

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa

33 Meadow Vale, Coastland Whakatane 3120

QUALITY MANAGEMENT SYSTEM

Reviewed and updated April 2026

Whakatairangahia te kupu, whakatairangahia te reo, whakatairangahia te tangata

IHIRANGI

SECTION 1 INTRODUCTION....6
1.1 TE KURA....6
1.2 NGĀ UARA ME NGĀ MĀTĀPONO....7
1.3 ORGANISATIONAL FRAMEWORK....8
1.4 POLICY ON GOVERNANCE....9
1.5 POLICY ON OPERATIONS....11
1.6 POLICY ON SELF REVIEW CYCLE AND PROCESSES....12
PURPOSE....12
SCOPE....12
1.7 POLICY ON TE TIRITI O WAITANGI....14
SECTION 2 FINANCIAL MANAGEMENT....15
2.1 POLICY ON FINANCIAL MANAGEMENTt....15
2.2 POLICY ON FINANCIAL MANAGEMENT OF LEARNING PROGRAMMES....17
2.3 POLICY ON FUNDRAISING....18
2.4 POLICY ON EXPENDITURE....19
2.5 POLICY ON CREDIT CARD....20
SECTION 3 PERSONNEL....21
3.1 POLICY ON STAFF SELECTION....21
3.2 POLICY ON STAFF DEVELOPMENT - PROFESSIONAL LEARNING AND DEVELOPMENT....22
3.3 POLICY ON PERFORMANCE GROWTH CYCLE....23
3.4 POLICY ON BEGINNING TEACHERS....24
3.5 POLICY ON NEW STAFF INDUCTION AND FAMILIARISATION....25
3.6 POLICY ON EQUAL EMPLOYMENT OPPORTUNITIES....26
SECTION 4. PHYSICAL AND LEARNING RESOURCES....27
4.1 POLICY ON CYBER SAFETY AND DIGITAL TECHNOLOGIES POLICY....28
4.2 POLICY ON STAFF DIGITAL USE AND CYBER SAFETY AGREEMENT....29
4.3 POLICY ON THE MAINTENANCE OF BUILDINGS AND GROUNDS....31
4.4 POLICY ON SAFETY AND HYGIENE WITHIN SCHOOL....32
4.5 POLICY ON THE PROVISION OF ADMINISTRATIVE RESOURCES....33
4.6 POLICY FOR THE PROVISION OF PHYSICAL RESOURCES....34
4.7 POLICY ON SMOKE FREE AND VAPE FREE ENVIRONMENT....35
SECTION 5. HEALTH AND SAFETY PROCEDURES....36
5.1 POLICY ON EARTHQUAKE EVACUATION....37
5.2 POLICY ON EMERGENCY EVACUATION AND NATURAL HAZARDS....39
5.3 POLICY ON FIRE EMERGENCY....40
5.4 POLICY ON CELL PHONE AND PERSONAL DIGITAL DEVICES....41
5.5 POLICY ON SOCIAL MEDIA....42
5.6 POLICY FOR MEDIA REQUESTS....43
5.7 POLICY ON HĀPAI I TE TUAKIRI - BEHAVIOUR AND WELLBEING....44
5.8 POLICY ON STAFF DISCIPLINARY PROCEDURE....45

5.9 POLICY FOR BEGINNING TEACHERS....46
5.10 POLICY ON CONCERNS AND COMPLAINTS....47
5.11 POLICY ON CYBER SAFETY INCIDENTS AND BREACHES....48
SECTION 6. STUDENT INFORMATION AND SUPPORT....49
6.1 POLICY ON STUDENT ENROLMENT....49
6.2 POLICY ON EDUCATIONAL GUIDANCE....50
6.3 POLICY ON EDUCATION ASSISTANCE/LEARNING SUPPORT....51
6.4 POLICY ON PERSONAL GUIDANCE (PASTORAL CARE)....52
6.5 POLICY ON CAREER GUIDANCE....53
6.6 POLICY ON ENGAGEMENT/ATTENDANCE....54
6.7 POLICY ON STUDENT LEAVE....55
6.8 POLICY ON MANAAKI TAMARIKI....56
6.9 POLICY ON MULTI LEVEL LEARNING....57
6.10 POLICY ON EDUCATION OUTSIDE THE CLASSROOM....58
6.11 POLICY ON SPORTS EDUCATION....60
6.12 POLICY ON CREDIT TRANSFER....61
6.13 POLICY ON BALANCED CURRICULUM....62
6.14 POLICY ON RECOGNISING ACHIEVEMENT....63
6.15 POLICY ON COURSE RESOURCING AND DELIVERY....64
6.16 POLICY ON EQUITY....65
6.17 POLICY ON TAUTĀWHI TAMARIKI....66
6.18 POLICY ON CHILD PROTECTION....67
6.19 POLICY ON POLICE VETTING....68
6.20 POLICY ON CULTURAL INTEGRITY....69
6.21 POLICY ON ANTI BULLYING....70
6.22 POLICY ON FOOD AND NUTRITION....71
6.23 POLICY ON PHYSICAL RESTRAINT....72
SECTION 7. ASSESSMENT AND MODERATION....73
7.1 POLICY ON ASSESSMENT....73
7.2 POLICY ON CURRICULUM DELIVERY AND IMPLEMENTATION....75
7.3 POLICY ON ASSESSMENT AND REPORTING....76
7.4 POLICY ON MANAGING ENTRIES AND WITHDRAWALS....77
7.5 POLICY ON INTERNAL MODERATION....78
7.6 POLICY ON EXTERNAL MODERATION....79
7.7 POLICY ON GOOD ASSESSMENT PRACTICE....81
7.8 EXTERNAL MODERATION – ITO MODERATION SYSTEMS....82
7.9 APPEALS....82
7.10 POLICY ON FORMATIVE ASSESSMENT....83
7.11 POLICY ON SUMMATIVE ASSESSMENT....84
7.12 POLICY ON SPECIAL ASSESSMENT CONDITIONS....85
7.13 POLICY ON COURSE COMPLETION....86
7.14 POLICY ON COURSE REQUIREMENTS....86
7.15 POLICY ON FURTHER ASSESSMENT....88

7.16 POLICY ON MISSED AND LATE ASSESSMENTS....89
7.17 POLICY ON AUTHENTICITY OF STUDENT WORK....90
7.18 POLICY ON BREACHES OF THE RULES....92
7.19 POLICY ON RANDOM SELECTION....93
7.20 POLICY ON DERIVED GRADES....94
7.21 POLICY ON GATHERING EVIDENCE OF ACHIEVEMENT....95
SECTION 8. REPORTING ON STUDENT ACHIEVEMENT....97
8.1 POLICY ON RECORDING OF MARKS AND REPORTING PROCEDURES....97
8.2 PRIVACY ACT 2020....98
8.3 POLICY VERIFYING AND REPORTING STUDENT RESULTS....98
8.4 POLICY ON STORAGE OF ASSESSMENT MATERIALS....99
8.5 REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY....100
SECTION 9.ACHIEVEMENT OF GOALS AND OBJECTIVES....102
APPENDICES....103
NATIONAL QUALIFICATIONS PROCEDURES....103
1.NEW COURSES AND NEW STANDARDS....104
2.COURSE REQUIREMENTS....105
3.GOOD ASSESSMENT PRACTICE....107
4.MISSED AND LATE ASSESSMENTS....108
5.DERIVED GRADE PROCESS....109
6.FURTHER ASSESSMENT OPPORTUNITIES....110
7.APPEALS....111
8.AUTHENTICITY OF STUDENT WORK....112
9.BREACHES OF THE RULES FOR INTERNAL ASSESSMENT....114
10.MANAGING ENTRIES AND WITHDRAWALS....115
11.INTERNAL MODERATION....116
12.EXTERNAL MODERATION – NZQA MODERATION SYSTEM....119
13.EXTERNAL MODERATION – ITO MODERATION SYSTEMS....121
14.CONSENT TO ASSESS AND MEMORANDA OF UNDERSTANDING....121
15.SPECIAL ASSESSMENT CONDITIONS....121
16.VERIFYING AND REPORTING STUDENT RESULTS....122
18.STORAGE OF ASSESSMENT MATERIALS....123
19. REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY....124
20. POLICY REVIEW....126

Section 1 Introduction

1.1 Te Kura

Ko Motutohorā te moutere

Ko Pūtauaki te maunga

Ko Te Orini me Whakatāne ngā awa

Ko Ngāti Awa te iwi

I tīmata tēnei kura i te tau 1996 ki Taiwhakaea. Nō te tau 2017 ka hūnuku i Taiwhakaea ki Piripai, ki te whenua o Pāpakangāhorohoro. He kura arongatahi mō ngā tau 1-13. Nō te tau 2015 ka tū motuhake te Kura Tuatahi o Te Orini. I mua o tērā i raro i te marumarutanga o TKKM o Whakarewa i te Reo ki Tūwharetoa.

E rangitāmiro ana Te Aho Matua i te taha wairua o te Hāhi Ringatū, o tō tātau Ngāti Awatanga hoki. He kura i whakamanahia hai kura Te Aho Matua hai kura whakaū i te wairuatanga o te Hāhi Ringatū hoki. Ka noho ki raro i te ture Education and Training Act 2020, Section 192.

Ko ngā maunga/moutere ko Moutohora, ko Kapūterangi ko Pūtauaki. Ko ngā awa ko Te Orini, ko Whakatane, Rangitaiki me Tarawera. Ko ō mātau marae maha kei te rohe whānui, ko ngā kapua whakapipī e rere arorangi nei, ko ngā riu me ngā rerenga wai e whakairo nei i te papa whenua tipu, ko ōna tipua, ko ōna tawhito otirā, ko ēnei wāhi tapu e tangata whenua ai tātou.

E pupuri ana te taiao nei i ō tātou pūtaketanga, ō tātou hononga, ō tātou mātauranga, ō tātou haepapa, tō tātou reo. Ko ngā taonga whakahirahira nei, e tohutohu ana, e whakaora ana, e whakakotahi ana i a tātou, mai rā anō, mohoa noa nei ā, haere ake ana.

1.2 Ngā Uara me ngā Mātāpono

Ko te Hāhi Ringatū te tūāpapa

Ko te Te Aho Matua te tāhūhū, ko ōna mātapono ngā heke.

Ko te whānau, ko ngā hapū, ko te iwi ngā Pou o roto.

Ngā Uara

Ka noho ngātahi ngā uaratanga me ngā mātāpono o te kura. Ko ngā uara he mea e manakohia ana ka whakatōkia, ka ahuahungia e te kura ki roto i te ngākau tamaiti. Arā, ko te;

- *Aroha*
- *Whanaungatanga*
- *Manaakitanga*
- *Wairuatanga*

Ko te uaratanga o te aroha, o te whanaungatanga, o te manaakitanga, o te wairuatanga ka rangitāmirohia ki ngā mātāpono o Te Aho Matua, o Te Hāhi Ringatū kia puāwai te tuakiri o te tamaiti.

Mātāpono Matua

Ko te tūāpapa o ngā mātāpono katoa o te kura i raro i Te Aho Matua;

"Kia tū pakari, tū rangatira hei raukura mō tōna Iwi."

Nō roto mai tēnei mātāpono i Te Aho Matua. Koinei te mātāpono whakamutunga i raro i Ngā Tino Uaratanga. He mea whakaū i ngā āhuatanga ako o te ao Māori. He mea arataki i ngā mahi whakamahere, whakaako, whakarite, whakamātautau hoki i roto i te kura. He mea tautoko e te whānau whānui, te hapū me te iwi kia puāwai te tauira i ōna tuakiri katoa.

Tūāpapa - Te Hāhi Ringatū.

"Te Ture a Te Atua me Te Whakapono"

Ko te Hāhi hai kauwaka wairua mō te tamaiti, mō te kaiako, mō te whānau. I roto i ngā mahi katoa, kia ako te tamaiti i tōna anō wairuatanga, ki ōna anō kura huna. Ka ako te tamaiti otirā te whānau i ngā inoi, ngā hīmene, ngā waiata, ngā pānui, ngā takutaku a te Hāhi hai whakawhirinakitanga i ngā wā o te taimaha, o te koa, o te pōuri. He oranga wairua, he pikinga ngākau. He mea whakaū i tōna tuakiritanga.

Tāhūhū - Te Aho Matua.

'Kia tū pakari, kia tū rangatira ia hai raukura mō tōna iwi'

Te huarahi whakatinana i ngā wawata nui o te whānau. Kia rumakina te whānau ki te ao Māori. Kia whāia ko ngā mātāpono o Te Aho Matua kia puta ai te tauira hai raukura mō ōna karangatanga hapū, iwi.

Ko ōnā mātāpono ko: Te Ira Tangata, Te Reo, Ngā Iwi, Te Ao, Ngā Āhuatanga Ako me ngā Tino Uaratanga

Ngā Pou - Te Whānau, hapū, iwi

"3.8 - Kia kite ngā tamariki ko te whānau tonu e whakahaere ana i te kura, ko te whānau hoki, e mahi ngātahi ana me ngā pouako. Ka tipu ia me te mōhio ko te wairua me te Mana Māori Motuhake e kākahu ana i a ia me tōna kura".

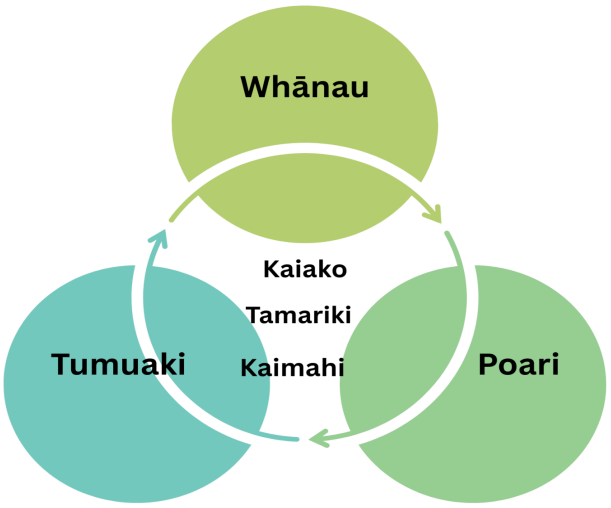
He haepapa nui tō ngā whānau o te kura kia tautoko i te whakatinanatanga o ngā awhero nui o ngā tauira kia puta rātau hai raukura mō ō rātau iwi.

Kāti, he mea whakamana Te Aho Matua me Te Hāhi Ringatū e te kura. Koinei ngā āhuatanga motuhake o tō tātau kura hai ara mātauranga mō ngā tamariki. Nā runga i tērā, me mahi ngātahi te whānau me te kura ki te whakamana i ngā mātāpono, ngā uara me ngā manako puta noa i te kura.

He mea whakaako nga marau ako katoa e ai ki Te Aho Matua, ka mutu ki te reo Māori.

1.3 Organisational framework

As representatives of the kura's whānau, the Board of Trustees work collaboratively with the Tumuaki to pursue shared objectives, guided by the kura's core values and principles. At the heart of every decision are our tamariki: their wellbeing, development and success.



1.4 POLICY ON GOVERNANCE

RATIONALE

The role of the board is to be a kaitiaki over the Kura and all it's facilities and ensure the mana and integrity of the Kura is protected and upheld at all times.

PURPOSE

To make the distinction between governance by the Board and management by the Tumuaki.

Board Roles and Responsibilities

- Set strategic direction, vision and values and monitor progress against them
- Protect the special character of the kura
- Approve and monitor the annual plan
- Develop and review general policy direction
- Monitor and evaluate student learning outcomes
- Appoint and assess the performance of the Tumuaki
- Act as good employers
- Monitor financial management of the kura and approve the budget
- Oversee, conserve and enhance the resource base
- Approve major policies and programme initiatives
- Manage risk effectively
- Engage and encourage whanau to fully participate in the cultural and educational development of their tamariki

Board Code of Conduct

- Ensure the needs of all akonga and their achievement is paramount.
- Be committed to the Kura, its vision and mission
- Respect the integrity of the Tumuaki and staff
- Observe the confidentiality of non-public information acquired in their roles as trustees and not disclose to any other persons such information that might be harmful to the kura
- Attend all board meetings and come prepared to participate fully in the decision making process
- Ensure that individual trustees do not act independently of the board's decisions
- Speak with one voice through its policies
- Ensure that any internal disagreements are resolved within the board
- Identify, declare and avoid any conflicts of interest with respect to their responsibilities as trustees
- Recognise that only the chairperson can speak for the board
- Continually self-monitor their individual performance as trustees against policies and against any other current board evaluation tools
- Acknowledge the importance and need for ongoing training related to their role as trustees

Presiding Members role

The chairperson is the leader of the board and carries overall responsibility for the integrity of the board's processes. The role involves the following responsibilities:

- Spokesperson for the board on strategic matters
- Establish and maintain an efficient and effective working relationship with the Tumuaki
- Ensure the Tumuaki Performance Agreement and Appraisal are completed on an annual basis
- Protected Disclosure Officer
- Chair the meetings

- Meeting discussion content will only be those issues that, according to board policy, belong to the board to decide.
- Deliberation will be timely, fair, orderly and thorough, but also efficient, limited to time and kept to the point.
- Meeting procedures as outlined in the Standing Orders and Local Government Official Information and Meetings Act 1987 are observed except where the board has suspended them.

Meeting process

The board is committed to effective and efficient meetings. BOT/whanau meetings will:

1.Be based on a prepared annual timetable. The agenda preparation is the responsibility of the chairperson. Sufficient copies of the agenda will be available at the meeting place for whanau.

2.Be held with the expectation that trustees have prepared for them and will participate in all discussions at all times within the principles of acceptable behaviour

3.Have the right, by resolution, to exclude the public and news media from the whole or part of the proceedings in accordance with the Meetings Act.

4.Decisions by the board are fully recorded and approved at the monthly BOT/whanau meetings

General meeting procedures

- Meetings are open and inclusive of the whanau. They are held monthly as per the annual timetable.
- The quorum shall be more than half the members of the board currently holding office*.
- The Chairperson shall be elected at the first meeting each year, except in the general election year where it will be at the first meeting of the newly elected board.*
- The Chairperson may exercise a casting vote in the case of equality of votes, in addition to his/her deliberative vote.*
- Any trustees with pecuniary interest in any issue shall not take part in any debate on such issues and may be asked to leave the meeting for the duration of the debate.*
- The minutes will be distributed promptly following the meeting

Ohu/ Sub-committees

The Ohu/sub-committees consist of both board and whanau members. This is an opportunity for whanau to be actively involved in supporting the Kura and sharing their skills and expertise. These ohu are:

- Finance
- HR
- Policies
- Property
- Funding/fundraising
- Planning – strategic/annual

Ohu are led by a board trustee to ensure clear lines of reporting and accountability back to the board.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

1.5 POLICY ON OPERATIONS

PURPOSE

To make the distinction between management by the Tumuaki and governance by the Board.

