evidence for derived grades has been introduced.

There is one outstanding required action in the 2024 report. The school must update its student assessment handbook. The school is recommended to include an action plan template in its moderation response form, and to share external moderation results with Subject Advisors.

Nukutere College – Quality Assurance visit

Nukutere College has addressed the two action items in the 2023 report. Their assessment communications have been reviewed and updated, and data errors are prevented and/or resolved promptly. The school has also broadened its network of verifiers.

Tereora College - Quality Assurance visit

Tereora College has addressed the three action items in the 2023 report. They have evaluated the effectiveness of external moderation action plans. They have submitted all external moderation as requested. They have plans in place to generate and report valid practice examination grades for use as derived grades if required. The school has also acted on the recommendation to further support teachers new to NCEA.

Mauke School

We did not visit Mauke School in 2024. The school no longer requires separate NZQA review, as consent to assess has been suspended from 2024 due to low student numbers and limited school capability. Mauke School is subcontracted to Mangaia School, who is now managing any assessment matters for Mauke School. Mauke School's limited assessment entries – for two students – have been made through Mangaia School in 2024. These so far include Literacy and Numeracy co-requisite assessments and Te Reo Māori Kūki 'Airani.

Quality Assurance of internal assessment

NZQA has required a significant proportion of the verification of internal assessment grades be conducted by New Zealand schools in 2024. These have included a list of 10 subjects for which there had been a pattern of poor external moderation outcomes, those for which there was insufficient experience in assessing for NCEA, and those for which there was a sole practitioner.

In 2024 the process for internal verification has involved schools sending materials to Liz Sosene once the assessment is completed, and Alice Wards identifying suitable schools in New Zealand to approach to complete moderation and provide feedback. This process has resulted in positive outcomes that include extending Cook Islands teachers' professional networks, more robust feedback than might previously have been provided, and improved teacher confidence in the verification process. This model has been cost neutral but has required more administration for CIMOE and NZQA.

The process outlined above has more potential for delays, given the reliance on the availability of teachers doing the favour, the difference in school holidays, and everyone's lack of experience with the new Level 1 standards. Cook Islands schools and New Zealand schools have faced the same challenges in getting the timing and evidence right for these new assessments.

For 2025, the following model is proposed:

- Continued emphasis on verification by experienced subject experts
- Continued verification in NZ for sole-teacher subjects
- Continued verification in NZ where patterns of poor external moderation outcomes have not yet improved; to be determined when 2024 external moderation has been completed.
- Continued monitoring by Liz Sosene / Cook Islands Ministry of Education.

- For other subjects where local capability permits, form Cook Islands subject teacher panels.
 - Facilitated by subject advisors if possible or overseen by CIMOE.
 - Complete verification of internal assessment grades locally
 - Encourage professional networks and resource sharing.
 - Share reflection on external moderation outcomes.
 - Share practice external examinations and verify these grades.

To continue to improve outcomes and assessor capability, it is essential that follow-up to external moderation feedback is timely, and that actions are planned, documented and evaluated for their effectiveness in improving assessor practice. The 2024 MNA reviews and Quality Assurance visits have all included reviews of schools' processes to follow up issues identified by external moderators. All schools now have clearer expectations and better documentation of their response to external moderation.

Teacher assessment capability

As outlined in previous NZQA reports, improving teacher assessment capability must be a priority for both individual school leaders and across all schools.

Common concerns include:

- A considerable number of teachers new to teaching and/or new to standards-based assessment. This lack of experience is especially evident with teachers recruited from non-NCEA Pacific nations.
- That NZ teachers while experienced with NCEA may require further training to adapt assessment tasks to fit local contexts, lead a sole-teacher subject, and need to learn new school systems and processes.
- That the CIMOE induction for new teachers to the country does not yet include assessment practice.
- That subject advisors are not available for subjects and there is no-one allocated at CIMOE to oversee their practice or progress.

Tereora College has accessed EIT (Eastern Institute of Technology) standards for workplace assessment through CITTI. These standards could be useful for other schools. They are limited in that they are not geared towards teacher training or school-based assessment and only address Unit Standard assessment.

Each teacher must also be familiar with:

- NZQA rules for NCEA assessment
- How NCEA works – including qualifications, awards, and the co-requisite
- Adapting Achievement Standard assessment tasks to meet the needs of students
- Accessing assessment standards, conditions, specifications, clarifications, and other resources needed for accurate assessment.
- Quality assurance requirements.

School assessment communications

As part of our MNA reviews and Quality Assurance visits, we review school assessment communications. We check whether they are complete, accurate, and fit for purpose. All schools have reviewed and improved their teacher and student assessment handbooks in the last year. They could be further refined for clarity and consistency and to better suit their target audiences.

The next step is to improve consistency between schools, to improve transitions for students and teachers and to also ensure that Cook Islands-wide processes are clearly documented. This would also support the development of subject panels for verification as outlined above.

We propose to offer a template for staff, student and caregiver communications, based on current school handbooks. These could then be adapted with local names, forms, and processes. The template will be ready for use in the 2025 school year. The template will help to ensure a common understanding of the NZQA rules that is still needed in some areas, including: resubmission, further assessment opportunity, missed and late assessments, authenticity strategies (including the use of artificial intelligence), and appeals.

School practice examinations and Derived Grades

A common issue identified in 2023 was a limited understanding of Derived Grade requirements. This has improved, yet the planned processes are yet to be tested.

Many teachers in 2024 still require support to access valid practice examinations. These must not be publicly available, not an unchanged previous examination, and must be aligned to the current standard and assessment specifications. They may be written by a teacher but are commonly shared through subject associations. It would be appropriate to critique and/or write future tasks using the proposed subject panels outlined above.

Grades that are submitted to NZQA for potential use as Derived Grades must be quality assured. This means that a sample of student exam work must be verified by a suitably qualified second pair of eyes, or the marking process justified by the teacher's competence and experience. Schools must document the quality assurance process.

Grades must be submitted to NZQA before the start of external examinations. All Cook Islands schools have a poor history of completing this step but have plans in place to do so in 2024.

Literacy and Numeracy co-requisite

Most Cook Islands schools have now completed the Literacy and Numeracy Common Assessment Activities (CAAs) digitally. Enuamanu School will attempt digital assessment in the first assessment opportunity in 2025. Araura College will increase its digital assessment in 2025 from its limited participation in 2024.