To provide guidelines to allow the Tumuaki to manage the Kura on a day to day basis.

DELEGATIONS TO THE TUMUAKI

The board delegates all authority and accountability for the day-to-day operational organisation of the kura to the Tumuaki who will:

- Manage the kura effectively on a day-to-day basis within the law and in line with board policies.
- Meet the requirements of the current job description and Professional Standards
- Act as the educational leader of the kura
- Maintain the culture of the kura and our special character
- Implement operational plans and give priority to the kura's annual targets.
- Use resources efficiently.
- Put good employer policies into effect and oversee the performance management system
- Follow requirements for all staff appointments
- Preserve assets (financial and property)
- Communicate regularly with the Kura whanau
- Keep the board informed of information important to their role and non-compliance with their policies.
- Act as Protected Disclosures Officer and appoint, on behalf of the board, the Privacy Officer and EEO Officer.
- The Tumuaki shall not cause or allow any practice, activity or decision that is unlawful and imprudent or which violates the board's Charter or expressed values or commonly held professional standards.

TUMUAKI/BOARD RELATIONSHIPS

Only decisions made by the Board are binding on the Tumuaki. Decisions or instructions of individual board members, portfolio holders or sub committees/ohu are not binding on the Tumuaki except when the board has specifically authorised it. The relationship is one of trust and support. Both parties work on a "no-surprises"policy.

DISCIPLINARY PROCESS

In the event that the board determines that policy violations have occurred and judges the degree and seriousness of the violations to warrant initiating a disciplinary process, the board shall seek advice and follow due process.

REVIEW:

Last review: Term 1, 2026. To be reviewed annually.

1.6 POLICY ON SELF REVIEW CYCLE AND PROCESSES

RATIONALE

To maintain documentation and self-review processes to promote an effective kura and enable continuous improvement within the kura in line with the guiding principles of Te Aho Matua.

PURPOSE

Through self-review the Kura will be enabled to ensure that each broad area of operation meets both the quantitative and qualitative requirements. The programme will demonstrate to the Board that all facets of Kura operation are carried out effectively and efficiently. It will provide a vehicle to acknowledge those areas well provided and those areas needing improvement or development.

PURPOSE

This policy sets out the expectations, accountabilities and procedures for self-review so that the kura:

- Demonstrates ongoing improvement in teaching, learning, assessment and wellbeing;
- Uses robust, culturally grounded evidence to inform decisions;
- Engages whānau, hapū, iwi and ākonga in meaningful inquiry; and
- Integrates self-review findings into the QMS, management review and Board oversight.

SCOPE

Applies to the Board of Trustees, Tumuaki, Pou, kaiako, kaiāwhina, administrative staff, whānau, hapū and iwi representatives and any external reviewers engaged to support self-review.

Self-review is iterative. The standard process is:

1. Plan — define focus, success criteria (aligned to Te Aho Matua), methods, responsibilities, timeline and resourcing. Major thematic reviews require Board endorsement.
2. Gather evidence — use mixed methods: achievement data, attendance, assessment moderation, observations, learning stories, whānau/ākonga voice, wānanga outputs, audit findings and external moderation reports. Ensure culturally appropriate instruments and availability in te reo Māori where practicable.
3. Analyse and interpret — examine data through the kura's cultural lens, triangulate sources and test conclusions in reflective hui.
4. Reflect and decide — convene staff and whānau hui to determine priorities, success measures and resource requirements.
5. Plan actions — record actions in the improvement register with owners, timelines, indicators and resources.
6. Implement — carry out actions, provide necessary PD and inform whānau.
7. Monitor and evaluate — track implementation and evaluate impact against success criteria; report progress to management review and the Board.
8. Embed and repeat — integrate successful changes into practice and QMS documents and commence subsequent review cycles.

The implementation will produce new conditions which may present further issues to be dealt with in a new development/review cycle. At all times, steps taken in each phase must be justified by relating them to 'ngā ūaratanga me ngā matāpono o Te Kura'.

All policies and procedures in this QMS will be reviewed by relevant Ohu and Tūmuaki as issues arise.

The appropriate committees will review policy statements relevant to the tasks of the particular committee, to determine whether or not the policies and procedures remain relevant to the needs of the Kura and community.

Kaiako will conduct internal reviews annually and submit a report of this to Tūmuaki.

Wharekura Subject areas will be reviewed on a biennial basis by an independent evaluation team of staff, Tūmuaki and other persons as required.

Wharekura Subject areas may be externally reviewed where a need is indicated. This team will usually consist of another Tūmuaki or ex-Tūmuaki as a review team leader, and any other personnel this person deems necessary. A report of the findings will be written.

REVIEW: Last review: Term 4, 2025. To be reviewed annually.

1.7 POLICY ON TE TIRITI O WAITANGI

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa is committed to honouring Te Tiriti o Waitangi and we are guided by the articles of Te Tiriti o Waitangi in doing this.

PURPOSE

- Seek to achieve equitable outcomes for tauira Māori
- take reasonable steps to ensure that the policies and practices for the kura reflect the principles of Te Tiriti o Waitangi.
- Ensure that all tauira and whānau understand the importance of Te Tiriti o Waitangi within the context of a Kura Kaupapa Māori.

PROCEDURES

- Te reo rangatira is medium of instruction within the kura in all subjects except for English
- Te Aho Matua provides the pedagogy, system and framework to support teaching and learning within the kura.
- The kawa and tikanga of Ngāti Awa guide the cultural practices of the kura.
- Karakia, pūrākau, waiata, mōteatea, haka and kōrero tuku iho are all an expression and assertion of our Iwitanga.

REVIEW: Last review: Term 1, 2026. Reviewed annually

Section 2. FINANCIAL MANAGEMENT

2.1 POLICY ON FINANCIAL MANAGEMENT

PURPOSE

This policy ensures that TKKM o Te Orini ki Ngāti Awa maintains sound financial management practices that align with New Zealand legislation and best practices in school governance.

The kura is committed to transparency, accountability, and prudent financial decision-making, ensuring that all funds are used effectively to support student learning and school operations.

- To achieve Te Aho Matua, Mahere Rautaki and Mātaurangi goals
- To achieve the goals set by the special character of the Kura in relation to Te Tiriti o Waitangi
- To support the ongoing professional development of staff to provide relevant programmes of learning.
- To achieve annual goals of the kura.
- To ensure the finances of the kura are administered honestly and in a professional manner.
- To ensure that auditing requirements are met in a cost efficient manner.

PROCEDURES

Financial Oversight and Governance

- The Tumuaki is responsible for overseeing financial management and ensuring compliance with legal and ethical standards.
- The Tumuaki will manage day-to-day financial operations, ensuring all expenditure aligns with the school's strategic goals.
- Regular audits will be conducted to ensure financial integrity and prevent fraud.

Budgeting and Financial Planning

- The school will maintain a balanced budget, ensuring financial sustainability.
- Budgets are developed annually by the Tumuaki and presented to the Board for approval early in the financial year.
- The Tumuaki and financial officer, in consultation with relevant personnel, prepare budget and expenditure proposals to present to the full Board and Whānau.
- Budget planning will align with annual financial goals and Ministry of Education funding guidelines.
- Funds will be allocated equitably, prioritizing student learning, well-being, and operational needs.

Expenditure and Procurement

- All expenditure must be pre-approved by the Tumuaki.
- Expenditure
- Procurement processes will follow best practices, ensuring value for money and ethical supplier selection.
- Sensitive expenditure, including travel, gifts, and hospitality, must be justified, documented, and aligned with school priorities. They must also be transparent to the whānau.
- The Tūmuaki has the authority to authorise spending to the budget levels approved. The Tūmuaki may delegate their authority.

Financial Reporting and Accountability

- The school will provide regular financial reports to the Whānau and Board.
- All reports comply with the Public Sector Accounting standards. Annual reports are prepared for audit but the auditor and made available to the whānau.
- All financial transactions must be fully documented, including receipts and approval records.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

2.2 POLICY ON FINANCIAL MANAGEMENT OF LEARNING PROGRAMMES

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa manages finances within the parameters of the annual budget for all areas of spending.

PURPOSE

To ensure that kaupapa within the wider context of the kura budget have the financial resources required ensuring adequate programme delivery and that these resources directly contribute to the quality of the learning/teaching programme.

PROCEDURE

- The Tūmuaki has delegated authority to kaiako with responsibility to make purchases in the name of the kura within the parameters of the given budget.
- All purchases are listed in the monthly financial report for perusal by whānau each month. This is a transparent process.
- All purchasing is done using the Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa order forms kept by the Kura administrator and/or Tumuaki.
- Order books are held in the Kura office
- All orders are in duplicate and are signed by the Tumuaki authorised to place the order. The top copy of the order goes to the supplier, second copy retained in the order book.
- Kura will exercise discretion if/when kaupapa requires a subsidy from home. The following conditions apply:
    - Where students take home materials after completing a project (eg. Workshop & Home Economics.) students may be asked to subsidise costs.
    - Field trips may require a subsidy from home. If so, a letter outlining field trips, cost and subsidy required will be sent to the student's home prior to the field trip
    - Textbooks
- If a staff member wishes to purchase sets of new textbooks they should consult the Tūmuaki first.

EVALUATION

Tūmuaki monitors these procedures and evaluates the policy and procedures on an annual basis.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

2.3 POLICY ON FUNDRAISING

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa recognises that extra fundraising is necessary.

PURPOSE

- To support extra and co-curricular activities.
- To provide finance for students and kaiako to undertake kura-related activities.

PROCEDURE

- Approval must be sought from the Tumuaki.
- Following approval given by the Tumuaki, the fund-raising activities may begin.
- All money raised is banked into a special coded account for fundraising as part of the kura account.
- Under no circumstances will kaiako put money through their own or anyone else's accounts without any appropriate authorisation by Tumuaki and the Board.

EVALUATION

The Tūmuaki monitors these procedures and evaluates the policy and procedures on an annual basis.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

2.4 POLICY ON EXPENDITURE

PURPOSE

This policy ensures that all expenditure at TKKM o Te Orini ki Ngāti AWa is transparent, responsible, and aligned with financial best practices. The school is committed to prudent financial management, ensuring that all funds are used efficiently and ethically to support student learning and school operations.

All financial decisions must comply with New Zealand legislation and reflect accountability, fairness, and value for money.

PROCEDURES

Financial Oversight and Approval

- All expenditure must be pre-approved by the Principal or Board.
- Expenditure benefiting an individual must be approved by a senior authority who does not directly benefit.
- Regular audits will be conducted to ensure compliance with financial policies.

Budgeting and Financial Planning

- The school will maintain a balanced budget, ensuring financial sustainability.
- Expenditure must align with annual financial plans and strategic goals.
- Funds must be allocated equitably, prioritizing student learning and well-being.

Types of Expenditure

- Operational Costs – Includes utilities, maintenance, and essential school services.
- Staffing and Professional Development – Must align with employment agreements and training needs. Student needs.
- Student Resources and Learning Materials – Must support curriculum delivery and student achievement.
-
- Travel and Accommodation – Must be necessary, cost-effective, and preapproved.
- Taonga and Hospitality – Appropriate to the context and recorded.

Financial Reporting and Accountability

- All expenditure must be fully documented, including receipts and approval records.
- The Board Finance Committee will review financial reports annually.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

2.5 POLICY ON CREDIT CARD

PURPOSE

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa is committed to ensuring that all credit card expenditure is appropriately linked to the business activities of the Kura. This policy outlines the principles and procedures that govern the use of credit cards to prevent misuse and fraud while complying with relevant legislation.

PROCEDURES ISSUANCE AND USE OF CREDIT CARD

- Our school issues a credit card to the principal only, authorised by the board.
- The Tumuaki may give discretionary use of the credit card to designated senior leadership or finance officer in their absence.
- The Tumuaki and Board set card limits.
- A credit card must only be used for Kura-related expenses.
- Personal expenses are strictly prohibited.

Authorization and Monitoring

All credit card transactions must be approved by the Tumuaki. Monthly statements will be thoroughly checked and reviewed for compliance and accuracy by the Finance Officer and Tumuaki.

GST Receipts for all transactions must be submitted with the monthly statement. Payments must be authorised on a one-up basis (e.g. the presiding member approves payments on the principal credit card over a certain limit).

Reporting and Accountability

Any discrepancies or unauthorized transactions must be reported immediately to the Tumuaki. Staff members are accountable for the proper use of the credit card and must adhere to the policy guidelines.

Fraud Prevention

Regular audits will be conducted to ensure compliance with this policy. Training will be provided to staff on the proper use and safeguarding of credit cards. Any suspected fraud will be investigated promptly, and appropriate action will be taken.

Conflicts of Interest

To maintain integrity and transparency, any staff member involved in the approval process must disclose any potential conflicts of interest.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

Section 3. PERSONNEL

3.1 POLICY ON STAFF SELECTION

Purpose
To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa appoints kaiako and kaimahi who uphold Te Aho Matua, Te Hāhi Ringatū, and the kura kaupapa while ensuring the safety, wellbeing, and educational success of our tamariki.

Policy
Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa will appoint suitably qualified and capable kaiako and kaimahi who demonstrate commitment to the mātāpono, aspirations, and vision of our kura. Staff appointments will be fair, transparent, culturally responsive, legally compliant, and uphold the mana of tamariki, whānau, and kaimahi.

Procedure

- Recruitment and appointment processes will reflect Te Aho Matua, Te Hāhi Ringatū, and Ngāti Awatanga.
- The kura will provide equal employment opportunities and will not discriminate on any grounds protected by law.
- All applicants must demonstrate suitability to work with tamariki and commitment to the pou and kaupapa of our kura.
- Kaiako must hold relevant qualifications and a current practising certificate where required.
- All appointments are subject to mandatory safety checking, including identity verification, police vetting, referee checks, employment history checks, and qualification verification.
- Recruitment processes will include advertising, applications, interviews, appointment panel recommendations, and formal ratification through kura governance processes.
- Appointment decisions will be made fairly, confidentially, and with shared accountability.
- All new kaiako and kaimahi will participate in a formal induction process covering Te Aho Matua, Te Hāhi Ringatū, kura tikanga and kawa, roles and responsibilities, health and safety, and child protection expectations.
- Personal information and appointment documentation will be managed in accordance with privacy requirements and maintained securely.
- Operational procedures relating to recruitment and induction will be contained within the Puka Aratohu.

REVIEW - Last review - Term 1 2026.

This policy will be reviewed annually, or earlier where legislative, organisational, or operational changes require review.

3.2 POLICY ON STAFF DEVELOPMENT - PROFESSIONAL LEARNING AND DEVELOPMENT

Purpose

To support the ongoing growth, capability, wellbeing, and leadership of kaiako and kaimahi while strengthening teaching practice, student achievement, te reo Māori, and the implementation of Te Aho Matua and Te Hāhi Ringatū across all aspects of kura life.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa recognises Professional Learning and Development (PLD) as an essential component of delivering high-quality kaupapa Māori education. The kura is committed to providing meaningful and culturally grounded opportunities that strengthen professional practice, support continuous improvement, and uphold the aspirations of the kura and its whānau.

Procedure

- Professional learning needs will be identified through Tupuranga Ngaio / Performance Growth Cycle (PGC), observations, professional discussions, internal evaluation, and kura strategic priorities.
- PLD planning will consider both individual staff development needs and whole-kura priorities.
- Whole-school PLD may include Te Aho Matua development, te reo Māori, curriculum delivery, assessment, wellbeing approaches, leadership, mentoring, and coaching.
- Professional development may occur through staff hui, wānanga, kura reo, mentoring, observations, external courses, professional inquiry, research, and approved learning opportunities.
- Ongoing development of te reo Māori forms an expected component of each staff member's annual professional growth.
- The kura will allocate resources annually to support approved PLD opportunities aligned with kura priorities and individual professional goals.
- All PLD requests require discussion with the relevant Pou and approval from the Tumuaki.
- Kaiako are required to maintain evidence of professional growth and learning as part of Tupuranga Ngaio requirements.
- Beginning teachers and provisionally registered teachers will receive structured support, mentoring, and guidance to meet professional and Teaching Council requirements.
- The effectiveness of PLD will be monitored through professional growth processes, staff capability development, and improved outcomes for ākonga.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

3.3 POLICY ON PERFORMANCE GROWTH CYCLE

Purpose

To ensure our Aromihi process is a supportive and reflective process that strengthens professional practice, improves outcomes for ākonga, and upholds Te Aho Matua and Te Hāhi Ringatū.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining high standards of professional practice through a growth-focused aromihi process implemented through Tupuranga Ngaio / Performance Growth Cycle (PGC). Appraisals will support ongoing professional learning, reflective practice, and alignment with kura priorities and professional standards.

Procedure

- All kaiako will participate annually in the Tupuranga Ngaio / Performance Growth Cycle.
- Aromihi will include professional goal setting, self-review, naturally occurring evidence, observations, feedback, and reflective professional discussions.
- Kaiako will participate in two observations annually:
    - one by the Tumuaki, Pou, mentor, or delegated appraiser
    - one by a peer colleague.
- Mid-cycle and end-of-cycle discussions will monitor progress, identify support needs, and confirm professional growth.
- Professional development opportunities will align with identified needs and kura priorities.
- Kaiako are responsible for actively participating in the process and working towards agreed professional goals.
- Pou, mentors, and the Tumuaki will provide guidance, support, and oversight of the appraisal process.
- Aromihi documentation and discussions will remain confidential and securely maintained.
- Aromihi is a professional growth process and will not replace disciplinary or competency procedures where separate action is required.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

3.4 POLICY ON BEGINNING TEACHERS

Purpose

To ensure beginning teachers at Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa receive appropriate induction, mentoring, and professional support to develop as confident and capable kaiako who uphold Te Aho Matua, Te Hāhi Ringatū, te reo Māori, and the aspirations of our kura.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to supporting beginning teachers through a culturally grounded programme of induction, mentoring, professional learning, and appraisal that strengthens teaching practice, promotes professional growth, and supports positive outcomes for ākonga.

Procedure

- All beginning teachers will participate in a formal kura induction process aligned with the Puka Aratohu and kura expectations.
- Beginning teachers will receive appropriate release time, mentoring, observations, and professional guidance to support their development.
- Each beginning teacher will be assigned an experienced kaiako or approved mentor to provide regular support, feedback, and professional guidance.
- Professional support will include teaching practice, planning, assessment, classroom management, Te Aho Matua implementation, tikanga, te reo Māori development, and professional responsibilities.
- Beginning teachers will participate in professional learning opportunities that align with individual needs and kura priorities.
- Beginning teachers will maintain evidence of professional growth
- Support processes will align with Tupuranga Ngaio and assist teachers to meet professional standards and progress toward full certification where required.
- The Tumuaki, Pou, and mentors will monitor and support progress and ensure beginning teachers are provided with a safe, supportive, and culturally responsive environment for professional growth.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

3.5 POLICY ON NEW STAFF INDUCTION AND FAMILIARISATION

Purpose

To ensure all new kaiako, kaiāwhina, and support staff are effectively welcomed, inducted, and supported into Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa so they understand and uphold the kaupapa, values, expectations, and daily practices of our kura.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing a structured induction and familiarisation process that reflects Te Aho Matua, Te Hāhi Ringatū, tikanga Māori, and the kura environment. The induction process will support staff to become confident, effective, and active contributors to the wellbeing and success of tamariki, whānau, and the kura community.

Procedure

- All new staff will participate in a formal induction process and be welcomed in a manner consistent with tikanga and kura practice.
- New staff will be introduced to key personnel, kura structures, and support systems to encourage whanaungatanga and belonging.
- Induction will include understanding and application of Te Aho Matua, Te Hāhi Ringatū, tikanga and kawa, and expectations outlined in the Puka Aratohu.
- New staff are expected to actively uphold and model te reo Māori as the primary language of communication and learning within the kura.
- Support will be provided to strengthen te reo Māori capability and understanding of kura practice.
- Staff will receive guidance on key kura systems and procedures including health and safety, emergency procedures, child protection responsibilities, confidentiality requirements, attendance processes, and professional expectations.
- Kaiako will participate in Tupuranga Ngaio and professional growth processes where applicable.
- Provisionally registered and beginning teachers will receive mentoring and additional support as required.
- Induction is a shared responsibility involving leadership, Pou, and all staff to ensure new kaimahi feel supported and connected.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

3.6 POLICY ON EQUAL EMPLOYMENT OPPORTUNITIES

Purpose

To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa maintains fair, inclusive, and equitable employment practices that uphold the mana and dignity of all kaimahi and applicants while protecting the mana of our Kura.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing equal employment opportunities and maintaining employment practices that are fair, respectful, and free from unlawful discrimination. Employment decisions will be based on suitability for the role, relevant skills, qualifications, experience, and commitment to the kaupapa and mātāpono of our kura.

Procedure

- This policy applies to all aspects of employment including recruitment, appointment, induction, professional development, appraisal, performance management, and employment processes.
- Employment practices will be undertaken fairly and in good faith and will provide equal opportunity to suitably qualified applicants and staff.
- No person will be unlawfully discriminated against on any grounds protected by legislation.
- The kura protects and upholds its kaupapa and unique learning environment and may require staff to demonstrate knowledge, skills, and commitment to Te Aho Matua, Te Haahi Ringatū, te reo Māori, tikanga Māori, and kura values where these are essential to the role.
- Employment decisions will support the protection and advancement of Te Aho Matua, Te Haahi Ringatū, te reo Māori, tikanga Māori, and the aspirations of the kura community.
- The Tumuaki and leadership will ensure employment processes are implemented consistently and fairly.
- All kaimahi are expected to contribute to an inclusive, respectful, and culturally safe working environment.

REVIEW: Last review: Term 1, 2025. To be reviewed bi annually.

SECTION 4. PHYSICAL AND LEARNING RESOURCES

This section outlines our Kura approach to the management and protection of all physical, learning, cultural, and intellectual resources that support teaching, learning, and the wellbeing of our kura community.

Resources include buildings, vehicles, equipment, furniture, technology, learning materials, and kura-developed intellectual and cultural resources. These resources are essential to supporting high-quality learning environments and the development of our ākonga grounded in Te Aho Matua, Poutiria te Aroha and Te Hāhi Ringatū.

The policies within this section establish expectations for the safe, appropriate, and responsible use, maintenance, protection, and management of kura resources. Particular importance is placed on protecting intellectual and cultural resources to ensure they maintain their integrity and continue to reflect the values, identity, and aspirations of our kura.

4.1 POLICY ON CYBER SAFETY AND DIGITAL TECHNOLOGIES POLICY.

Purpose

To ensure digital technologies are used safely, responsibly, and in a manner that protects the wellbeing, privacy, and mana of ākonga, kaimahi, and whānau while supporting learning and communication in accordance with Te Aho Matua, Te Hāhi Ringatū, and mātāpono of our kura.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing a safe and culturally grounded digital environment that promotes responsible digital literacy and protects the wellbeing of all users. Digital technologies and online environments will be used in ways that uphold tikanga Māori, kura mātāpono and expectations, and the safe use of information and communication technologies.

Procedure

- This policy applies to all ākonga, kaimahi, authorised users, kura-owned devices, networks, and digital environments.
- Digital technologies will be used primarily for learning, teaching, communication, administration, and kura-approved purposes.
- All users are expected to demonstrate respectful, safe, and responsible digital behaviour consistent with kura values and expectations.
- Kaimahi are responsible for modelling appropriate digital behaviour, supervising use, and protecting privacy and confidentiality.
- Ākonga are expected to use digital technologies responsibly and report any concerns or unsafe activity.
- The kura will maintain reasonable security, filtering, monitoring, and cyber safety measures to reduce risk and support safe digital environments.
- Cyber safety concerns, breaches, or incidents must be reported and addressed promptly through restorative, supportive, or disciplinary processes where required.
- Digital activity on kura devices and networks may be monitored where necessary to maintain safety and security.

Supporting Documents and Agreements

- Puka Aratohu – Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa
- Staff Digital Use and Cyber Safety Agreement
- Ākonga Digital Citizenship / Cyber Safety Agreement
- Staff Conduct and Disciplinary Policies
- Confidentiality and Privacy Procedures
- Acceptable Use Procedures and related kura guidelines

REVIEW - Last reviewed Term 1, 2026. This policy will be reviewed every three years or earlier where legislative, technological, or kura requirements need amendment.

4.2 POLICY ON STAFF DIGITAL USE AND CYBER SAFETY AGREEMENT

This agreement outlines the expectations for kaimahi when using digital technologies to ensure the safety, wellbeing, privacy, and mana of ākonga, whānau, colleagues, and the kura community.

As a staff member of Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa, I agree to:

Professional and Responsible Use

- Use kura digital devices, systems, and internet access primarily for kura and professional purposes.
- Ensure any personal use is appropriate and does not interfere with my responsibilities.
- Conduct myself professionally in all digital environments where kura relationships or reputation may be affected.

Safety and Wellbeing

- Model safe, respectful, and culturally appropriate digital behaviour.
- Maintain appropriate supervision of ākonga when digital technologies are being used.
- Maintain professional boundaries in all digital communication with ākonga.
- Report any cyber safety concerns or incidents immediately to the Tumuaki or delegated Pou.

Privacy and Confidentiality

- Protect the privacy and confidentiality of ākonga, whānau, colleagues, and kura information.
- Access, store, and share information only where authorised and appropriate.
- Ensure kura information and data are stored securely.

Use of Devices and Systems

- Use digital technologies in ways consistent with Te Aho Matua, tikanga Māori, and kura expectations.
- Not access, create, store, or distribute material that is illegal, harmful, offensive, or inappropriate.
- Take reasonable care of kura-owned devices and report any damage, loss, or security concerns immediately.

I understand that kura devices and networks may be monitored where necessary to maintain safety and security and that breaches of this agreement may result in restorative, disciplinary, or other appropriate action.

Staff Member Name:

_____

Signature: _____ Date: _____

Ākonga Digital Citizenship and Cyber Safety Agreement

This agreement supports safe, respectful, and responsible use of digital technologies and helps protect the wellbeing and mana of all members of the kura community.

As an ākonga of Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa, I agree to:

Respectful Use

- Use digital devices and the internet for learning and kura-approved activities only.
- Follow kaiako instructions when using digital technologies.
- Respect the mana and privacy of others in all digital spaces.

Staying Safe

- Keep my personal information safe.
- Tell a kaiako, Pou, or the Tumuaki if I see or experience anything online that feels unsafe, inappropriate, or concerning.
- Ask for help if I am unsure about digital content or behaviour.

Responsible Behaviour

- Not use digital technologies to bully, harm, embarrass, or harass others.
- Not access, create, store, or share material that is unsafe, offensive, illegal, or inappropriate.
- Use digital technologies in a way that supports learning and protects others.

Care of Devices

- Respect and take care of kura devices and equipment.
- Report any damage, loss, or issues immediately.

I understand that access to digital technologies is a privilege and that misuse may result in restorative conversations, loss of access, or further action where necessary.

Ākonga Name: _____

Ākonga Signature: _____

Date: _____

Parent / Caregiver Name: _____

Signature: _____

Date:_____

REVIEW OF BOTH AGREEMENTS: Last review: Term 1, 2026. To be reviewed annually.

4.3 POLICY ON THE MAINTENANCE OF BUILDINGS AND GROUNDS

Purpose

To ensure kura buildings, grounds, and physical environments are safe, well maintained, and managed in a manner that supports teaching and learning, protects the wellbeing of all users, and reflects Te Aho Matua, Te Hāhi Ringatū, and the principles of kaitiakitanga.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining buildings, grounds, and property to a high standard that supports a safe, healthy, and culturally affirming learning environment. Kura property and facilities will be managed responsibly to protect tāngata, taiao, and taonga while meeting health, safety, and legal obligations.

Procedure

- This policy applies to all kura buildings, grounds, facilities, equipment, and property assets.
- Buildings and grounds will be maintained in a safe, clean, and suitable condition to support learning, wellbeing, and kura operations.
- All kaimahi, ākonga, contractors, and kura users are expected to care for kura property and report hazards, damage, or maintenance concerns promptly.
- The Tumuaki will oversee day-to-day maintenance and determine priorities for repairs, maintenance, and escalation where required.
- Significant maintenance works and capital projects will be managed through kura planning and governance processes.
- Hazards and property-related risks will be managed in accordance with kura health and safety expectations.
- Wilful damage or misuse of kura property may result in restorative or disciplinary processes in accordance with kura procedures.

REVIEW: Last review: Term 4, 2025. To be reviewed annually.

4.4 POLICY ON SAFETY AND HYGIENE WITHIN SCHOOL

Purpose

To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa maintains a safe, clean, healthy, and culturally affirming environment that supports the wellbeing, learning, and hauora of all ākonga, kaimahi, whānau, and manuhiri.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing and maintaining a safe and hygienic environment that promotes wellbeing and minimises risk. The kura will actively identify, manage, and reduce hazards and ensure health, safety, and hygiene practices support a positive learning and working environment.

Procedure

- Safety and wellbeing will be prioritised in all kura activities, learning environments, and programmes.
- The kura will identify, assess, and manage health and safety risks and hazards in a timely manner.
- All kaimahi are responsible for maintaining safe practices and reporting hazards, incidents, or concerns promptly.
- Health and safety expectations and procedures will form part of staff induction and ongoing professional practice.
- Emergency procedures will be clearly communicated and practised regularly.
- First aid resources and emergency equipment will be maintained and accessible.
- Buildings, facilities, and learning spaces will be maintained in a clean, safe, and hygienic condition.
- The kura will promote hygiene practices and wellbeing awareness as part of everyday kura life and learning.
- Health and safety matters will be monitored and reviewed regularly to ensure ongoing compliance and continuous improvement.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

4.5 POLICY ON THE PROVISION OF ADMINISTRATIVE RESOURCES

Purpose

To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa provides appropriate administrative resources and support systems that enable effective kura operations and support teaching, learning, governance, and the wellbeing of the kura community.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing sufficient administrative resources, personnel, and systems to support the effective day-to-day operation of the kura. Administrative support will be provided in a manner that promotes efficiency, accountability, and the successful delivery of kura activities and services.

Procedure

- Administrative resources and support will be provided to support teaching, learning, governance, and kura operations.
- Administrative support may include secretarial services, reception, record management, reporting processes, financial administration, communication systems, and student information management.
- The Tumuaki and Ohu Kaimahi will determine staffing requirements and administrative support needs in accordance with kura priorities and operational requirements.
- Appropriate resources, equipment, technology, and workspaces will be provided to enable administrative staff to perform their roles effectively.
- Employment conditions and remuneration will be managed in accordance with relevant employment agreements and legislative requirements.
- Administrative systems and processes will support accurate record keeping, confidentiality, and efficient kura operations.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

4.6 POLICY FOR THE PROVISION OF PHYSICAL RESOURCES

Purpose

To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa provides sufficient and appropriate physical resources that support teaching, learning, wellbeing, and the delivery of kura programmes and curriculum requirements.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing and maintaining physical resources that support high-quality learning opportunities and enable ākonga to participate fully in kura programmes and activities. Physical resources will be planned, managed, and provided in a way that supports Te Aho Matua, Poutiria te Aroha, Te Haahi Ringatū and the mātāpono of our kura.

Procedure

- Physical resources will be provided to support learning programmes, curriculum delivery, and kura operations.
- Resource requirements will be considered when planning new programmes, learning areas, and curriculum initiatives.
- Learning programmes requiring specific equipment, materials, or facilities will be supported by ensuring appropriate resources are available prior to implementation.
- Kaiako will identify and communicate resource requirements to support effective teaching and learning.
- Ākonga will be provided with reasonable access to learning resources and facilities to support independent and collaborative learning opportunities.
- Physical resources and facilities will be maintained in a safe, appropriate, and functional condition to support ongoing use.

REVIEW: Last review: Term 1, 2026. To be reviewed annually.

4.7 POLICY ON SMOKE FREE AND VAPE FREE ENVIRONMENT

Purpose

To ensure Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa provides a safe, healthy, and culturally grounded environment that protects the hauora, mana, and wellbeing of all ākonga, kaimahi, whānau, and manuhiri.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining a 100% smoke free and vape free environment at all times. Smoking, vaping, and the use of tobacco, nicotine, and related products are prohibited within kura environments and kura activities to support the health and wellbeing of our ākonga and whānau.

Procedure

- This policy applies to all kura buildings, grounds, vehicles, events, activities, and haerenga.
- This policy applies to all people within the kura environment, including ākonga, kaimahi, whānau, manuhiri, contractors, and facility users.
- Smoking, vaping, and the use of tobacco, nicotine, or related products are prohibited at all times within kura environments and activities.
- There are no designated smoking or vaping areas on kura property.
- Kaimahi are expected to model and uphold smokefree and vapefree expectations at all times.
- Ākonga will be supported to understand the importance of healthy lifestyle choices through educational and restorative approaches.
- Breaches of this policy will be addressed respectfully and managed in accordance with kura expectations and relevant procedures.
- The kura will promote wellbeing initiatives and support access to information and services that encourage smokefree and vapefree living.

REVIEW: Last review: Term 1, 2026. To be reviewed every three years.

SECTION 5. HEALTH AND SAFETY PROCEDURES

This section outlines the commitment of Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa to providing a safe, secure, and culturally affirming environment for all ākonga, kaimahi, whānau, and visitors.

It sets out the requirement for all staff to comply with relevant health and safety policies and procedures, ensures the presence of appropriate administrative guidelines, and affirms adherence to legislation and kura practices that protect both the physical and emotional wellbeing of all within the kura.

Child safety is prioritised at all times, in alignment with the Vulnerable Children's Act 2014 and our Child Protection Procedures.

5.1 POLICY ON EARTHQUAKE EVACUATION

Purpose

To ensure the safety, wellbeing, and orderly management of all ākonga, kaimahi, and visitors in the event of an earthquake.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing clear, calm, and coordinated earthquake response procedures. All evacuation actions will prioritise the safety, dignity, and supervision of ākonga, staff, and visitors, and will be guided by collective responsibility and clear authority.

Procedure

During an Earthquake

- DROP, COVER, HOLD immediately under desks or against internal walls.
- Kaiako remain with ākonga, providing calm reassurance.
- No one leaves buildings while shaking continues.

After Shaking Stops

- Evacuation occurs only when directed by the Tumuaki or Pou.
- Ākonga leave classrooms quickly, quietly, and without collecting personal belongings.
- Kaiako carry attendance registers and guide ākonga to assembly areas.

Assembly Areas

- Ākonga gather in designated spaces in orderly lines.
- Kaiako ensure ākonga remain together and calm.

Roll Checks and Reporting

- Kaiako takes the roll immediately.
- Missing, injured, or distressed ākonga are reported to Pou, who relays information to Tumuaki.

Injuries and Medical Response

- First aid administered as needed.
- Serious injuries: call an ambulance and notify parents/caregivers.
- Ākonga with serious injuries must not be moved.

Remaining on Site or Closure

- Re-entry into buildings only with Tumuaki approval and confirmation from authorities.
- If kura closes, whānau are notified; ākonga released only to authorised caregivers.

Roles and Responsibilities

- Tumuaki: Overall authority; liaises with emergency services; authorises closure.
- Pou/Senior Leaders: Support kaiako, report hazards, communicate updates.
- Kaiako: Supervise students, conduct roll checks, maintain calm.

- Kaimahi & Visitors: Follow instructions

Training and Drills

- Earthquake drills conducted regularly for all staff and students.

REVIEW

Last review, Term 1 2026.

This policy will be reviewed annually, following any major earthquake or emergency, and in line with the Puka Aratohu, Health and Safety requirements, and Ministry of Education expectations.

5.2 POLICY ON EMERGENCY EVACUATION AND NATURAL HAZARDS

Purpose

To ensure the safety, wellbeing, and protection of all ākonga, kaimahi, whānau, and manuhiri during emergencies and natural hazard events through clear, coordinated, and culturally grounded responses that align with our mātāpono.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining safe and effective emergency management procedures that protect life, minimise risk, and support the wellbeing of our hapori. Emergency responses will be guided by tikanga Māori, collective responsibility, and the direction of relevant emergency authorities.