Mangaia School, Nukutere College, Titikaveka College and Tereora College are planning to complete the vast majority of assessment for the CAAs digitally in September 2024. There is a small number of exceptions for students who will attempt the Cook Islands Māori version of the Numeracy assessment, who will also be supported with the English version for reference.

It is important to note that the translated version of the Numeracy paper is only available on request. Schools must notify NZQA if they require it.

We discussed with schools the potential use of the 266** suite of adult literacy and numeracy standards, per the exemption granted by the New Zealand Ministry of Education in early August. We outlined the potential implications of the use of these standards.

- The 266** standards are set at Level 4 of the NZ Curriculum, while the 324** standards assess at approximately 5P of the NZ Curriculum.
- The 266** standards and the 324** standards are mutually exclusive. A student cannot use credits from both sets towards a qualification. It makes sense to enter 266** students for the 324** standards also, to hedge their bets, but if successful, schools will need to track towards 100 credits instead of 80 for these students.
- The 266** standards are difficult to assess, requiring a thorough understanding of the standard, exemplars and clarifications, attention to detail, and experienced assessors. Teachers are likely to need outside support. For this reason, where used, they will be included in the external moderation plan for each school.

Cook Islands Māori standards are included in the list of additional standards that may be used to meet the Literacy co-requisite requirement, by students living in the Cook Islands. Notice was given by the New Zealand Ministry of Education in September 2024 that these standards will now remain available for Literacy during the extended transition period 2024-2027.

Shared documents, drives, authenticity and moderation

Schools' digital capability and systems must keep pace with changes to assessment and available technology.

Current and increasing challenges include:

- Authenticity. As students increasingly complete their internal and external assessments digitally, teachers will need to use further strategies to protect the integrity of the assessment and the authenticity of student work. Good practice includes checking document version history, checking for copy & paste, providing feedback on student work at assessment milestones, and ensuring that student work is already available to the teacher if a student misses a deadline for any reason. For this reason, we support the use of shared documents. Platforms such as the Google suite have extensions that support further authenticity checks, such as for artificial intelligence use or paraphrasing tools.
- Collaboration. The Google suite (documents, classrooms, spreadsheets, presentations, sites etc.) has the potential to support improved communications between teachers and schools. It would reduce the reliance on emailing large files or sending USBs and could increase collaboration through the use of shared documents.
- Submitting work for internal verification and external moderation. Large files cannot be uploaded, while links to cloud storage can be easily submitted. All schools are using Google drives for this purpose, sometimes using teachers' personal Gmail accounts.
- Digital storage. A sample of student assessment work must be retained in case it is requested for external moderation. All student work that is uploaded for submitted external standards (in most Level 1 courses in 2024) must be retained securely by the school. This work must be accessible if needed by NZQA in the case of lost or corrupted submissions but must be securely stored so that it cannot be accessed by students.
- All students require access to their NZQA learner login, to check results, complete external assessments including the Literacy and Numeracy CAAs, and to access their examination admission slips. For this access, they require an email address. With many students transferring to Tereora College at some point in their schooling, a common email address for all students would reduce the tasks involved in resetting logins and managing students who transfer midway through the year. Currently Tereora College generates Gmail addresses for its own students, but other schools use the CIMOE provided school addresses.

Co-operation and collaboration between schools

A theme of discussions with teachers and Principals has been the desire for improved relationships between schools, to benefit both students and teachers. There are long-held perceptions that Tereora College is unwilling to share with others.

Benefits for students of an improved approach:

- consistent assessment practices – lates, entries, authenticity, teacher feedback
- clearer academic and vocational pathways – prerequisites, subject choices
- coherent skills development – literacy, numeracy, digital skills
- contexts and knowledge – range of contexts, choice of standards / course focus.

Benefits for teachers and schools of an improved approach:

- professional support – discussion, verification, shared planning, strategies, understanding clarifications and specifications, shared resources.
- clearer expectations of transitioning students – what has been covered and how, shared data such as e-asTTle results, school-based tracking, SAC requirements, special learning needs.
- building relational trust, in which teachers can both trust in their own expertise, request support where needed, and discuss common interests and concerns.

Professional development in New Zealand schools relies not only on external advisors, but particularly on cooperation between schools. Cook Islands teachers have been impressed by the generosity of New Zealand teachers in verifying work and sharing teaching and assessment resources. Joining subject associations, subject teacher Facebook pages, and the PN Facebook page would expose teachers further to this collaborative spirit.

Cook Islands Cultural Studies standards

There are three new Cook Islands Cultural Studies unit standards that have not yet been used by Cook Islands schools. The previous Cook Islands Tradition and Culture unit standards have expired.

We encourage schools to consider using the new standards, each worth 8 credits. They are:

- Level 1 – 32980. Investigate and present an aspect of Cook Islands' culture.
- Level 2 – 32981. Explore and present personal connections to an aspect of Cook Islands' culture.
- Level 3 - 32982. Analyse and present an aspect of Cook Islands' culture that is contributing to a sustainable future.

We are thankful for all the work that Principals, Principals' Nominees, and school staff do to ensure that Cook Islands students receive the best possible assessment opportunities. We value the relationship between our team and the Cook Islands Ministry of Education team, and particularly the work of Liz Sosene, NZQA Liaison.

We intend to next visit the Cook Islands in person in mid-2025.

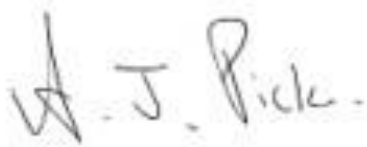
Meitaki ma'ata



Alice Wards
School Relationship Manager
School Quality Assurance and Support



Geoff Meadows
School Relationship Manager
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Amanda Picken
Manager
School Quality Assurance and Support

Managing National Assessment Report

Apii Enuamanu

August 2024

FINDINGS OF THIS REVIEW

Apii Enuamanu

12 - 14 August 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 two years.

Actions and considerations

Agreed actions

The school agreed that the following action will improve the quality of their assessment systems and practice for national qualifications. This is to:

Action	Timeframe
Credible assessment practice to meet student needs	
Update the student handbook, so that students are aware of all their rights and entitlements	Before the beginning of next year

For consideration

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

- adding an action plan template to the existing moderation response form
- informing the external verifier and Subject Advisor of external moderation outcomes.