Procedure

- This policy applies to all kura buildings, grounds, kura activities, and Education Outside the Classroom (EOTC) events.
- Emergency situations may include, but are not limited to, fire, flooding, earthquakes, tsunami, cyclones, severe weather events, and other situations requiring evacuation, sheltering, or kura closure.
- The Tumuaki, or delegated authority, holds responsibility for emergency decision-making and response coordination.
- Kaiako are responsible for the supervision, safety, and accountability of ākonga during emergencies.
- Emergency evacuation procedures will be followed immediately when required and all staff, students, and visitors are expected to comply with instructions.
- Ākonga will remain under supervision and in designated safe areas until further instruction is given or authorised collection occurs.
- Communication with whānau will occur through established kura channels as early as practicable.
- Guidance and instructions from Emergency Services, Civil Defence, and relevant authorities will be followed at all times.
- Emergency drills, preparedness activities, and staff training will occur regularly to ensure readiness and familiarity with emergency procedures.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually

5.3 POLICY ON FIRE EMERGENCY

Purpose

To ensure the safety and wellbeing of all ākonga, kaimahi, whānau, manuhiri, and visitors through clear and coordinated procedures for responding to fire emergencies.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining effective fire emergency procedures that protect life, minimise risk, and ensure all people within the kura environment can respond safely and appropriately during a fire emergency.

Procedure

- This policy applies to all kura buildings, grounds, facilities, and kura-led activities.
- The Tumuaki and Pou hold overall responsibility for fire emergency management and response coordination.
- Kaiako are responsible for the supervision, safety, and accountability of all ākonga in their care during a fire emergency.
- When a fire alarm or evacuation signal is activated, all persons must evacuate immediately using the safest and nearest evacuation route.
- Kaiako will guide ākonga calmly and quickly to designated assembly areas and, where practicable, take attendance information and emergency resources.
- Ākonga and staff must not stop to collect personal belongings during evacuation.
- Kaiako will conduct a roll check immediately at assembly areas and report any missing, injured, or unaccounted persons to Pou or delegated staff.
- Ākonga will remain under supervision and stay with their class group until further instruction is given.
- No person may re-enter buildings until clearance has been provided by Emergency Services or an authorised person.
- Fire drills will be conducted regularly to ensure Kaimahi and ākonga remain familiar with emergency procedures and expectations.
- Individual health, mobility, or learning support needs will be considered in evacuation planning and emergency responses.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually

5.4 POLICY ON CELL PHONE AND PERSONAL DIGITAL DEVICES

Purpose

To establish clear expectations for the use of cell phones and personal digital devices within the kura in a manner that supports learning, wellbeing, safety, and responsible digital behaviour.

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa recognises that digital technology can support learning when used appropriately. The kura is committed to maintaining learning environments that minimise distractions, protect wellbeing, and promote safe and responsible use of personal digital devices.

The process and procedures for the misuse of cellphones have been explained to whānau.

Procedure

- This policy applies to all ākonga, kaimahi, and all kura-related activities, including off-site events and haerenga.
- Ākonga Years 1–8: Cell phones and personal digital devices are not permitted for use at kura. Where required for safety or communication purposes, devices must be handed in at the beginning of the kura day and collected at the end of the day.
- Ākonga Years 9–13:Students may bring cell phones to kura where permitted; however, phones must remain switched off or stored during the kura day and may only be accessed where an exemption applies under legislation or where approved by the Tumuaki for specific educational, health, learning support, or special circumstances.
- The use of cell phones and personal digital devices is considered a privilege and may be restricted or withdrawn where misuse occurs.
- Any student who does bring a mobile phone to kura will have their phone taken off them. The kaiako will follow the internal processes. Details are also available in the Kaiako Puka Aratohu.
- Any student who requires a personal device due to a medical condition or disability will need a letter from a medical expert
- Kaimahi are expected to model professional and appropriate use of personal digital devices and ensure use does not interfere with teaching, supervision, or kura responsibilities.
- Photography, video, or audio recordings involving ākonga or kura activities require appropriate permission and must align with privacy and kura expectations.
- Online behaviour connected to the kura is considered an extension of kura conduct expectations and must uphold the mana and wellbeing of others.
- Misuse of digital devices will be managed through restorative approaches and relevant kura behaviour or staff management procedures.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually

5.5 POLICY ON SOCIAL MEDIA

Purpose

To provide clear expectations for social media use connected to Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa and to protect the mana, privacy, wellbeing, and reputation of ākonga, kaimahi, whānau, and the kura community.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa recognises social media as a useful tool for communication, connection, and celebrating learning and achievement. All social media activity connected to the kura must reflect ngā mātāpono o Te Aho Matua, tikanga Māori, kura values, and respectful digital conduct.

Procedure

- This policy applies to official kura social media accounts, kura-related online activity, and social media conduct that may affect ākonga, kaimahi, whānau, or the reputation of the kura.
- Official kura social media accounts must be approved and managed by authorised kura personnel.
- Content shared on official kura platforms must be accurate, respectful, appropriate, and aligned with the kaupapa and values of the kura.
- Images, videos, names, or identifying information of ākonga may only be shared where appropriate consent has been obtained.
- Kaimahi must maintain professional boundaries online and must not share confidential or sensitive information relating to ākonga, whānau, staff, or kura matters.
- Communication with ākonga through social media must follow kura-approved processes and uphold professional conduct expectations.
- Ākonga are expected to behave respectfully online and understand that harmful online conduct connected to the kura may be addressed through kura behaviour processes.
- Whānau are encouraged to engage positively and respectfully with kura-related content and seek permission before sharing images or information involving other ākonga or whānau.
- The kura may request removal of online content that breaches privacy, tikanga, safety, or kura expectations.
- Concerns or breaches relating to social media use will be managed through restorative, educative, or disciplinary processes where appropriate.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually

5.6 POLICY FOR MEDIA REQUESTS

Purpose

To provide a clear framework for responding to media requests involving Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa, ensuring all media engagement protects the mana, wellbeing, privacy, and cultural integrity of ākonga, kaimahi, whānau, and the kura community.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa recognises that media engagement can support the promotion of kaupapa Māori education, celebrate achievements, and strengthen connections with the wider community. All media interactions connected to the kura will be managed in a culturally appropriate manner that reflects Te Aho Matua, Te Hāhi Ringatū, Ngāti Awa values, and kura expectations.

Procedure

- All media requests, including interviews, photography, filming, recording, and requests for comment, must be directed to the Tumuak.
- No staff member, ākonga, or whānau member may represent or speak on behalf of the kura without prior approval.
- The Tumuaki may consult with the Board, kaumātua, or relevant representatives where appropriate before approving media engagement.
- Approval of media requests will consider the safety, wellbeing, privacy, cultural integrity, and reputation of the kura community.
- Written informed consent from parents or caregivers is required before ākonga participate in media activities. Participation remains voluntary and supervised by kura staff.
- Media activity must uphold Te Aho Matua, Te Hāhi Ringatū, tikanga Māori, and Ngāti Awa kawa.
- Sensitive cultural information, images, recordings, or kura material will not be shared without appropriate permission.
- Media content, messaging, and use of images or recordings must be agreed upon before publication or release.
- Concerns or breaches relating to media engagement will be managed through appropriate kura procedures.

REVIEW - Last review Term 1, 2026. This policy will be reviewed every three years,

5.7 POLICY ON HĀPAI I TE TUAKIRI - BEHAVIOUR AND WELLBEING

Purpose

The purpose of this policy is to establish a kura-wide approach to behaviour and wellbeing that nurtures, restores, and strengthens the mana, wairua, and identity of each tamaiti while promoting safe, respectful, and positive learning environments.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa recognises that behaviour is a form of communication and that responses to behaviour must uphold the mana and dignity of the tamaiti, their whānau, and the kura community. Behaviour management within the kura is founded on Te Aho Matua and Poutiria te Aroha and is restorative, strengths-based, and grounded in aroha. Our kura is committed to building strong relationships, strengthening belonging, supporting self-regulation, and restoring harm rather than relying on punitive responses.

Procedure

- All behaviour responses will be guided by Te Aho Matua, tikanga Māori, whanaungatanga, manaakitanga, rangimārie, and hohou i te rongo.
- Daily practice will prioritise understanding the wellbeing, circumstances, and needs of tamariki before responding to behaviour concerns.
- Kaiako will create calm, structured, and predictable learning environments that promote positive relationships and emotional safety.
- Whānau are recognised as partners in behaviour support and will be involved early where concerns or patterns emerge.
- Behaviour support and intervention will follow the Poutiria te Aroha AROHA framework:
    - *Aronga – Observe and understand the situation without judgement*
    - *Rongo ā-ngākau – Consider the emotional and wellbeing needs present*
    - *Oranga – Identify underlying or unmet needs*
    - *Hono ā-ngākau – Build respectful and supportive connection*
    - *Ara whakamua – Develop shared next steps and pathways forward*
- Kaiako and Pou will use restorative and de-escalation approaches before escalation is considered.
- Behaviour concerns requiring additional support will follow the graduated kura support pathway outlined in the Puka Aratohu.
- Kanohi-ki-te-kanohi and hohou i te rongo processes may be used to repair harm, restore relationships, and develop shared plans for moving forward.
- Ākonga have the right to dignity, support, advocacy, and fair processes that consider circumstances contributing to behaviour.
- Behaviour responses will aim to strengthen identity, belonging, responsibility, and positive relationships.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

5.8 POLICY ON STAFF DISCIPLINARY PROCEDURE

Purpose

To ensure concerns relating to staff conduct or performance are managed fairly, consistently, lawfully, and in a culturally grounded manner that upholds ngā mātāpono o Te Aho Matua, tikanga Māori, and the principles of natural justice.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to resolving staff concerns in a respectful, timely, and supportive manner. Wherever appropriate, concerns will first be addressed through restorative and supportive approaches that strengthen relationships and professional practice. Formal disciplinary action will occur only where necessary and in accordance with employment obligations and legal requirements.

Procedure

- This policy applies to all kaiako, kaiāwhina, support staff, relief staff, and fixed-term employees.
- All disciplinary processes will uphold manaakitanga, whanaungatanga, confidentiality, good faith obligations, and natural justice.
- Staff have the right to:
    - *be informed of concerns*
    - *respond to concerns raised*
    - *seek representation or support*
    - *participate fairly in the process*
- Concerns will, where appropriate, first be addressed through informal processes including discussion, mentoring, coaching, guidance, restorative approaches, or professional support.
- Where informal resolution is not appropriate or concerns remain unresolved, a formal disciplinary process may be initiated.
- Formal processes may include written notification of concerns, investigation, meetings, review of relevant information, and opportunities for staff to respond before decisions are made.
- Any investigation will be conducted fairly, impartially, and confidentially.
- Disciplinary outcomes will be proportionate to the seriousness of the concern and may include:
    - *verbal warning*
    - *written warning*
    - *final written warning*
    - *further action where required*
- Serious misconduct may result in more significant disciplinary action, including suspension or dismissal following a full and fair process. Examples may include abuse, serious child safety concerns, theft, fraud, substance use at kura, serious policy breaches, or conduct that brings the kura into serious disrepute.
- Suspension may be used where necessary as a protective measure during an investigation and is not considered disciplinary action in itself.
- The Tumuaki will manage disciplinary matters under delegated authority. Matters involving the Tumuaki will be managed by the Board Chairperson or delegated authority.
- The Board will determine matters relating to dismissal where required.
- All disciplinary matters and records will be managed confidentially and maintained securely in accordance with privacy requirements.

REVIEW - Last review Term 1, 2026. This policy will be reviewed every three years.

.

5.9 POLICY FOR BEGINNING TEACHERS.

Purpose

To ensure beginning teachers at Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa are supported to develop as confident, capable, and reflective kaiako who uphold Te Aho Matua, Te Haahi Ringatū, te reo Māori, tikanga Māori, and the aspirations of the kura.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to providing a culturally grounded programme of induction, mentoring, professional learning, and professional growth that supports beginning teachers to develop effective teaching practice and contribute positively to the kura community.

Procedure

- All beginning teachers will participate in a formal kura induction process aligned with the Puka Aratohu and kura expectations.
- Beginning teachers will receive appropriate release time, mentoring, observations, and professional guidance to support their development and wellbeing.
- Each beginning teacher will be assigned an experienced kaiako or approved mentor who will provide regular guidance, feedback, and professional support.
- Professional support will include teaching practice, planning, assessment, classroom management, Te Aho Matua implementation, hītori o Te Haahi Ringatū, tikanga Māori, te reo Māori development, and professional responsibilities.
- Beginning teachers will participate in professional learning opportunities aligned with individual needs, kura priorities, and Teaching Council expectations.
- Beginning teachers may participate in kura reo, Te Rūnanga Nui o Ngā Kura Kaupapa Māori wānanga, and other approved professional learning opportunities.
- Beginning teachers will maintain evidence of professional growth through Tupuranga Ngaio and professional requirements.
- Support processes will align with the kura Performance Growth Cycle and assist teachers to meet Teaching Council Standards and progress toward full certification where required.
- The Tumuaki, Pou, and mentors will monitor and support progress and ensure beginning teachers are provided with a safe, supportive, and culturally responsive environment for professional growth.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

5.10 POLICY ON CONCERNS AND COMPLAINTS

Purpose

To ensure concerns and complaints are managed in a timely, fair, respectful, and culturally appropriate manner that upholds Te Aho Matua, tikanga Māori, and the values of Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to resolving concerns and complaints in a manner that protects the mana and wellbeing of all parties and strengthens positive relationships within the kura community. Wherever possible, concerns will be addressed early through respectful communication, restorative approaches, and collaborative problem-solving.

Procedure

- This policy applies to concerns or complaints raised by or on behalf of ākonga, whānau, kaimahi, and members of the kura community.
- Concerns may relate to learning, behaviour, wellbeing, communication, kura processes, or other kura-related matters.
- All concerns and complaints will be managed in accordance with Te Aho Matua, manaakitanga, tika, pono, and the principles of natural justice.
- Kanohi-ki-te-kanohi and hohou i te rongo approaches will be encouraged wherever appropriate to support understanding and resolution.
- Whānau are encouraged to raise concerns directly with the kaiako or relevant Pou in the first instance to support early resolution.
- Where concerns are unresolved or require additional support, matters may be referred to the Tumuaki for further review and action.
- Resolution processes may include hui, consultation with relevant parties, and appropriate documentation of actions and outcomes.
- All parties are expected to engage respectfully, act in good faith, and maintain the mana of those involved throughout the process.
- Concerns and complaints will be managed confidentially, with information shared only where necessary to support appropriate resolution.
- Where resolution cannot be reached through kura processes, appropriate external guidance or processes may be accessed where required.

REVIEW - Last review Term 1, 2026. This policy will be reviewed bi-annually.

5.11 POLICY ON CYBER SAFETY INCIDENTS AND BREACHES

Purpose

To ensure cyber safety incidents and breaches are managed promptly, safely, and in a culturally responsive manner that protects the wellbeing, privacy, and mana of ākonga, kaimahi, whānau, and the kura community.

Policy

Te Kura Kaupapa Māori o Te Orīni ki Ngāti Awa is committed to maintaining safe digital environments and responding appropriately to cyber safety concerns and breaches. Responses will prioritise education, accountability, restoration of relationships, and the protection of all people within the kura community in accordance with Te Aho Matua and Poutiria te Aroha.

Procedure

- Any cyber safety concern, including inappropriate content, cyberbullying, harassment, privacy breaches, or suspected illegal activity, must be reported immediately to the Tumuaki or delegated Pou.
- All cyber safety incidents will be treated seriously and managed in a fair and confidential manner.
- Investigation processes will prioritise restorative and educative approaches aligned with Poutiria te Aroha.
- Evidence may be gathered where necessary to support investigation and decision-making and will be managed appropriately and confidentially.
- Where required, matters may be referred to external agencies or authorities.
- Breaches may result in:
    - *temporary or permanent loss of digital access or privileges*
    - *restorative hui and learning support*
    - *behaviour management or disciplinary processes*
    - *external reporting where required by law*
- The kura reserves the right to access, review, or investigate activity occurring on kura-owned devices, systems, or networks where safety concerns exist.
- Personal devices connected to kura systems may be subject to reasonable investigation where safety or wellbeing concerns arise.
- The kura is not responsible for the loss of personal devices or personal data.
- Whānau will be informed and supported where cyber safety matters affect their tamariki or kura wellbeing.
- Cyber safety education and wellbeing are recognised as shared responsibilities between kāinga and kura.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

SECTION 6. STUDENT INFORMATION AND SUPPORT

6.1 POLICY ON STUDENT ENROLMENT

Purpose

To ensure that all enrolments uphold the integrity of Te Aho Matua, te Hāhi Ringatū, te reo Māori and tikanga Māori while supporting the long-term success of our tamariki, whānau and kura.

Procedure

- All enrolment enquiries must be directed to the Tari as an Expression of Interest (EOI), either in person or via the kura website. All EOIs that progress to a formal application (tono) will be referred to the Kaiwhakarite Whakauru Tamariki.
- Enrolment is prioritised for tamariki and whānau who are speakers of te reo Māori, or who can demonstrate a strong commitment to actively learning and maintaining te reo Māori. Each tamaiti reo will be assessed by a designated pou before any recommendation is made.
- All applicant whānau will attend a hui/interview with the Kaiwhakarite Whakauru Tamariki and designated pou.
- Whānau must demonstrate understanding and commitment to the kaupapa of our Kura including Te Aho Matua and Te Haahi Ringatū;
    - Align with the kura aims and aspirations
    - Must be willing to actively contribute to kura life.
    - At least one adult whānau member must commit to participating in a kura ohu mahi.
    - Whānau must show clear provision for supporting te reo Māori within the home environment.
    - At least one adult residing in the home must, be a speaker of te reo Māori, or be actively learning and committed to ongoing development in te reo Māori
- Each tamaiti will be considered on their individual merits and needs. Enrolment decisions are not based on sibling attendance alone.
- Applications for tamariki enrolling at Tau 4 or higher must include: Previous school reports and samples of school work.
- Enrolment into Wharekura is limited and will only be considered under exceptional circumstances. First priority is given to graduates of Te Kura Tuatahi o Te Orini ki Ngāti Awa. Transfer from another Kura Kaupapa Māori where no other suitable kura is available, or where the tauira and whānau demonstrate a high level of reo Māori proficiency and strong commitment to the kaupapa.
- Final enrolment decisions will be made by the kura leadership, based on; Te Reo Māori capability, whānau commitment, alignment with kaupapa of our kura and capacity of our kura.
- Once accepted whānau will attend their first whānau hui, where they will introduce themselves to the wider whānau and speak about their tamaiti/riki.