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School Quality Assurance and Liaison



Geoff Meadows
School Relationship Manager
School Quality Assurance and Liaison

18 October 2024

NZQA

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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 24 - 26 August 2022 Managing National Assessment Report

Only two of the four action items from the 2022 report have been effectively addressed.

- The school was required to monitor and evaluate the completion of moderation action plans. Teachers now complete a form in response to feedback from external moderation, which is discussed with the Principal. The inclusion of an action plan template in the response form still needs developing though no action plans were required in response to external moderation in 2022 and 2023.
- Due to the Principal having to act as Principal's Nominee until the new Principal's Nominee was appointed, linking department review to wider school assessment review has been delayed until the end of 2024.
- The Principal's Nominee has developed a spreadsheet to ensure that accurate entries and results are submitted to NZQA.
- Teachers have changed their processes for collecting evidence for derived grades so that they meet NZQA requirements. This process as well as the improvements to external moderation and tracking entries and results are discussed further in this report.

External moderation response to outcomes and processes External moderation feedback is highly valued for the professional development that it provides. Teachers complete a form in response to feedback. Last year the Principal monitored the completion of responses to external moderation and met with teachers to discuss their feedback and review. No issues were identified in this review that required an action plan. In 2024, a new Principal's Nominee was appointed, and the following refinements are suggested to further strengthen this process.

When an action plan is required, it needs to be documented. The action plan could be included in the school's moderation response template that currently exists and all teachers complete. This will allow the Principal's Nominee to monitor that the plans are completed, implemented and to follow up those that are outstanding.

Sharing external moderation outcomes that are Not Consistent or Not Yet Consistent with the verifier and the appropriate Subject Advisor from the Cook Islands Ministry of Education will also help to improve assessment understanding and judgements, so that they may be able to provide support. Adding these steps to the school's external moderation process would help to ensure that there is continuous improvement, assessor and moderator agreements rates remain high, and credible results continue to be reported.

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)

The school has a positive culture of review embedded in its meeting and review structures and uses this effectively to make ongoing improvements to assessment for qualifications. Teachers and senior leaders meet on a regular basis in formal and informal meetings to discuss student progress, assessment practice and any identified issues. An end of year review is completed by all learning areas, which involves discussion with senior leaders during the review. The next step being implemented at the end of 2024 is including this discussion in a school-wide review to provide a strategic overview of possible future needs and improvements.

Improving literacy and numeracy outcomes of students Apii Enuamanu has effectively used data to identify and make school-wide changes focused on improving student literacy and numeracy skills. Test results using the Progress and Consistency Tool (PaCT) and achievement data from the 2023 literacy pilot highlighted the need to strengthen student capability to meet the requirements for the NCEA co-requisite assessments. Staff review of this data identified that a school-wide approach was needed to address this issue. In response, the school now begins teaching English at Year 1 when previously it was at Year 4. This is to ensure that their skills have developed sufficiently by the time they reach Year 10. The focus on the junior school will mean that students are better prepared when they reach Year 10, and the school is now more proactive in its approach.

The teaching programmes for Cook Islands Māori and English have also been aligned, so that they cover the same skills concurrently. This allows the teachers to complement each other's subject area and reinforce student learning. This approach is helping students to learn English in particular, as it is a second language for most students. Literacy and numeracy skills are also included in all subject area teaching and learning programmes, so that student learning is contextualised. This cohesive approach is good practice and will help to ensure the future needs of the students are being met.

Credible assessment practice to meet student 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)

Apii Enuamanu has sound assessment practices that are consistent across the school. Senior leaders can be confident that teachers have a good understanding of NCEA assessment practices that lead to credible results.

Tracking student entries and results The school is now effectively tracking the student entries and results. The implementation of an effective process was an agreed action from the 2022 report. All teachers are required to supply a course outline with the standards that will be assessed and the dates for completing them. The Principal's Nominee enters this information into a spreadsheet, monitors the assessments for completion and follows up any overdue assessments with the appropriate teacher. Dates for completed internal and external moderation steps are also tracked on the spreadsheet. The Principal's Nominee now has a complete overview of the internal assessment processes for the school and the ability to quickly identify the stage any assessment is at in the process. This process helps to ensure that all student results are reported and the accurate tracking of student progress.

Pathways to meet student needs Students at Apii Enauamanu are provided with pathways to meet their future needs. Programmes and courses are designed to meet the needs of students, whether they choose to stay on Atiu or move abroad.

Academic courses are provided for those who wish to gain University Entrance and Building, Construction and Trades (BCATs) standards are provided for those wishing to develop trade skills. The school has begun working in close cooperation with Atiu Island government to provide work experience for the students doing trades so that they are better positioned to seek employment once they leave school. In 2024, NCEA was included in the Atiu Island government's strategic plan. This is helping to ensure that there is a pathway to employment for students wishing to remain on their island and for the local community to retain young people with skills and academic qualifications.

Collecting evidence for derived grades The school has improved its process for collecting evidence for derived grades. Previously, unmodified past papers from NZQA's public website were used for practice exams. Whereas these papers could be used to practise, the results are invalid for derived grade purposes. The school now uses practice exams from subject associations or modified past papers that are quality assured before use. A verifier quality assures the results to ensure they meet NZQA requirements. In 2024, practice exams will be held all at the same time to closer reflect the actual exam experience for students. The school is also introducing a quality assurance template for derived grade assessments to track where papers are sourced, ensure quality assurance processes are followed and identify any gaps.

School information requires updating The student handbook requires updating so that students are aware of their rights and entitlements when being assessed for the NCEA. Information on the school's missed and late policy, breaches of assessment and the investigation process, and the right to appeal any decision related to the assessment process needs to be included in the student handbook.

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)

Internal moderation process improved The introduction of the Google suite of digital products and improved internet access has strengthened the school's internal moderation process. More assessments are now being conducted digitally and stored in the cloud. This has greatly improved the efficiency of the school's process. Previously, teachers were sending either hard copy material or flash drives to the Cook Island Ministry of Education to distribute to verifiers. Teachers can now email a link to the digital drive containing student work, speeding up the process and reducing turnaround time. This has also improved the efficiency for external moderation submissions. The school provided teachers with professional learning on how to use the Google products for teaching and assessing.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Apii Enuamanu has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student 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 students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Apii Enuamanu has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Apii Enuamanu 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 student 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.