REVIEW: Last reviewed Term 1, 2026. This policy will be reviewed every 3 years or as required.

6.2 POLICY ON EDUCATIONAL GUIDANCE

Purpose

To ensure all tauira are supported to make informed, meaningful decisions about their learning pathways, grounded in their identity, strengths, and aspirations as Māori.

This policy ensures tauira, whānau, and kaimahi have access to clear, accurate, and up-to-date information to support educational success, transitions, and future pathways.

Procedure

- Educational guidance is embedded across the kura, supporting tauira to actively shape their learning journey and future aspirations. Guidance reflects mātāpono of Te Aho Matua, promotes learner agency, and is responsive to the needs of each tauira.
- Tauira and whānau are provided with clear, current information about available courses, including NCEA (Level 1–3), vocational pathways, and tertiary requirements, ensuring alignment with national qualification expectations for 2026.
- Structured hui are held with tauira wharekura and their whānau to support informed decision-making around subject selection, pathway planning, and future opportunities. These hui provide space for pātai, guidance, and shared decision-making.
- All tauira entering Wharekura receive comprehensive information about kura expectations, course pathways, and progression options, including the levels at which subjects can be taken.
- Tauira have access to clear and accessible course information, outlining subject content, requirements, and pathways, ensuring transparency and informed choice.
- The kura maintains strong awareness of, and communication about, opportunities beyond the kura, including Trades Academies, Gateway programmes, tertiary providers, and iwi-led pathways, ensuring tauira can access a wide range of future options.
- Kaimahi are responsible for ensuring guidance is timely, accurate, and responsive. Programme information must be regularly reviewed and communicated clearly to tauira and whānau, particularly where changes occur at a national or kura level.
- Guidance is holistic and ongoing, recognising the academic, cultural, and personal development of each tauira, and supporting successful transitions beyond kura.
- The Tumuaki will ensure systems are in place to maintain consistency, clarity, and alignment with national expectations.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.3 POLICY ON EDUCATION ASSISTANCE/LEARNING SUPPORT

Purpose

To ensure all tamariki are supported to achieve success in their learning through timely, inclusive, and culturally grounded support that strengthens their confidence, independence, and identity as Māori.

This policy recognises that all learners have unique strengths and needs, and that appropriate support is essential to achieving equitable outcomes.

Procedure

- Learning support is a shared responsibility across the kura and is embedded within everyday teaching and learning, aligned with Te Aho Matua and Te Hāhi Ringatū.
- Kaiako are responsible for early identification of learners who require additional support, using observation, assessment, and ongoing engagement with tamariki and whānau.
- Kaiako and whānau work together to identify specific learning needs, strengths, and goals, ensuring a holistic understanding of the tamaiti.
- Appropriate strategies and supports are developed collaboratively, which may include differentiated classroom practice, targeted support, or additional learning assistance.
- Individual learning goals are clearly defined, monitored, and regularly reviewed. Progress is recorded and used to inform next steps, ensuring support remains responsive and effective.
- Support is flexible and responsive. Tamariki may transition in and out of additional support as their needs change, with the aim of building independence and confidence in learning.
- The kura will engage with external agencies and specialist services where required to support learner needs.
- All support must be purposeful, documented, and reviewed within agreed timeframes. The Tumuaki will ensure systems are in place to monitor effectiveness and consistency across the kura.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.4 POLICY ON PERSONAL GUIDANCE (PASTORAL CARE)

Purpose

To ensure all tamariki are supported within a safe, culturally grounded, and nurturing environment where their hauora is prioritised.

This policy ensures access to appropriate guidance, support, and counselling so that tauira can navigate challenges, build resilience, and thrive.

Procedure

- Personal guidance is a collective responsibility across the kura and is embedded in daily practice, reflecting ngā mātāpono o Te Aho Matua, Poutiria te Aroha and Te Haahi Ringatū.
- Tauira are encouraged to seek support from any kaiako or trusted adult within the kura. Strong, respectful relationships are fostered to ensure tauira feel safe to express their needs.
- Kaiako are responsible for the day-to-day pastoral care of their akomanga, actively monitoring the wellbeing, engagement, and progress of each tauira, and responding early to any concerns.
- A kura-wide guidance network operates, including the Tumuaki, kaiako, and designated support personnel, ensuring coordinated and consistent support for tauira.
- Pastoral care includes ongoing monitoring of behavioural, emotional, and learning needs, ensuring early identification and responsive support.
- Where additional or specialist support is required, the kura will facilitate appropriate referrals to external agencies and services. Strong partnerships are maintained with whānau and trusted providers, including organisations such as NASH, Te Puna Ora o Mataatua and Waiariki Mana Ake, Tūhoe Hauora
- Whānau engagement is central. Whānau will be involved, where appropriate, in supporting the wellbeing of their tamariki, ensuring a collective and culturally responsive approach.
- Confidentiality and dignity are upheld at all times, within the boundaries of child safety obligations.
- The Tumuaki will ensure systems are in place for coordinated support, clear communication, and alignment with child protection and wellbeing obligations.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.5 POLICY ON CAREER GUIDANCE

PURPOSE

To support tauira to make informed, confident decisions about their future pathways, grounded in their talents, passions, identity and aspirations.

This policy ensures that tauira are guided to pursue meaningful learning and career opportunities that align with their strengths, values and long term goals.

PROCEDURE

- Career guidance is integrated across Wharekura and supports tauira to actively shape their own pathways through a holistic, strengths-based approach.
- Tauira are supported to explore and understand their interests, talents, skills, and aspirations, alongside the opportunities available to them within and beyond kura.
- Kaiako, tauira, and whānau work together to design learning pathways that align with tauira goals, ensuring subject choices and programmes reflect both aspiration and capability.
- The kura provides access to a range of pathway opportunities, including NCEA qualifications (Levels 1–3), Vocational Pathways, STAR and Gateway programmes, Trades Academies, and tertiary options, ensuring tauira are exposed to diverse possibilities.
- Kaimahi maintain up-to-date knowledge of pathway opportunities, qualification changes, and emerging options to ensure guidance remains accurate, relevant, and future-focused.
- Career exploration includes exposure to real-world contexts, including workplace learning, iwi and community connections, and engagement with external providers.
- Career guidance is a shared responsibility. Kaiako must ensure that guidance is ongoing, accurate, and responsive to tauira needs, and that pathway planning is completed within appropriate timeframes.
- The Tumuaki will ensure systems are in place to support consistency, access to opportunities, and alignment with national expectations.

Review: Last reviewed, Term 1, 2026. A designated Wharekura kaiako will provide a mid-year and end-of-year careers report to the Tumuaki, outlining progress, participation, challenges, and recommendations. This policy will be reviewed annually

6.6 POLICY ON ENGAGEMENT/ATTENDANCE

Purpose

To ensure all tamariki attend kura regularly, engage in learning, and are supported to overcome any barriers to attendance so they can achieve their full potential. This policy recognises that regular attendance is essential to learning, wellbeing, and success as Māori.

This policy is clearly aligned to the guiding principles of Te Aho Matua, as well as fulfilling legislative requirements.

Procedure

- Attendance is actively monitored and supported across the kura, with a focus on early identification, whānau partnership, and timely intervention.
- Kaiako are responsible for accurately recording daily attendance, lateness, and absences in the kura system ensuring early identification of tauira who may be at risk of disengagement.
- The kura will follow a four tier engagement process that will inform who is responsible for making contact with whānau.
- Where patterns of absence or lateness emerge, kaiako will initiate early contact with whānau to understand underlying causes and work collaboratively towards improvement.
- Ongoing concerns will be addressed through structured hui between kaiako, whānau, and where appropriate, kura leadership, to develop clear and supportive plans to improve attendance.
- If attendance does not improve, the kura will hui with whānau to determine a way forward for their tamaiti.
- All responses to non-attendance will prioritise restoration, support, and re-engagement, while maintaining clear expectations for attendance.
- Attendance is a shared responsibility between tauira, whānau, and kura.
- Kaiako must ensure attendance is recorded accurately, concerns are acted on promptly, and follow-up occurs within appropriate timeframes.
- Step by step procedures are in the Kura Kaupapa Māori Engagement Plan.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.7 POLICY ON STUDENT LEAVE

PURPOSE

To ensure all tauira engage and attend kura regularly, maximising their learning opportunities, while providing a clear and fair process requesting leave in exceptional circumstances.

- Regular attendance at kura is expected of all tauira
- All leave from kura must be formally requested by whānau and submitted to the Tumuaki in advance. Approval of leave is at the discretion of the Tumuaki and will only be granted in exceptional circumstances.
- Leave will not be approved where it significantly impacts learning, assessment requirements, or the wellbeing of the tauira, particularly during key learning or assessment periods.
- Kaimahi will ensure tauira and whānau are clearly informed of attendance expectations, including the implications of absence on internally assessed work, NCEA requirements, and course completion.
- Where leave is approved, tauira are responsible for engaging with any missed learning. Kaiako may provide guidance where appropriate, however responsibility for catching up remains with the tauira.
- Attendance is a shared responsibility between tauira, whānau, and kura.
- The Tumuaki holds final decision on all leave decisions and will ensure consistency, fairness, and alignment with legal requirements.

REVIEW - Last reviewed Term 1, 2026. To be reviewed bi-annually.

6.8 POLICY ON MANAAKI TAMARIKI

Purpose

To ensure a safe, nurturing, and culturally grounded environment where the hauora and mana of every tamaiti is upheld, enabling them to reach their full potential.

Procedure

- Hauora underpins all aspects of kura life, expressed through tikanga and strengthened by meaningful, respectful relationships.
- Kura practices include karakia, tikanga tohi and pure, whakawātea, whakangā, wānanga, and the use of kōhatu mauri to support balance, healing, and collective wellbeing.
- All kaimahi are responsible for building safe, respectful relationships and responding early to the needs of tamariki. Pastoral care is restorative, focusing on restoring mana, tapu, and relationships, with support provided to both those harmed and those responsible, alongside their whānau.
- Serious incidents are reported immediately to the Tumuaki. Appropriate actions are taken, including gathering information, engaging whānau, and determining whether further support is required.
- A hui with whānau is convened to resolve issues and restore relationships. Where needed, an agreed facilitator will support the process. If resolution is not achieved, the matter may be escalated to the Board Chair for support and guidance.
- Where concerns or disclosures arise, the kura will act in line with the Child Protection Policy, engaging with whānau firstly and where appropriate, utilise external agencies and prioritise the safety and wellbeing of tamaiti. Confidentiality is maintained at all times.
- All kaimahi are responsible for upholding a safe and supportive environment. The Tumuaki ensures all processes are followed, timely, and aligned with legal and kura expectations.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.9 POLICY ON MULTI LEVEL LEARNING

Purpose

To provide a flexible, inclusive learning environment that enables tamariki and tauira to learn at levels that reflect their ability, pace, and potential, while upholding intergenerational models of learning grounded in Te Aho Matua and Te Hāhi Ringatū.

Procedure

- Multi- level learning is embedded across the kura, allowing tauira to access learning beyond their year level where appropriate.
- Kaiako are responsible for identifying appropriate learning levels through assessment, observation, and ongoing engagement with tauira and whānau, ensuring placement reflects both capability and wellbeing.
- Tauira may advance in specific learning areas, remaining at their current level or re-visit learning where needed to strengthen understanding and achievement.
- Learning support is available to ensure all tauira can access the curriculum meaningfully, including differentiated teaching and additional support where required.
- Decisions regarding course levels and pathways are made collaboratively between kaiako, tauira, whānau, and kura leadership, ensuring alignment with learner goals and kura expectations.
- All pathway decisions must be clearly communicated, purposeful, and reviewed regularly to ensure they remain appropriate and effective.
- The Tumuaki will ensure consistency, fairness, and alignment across the kura.

REVIEW - Last review Term 1, 2026. This policy will be reviewed annually.

6.10 POLICY ON EDUCATION OUTSIDE THE CLASSROOM

Purpose

To provide meaningful, safe, and culturally grounded learning experiences beyond the classroom that strengthen our tamariki, while deepening their connection to te ao Māori and the taiao.

Procedure

- EOTC experiences are designed and delivered in alignment with Te Aho Matua, Te Haahi Ringatū and Ngāti Awa tikanga, ensuring learning is authentic, progressive, and connected to te taiao, culture, and community.
- The kura provides a broad range of EOTC opportunities that support the social, emotional, physical, cultural, and environmental development of tamariki, while remaining inclusive and responsive to individual needs.
- All EOTC activities are carefully planned and managed to ensure safety and wellbeing. This includes completion of appropriate risk analysis and management planning, adherence to Ministry of Education guidelines and legal requirements, and ensuring suitable supervision, leadership, and emergency preparedness.
- Kaiako are responsible for ensuring all EOTC documentation is completed to a high standard, fully aligned, and submitted to the Kaiwhakahaere EOTC on time, in accordance with all set timeframes for the haerenga. (See table below)
- Clear and timely communication is provided to whānau outlining the purpose, expectations, and requirements of each activity. Informed consent is obtained prior to participation, and whānau involvement is encouraged where appropriate.
- Kaimahi leading EOTC are supported through ongoing professional learning, relevant training, and clear role expectations to ensure confident and competent delivery.

Haerenga type	*All appropriate paperwork seen by*	*Timeframe for acceptance*	*Accepted by*
Haerenga ā rohe (within our region)	Kaiwhakahaere EOTC for approval	Minimum of 1 month before haerenga	Tumuaki
Haerenga ā Motu *(within NZ)*	Kaiwhakahaere EOTC for approval	Minimum of 4 months before haerenga	Tumuaki & BOT
Haerenga ki Tāwahi *(Outside of NZ)*	Kaiwhakahaere EOTC for approval	Minimum of 8 months before haerenga	Tumuaki & BOT

REVIEW - Last reviewed Term 1, 2026. This policy and all EOTC programmes will be reviewed annually to ensure they remain safe, effective, and aligned with our kaupapa and legislative requirements.

6.11 POLICY ON SPORTS EDUCATION

Purpose

To provide inclusive and meaningful hākinakina opportunities that promote hauora, skill development, fair play, and participation, while supporting tauira to pursue excellence.

Policy

- Hākinakina is an integral part of kura life, supporting physical wellbeing, teamwork, resilience, and lifelong healthy habits.
- The kura provides a range of inclusive sport and physical activity opportunities, encouraging active participation across both kura and community settings. Whānau involvement is valued and supported, including roles in coaching, management, and transport.
- Kaiako ensure programmes develop fundamental skills, confidence, and engagement for all learners.
- Tauira with identified strengths are supported, within kura capacity, to access further development opportunities, including coaching, competitions, and external pathways. These tauira are encouraged to contribute back to the kura through sharing knowledge and experience.
- Strong relationships with sporting organisations are maintained to enhance opportunities and pathways for tauira.
- Kaimahi are responsible for ensuring participation is inclusive, programmes are purposeful, and tauira are supported appropriately.
- The Tumuaki ensures equitable access and alignment with kura priorities and resources.

Review - Last reviewed Term 1, 2026. This is reviewed annually.

6.12 POLICY ON CREDIT TRANSFER

Purpose

To ensure that all tauira achievement is recognised and accurately transferred, supporting continuity of learning, appropriate course placement, and successful pathway progression.

Procedure

- The kura recognises all valid credits gained by tauira prior to enrolment and ensures these are accurately recorded and reflected in their learning programme.
- On enrolment, relevant academic records and achievement data are requested from previous Kura to inform appropriate placement, support, and pathway planning.
- The kura maintains accurate and up-to-date records of all credits achieved, ensuring alignment with NZQA requirements.
- When a tauira transitions from the kura, all relevant achievement information is forwarded to the next provider in a timely manner to support continuity of learning.
- The PN is responsible for managing credit transfer processes, including requesting records, maintaining accurate data, and ensuring timely reporting to NZQA.
- All credit information is used to support informed decision-making around course selection, learning support, and future pathways.
- The NZQA Coordinator is responsible for the accuracy, timeliness, and integrity of all credit transfer processes.

- The Tumuaki will ensure systems are in place to maintain compliance with NZQA and Ministry of Education expectations.

Review - Last reviewed Term 1, 2026. This is reviewed annually.

6.13 POLICY ON BALANCED CURRICULUM

Purpose

To provide a broad, responsive, and culturally grounded curriculum that meets the needs, aspirations, and potential of all tauira, while aligning with Te Aho Matua, Te Haahi Ringatū, national curriculum expectations, and qualification pathways.

Policy

- The kura delivers a balanced curriculum that supports tauira to engage in meaningful learning, achieve success, and access a range of future pathways.
- Curriculum design is informed by ongoing assessment, tauira voice, and whānau input, ensuring programmes reflect learner needs, strengths, and aspirations.
- Kaiako are responsible for designing and delivering programmes that are purposeful, flexible, and aligned with NZQA requirements and national qualifications, including appropriate selection of standards and learning pathways.
- The kura provides access to a range of learning opportunities, including internal programmes and external options such as trades, and tertiary-linked courses, where appropriate.
- Programme development and review are collaborative. Kaiako regularly evaluates programmes using achievement data, tauira feedback, and whānau input to ensure continuous improvement.
- All courses, pathways, and expectations are clearly communicated to tauira to support informed decision-making and course selection.
- The Tumuaki ensures curriculum delivery is consistent, compliant, and aligned with kura priorities, including staffing and resource capability.

REVIEW - Last review Term 1, 2026. Curriculum programmes and this policy are reviewed annually using achievement data, tauira voice, and whānau feedback.

6.14 POLICY ON RECOGNISING ACHIEVEMENT

Purpose

To ensure a wide range of learner achievement is recognised through inclusive, culturally responsive, and flexible assessment practices that support success for all tauira.

Policy

- The kura recognises that achievement can be demonstrated in multiple ways. Assessment practices are flexible, valid, and responsive, enabling tauira to show their learning across a range of contexts and experiences.
- Kaiako use a variety of approaches to gather evidence of learning, including portfolios, observations, kōrero, classwork, and performance in authentic contexts both within and beyond the classroom.
- Ongoing feedback is provided to support progress, and assessment is used to guide next steps in learning. Where tauira are not yet achieving, teaching and learning approaches are adjusted, and further opportunities are provided to demonstrate achievement.
- Alternative or parallel assessment opportunities may be used where appropriate and aligned with the teaching programme.
- Assessment decisions are based on a body of evidence over time, ensuring a fair and accurate reflection of learner progress and achievement.

REVIEW - Last review Term 1, 2026. This is reviewed annually.

6.15 POLICY ON COURSE RESOURCING AND DELIVERY

Purpose

To ensure all courses are adequately resourced, staffed, and structured to enable high-quality teaching and maximise tauira success and course completion.

Policy

- All courses offered by the kura must be appropriately resourced prior to implementation. This includes ensuring suitable staffing, learning environments, equipment, and materials are in place to support effective delivery.
- Kaiako, in collaboration with kura leadership, will identify and plan for all resourcing requirements before a course is introduced or continued, including staffing capability, physical space, equipment, learning resources, and timetable viability.
- Courses will only proceed where the kura can sustain quality delivery and continuity through to completion.
- Tumuaki and Pou approve the course provisions and ensure resources are allocated in alignment with kura priorities.

REVIEW - Last review Term 1, 2026. This is reviewed annually.

6.16 POLICY ON EQUITY

Purpose

To ensure all tauira have equitable access to learning in an environment that is free from racism, prejudice, and bias, and that upholds their identity, dignity, and potential.

Policy

- The kura provides a curriculum and learning environment that is inclusive, culturally grounded, and free from bias across gender, religion, beliefs, ethnicity, culture, socio-economic background, whānau context, and location.
- Kaiako ensure all teaching programmes, resources, and practices reflect equity, fairness, and respect, and are responsive to the diverse needs of learners.
- A balanced range of learning resources is maintained to reflect diverse perspectives and experiences.
- Concerns regarding the suitability of any resource are addressed promptly and respectfully. Where issues cannot be resolved informally, the resource will be withdrawn for review, discussed at hui kaiako, and considered collaboratively with representation from kaiako, whānau, and tauira. Outcomes will be communicated clearly to those involved.
- All matters are approached with fairness, openness, and a commitment to maintaining a safe and inclusive kura environment.

REVIEW - Last review Term 1, 2026. This is reviewed annually.

6.17 POLICY ON TAUTĀWHI TAMARIKI

Purpose

To ensure tamariki and tauira identified as he ira nō tua (tamariki motuhake) are provided with equitable, accessible, and culturally grounded learning opportunities that enable them to participate fully, succeed, and realise their full potential.

Policy

- The kura is committed to ensuring that learning is accessible, responsive, and inclusive. Barriers to learning will be actively identified and removed so that all learners can engage meaningfully in the curriculum.
- Identification of learners is ongoing and informed by assessment, whānau input, and kaiako observation.
- Individual learning programmes are developed and implemented to provide appropriate support, adaptation, and challenge, ensuring learning is tailored to each tauira's strengths, needs, and pace.
- Teaching approaches, environments, and resources are adapted to ensure learners can access, participate in, and progress within the curriculum. This includes differentiated teaching, targeted support, and flexible pathways.
- The kura works in partnership with whānau and, where appropriate, external agencies and specialists to ensure coordinated, effective support. Applications for additional resourcing, including specialist services and teacher aide support, are made where required.
- Learning pathways remain flexible, allowing tauira to access support, revisit learning, or extend beyond their year level as appropriate.
- All support strategies and programmes are regularly reviewed to ensure they are effective, appropriate, and responsive to the evolving needs of the learner.

REVIEW - Last review Term 1, 2026. This is reviewed annually.

6.18 POLICY ON CHILD PROTECTION

Purpose

Our Kura is committed to ensuring all tamariki are safe, protected, and free from harm. This policy ensures all concerns of abuse or neglect are recognised, recorded, and responded to promptly and appropriately. This policy applies to all kaimahi, manuhiri or contractors working within the kura.

Procedure

- All kaimahi share the responsibility to prioritise the safety of tamariki at all times. Our tumuaki will oversee all concerns; however, any staff member may act if a child is at immediate risk. Abuse may include physical, emotional, or sexual harm, neglect, or exposure to family violence.
- Kaimahi must remain alert to signs such as behavioural changes, fear, withdrawal, or unexplained injury. If a concern arises or a tamaiti discloses harm:
    - Listen calmly, take the tamaiti seriously, and do not ask leading questions
    - Do not promise confidentiality
    - Reassure the tamaiti they have done the right thing
    - Record the concern promptly and factually (including exact words where possible)
- All concerns must be reported immediately to the Tumuaki, documented with date, time, observations, and actions taken. The Tumuaki will assess and take appropriate action, this may include notifying: Whānau or Police.
- Any concerns raised about kaimahi will be investigated immediately. This may result in the kaimahi being suspended pending a vigorous investigation. The kaimahi will have the right to have a representative present at any or all interviews. Where the kura processes prove impractical any part may revert to provisions of the employee's collective agreement. Comprehensive notes will be taken of all meetings.
- Kaimahi are legally protected when reporting concerns in good faith. All information will be shared on a strict need-to-know basis and stored securely in accordance with the Privacy Act 2020. All responses must uphold the mana of the tamaiti, engage with whānau where safe and appropriate, reflect our mātāpono while ensuring child safety is paramount
- All kaimahi must maintain professional boundaries and meet Children's Act 2014 safety checking requirements.

REVIEW - Last review Term 1, 2026. This is reviewed annually.

6.19 POLICY ON POLICE VETTING

Purpose

To ensure the safety, protection, and wellbeing of all tamariki by requiring appropriate Police Vetting for all individuals working in or alongside the kura. This policy supports our Child Protection Policy and upholds our responsibility as kaitiaki of our tamariki.

Procedure

- All kaimahi, contractors, volunteers, board members, and any person with regular or unsupervised access to tamariki must complete Police Vetting prior to engagement.
- Police Vetting is renewed every 3 years, or sooner where risk or role changes require it.
- Any person who has not completed Police Vetting must be supervised at all times and will not have unsupervised access to tamariki.
- Police Vetting will only be carried out with written consent and submitted through authorised NZ Police channels.
- Vetting outcomes will be reviewed confidentially by the Tumuaki and/or delegated authority.
- Decisions will prioritise the safety of tamariki and align with the Children's Act 2014, while also considering tikanga and restorative approaches where appropriate.
- All vetting information will be securely stored and treated as confidential in accordance with the Privacy Act 2020. Access is limited to authorised personnel only.
- Failure to complete vetting, or results that indicate risk to tamariki, may result in withdrawal of employment or engagement, or restricted access to kura.

Review - Last review Term 1, 2026. This policy will be reviewed every 3 years, or earlier if legislative or operational changes require.

6.20 POLICY ON CULTURAL INTEGRITY

Purpose

Our Kura is committed to upholding and protecting the cultural integrity of our kura through the practice and normalisation of te reo Māori, tikanga Māori, Te Aho Matua and Te Hāhi Ringatū. This policy ensures that all aspects of kura life reflect and strengthen these areas. Cultural integrity is essential to the identity, wellbeing, and success of our tamariki as Māori.

Procedure

- All kaimahi, tamariki, and whānau are responsible for upholding the cultural integrity of our kura at all times. Te reo Māori is the principal language of our kura, and must be actively used, modelled, and upheld in all spaces. Tamariki are supported to grow in fluency, confidence, and understanding, while kaimahi demonstrate consistent and correct use of te reo Māori.
- All kura practices reflect tikanga Māori and the values of Te Aho Matua and Te Haahi Ringatū. Kaimahi are responsible for modelling, teaching, and correcting tikanga in a way that upholds the mana of all involved.
- The kura acknowledges and upholds the teachings and practices of Te Hāhi Ringatū, including the observance of key dates such as te tekaumārua and hāpati, and the use of appropriate karakia and tikanga. All kaimahi must demonstrate respect and understanding of Ringatū beliefs within kura life.
- Kaimahi must maintain professional and cultural integrity, consistently modelling kaupapa Māori values, addressing any behaviour that undermines tikanga, and ensuring kura expectations are upheld respectfully and clearly.
- Whānau are recognised as essential partners in maintaining cultural integrity. Engagement with whānau will be conducted in ways that uphold mana, tikanga, and whanaungatanga, with clear communication of cultural expectations.
- All kura practices must ensure cultural safety, protecting and strengthening the identity, dignity, and wellbeing of tamariki, and ensuring tikanga is upheld in ways that are authentic, respectful, and consistent with kaupapa Māori.

REVIEW - Last reviewed Term 1, 2026. This policy will be reviewed annually by the Board and Tumuaki, in consultation with whānau and kaumātua and following any concerns relating to cultural practice

The kura will ensure ongoing cultural competency of kaimahi, alignment with Te Aho Matua and Poutiria te Aroha.

6.21 POLICY ON ANTI BULLYING

Purpose

To ensure a safe, respectful, and inclusive environment where all tauira are free from bullying, and where mana, dignity, and wellbeing are upheld.

Policy

- Our kura does not tolerate bullying in any form, including physical, verbal, social, or online behaviour that causes harm or diminishes the mana of others.
- A positive kura culture is actively fostered through strong relationships, and clear expectations for behaviour through our mātāpono of Te Aho Matua and strengthened by Poutiria te aroha.
- All concerns of bullying are taken seriously and responded to promptly, with a focus on safety, restoration of mana, and strengthening of wellbeing.
- Bullying prevention is embedded within teaching and learning, promoting empathy, respect, resilience, and responsible behaviour.

Procedure

- Bullying is addressed through early identification, open communication, and restorative practice.
- Tauira are encouraged to report concerns to kaiako or trusted adults. Kaimahi respond promptly, ensuring the immediate safety and wellbeing of those involved.
- Incidents are investigated respectfully, with kōrero gathered from all parties. Whānau are informed and involved where appropriate.
- Restorative processes are used to address harm, rebuild relationships, and restore mana. Support is provided to both those affected and those responsible for the behaviour.
- Where behaviour is serious, ongoing, or places others at risk, further action may be taken, including involvement of kura leadership and, where required, external agencies.
- All incidents are documented and monitored to ensure appropriate follow-up and resolution.

REVIEW - Last reviewed Term 1, 2026. This policy is reviewed annually

6.22 POLICY ON FOOD AND NUTRITION

Purpose

To uphold the oranga of all tauira through practices of manaakitanga and kaitiakitanga, recognising kai as a taonga that nourishes the tinana, hinengaro, wairua, and whānau, and supports the wellbeing and learning of our kura.

Policy

- The kura promotes and supports healthy food and nutrition practices that enhance learning, wellbeing, and participation.
- Kai provided at kura, or brought from home, is encouraged to be nutritious, balanced, and supportive of physical and mental wellbeing.
- Nutrition education is integrated into teaching and learning, supporting tauira to develop knowledge, skills, and attitudes for making healthy food choices.
- Kaiako and kura practices model positive food behaviours and create an environment that supports healthy choices.
- Food safety practices are upheld at all times to ensure the wellbeing of tamariki.

Procedure

- Healthy food choices are promoted through kura expectations, communication with whānau, and integration within learning programmes.
- Kaiako support tauira to understand nutrition, wellbeing, and the relationship between food, energy, and learning.
- Kai provided at kura events and activities aligns with healthy food guidelines where possible.
- All food handling and preparation follows safe hygiene practices to minimise risk to health.
- Allergies, dietary needs, and cultural considerations are identified and managed to ensure the safety and inclusion of all tamariki.
- Whānau are encouraged to support healthy food choices and to work in partnership with the kura to promote hauora.

REVIEW - Last reviewed Term 1, 2026. This policy is reviewed annually

6.23 POLICY ON PHYSICAL RESTRAINT

Purpose

To ensure the safety and wellbeing of all tamariki and kaimahi by providing clear guidance on the use of physical restraint, grounded in manaakitanga, and used only as a last resort to prevent harm.

Policy

- Our kura is committed to maintaining a safe, respectful, and supportive environment. Physical restraint is only used when necessary to prevent immediate harm to a tamaiti or others, and only when all other de-escalation strategies have been unsuccessful or are not possible.
- The use of physical restraint is minimised at all times and must uphold the mana and dignity of the tamaiti.
- Only trained and authorised kaimahi may use physical restraint, and it must be reasonable, proportionate, and for the shortest time required to ensure safety.
- Restorative and de-escalation approaches are prioritised at all times.

Procedure

- Kaimahi use proactive and preventative strategies to reduce the likelihood of situations escalating, including relationship-building, clear expectations, and culturally grounded practices.
- Where a situation escalates, de-escalation strategies must be attempted first, unless there is immediate risk of harm.
- Physical restraint may only be used to prevent imminent harm and must stop as soon as the risk has passed.
- Following any incident involving physical restraint:
    - The incident is recorded promptly and accurately
    - The Tumuaki is informed
    - Whānau are notified as soon as practicable
    - A review is undertaken to determine causes and future prevention strategies
- Support is provided to all involved, including the tamaiti, kaimahi, and whānau.
- Where required, additional planning or support strategies will be put in place to prevent recurrence.

REVIEW - Last reviewed Term 1, 2026. This policy is reviewed annually

SECTION 7. ASSESSMENT AND MODERATION

7.1 POLICY ON ASSESSMENT

PURPOSE

Standards-based assessment is about recognising student achievement against predetermined criteria. For an internally assessed standard, the teacher provides an opportunity for students to submit valid and authentic evidence that meets the achievement criteria or elements of the standard.

PROCEDURES

The following form part of good assessment practice:

1. Consider all the evidence - when making an assessment decision, teachers should consider all valid, authentic and standard-specific evidence submitted by students. Terms such as 'formative' and 'summative' may act as a barrier to teachers when making assessment decisions. Valid evidence should be considered by teachers even if the assessment was deemed to be formative. Invalid or non-authentic evidence should not be considered even if the assessment was deemed to be summative.

2. Retain all the evidence - the evidence used to make an assessment decision must be retained so that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required.

3. Assess when the student is ready – where a student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure.

4. Assess over time – teachers can accumulate evidence of achievement from a range of activities completed during the course of the teaching and learning process. This evidence can be drawn not only from formal assessments, but also from standard-specific evidence drawn from class work, assignments, workbooks, or other valid areas.

5. Make the standards transparent - familiarise students with the terms, grade criteria and range statements of the standard, show successful work in another context and explain the schedule and/or evidence statements. Brainstorm responses in class and set up peerassessing for practice.

6. Unit standards and achievement standards - there should be no distinction in policy or practice between assessment for unit standards and achievement standards. The only distinction is in relation to the range of available grades outcomes.

7. Refer to the standard Assessment Specifications - these are updated annually and are published for each externally assessed standard. They can be accessed from the SubjectSpecific Resources pages on the NZQA website. They inform teachers and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.

8. Refer to the Subject-Specific Resources pages – these can be found at http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources / then find your curriculum area and then click on the heading.

9. You can find the following for most subjects:

a. National Moderator Reports

b. Clarification of Standards documents

c. Moderator newsletters

d. Exam documents (including old exams and assessment schedules) e. Student exemplars (for some standards) f. Resources Assessment Reports (external exam reports) Subjects and resources - NZQA

REVIEW - Last reviewed Term 1, 2026. This policy is reviewed annually

7.2 POLICY ON CURRICULUM DELIVERY AND IMPLEMENTATION

Our curriculum will fulfil the aspirations of our Iwi, hapū, whānau, Te Ohu Matua, and tamariki. The needs of individual students are at the centre of all teaching, learning and assessing. The Marautanga Te Aho Matua is to be delivered and in alignment with our kaupapa matua.

PURPOSE

Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa commits to providing quality curriculum delivery in all essential learning areas and engaging and incorporating local Iwi, hapū and whānau into curriculum planning and delivery.

PROCEDURE

- Develop a curriculum based on our children's needs, interests, aspirations and stands as a reflection of the local Iwi, hapū, whānau, community.
- The curriculum incorporates and reflects the kōrero tuku iho, tikanga, kawa and mita of Ngāti Awa.
- Student progress will be monitored and recorded against the NZQA standards in Wharekura and Ngā Hua o te Ako assessment practices.
- A variety of learning and teaching styles and strategies will be employed as appropriate to the needs of students.
- Literacy and numeracy are a part of a wider context of learning. These will not be the sole focus.
- The Kura will identify issues, which cause barriers to student's learning, and it will seek to implement appropriate strategies to address these.
- Equal educational opportunities will be provided to all groups of learners and for individuals.
- Ensure the Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa curriculum is in alignment to the 6 principles of Te Aho Matua.
- Professional development of teachers will provide ongoing support to teachers to maintain a sound foundation for curriculum delivery
- A self-review programme will maintain the requirements laid out in this policy and the requirements of the Learning Areas.

REVIEW - Last reviewed Term 1, 2026. This policy will be reviewed every three years.

7.3 POLICY ON ASSESSMENT AND REPORTING

PURPOSE

At Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa, assessment and reporting practices are designed to support student learning and achievement in alignment with the New Zealand Curriculum. The school is committed to fair, transparent, and effective assessment that informs teaching and learning while ensuring students, parents, and caregivers receive accurate and meaningful progress reports.

PROCEDURES

Assessment Practices

•The kura recognises Te Aho Matua and its importance to the overall development of the tauira.

•Assessment will be ongoing, varied, and inclusive, ensuring all students can demonstrate their learning.

• Teachers will use formative and summative assessments to track student progress in a holistic manner

• Moderation processes will ensure consistency and reliability in assessment judgments.

• Assessment will reflect Te Tiriti o Waitangi principles, ensuring equitable outcomes for Māori students.

Reporting to Parents and Caregivers

• The school will provide regular reports on student achievement, progress, and next learning steps.

• Reports will be clear, accessible, and aligned with curriculum expectations.

• Parents and caregivers will be encouraged to engage in learning conversations with teachers.

School-wide Data and Strategic Planning

• The school will collect and analyze student achievement data to inform teaching strategies.

• The Board of Trustees will review assessment data to support strategic planning and resource allocation.

• The school will submit annual reports to the Ministry of Education, ensuring compliance with national

Policy Review: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.4 POLICY ON MANAGING ENTRIES AND WITHDRAWALS

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa uses the NZQA Website database to make student entries and processes withdrawals from standards. A file is usually sent on the 1st of each month, May through to December. The submitted data is copied from the schools' student management software.