Apii Enuamanu has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate.

Effective management and use of assessment-related data

Apii Enuamanu effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal an annual analysis of NCEA achievement to inform strategic goals and actions.

Apii Enuamanu 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 student and teacher checks of entries and results at key times during the year
- ensuring low levels of internal entries with no results

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

Effective communication to inform staff, and students and their families about assessment

Apiti Enuamanu has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Apiti Enuamanu assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students 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 Apii Enuamanu :

- 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, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm 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
- *Assessment for Qualifications Handbook, Apii Enuamanu, 2024* (Staff Handbook)
- *Senior Course Booklet Year 11, Year 12 & 13, Apii Enuamanu, 2024* (Student Handbook).

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Heads of Department for:
 - Cook Islands Māori
 - English
 - Mathematics and Science
- three students.

There was a report-back session with the Principal and all NCEA teachers 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

Apii Enuamanu provides secondary education for students in Years 11, 12 and 13 on the island of Atiu in the Cook Islands. The school annually assesses a small number of students for New Zealand national qualifications at Level 1, 2 and 3.

For its Year 12 and Year 13 students, the school endeavours to offer sufficient courses for them to achieve NCEA Level 3 and University Entrance, enabling them to remain on Atiu while they complete their secondary education. For most students, English is their second language.

All students in Years 11 and 12 are assessed against a core group of subjects including Cook Islands Māori, English, Mathematics and Science. The range of trades subjects offered varies according to student pathways interests, including Hospitality, Building and Construction, Electrical Engineering, Automotive, and Plumbing. Most standards offered are internally assessed.

The school is an examination centre for students entered in standards externally assessed by examination.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The time that elapses between reviews is, therefore, not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.

Managing National Assessment Report

Titikaveka College

August 2024

FINDINGS OF THIS REVIEW

Titikaveka College

15 August 2024

Significant issues found

This review found that the school 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 school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

As a school 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 issue

In order to address this issue, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
3v	follow-up external review recommendations and findings	The school is required to respond to external review findings in the previous MNA report, in particular: <ul style="list-style-type: none">to develop an effective follow-up process for external moderation requiring staff to document their action plans and monitor them for completionto develop a process to ensure that all entries have a result or are withdrawn before 1 December so that the school can accurately track and monitor student progress towards gaining an NCEA qualification	Immediate

Actions required to address significant issues

In order to address these issues, the school must:

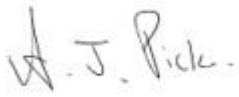
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)

Considerations

For consideration

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

- to develop a programme for inducting and supporting new staff to NCEA assessment
- building staff capability to make external moderation and external assessment submissions using their Education Sector Login
- sharing external moderation reports with Cook Islands Ministry of Education Subject Advisors.



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Date of Finalised report 2024

NZQA

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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 22 June 2024 Managing National Assessment Report

There were three action items from the 2023 report to address a significant issue. The significant issue was the failure to follow-up on recommendations and findings from the 2019 report (*CAAS Guidelines 3v*). The school was required to:

- develop an effective follow-up process for external moderation requiring staff to document their action plans and monitor them for completion
- develop a process to provide students with sufficient information about NCEA at the beginning of the year before they commence an assessment programme
- develop practice exams that meet NZQA requirements for providing authentic and quality assured grades for potential derived grades.

The school has updated its NCEA information for students and provides this at the beginning of the year. A parent evening informs them about NCEA assessment and qualifications.

Practice exams for Mathematics and English have been sourced from New Zealand subject associations while papers for other subjects are being sourced. Practice exams are timetabled for 2024 and will run for only those subjects with appropriate, quality assured papers. Practice exams were not held in 2023.

The follow-up process for external moderation is still to be addressed and is discussed further in the external moderation section of this report.

The school has effectively addressed two of the three agreed actions from the 2023 report. A process was developed this year to ensure that all staff understand NZQA and school assessment policies and procedures. This was particularly important for new staff who are inexperienced with standards-based assessment. The new staff member was buddied with an experienced teacher who has provided on-going guidance about assessment practices, location of resources, and how to access professional development modules on NZQA's learning management system – Pūtake. It is recommended that the school develops this process into an induction programme for new teachers, so that the process is not reliant on one teacher and can be supported by those who are becoming more experienced.

Assessor and verifier decisions are now being documented on an internal moderation coversheet. This is good practice as new benchmarks will be needed this year with the new Level 1 achievement standards. Teachers can refer to these in upcoming assessments to assist in making decisions. They will also be helpful to compare with moderator feedback for any external moderation outcomes other than consistent.

The action to develop a process to ensure all entries have a result or are withdrawn before 1 December was not addressed. This becomes a significant issue and is discussed in the Credible Assessment section of this document.

External moderation response to outcomes and processes The required action to develop an effective follow-up process for external moderation has not been

addressed and remains a significant issue. This action is critical for 2024 with the introduction of the new Level 1 achievement standards. It is important that teachers respond to external moderation for these standards, especially with an action plan for outcomes other than consistent, to ensure they are correctly assessing the requirements of the new standards. The school will need a process to follow-up with teachers to ensure action plans, if required, are completed and implemented.

Overall agreement rates between assessor and moderator judgements improved last year but remain low. Action plans are needed to ensure that effective improvement is on-going. The Principal's Nominee already has a good system in place to track the completion of assessments, including the steps for internal moderation and the submission and return of external moderation. The action plan should be added to this tracking process. To further strengthen the process, the external moderation report could be shared with the Cook Islands Ministry of Education Subject Advisors. This would allow them to develop an overview of the feedback for the Cook Islands schools so that they may support teachers to develop and improve their practice.

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)

Titikaveka College has used its self-review processes to identify areas for improvement. The school is developing good staff capability in assessment through the actions that it has undertaken.

Literacy and numeracy focus The school has effectively used self-review to identify areas to help improve the literacy and numeracy skills of its students and has actioned them. The actions follow the review of student outcomes for the 2023 Common Assessment Activity co-requisite pilots. Literacy and numeracy skills are taught across all subject areas to ensure that students develop contextualised skills. This is good practice. Student ability is now tested using e-asTTle to help determine readiness to be assessed. Students are only entered for standards for which they are ready or deferred until so. They are re-tested to identify the value that has been added, which provides feedback to the teachers about effectiveness of the programmes delivered. Changing the timetable from 50-minute blocks daily to 100-minute blocks Monday-Wednesday now allows more time for students to be focused on literacy and numeracy in class, as well as the ability for teachers to add depth and breadth to lessons and assessments. A homework club held twice a week has been introduced to provide further support for those students at risk of not attaining the co-requisite requirement of the qualification.