The *Counts by Subject Report* provides a summary of the number of entries and reported results for each standard in a subject.

The Standards Search Report provides a list of candidates who have been entered in a particular standard and also any reported results

Teachers should notify the Principal's Nominee of any errors or omissions.

Key Dates

For entries in internally assessed standards:

- The last electronic file is submitted by the Principals Nominee in early December. After that, the PN can continue to make entries via a link in the school's high security on the NZQA website until the end of February in the following year.

For withdrawals from internally assessed standards:

- Students should be withdrawn by mid-September from any standard that a teacher no longer intends to assess a student against. Withdrawals made after this date are not processed by NZQA.
- If a withdrawal is not made by this date and no assessment is undertaken a result of Standard Not Assessed is reported to students.

For entries in externally assessed standards:

- The school's 1 September file must be accurate with respect to entries in externally assessed standards. Entries made after this date are late and require the school to request additional exam materials. Late requested exam papers are not personalised with candidate details and there is a greater risk that these papers will go missing.

For withdrawals from externally assessed standards:

- Students should be withdrawn by 1 September from any standard that a student does not want to be assessed against. Withdrawals made after this date are not processed by NZQA.
- If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

OTHER:

1. If students choose not to enter for one or more externally assessed achievement standards, they must continue to actively study that subject until at least the end of Term 3. This would involve the completion of any outstanding assignments and / or studying toward any other external assessment standards in that particular subject.
2. A student's withdrawal from any class will only be after discussions with all of the students Kaiako and a meeting with the student and whanau.
3. During Term 4 students must attend class but may study for other subjects with the permission of the Kaiako. Other students must not be disturbed in any way.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.5 POLICY ON INTERNAL MODERATION

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa internal moderation systems ensure that assessment activities and judgements are consistent and at the national standard, including those conducted off site.

PURPOSE

- to ensure comparability.

PROCEDURE

- The Subject Kaiako is responsible for the moderation.
- The methods used for internal moderation will be explained to students.
- Moderating procedures are as follows

Pre-Moderation

- Wharekura kaiako set a minimum of 4 moderation dates at the beginning of the academic year for each staff member involved in internal moderation. These will typically be one each term.
- Internal Moderation will be Wharekura wide involving all kaiako involved with the delivery of NZQA Assessment Standards.
- Each kaiako assessing against NZQA Assessment Standards will keep a tracking sheet of standards delivered. Each of the standards on the sheet will be available for Moderation with the assessment Standard, activity, student work and assessment schedule.
- The kaiako who has carried out the assessments will check off material to be presented against the Internal Moderation Cover Sheet.
- A date to observe a practical assessment may be set if the kaiako is new to the internal assessment process.

Verification

- Evidence is collected. Observation of practical assessment is carried out if previously arranged.
- All evidence is evaluated by moderator/s to ensure that:
  - the assessment was fair and valid
  - assessment decisions were consistent
  - there is sufficient evidence.
- The outcomes are recorded in a moderation report
- Meeting held between kaiako who has carried out assessment and moderators where the moderation report is discussed.
- The assessor signs off moderation report should the judgements and evidence be approved. A copy to be retained by kaiako.
- Should the kaiako judgement and evidence not be approved then a copy of the moderation report is to be given to the kaiako and areas in need of improvement to be identified. A date for re-submission is to be set.

EVALUATION AND REVIEW

This policy and these procedures are evaluated and reviewed each year by the Pou of the Wharekura and the Tumuaki.

7.6 POLICY ON EXTERNAL MODERATION

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa complies with the external moderation procedures required by the Consent to Assess process.

PURPOSE

- to ensure Te Kura Kaupapa Māori o Te Orini ki Ngati Awa assessment procedures provide evidence for the awarding of credits comparable to other consented providers
- to gain approval by NZQA of the credit recommendations
- to maintain the confidence of the local community and the wider educational community in the standards of Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa.

Standards selected for External Moderation by NZQA

Every learning area will be annually subject to external moderation.

1. NZQA annually selects standards for external moderation. Standards are selected on the basis of reported results from the previous year and the recent external moderation history of the subject.

2. The Principals Nominee (PN) will notify kaiako of the schools' submission date and the standards that have been selected for external moderation. Kaiako should immediately notify the PN of any request for a change to the selected standards. The school will not request a change of standard because student work has not been retained and securely stored.

3. Samples of student work must be randomly selected. The PN will apply the school's random selection process to the standard results list and inform staff of the students that have been selected.

    - Once final results for a standard have been entered on the student management software the teacher will provide the PN with a copy of the results. Students who submitted no work for assessment must be clearly identified so that their name can be removed from the list.

    - The PN will apply (or check that it has been applied) the school's random selection process – generate a random number to all students in the achievement standard in question then sequence the numbers from smallest to largest. The students who appear at the top of the list are those whose work will be provided.

    - Kaiako must not remark or alter the grade for the work of the selected students. This would be a serious breach of professional standards and deemed as an attempt by the kaiako to undermine the external moderation process.

4. Kaiako are responsible for submission of the following required materials for external moderation:

    - A copy of the initial assessment activity and assessment schedule
    - The students work for the selected students. Note: the student work submitted is that work generated from the initial assessment activity. There may be other evidence of student achievement (for example evidence from resubmission or from further assessment) but the moderator does not require this.
    - A completed External Moderation Cover Sheet.

5. The PN will send the work to the external moderator by the due date.

6. Upon return of materials from external moderation, the PN will copy the report and return the materials to the teacher with a copy of the Response to External Moderation form.

7. The kaiako, in conjunction with the Tumuaki, is to complete the Response to External Moderation form and submit it to the PN.

    - A copy of the new assessment task and assessment schedule must also be submitted for standards where assessment materials were not at the national standard (X)

    - A detailed report must also be submitted, outlining the action taken, for standards where assessor judgments were not at the national standard for half, or more than half of the samples of student work submitted.

8. The kaiako may lodge an appeal if the school requires further clarification of the moderator's comments/judgments. The reason for the appeal should be discussed with the PN and Tūmuaki, and if the decision is made to proceed, they must be given the appropriate supporting materials including a completed Moderation Appeal Cover Sheet. The PN will submit the appeal to the School's Relationship Manager (SRM) and inform the teacher.

9. The kaiako is responsible to ensure that External Moderation Reports are stored with other assessment materials.

B. Submitting kaiako selected samples of student work to external moderators

Kaiako has the option of asking moderators specific questions relating to student work. The purpose is to provide further professional feedback and two-way dialogue between kaiako and moderators about interpreting national standards and making assessment decisions. This is an opportunity for kaiako to seek clarification on standards, particularly about making assessment decisions at grade boundaries.

Kaiako can submit up to 10 samples of student work per standard at any time during the year and for an unlimited number of standards.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.7 POLICY ON GOOD ASSESSMENT PRACTICE

Standards-based assessment is about recognizing student achievement against predetermined criteria. For an internally assessed standard, the kaiako provides an opportunity for students to submit valid and authentic evidence that meets the achievement criteria or elements of the standard. The following form part of good assessment practice:

1. Consider all the evidence - when making an assessment decision, kaiako should consider all valid, authentic and standard-specific evidence submitted by students. All valid evidence should be considered by kaiako even if the assessment was deemed to be formative. Invalid or non-authentic evidence should not be considered even if the assessment was deemed to be summative.

2. Retain all the evidence - the evidence used to make an assessment decision must be retained so that the kaiako's assessment decision can be verified by another subject specialist, or submitted for external moderation if required.

2. Assess when the student is ready – where a student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure.

3. Assess over time – kaiako can accumulate evidence of achievement from a range of activities completed during the course of the teaching and learning process. This evidence can be drawn not only from formal assessments, but also from standard-specific evidence drawn from class work, assignments, workbooks, or other valid areas.

4. Make the standards transparent - familiarise students with the terms, grade criteria and range statements of the standard, show successful work in another context and explain the schedule and/or evidence statements. Brainstorm responses in class and set up peer-assessing for practice.

5. Unit standards and achievement standards - there should be no distinction in policy or practice between assessment for unit standards and achievement standards. The only distinction is in relation to the range of available grades outcomes.

6. Refer to the standard Assessment Specifications - these are updated on the NZQA website annually and are published for each externally assessed standard. They inform kaiako and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.

7. Refer to the *Subject-Specific Resources* pages – these can be found at http://www.nzqa.govt.nz/ by entering the achievement standard number in the 'Search' box. The following documents are available on the site:

    - National Moderator Reports
    - Clarification of Standards documents
    - Moderator newsletters
    - Exam documents (including old exams and assessment schedules)
    - Student exemplars (for some standards)
    - Assessment Reports (external exam reports)

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.8 EXTERNAL MODERATION – ITO MODERATION SYSTEMS

When Industry Training Organization (ITO) standards are offered kaiako must fully comply with the ITO external moderation requirements. To facilitate this, the PN is the school's point of contact for the ITOs that the school engages with.

The procedure for complying with the requirements of ITO external moderation is the same as for NZQA managed external moderation.

The procedure for addressing matters raised in moderation reports from ITO managed external moderation systems is the same as that for NZQA managed external moderation.

7.9 APPEALS

PURPOSE

A student has the right to appeal any assessment decision. This includes, but is not limited to their awarded grade, an allegation that they have been in Breach of the Rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the kaiako concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this within five days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by citing their grade.

PROCEDURE

- Submit a completed Pepa Tono Kia Arotakengia Taku Māka Anō or Pepa Tono Mo Te Arotake Anō on Pages 14 and 15 of the "Pukapuka Tauira" to the Tūmuaki's Nominee.
- The Principals Nominee will investigate the issue.
- The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will work with a Wharekura teacher or other person if available to ensure due diligence against the standard requirements.
- The decision of the Principals Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Principals Nominee, the Tūmuaki will nominate another staff member to investigate the issue. The decision of this person is final.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.10 FORMATIVE ASSESSMENT

Formative assessment at Te Kura Kaupapa Māori o Te Orini ki Ngati Awa is fair, valid and consistent. It is an integral part of the teaching programme at every level and is not used as summative assessment.

PURPOSE

- to ensure students are practising skills.
- to enable kaiako and students to identify any prior learning, knowledge or skills.
- to enable the kaiako to identify students who are having difficulty.
- to enable students to identify strengths and weaknesses.
- to enable kaiako to measure the effectiveness of the teaching programmes.
- to enable kaiako and students to modify the programme as required.

PROCEDURE

- The classroom kaiako is responsible for Formative Assessment. The assessment is to be free from gender or bias, to be fair, valid and consistent, accurately assessing the knowledge, skills, attitudes and the values that are being assessed. Learners with special needs are provided with appropriate assistance to enable them to be assessed.

- The Tumuaki is responsible for ensuring that the classroom teacher carries out Formative Assessment, and that the assessment is free of gender or ethnic bias and is fair, valid and consistent

- The quality of the Kaiako's Formative Assessments is appraised as part of the appraisal process.

- The Formative Assessment is written into the learning programme and may include -
  - ⇒ homework
  - ⇒ assignments
  - ⇒ written tests
  - ⇒ questioning
  - ⇒ conferencing
  - ⇒ observations
  - ⇒ oral work
  - ⇒ practical work
  - ⇒ video
  - ⇒ group activities
- Feedback from Formative Assessment is given to students within a reasonable time.
- Records of Formative Assessments are kept by the classroom teacher.
- Staff training occurs as required to update staff on Formative Assessment techniques.
- Formative Assessment outcomes are taken into account when learning programmes are evaluated.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.11 SUMMATIVE ASSESSMENT.

Summative Assessment at Te Kura Kaupapa Māori o Te Orini ki Ngati Awa is fair, valid and consistent. It is directly linked to the learning outcomes and performance criteria set out in School programmes and standards. There is a process for appeal and further assessment.

PURPOSE

- to measure the achievement of the learner against the standard performance criteria.
- to measure the achievement of the learner against the performance criteria of the school programme.
- to obtain authenticated evidence of achievement to report to the student and NZQA.

PROCEDURE

- The subject Kaiako works to develop summative assessment activities that are free from gender or ethnic bias and that are fair, valid and consistent, accurately assessing the knowledge, skills, attitudes and values that are being assessed. These are critiqued by another Wharekura staff member as a check prior to being carried out.
- Learners with special needs are given appropriate support to complete the school summative assessments and the assessments for external qualifications in keeping with the assessment criteria in the standard. This could involve reader/writers and/or computer facilities and/or other support. This support is provided to ensure that these students have every opportunity to complete the assessment.
- The assessment activities apply only to the stated course criteria.
- Students are informed of the course criteria, the number of assessments and the timing of assessments at the beginning of the course or unit.
- The classroom kaiako is responsible for recording the assessment outcomes, these being recorded on computer with a back-up file made.
- The assessment will provide information for reporting achievement to the student and NZQA.
- External moderation will comply with NQF requirements.
- The student may appeal the assessment to the subject kaiako in the first instance, and then, if necessary, to the Tūmuaki. Another member of the school staff may act as an independent advocate for the student.
- Opportunity for a student to be reassessed is provided.
- Kaiako makes every effort to ensure authenticity of work and students are required to sign a declaration of authenticity where appropriate.
- Each Wharekura staff member is responsible for ensuring that assessment is standards based and prepared in terms of learning outcomes.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.12 SPECIAL ASSESSMENT CONDITIONS

PROCEDURE

1. Students with special learning needs are, in most cases, identified prior to Year 11. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.

1. Referrals may come from teachers, parents or outside agencies. Students may not self refer.

2. On receipt of a referral, the PN will co-ordinate the collection of appropriate evidence for the student to be allocated special assessment conditions. This may involve assessment by a Level C assessor, assessment by some other suitably qualified assessor or collation of already existing evidence. This process should be undertaken towards the end of Year 10.

3. Once evidence is provided, the school will decide and apply for the level of assistance required, if any.

4. In February, the relevant kaiako will be notified of the approved special assessment conditions. Parents will also be informed.

5. The approved conditions will be made available for all internal assessment. The subject kaiako is responsible for notifying the Special Needs Learning Department of upcoming assessments.

6. The PN will apply to NZQA for special assistance for external assessment before 31st July each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment.

7. Application must be made each year and supporting documentation must be renewed every three years.

8. Special assessment conditions must not be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.13 COURSE COMPLETION

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa requires students to comply with the school's course completion requirements.

PURPOSE

- to ensure that students are involved in all the learning opportunities available.
- to ensure that students meet the minimum requirements of external examining authorities.

PROCEDURE

- The Wharekura subject kaiako and the Tumuaki are responsible for ensuring that the school's course completion requirements comply with those stipulated by NZQA.
- The Wharekura subject kaiako are responsible for ensuring that students and caregivers receive written notification of course completion requirements.
- If a student fails to comply with any part of the school's course completion requirements, the Wharekura subject kaiako is responsible for sending a letter via the postal service to the student's caregiver and for informing the Tūmuaki that this has been done.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.14 COURSE REQUIREMENTS

Students must be provided with clear documentation both in regard to overall assessment procedures in each subject and in regard to specific assessment activities. A student course outline will be issued to all students outlining the schools National Qualification policies and procedures. In addition, every subject submitting for NCEA must produce a student handout and issue this to each candidate.

The course documentation given to students must contain the following:

1. Course outline - this will include
    - subject name, level and year
    - course aims
    - course description
    - course requirements
    - for each standard offered in the course:
        - the registration number and version
        - full title
        - number of credits
        - mode of assessment – internal or external
        - form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
        - approximate timing of assessment

2. A statement informing students that the school's assessment policies will apply in the course and that a copy of these can be found in the student handbook

3. For specific courses

    - Identification of standards that contribute towards

        - NCEA Level 1 Numeracy
        - NCEA Level 1 Literacy
        - UE Numeracy
        - UE Literacy – reading
        - UE Literacy – writing

    - For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress in their "Pukapuka Tauira".

    - Information about other national certificates that the student could gain from the course. For example, The National Certificate of Computing, level 2.

4. For specific assessments
    - The due date. All "due dates" should be a Monday where possible. Assignments will be handed in to the subject teacher and signed in by the teacher as having been received.

    - The mechanism used by the teacher to ensure that students submit work that is authentic

Monitoring

At the beginning of each year.

- Course documentation, including a course outline (see above for details) for all National Qualifications Framework (NQF) courses will be prepared by staff responsible for that particular course.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.15 FURTHER ASSESSMENT

At Te Kura Kaupapa Māori o Te Orini ki Ngati Awa, students are given a further opportunity for further assessment where further learning has taken place and where time constraints allow.

PURPOSE

- to allow a student who has followed a further course of study either independently or as a part of a larger group, to gain credits or improve grades in the Standard.
- to allow a student who was disadvantaged by illness or other circumstances to gain credits in the Standard.
- to allow a student who has successfully appealed an assessment to be afforded the opportunity for further assessment.

PROCEDURE

- The student is responsible for providing evidence of disadvantage at the time of assessment in the request for a further assessment on the form "Tono mo te Aromatawai Anō" in the student handbook.
- The student must satisfy the kaiako that there has been sufficient development to warrant further assessment.
- Opportunity for further assessment will be afforded to all in the class subject to the above.
- The kaiako and student/s will negotiate the time and location of the further assessment.
- No restrictions will be placed upon the range of grades able to be achieved in any further assessment
- The higher of either the original or the further assessment grades will be submitted to NZQA.
- Should no further opportunity for further assessment be available, this will be communicated in writing to the students with the original assessment.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.16 MISSED AND LATE ASSESSMENTS

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available credit for the standard cannot be awarded

PROCEDURE

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved

Wilful absence

A willful absence will be considered as intent to avoid assessment. A further assessment opportunity will not be provided to a student who willfully misses an assessment. If other valid, authentic standard specific evidence is not available a result of Not Achieved will be reported.

Extensions

1. When an assignment has been set on a subject it must be handed to the kaiako on the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the kaiako.
3. Any extension will be completed by the date set by the kaiako.
4. If the extension is approved, the assignment should not be returned to the remaining students until the extension time has been reached

REVIEW: Last review Term 1, 2026. These procedures will be reviewed every three years.

7.17 AUTHENTICITY OF STUDENT WORK

The most effective authenticity processes are those where teachers:

- actively teach students about the expectations of authentic work for the specific standard, including referencing etc
- provide students with written information about authenticity expectations and timelines for production of the work
- set checkpoints to view work in production
- document where students meet checkpoints
- write to students and parents where checkpoints are not met advising that this means the school may not be able to verify the authenticity of the work
- ensure students understand the implications of signing the authenticity declaration
- complete the process well before the submission date.