Strengthening continuous review The school has strengthened its self-review process with the introduction of a review section to the unit planning template used by teachers. Teachers now complete this at the end of each unit to review what worked well and identify improvements that can be made. These can add value to the whole staff end of term reviews and end of year reviews, which are a complete review of data and sent to the Principal. The new Principal has introduced a requirement for staff to provide a best practice or professional learning presentation at the weekly staff meeting. Teachers interviewed for this report commented on the benefit of this opportunity to share good practice and learn new skills. Staff have presented on methods for teaching literacy and numeracy in different subject areas, and how to effectively use Google products for assessment.

Credible assessment practice to meet student 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)

Data checking process requires improvement To meet NZQA requirements, a process is needed ensuring all student entries either have a result or are withdrawn. This requirement has not been met from the 2023 report and is a significant issue. Students who have had an adequate assessment opportunity but did not submit work for assessing should have a Not Achieved grade recorded. If they did not have an adequate assessment opportunity or the standard was not assessed, then these entries should be withdrawn. Ideally, this should be ongoing throughout the year, as this allows student progress to be accurately tracked and ensures they have enough potential credits to gain a qualification. All entries must be accurate for the final data submission on 1 December. A process should be introduced to check the accuracy of all mark book entries before this date. This final check will also identify any outstanding assessment results to be followed up, enabling a complete results record.

Meeting student needs Titikaveka College is strengthening its ability to meet the needs of its students to further engage them in learning and assessment opportunities and improve achievement outcomes. It has used student voice to determine what students want to study and compared this with staff capabilities, to identify how the school can provide more choice to students. Standards from subject areas have been introduced, such as Arts, Hospitality, Horticulture, Geography, and Music. In 2025, it is the intention of the school to create new courses, rather than subjects, from integrated learning areas. This will give the students more choice and variety in what they can learn and be assessed against.

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)

Improving internal moderation process efficiency The introduction of digital, cloud-based assessments has strengthened the school's internal moderation process. Teachers are now using Google products, which has improved efficiency and security. Previously, student work was sent away for verification either as paper hardcopy or on a flash-drive. Teachers now send the external verifier the link to the students' work via email, which has reduced the turnaround time for the return of work. The risk of work going missing in transit is also eliminated. The next step the school could make is to upskill all teachers to use the external moderation app to make their own submissions rather than relying on the Principal's Nominee. This would give the teachers more ownership of the whole moderation process and reduce workload for the Principal's Nominee.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Titikaveka College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student 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 students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Titikaveka College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student 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 student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Titikaveka College 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 student 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.

Titikaveka College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Titikaveka College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal an annual analysis of NCEA achievement to inform strategic goals and actions.

Titikaveka College 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Titikaveka College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction process to understand school and NZQA assessment processes
- celebrating students' success.

Titikaveka College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students 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 Titikaveka College:

- 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, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm 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
- *NCEA Information for Teachers, Titikaveka College 2024*
- *NCEA Information for Students, Titikaveka College 2024*

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Teachers in Charge of:
 - English
 - Mathematics
 - Physical Education
 - Science
- five students.

There was a report-back session with the 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.

Background

Titikaveka College is a secondary school on Rarotonga in the Cook Islands, for the Vaka Takitumu. It annually assesses students for New Zealand national qualifications at Level 1. At the end of Year 11 some students either transfer to Tereora College on Rarotonga or move overseas to continue with their education.

The school offers a core range of subjects including English, Mathematics and Science. Additional choices depend on staff capability and student interests. Annually in November, the school is an examination centre for its students entered in externally assessed standards.

For many students, Cook Islands Māori is their first language with English their second language.

To provide support for their management of assessment for national qualifications, Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years.

Managing National Assessment Report

Araura College

August 2024

FINDINGS OF THIS REVIEW

Araura College

20-21 August 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 two years.

Actions and considerations

Agreed actions

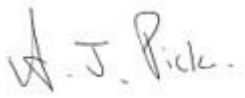
The school agreed that four actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Following up external moderation feedback in a timely manner	Within a term of receiving each moderator's report.
Credible assessment practice to meet student needs	
Ensuring there is a common understanding of the rules for resubmission of student work	Immediately
Ensuring grades from practice exams are quality assured so they can be used for derived grades	For the 2024 practice exams and ongoing
Update staff and student handbooks to maintain currency as outlined in this report	Before the beginning of assessments in 2025

For consideration

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

- exploring the use of cloud-based documents to support efficient internal and external moderation processes.



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Manager
School Quality Assurance and Support



Geoff Meadows
School Relationship Manager
School Quality Assurance and Support

30 October 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 16 August 2022 Managing National Assessment Report

The action item from this report has been partially addressed. The school was required to develop a process to submit grades to NZQA which could potentially be used for derived grades. In 2023, practice exams were sourced from Te Aho o Te Kura Pounamu, to ensure authenticity, and sat under exam conditions. However, the marked papers were not subjected to a quality assurance process, such as verification of grades, and possible grades were not submitted to NZQA. These aspects of the process remain an action item. The school must implement a process to quality assure the grades. Assistance from the Cook Islands Ministry of Education could be sourced to support this. The school understands that only quality assured grades can be submitted to NZQA and the importance of completing this process.

External moderation response to outcomes and processes The school's process to respond to external moderation outcomes requires strengthening. A follow-up process for uncompleted response forms is needed, so that the school can ensure that any actions needed to address external moderation are implemented. The Principal's Nominee discusses each report with the individual teacher who is then to complete a response form with the changes or actions to be implemented. Currently, teachers are inconsistently meeting the expectation to complete the response form. Responding to external moderation outcomes helps to ensure teachers develop a good understanding of the standards and make accurate assessor judgements. This is especially important with the introduction of the new Level 1 achievement standards in 2024.

The school should also consider sharing external moderation outcomes that are Not Consistent or Not Yet Consistent with subject advisors from the Cook Islands Ministry of Education. This will help the advisors to identify issues that schools are having in the different subject areas and to lend appropriate support to them.

To further develop teacher understanding of the new standards and to help maintain the accuracy of their assessment judgements, the school is encouraged to promote the use of NZQA's Learning Management System – Pūtake. Pūtake has modules to help teachers gain a better understanding of achievement standards in the subjects they are assessing. The Assessment Practice Tool allows teachers to test their judgements against student evidence, which will improve their assessing accuracy and strengthen their confidence. Some teachers are familiar with using Pūtake and could provide staff with training on its use.

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)

Developing effective self-review processes Araura College has developed effective self-review processes and school structures to identify and take action on areas for improvement. The last report noted that senior leaders were engaged in a mostly informal review process. The school now has clear processes for undertaking review. At the completion of each standard teachers are required to complete a *Story*

behind the Stats review. The delivery of the teaching and assessment is evaluated on what worked and/or did not work well including an analysis of the results. Together with feedback from internal and external moderation, teachers make appropriate changes to the delivery of the assessment to better meet student needs and improve outcomes. This review also helps to identify students who may require extra support to achieve their qualification goals. Staff meetings are held on a regular cycle in which staff share best practice stemming from their reviews, and to plan support for the students who have been identified. Senior management meets regularly to discuss the tracking of assessment progress, identify any standards with overdue assessment dates that will need following-up, and any issues arising from staff meetings. Heads of Department write an end-of-year report that includes an analysis of results. This is reported to the Principal and included in the school report for the Ministry of Education but is not shared with the senior management team. Sharing these reports with senior managers could assist with identifying potential issues and areas for improvement across the school and strengthening school review and strategic planning.

Preparing for digital assessments The school review of student digital fluency identified that students required further support to strengthen their digital capability. Digital Technologies is now introduced at Year 7 to build student experience and skills and ensure they are well-prepared to use digital devices. Developing this capability early will help to build student confidence and familiarity when attempting digital assessments for NCEA, including the common assessment activities, in the senior years.

Credible assessment practice to meet student 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)

Reminding staff about resubmission rules The school needs to remind staff about best practice and the rules for the resubmission of student work. Students interviewed for this report described inconsistent assessor practice for resubmissions. In some cases, students are possibly provided with too much feedback and guidance that would make their work inauthentic. Teachers must ensure that the student's work is authentic, by only giving non-specific feedback and taking care not to over-direct them. *Myth 4 Resubmission*, available on the NZQA website is a useful resource for the school to use for reminding staff.

Updating information for staff and students The staff and student handbooks require updating to maintain currency. The student handbook is missing aspects of assessment policy and procedures that need to be available to students, so that they are aware of their rights and entitlements, these include:

- the missed and late assessment policy
- breaches of assessment and the investigation process
- appeals process to include any aspect of the assessment process
- special assessment conditions entitlements.

The school's authenticity policy, which is a separate document, should be included in the staff handbook, as it contains useful information about best practice. The process for investigating potential breaches of assessment rules needs to be included in the staff handbook.

Internal moderation to ensure the reporting of credible result

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)

Extending internal moderation processes to improve student outcomes

Extending the school's internal moderation process into the junior school has strengthened teacher assessment practice and improved feedback on student progress. The senior management review of assessment practice in the junior school found that this was inconsistent across the school. Some tasks were inappropriate for the assessment and marking, at times, did not follow the assessment schedule. This created invalid assessment results that could lead to inaccurate tracking of student progress. Teachers of junior classes are now expected to use the same internal moderation procedures as senior classes, especially pre-critiquing of assessment tasks to ensure they are appropriate and valid, and verifying grades to check the accuracy of the judgement. This embeds good assessment practice and verification processes which will support those required for teachers assessing NCEA. This will provide the school with better feedback on student progress leading up to NCEA assessments and on the effectiveness of the teaching and learning programmes.

Developing a cloud-based system Using a cloud-based digital platform for all assessments processes could improve the efficiency of the school's moderation system. The benefits of using a digital platform for moderation are that student evidence can be securely stored, it allows teachers to easily share links to student work with verifiers rather than sending files via email or flash drive, and the links can be uploaded for external moderation into the external moderation application without the limiting issue of file size. A system using shared folders would also strengthen the Principal's Nominee's monitoring of assessment and moderation by having greater visibility across the school. Some teachers have begun using Google products in their course assessments. The school could consider developing a school-wide approach to the use of such products.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Araura College has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- 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 students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- expanding opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

Araura College has effective processes and procedures for:

- managing missed or late assessment
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Araura College 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 student 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.

Araura College has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements.

Effective management and use of assessment-related data

Araura College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards.

Araura College 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 student and teacher 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 school holds current Memoranda of Understanding.

Effective communication to inform staff, and students and their families about assessment

Araura College has effective processes and procedures for:

- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

Araura College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students 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 Araura College:

- 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, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm 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
- *NCEA Staff Handbook, Araura College, 2024*
- *NCEA Student Handbook, Araura College, 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - Hospitality
 - Mathematics
 - Physical Education
- five students.

There was a report-back session with the 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.

Background

Araura College provides secondary education for students on the island of Aitutaki in the Cook Islands. The school annually assesses students for New Zealand national qualifications mainly at Level 1.

For Year 12 and Year 13 students, the school endeavours to offer sufficient courses to enable them to remain on Aitutaki while they complete their secondary education. Some students have the option to continue their secondary education at Tereora College on Rarotonga. For most students, English is their second language.

All students in Year 11 are assessed against a core group of subjects including Cook Islands Māori, English and Mathematics in addition to Science, Hospitality and Digital Technology.

The school is an examination centre for students entered in standards externally assessed by written examination.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The time that elapses between reviews is, therefore, not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.

Managing National Assessment Report

Mangaia School

August 2024

FINDINGS OF THIS REVIEW

Mangaia School

14 August 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 the usual review cycle for Cook Islands schools of two years.

Actions and considerations

Agreed actions

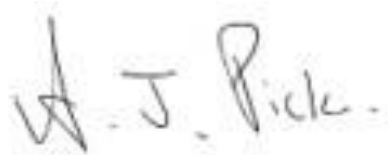
The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Follow up external moderation feedback in a timely manner.	Within a term of receiving each moderator's report.
Credible assessment practice to meet student needs	
Ensure there is a common understanding of resubmission, further assessment opportunity and missed assessment processes.	Immediately.

For consideration

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

- extending teachers' professional networks in support of their assessment practice
- exploring the use of cloud-based documents to support authenticity checks on student work, and efficient school assessment processes.



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Alice Wards
School Relationship Manager
School Quality Assurance and Support

Date of Finalised report 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 29 June 2023 Managing National Assessment Report

Mangaia School has addressed the significant issue identified in the previous Managing National Assessment report of following up external review recommendations and findings. There is now a process for teachers to respond to external moderation feedback. The focus must now be on the timeliness of this process to ensure that it is effective in improving assessor practice.

The five agreed action items in the previous report have been addressed by the school, although some actions have not yet been fully implemented, as outlined later in this report. Plans created in response to external moderation feedback are now created and documented by teachers and progress monitored by the Principal's Nominee. More regular self-review of school assessment systems and programmes is occurring. There is a plan in place for valid school practice examinations that can generate grades for use as derived grades if required. Staff and student assessment handbooks have been reviewed for accuracy and clarity. All internal moderation in 2024 is being completed by subject experts outside the school.

External moderation response to outcomes and processes Teachers must respond to concerns raised by external moderators in a timely manner. This will help to ensure that moderator feedback is used to improve general assessment practice, as well as the assessment of specific standards. It will also enable teachers to evaluate their programmes and source effective support outside the school where required. In response to the issues identified in Not Yet Consistent reports, teachers have reflected on their teaching and assessment practice, yet this did not occur this year until some months after receiving the feedback. A timelier approach would be more effective in improving overall assessment understanding and practice. Mangaia School teachers are now familiar with the expectation that all concerns raised by external moderators are responded to effectively. Their responses and action plans are documented and monitored by the Principal's Nominee. The majority of standards submitted for external moderation in 2023 received Consistent feedback from NZQA moderators.

As part of a school-wide response to improving moderation outcomes and to improve teacher assessor practice, Mangaia School has made the decision, supported by the Cook Islands Ministry of Education, to send all internal standards for verification in New Zealand in 2024. This is resulting in teachers beginning to extend their professional networks and has improved their access to support from experienced teachers. They have also amended assessment tasks where required and sought support from Cook Islands subject advisors where available. Teachers' experience with piloting Level One standards in some subjects prior to their implementation in 2024 has supported their effective assessment of these standards.

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)

Effective assessment review systems in place Mangaia School has reviewed a range of NCEA assessment matters effectively over the last year. The school's small size, experienced leadership and collaborative secondary staff help to ensure that any changes are well understood and completed thoroughly. The school's remote location means that access to resources and effective support are not always readily available and there can be some delay in implementing identified strategies and getting the support required. As Mangaia School is an area school, teachers are able to work closely with their colleagues teaching in primary classrooms. Staff are working together to ensure consistent teaching and assessment practices, and improve outcomes across the whole school.

Reviewed teaching and assessment programmes The school has an effective review process that should improve both teacher and student understanding of what is required to achieve Level 1 NCEA. Teachers are in the process of reviewing all teaching programmes to improve learning and assessment outcomes. These reviews have been motivated by the implementation of the new achievement standards and co-requisite requirements at Level 1. The review process has involved NCEA teachers working with Ministry of Education subject advisors and their colleagues in the junior school. Key skills and knowledge is being tracked back from Level 1 expectations to year 7. To date, reviews have been completed for Mathematics and Geography, with English and Māori expected to be completed by the end of 2024.

Literacy and Numeracy co-requisite implementation Mangaia School's preparation for students to complete the NCEA co-requisite requirements has included a review of teaching programmes, and a range of actions to improve achievement outcomes. Their next challenge is to identify key focus areas so that teaching can be targeted effectively in each subject and at each year level. Staff-wide analysis of the Literacy and Numeracy assessment reports from 2024 is intended to ensure that gaps in learning are addressed. The Literacy and Numeracy common assessment activities have been completed on NZQA's digital assessment platform this year. Students have enjoyed the experience, supported by the school continuing to implement strategies to improve digital skills for both staff and students. The achievement standards that can contribute to co-requisite requirements remain a significant pathway for Mangaia students, including Te Reo Māori Kūki 'Airani.

Extending teachers' professional networks The school is encouraged to continue to look for ways to extend teachers' access to subject specialists outside the school. As sole teachers of their specialties, there is a danger that teachers become both professionally and geographically isolated. Some teachers are already members of their relevant subject associations or online groups and this has been demonstrably beneficial in them accessing resources as well as enabling engagement in professional discussions about teaching, learning and assessment. With the school's requirement that all internal assessment is verified by New Zealand teachers in 2024, Mangaia School teachers are beginning to make email contact with their New Zealand colleagues to continue to develop their own assessment capability.

Credible assessment practice to meet student 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)

Planned improvements for practice external examinations for derived grades

Teachers have an improved understanding of how NZQA manages derived grades and how a valid grade may be generated by the school for this purpose. School practice examinations in 2024 will mirror the conditions and format of external examinations. New or significantly modified examination papers will be used in 2024, rather than publicly available materials, to ensure that the assessment is credible. Papers will have been critiqued by Ministry of Education subject advisors. The school has a template for recording the quality assurance of grades, which will also be done outside the school. The Principal's Nominee is aware of the requirement to submit all valid grades to NZQA before the start of the external examinations, so that they are available to award where applicable.

Improve communicating school assessment processes Teachers and students need to have a consistent understanding of credible assessment processes. These include resubmission, further assessment opportunities, and processes for managing student absence during assessment. The reviewed school assessment documentation is now comprehensive and accurate. The next step is to ensure a clear understanding of school processes and NZQA requirements. Students interviewed during this review noted some inconsistency in application of assessment rules between subject areas, due to some confusion about what is and is not permitted. A clearer approach to how and when student work is handed in will assist students to manage their workload more effectively.

Consider improving procedures to ensure the authenticity of student work

The school is encouraged to consider the use of cloud-based documents to support authenticity checks on student work. The use of cloud-based documents would also support greater efficiency in providing feedback to students, and in managing processes such as verification and external moderation. Mangaia School teachers are already using a range of strategies to monitor the authenticity of student work, including checkpoints, paper-based assessments and most importantly their excellent knowledge of their students. With students completing more of their assessments digitally, it is timely to review the implications of this change on credible assessment, including authenticity. The school assessment procedures note the challenges of generative artificial intelligence. By using a digital platform that allows teachers to check a document's version history, and allows for ongoing visibility of student work, teachers will be better equipped to monitor students' progress.

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)

Improved confidence in the verification process All internal moderation is completed, monitored and recorded effectively at Mangaia School. In 2024 a sample of student work for each internal assessment has been sent to an experienced verifier at a New Zealand school. The improved consistency in this process is resulting in teachers' improved confidence in verification outcomes. Teachers are grateful for the professional learning opportunity provided by the in-depth feedback they have received, and are hopeful that this will extend to ongoing relationships with verifiers.

The verification process is managed effectively by the experienced Principal's Nominee. A strategically selected sample of student work at grade boundaries, and an internal moderation cover sheet is given to the Principal's Nominee when each assessment is complete. She then forwards it to the Cook Islands Ministry of Education who share it with pre-arranged schools in New Zealand. When verification feedback is returned to the school, the Principal's Nominee shares it with teachers and retains a copy for school records. When teachers have determined final grades, these are reported to NZQA by the Principal's Nominee.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Mangaia School has effective processes and procedures for meeting the assessment needs of its students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student interests, needs, abilities and aspirations
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals..

Mangaia School has effective processes and procedures for:

- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Mangaia School 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, and verification notes and inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of student 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.

Mangaia School has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- 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

Mangaia School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- evaluating the effectiveness of assessment programmes to ensure these allow students to meet their assessment goals, and inform changes to courses and standards offered
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- completing an annual analysis of NCEA achievement to inform strategic goals and actions.

Mangaia School 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 student and teacher checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results.

Effective communication to inform staff, and students and their families about assessment**Mangaia School has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating students' success.

Mangaia School assists common understanding of assessment practice by:

- informing students about suitable learning pathways
- supporting students 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 Mangaia School:

- 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, students and families.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, 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
- *Mangaia School NCEA Staff Handbook (2023)*
- *Mangaia School NCEA Student & Parents' Handbook (2024)*.

The School Relationship Manager met with:

- the Principal's Nominee
- the Principal
- Teachers of:
 - Chemistry and Physics
 - English
 - Horticulture
 - Mathematics
 - Science
 - Te Reo Māori Kūki 'Airani
- five students.

There was a report-back session with the 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.

Background

Mangaia School is the area school for Mangaia in the Cook Islands. It assesses students for New Zealand qualifications in years 11, 12 and 13. Students study a range of subjects in both Te Reo Māori Kūki 'Airani and English, including also Geography, Horticulture, Mathematics, and Science (including Chemistry and Physics). Some students continue their studies at Tereora College on Rarotonga after year 11.

Some students are assessed for the Literacy and Numeracy co-requisite requirements in year 10. Students are also eligible to use the Te Reo Māori Kūki 'Airani Level One Achievement Standards to complete the Literacy co-requisite requirement.

Managing National Assessment reviews are normally undertaken in all Cook Islands schools in alternate years. The period of time that elapses between reviews is therefore not necessarily an indicator of the effectiveness of the school's management of assessment for qualifications.

Alice Wards

From: Tania Morgan <Director@citti.edu.ck>
Sent: Monday, 2 December 2024 4:33 PM
To: Alice Wards
Subject: Re: NUM_LIT Co Reqs

Thank you so much

Get [Outlook for Android](#)

From: Alice Wards <Alice.Wards@nzqa.govt.nz>
Sent: Sunday, December 1, 2024 3:44:32 PM
To: Tania Morgan <Director@citti.edu.ck>
Subject: RE: NUM_LIT Co Reqs

Kia orana Tania

I have asked our Psychometrics and Statistics team to compile this data for you.

Meitaki
Alice

From: Tania Morgan <Director@citti.edu.ck>
Sent: Monday, 2 December 2024 1:33 PM
To: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: NUM_LIT Co Reqs

Afternoon Alice

What is the fastest way for me to find the stats for NUM_LIT co-reqs for each schools for;

2024 Year 11 cohort only co-reqs attainment for 32403, 32405, 32406 (this would include Year 10 students who sat this in 2023)
2024 Year 11 Numeracy requirement (inclusive co-req OR through specific course standards that meet the numeracy co-req)
2024 Year 11 Literacy requirement (inclusive co-req OR through specific course standards that meet the literacy co-req)

I am in each individual schools report but it is taking so long and I am not too sure where I can differentiate the Year 10 from the Year 11 data.

Many thanks

Tania Morgan (Mrs) | Executive Director

Cook Islands Ministry of Education
PO Box 97, Rarotonga, Cook Islands
P: (682) 29357
C: 
E: director@citti.edu.ck
W: www.education.gov.ck



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Alice Wards

From: Team Mailbox Psychometrics, Reporting and Statistics
Sent: Monday, 2 December 2024 3:15 PM
To: Alice Wards
Subject: RE: Cook Islands data for Lit/Num

Kia ora Alice,

This job has been logged as PRS-5841 with a tentative due date of 16th December 2024

Thanks,

Ryan Small

Intermediate Data Analyst

Psychometrics, Reporting and Statistics | **Te Tauanga Hinengaro, Pūrongo, Tatauranga**



Mana Tohu Mātauranga o Aotearoa
New Zealand Qualifications Authority

☎ 04 463 3000
@ Ryan.Small@nzqa.govt.nz
💻 www.nzqa.govt.nz
✉ 125 The Terrace, PO Box 160, Wellington, 6140

From: Alice Wards <Alice.Wards@nzqa.govt.nz>
Sent: Monday, 2 December 2024 2:44 PM
To: Team Mailbox Psychometrics, Reporting and Statistics <PRS@nzqa.govt.nz>
Subject: Cook Islands data for Lit/Num

Kia ora team

In the middle of the year David crunched some data for the Cook Islands schools as a whole. Please can we get this again? Request below from Cook Islands MOE.

6227 Araura College
6228 Enuamanu School
6229 Mangaia School
6231 Nukutere College
6232 Tereora College
6233 Titikaveka College

Thanks
Alice

From: Tania Morgan <Director@citti.edu.ck>
Sent: Monday, 2 December 2024 1:33 PM
To: Alice Wards <Alice.Wards@nzqa.govt.nz>
Subject: NUM_LIT Co Reqs

Afternoon Alice

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I am in each individual schools report but it is taking so long and I am not too sure where I can differentiate the Year 10 from the Year 11 data.

Many thanks

Tania Morgan (Mrs) | Executive Director

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