Appropriate conditions for assessment can include:

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- students working as a group.

In all situations, however, students must be able to attest to the authenticity of their work and kaiako must use appropriate strategies to ensure that work presented for assessment is authentic. Work presented for assessment that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.

Kaiako should be aware that:

- use of unmodified TKI activities may result in students submitting work that they cannot claim as their own
- open-book conditions may compromise the authenticity of student work in some situations
- the school may not be able to provide an authentic result for the Derived Grade process if unmodified use is made of past years' NCEA exams in school mock exams or class tests.

Internal assessment

Students are more likely to submit authentic work if:

- they understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements without acknowledging the other person's work or ideas in either footnote or bibliography.
- they are required to acknowledge resources they used include the names of people they consulted about their assessment and briefly described how the person assisted them
- they are required to sign a declaration of authenticity when they hand their work in

Kaiako are more likely to receive authentic work from students if they:

- change the context of an assessment from year to year
- modify TKI activities before use
- allow open book conditions only where the standard achievement criteria require the student to demonstrate higher level analytical or evaluative answers such as 'evaluate', 'apply', 'predict', 'analyse'
- hold regular discussion with students on progress

- supervise research by including regular checkpoints
- require students to submit hand written work for kaiako scrutiny at intervals during the assessment period
- require students to keep a log book or record of the time they spent on their assignment
- require plans, resource material and draft work to be submitted with the final product.
- require on-going work to be kept on site.
- require the writing up of research findings to be completed in class.

Kaiako can verify the authenticity of submitted work by:

- asking students questions about their assessment to determine their understanding
- requiring students to make an oral presentation of their topic to the class
- Asking other students about the contribution made by each group member

If a kaiako knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, submit it to the Tumuaki's Nominee. The situation will be investigated as a Breach of the Rules.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by parents/caregivers to attest that the work is their child's own in the following situation -

- external achievement standards where a project, workbook or similar is compiled and submitted for assessment

- internal achievement/unit standard where the work is submitted for assessment that has not been completed in front of the kaiako (see appendix 2 and 3).

REVIEW: Last review Term 1, 2026. These procedures will be reviewed annually.

7.18 BREACHES OF THE RULES

At Te Kura Kaupapa Māori o Te Orini ki Ngati Awa, students are required to gain their NZQA credits through honest toil and their own efforts

PURPOSE

- to ensure that the highest integrity of internal grades is maintained at all times.
- to ensure that no student gains an unfair advantage
- to ensure that national standards are upheld

PROCEDURE

Any student who has gained, or attempted to gain any advantage in an internal assessment by means outside of those stipulated in the assessment task / directions will be notified that there has been a breach and that an inquiry will begin. Examples are but not limited to;

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

⇒ The nature of the breach will be notified in writing by the Tumuaki or the Tumuaki's Nominee to the student and parents

⇒ Any evidence which may be in the form of witness statements, or direct evidence will be written down.

⇒ The student will be given an opportunity to respond either in writing, or in a minuted hui with the Tumuaki or Tumuaki's Nominee and Form Kaiako of the student. This will be the student's choice.

⇒ A hui will be held to discuss the issue with students and whānau.

⇒ A decision will be made by the hui on the basis of the evidence and the student will be notified in writing.

⇒ If breach is proven, actions taken will be that a 'Not Achieved' grade be allocated for that particular standard, nor opportunity for further assessment given with more serious breaches being referred to the Board.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed annually.

.

7.19 RANDOM SELECTION

At Te Kura Kaupapa Māori o Te Orini ki Ngati Awa, a robust process for selection of internal standards for external moderation will be used.

PURPOSE

- to ensure that the selection process is bias free.
- to ensure the integrity of the selection process.
- to meet national requirements.

PROCEDURE

- The selection process is to be carried out at the time of marking.
- A staff member other than the marker will be responsible for overseeing the process.
- Computer generated random numbers will be allocated to all students for each standard, sequenced, and the required number of students will be taken off the top of the list.
- These students work with the marking schedules and standards will be stored in a secure place in the event they are required for either internal or external moderation

REVIEW

This policy and these procedures will be evaluated and reviewed each year by the Tumuaki and Wharekura Pou.

7.20 DERIVED GRADES

Circumstances sometimes arise whereby students are unable to undertake an external examination. As such, opportunity exists whereby any competency can be assessed through the following process.

PURPOSE

- to allow a student who has undertaken a course of study to gain recognition and credits although unable to sit the external examination through unforeseen circumstances.

PROCEDURE

- The student will make a request in writing to the subject kaiako, the Tumuaki or the Principals Nominee for a 'derived grade'
- The subject kaiako will provide evidence of any assessment activity, and the grade gained in that activity. There is a requirement to keep copies of the student's work.
- The student will be ranked against the full class on the basis of the grades gained in these assessments.
- This will form the basis of the "derived grade"

REVIEW: Last review Term 1, 2026. These procedures will be reviewed annually.

7.21 GATHERING EVIDENCE OF ACHIEVEMENT

Standards-based assessment is about recognising learner achievement. For internally assessed standards the kaiako decides how evidence can best be collected and judged against the standard. Assessors use innovative, valid and fair ways of recognising achievement without overburdening themselves or the learner with too much assessment.

"Evidence" of achievement is the learner's work which demonstrates achievement of the assessment criteria. It needs to be recorded in ways that can be verified by another subject specialist or a moderator. Forms of evidence include:

- written assignments,
- portfolios,
- tests,
- videos of performances,
- detailed checklists of observed performance,
- photographs,
- transcripts of oral explanations,
- audio-visual recordings.

If no video of a performance is practicable or the evidence has come from conferencing with learners, assessors need to provide a checklist or an annotated file note with a standard-specific description of the evidence viewed to justify the judgements made. This annotated file note could be added to the mark sheet/results notice which is returned to the learner. A copy must be retained by the assessor for moderation purposes and for future reference.

In group performances, the learners must be identified and assessed individually.

Building close links between the learning process and assessment allows kaiako or assessors to engage in assessment for better learning. Sometimes this is called formative assessment. It has been traditional to draw 'final' conclusions about achievement from what has been called summative assessment. This approach may overlook some existing evidence of achievement or not show learners how to close the gap in their learning because it provides no explanation of where they went wrong and how to improve. The organisation's assessment policy should assist assessors with strategies for gathering evidence and to report results for a learner's best performance where standard-specific, authentic, verifiable documented evidence exists.

Research in schools has shown the importance of kaiako employing "a process to create and articulate their assessment criteria and to clarify curriculum expectations through the development of unique exemplars" in collaboration with their students. It is important that students understand what she calls their 'learning destination' because it is they who have to show evidence of having reached it. "The kaiako has to be able to look at the evidence of learning a student provides and say 'this is adequate proof, you have accounted for your learning, and I know this because you have shown me the evidence and I have observed you engaged in this type of work and I have talked with you and you have been able to articulate your understanding over the course of this unit'." (*NCEA Update 21*, July 2004, NZQA.)

A broad view of assessment enables assessors to use any valid evidence of achievement that has been recorded. Assessment for qualifications does not have to be by a separate event. In fact, a 'one off' assessment is likely to be less reliable than a range of assessments.

Assessment over time

Many kaiako or assessors of performance-based subjects are familiar with building a picture of learner achievement over a period of time. They do this by accumulating (or asking learners to accumulate) evidence of achievement in a portfolio of work. The evidence may come from a range of activities (observation checklists, practice activities, home and classwork, workplace activity) completed by learners during the course of the training or teaching and learning process in the lead up to a final reporting date. Where evidence is accumulated over time,

assessors will provide feedback at regular intervals during the preparation of a final version for assessment, thus building their knowledge of learner competence.

In some cases, learner performances in formal assessments fall short of their previous work. Assessors are encouraged to supplement evidence of achievement from formal assessment activities with standard-specific evidence drawn from authenticated classwork, assignments or practical activity. Learner entries in their workbooks or elsewhere, verified by the assessor, can provide valid evidence.

Assessment opportunities

Learning is not increased by repeated summative assessment, but by extensive feed forward and feedback. Learners should not be assessed for a standard until the assessor is confident that achievement of the standard is within their reach, or until the final deadline for assessment, if there is one.

The need for further assessment can be minimised when assessors:

- ensure learners understand the standard and the test, brief or assignment (the performance criteria or achievement criteria, the range statement and, where applicable, link with the curriculum)
- discuss exemplars of successful work in different contexts with learners
- give learners adequate practice opportunities
- assess learners when they are ready.

A further assessment opportunity occurs when a new, quality-assured assessment is provided after the first opportunity and after further learning has taken place.

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa will offer further opportunity for assessment of a standard time allowing.

See Assessment opportunities in schools and Assessment and Examination Rules and Procedures.

REVIEW: Last review Term 1, 2026. These procedures will be reviewed annually.

SECTION 8. REPORTING ON STUDENT ACHIEVEMENT

8.1 POLICY ON RECORDING OF MARKS AND REPORTING PROCEDURES

Te Kura Kaupapa Māori o Te Orini ki Ngati Awa believes that procedures effective in the recording of marks gives the ability to disseminate quality information to all parties involved in student learning

PURPOSE

- To achieve Charter, Te Aho Matua and National Educational Goals.
- To ensure that quality systems exist to facilitate the storing and recalling of assessment information.
- To provide feedback to students.
- To provide feedback to parents.
- To inform teaching strategies.
- To inform resource allocation.
- To provide information to students on their progress toward a qualification.
- To provide quality information to upload to the NZQA results database.
- All data to be backed up on server.

PROCEDURES

- The marks for each unit and achievement standard will be entered onto "Ngā Hua o Ngā Whakamātautau ā Roto" sheet.
- These papers are to be kept in a unique folder.
- The mark for each student is to be signed off by the student and recorded in their Student Handbook for their own records.
- The marks are in turn to be loaded onto the kura database for NCEA marks.
- These grades are to be made available to each student on request
- Each term, the standards completed, and the grades attained against these standards are to be included in the students' term report. These marks will be aggregated each term in the students report.
- Prior to loading of these grades onto the NZQA website from the Kura database, the integrity of the data is to be checked against "Ngā Hua o Ngā Whakamātautau ā Roto".

REVIEW - Last review Term 1, 2026. Staff utilising these systems evaluate the policy and procedures annually.

8.2 PRIVACY ACT 2020

Schools are required to comply with the Privacy Act 2020

The Privacy Act 2020 (the Act) 1.1 The Act is a comprehensive piece of legislation which sets out rights and obligations relating to the proper source, collection, storage and security, access, correction, accuracy, retention, use and disclosure of personal information.

.

Teachers can comply by

- Keeping student information confidential. No student is entitled to view the results of another student without their permission. Kaiako should take care when handing back assessments or when getting students to check final results.
- Seeking permission from students before using their work as an exemplar.

8.3 VERIFYING AND REPORTING STUDENT RESULTS

The school is required to submit to NZQA accurate results of student achievement.

The following steps will assist kaiako to do this and will also enable students to check their results for accuracy.

1. Kaiako must keep detailed records of all assessments. A paper copy of assessment results must be kept and assessment results must also be promptly recorded electronically in the school's student management software. (Kaiako are only permitted to enter those results which have been subject to the school's internal moderation process, and for which an Internal Moderation Cover Sheet has been completed and submitted to the PN.).

2. Return work to students promptly and so that they can clearly see the outcome of the assessment.

3. Require students to record their assessment results on their tracking sheet.

4. The PN should remind kaiak and students whenever a results file is submitted to NZQA (usually at the beginning of the month, May – December) so that they can use their respective log-in facility on the NZQA website to check entries and reported results.

5. Remind the student to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their kaiako if there are omissions or errors.

6. Remind kaiako to regularly use their schools log-in facility on the NZQA website to check entries and reported results and to inform the PN if there are omissions or errors. NOTE: Staff should be reminded that the schools' student management software cannot be used to accurately check the entries made and results reported to NZQA.

REVIEW - Last review Term 1, 2026. This policy to be reviewed annually.

8.4 POLICY ON STORAGE OF ASSESSMENT MATERIALS

All assessment materials are to be held at a central location within the Wharekura, clearly labeled and retrievable.

Assessment material should be available for sight by a Kaiako, Matua upon request.

An assessment file should contain the following:

1. A copy of the standard.
2. The assessment materials including– student instructions, tasks and resources, the assessment schedule, including evidence and sufficiency statements.
3. All student work including the samples selected randomly for external moderation.

NOTE: Student work from a previous year should not be disposed of until work from the current year is available to replace it with.

4. Evidence of Internal Moderation for each assessment task including tasks used for further assessment i.e. a completed Internal Moderation Cover Sheet for each activity used to assess students.
5. Annotated benchmark samples of students work to maintain consistency of marking from year to year.
6. External Moderation Reports.

REVIEW - Last review Term 1, 2026. This policy to be reviewed annually.

8.5 REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

Frequently asked questions:

1. Can I withdraw students who fail to achieve at a later date rather than record 'N' against their names?

   No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E. They can not be withdrawn for this reason.

2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?

a No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

3. If a student, in consultation with their kaiako, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence but were present in class during the assessment activity do I give them an N for failing to achieve?

   No. The student should be withdrawn by the withdrawal date. As they have produced no work or evidence to achieve the standard an SNA is then appropriate if they can't be withdrawn.

4. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?

   No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

5. One student in a group contributes little and the combined group effort gets an A result. Should this one student get an N, A or SNA?

   This is not the case for an SNA. The result of A or N depends on the school's own policy and procedures with regard to assessing group performances. In some cases, it may depend on the requirements of the standard.

6. If there has been a change in the assessment programme because the school was unable to provide the assessment opportunity do we report N?

   No. This is a case for SNA as there was not an adequate opportunity for assessment.

7. If the department has scheduled two opportunities for assessment, one before 19 September and one after and a student gets N on their first attempt but has not had their second attempt can I report nothing for now until they have had both opportunities?

   No. Each opportunity is an adequate opportunity to achieve the standard. So, the first N must be reported. If they achieve the standard at a later date you can update the reported result, but a blank result or SNA is not appropriate.

8. Will SNA's affect school results and the way these are reported in the media?

   No. School Result Summaries will include N's but not SNA's.

9. If we make mistakes with our entries and don't realise this until after 19 September can we make additional entries and withdrawals?

   No. In line with good practice schools must have procedures to check and verify both entries and reported results. Schools that discover issues after 19 September must

contact NZQA and any changes after this date will be monitored and reviewed as part of the regular MNA process.

10. I don't want to report a lot of N results as it does not reflect well on the students or the school. Is it okay to just leave these results blank?

    No. Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard (consistent with school internal assessment procedures), the outcome of that assessment must be reported to NZQA as N, A, M or E. Leaving it blank would generate an SNA and this is not an appropriate grade in these circumstances.

11. Does this mean that internal and external assessment results are different?

Yes. If a student has an adequate opportunity to achieve the standard in an internal standard they must get an N, A, M or E result. However, in an external exam they may have an opportunity to achieve the standard but if they do not attempt the paper they will get an SNA. The reason for this difference could be because withdrawals were made after exams papers were printed and put into personalised packs or simply because a student ran out of time so an N would not be a fair result.

12. Are the results codes now the same for both internal and external assessment?

    Yes they are but they may mean slightly different things. SNA was introduced for external standard results to separate out the V (did not attempt) codes from the N codes. Students who were absent or did not attempt the paper do not count as an N.

REVIEW - Last review Term 1, 2026. This policy to be reviewed annually.

SECTION 9.ACHIEVEMENT OF GOALS AND OBJECTIVES

Procedures as detailed in the NCEA kaiako handbook to be followed.

This data will be utilised to identify trends in

- subjects
- individual students / groups
- kaiako

This data will also be used to inform

- the allocation of resources
- physical space
- time allocations
- student numbers
- staffing requirements

APPENDICES

NATIONAL QUALIFICATIONS PROCEDURES

The following procedures relate to the overall school management of internal assessment for the NQF, and in particular, the National Certificates of Educational Achievement (NCEAs). Policies and procedures in each subject and department should be consistent with these guidelines. In some cases, it may be sufficient for procedures in each Department simply to refer to overall school policy and procedures. In other instances, it may be necessary to provide more detailed subject specific guidelines.

RATIONALE

Systems for assessment for National Qualifications will be valid, consistent and accurate. They will result in assessment outcomes for Te Kura Kaupapa Māori o Te Orini ki Ngāti Awa students.

PURPOSE

- to ensure fairness of assessment for all students
- to ensure school-wide consistency for internal procedures
- to define roles and responsibilities of staff and students
- to meet NZQA requirements for managing internal assessment and entries in external assessment.

Principles to ensure assessment is fair, valid and authentic fair assessment:

1. Procedures are transparent and well publicised so that all students and staff are aware of their responsibilities. Students receive assessment guidelines at the beginning of the year and course information.
2. Where assessments are not of an on-going nature, assessment dates, due dates and practice external assessments are spread over the year to minimise clashes. The PN co-ordinates the Assessment Calendar.
3. Programmes of learning and assessment allow for and assist students to reach their potential. Departments determine and ensure that they are used consistently within the department. When a student has not reached their potential in an assessment, teachers should review evidence the student has already provided before necessarily considering the need for further assessment at a future date. If deemed necessary, practical and manageable, only one reassessment opportunity should be provided within a year.
4. If a further opportunity for assessment is offered to any student, it must be made available to all students entered for that standard. This is regardless of their performance on the first opportunity. Therefore, further assessment opportunities need to be carefully planned.
5. Record keeping allows for regular feedback to students and caregivers about progress and will provide data for NZQA. The Privacy Act is observed.
6. Appeals procedures are well publicised and allow students to be assured that assessment outcomes and procedures are fair.
7. The Tumuaki's Nominee maintains regular communication with NZQA to ensure that the school policy and policy procedures comply with requirements.
8. School assessment policy and procedures together with departmental implementation are subject to the school's annual quality assurance audit.

Valid assessment:

9. Teachers ensure that all assessment activities and schedules are pre-assessment and post-assessment moderated.
10. Students with special needs are provided with valid and fair special assessment conditions.

Authentic assessment:

11. Teachers will follow school guidelines to ensure authenticity for each internal assessment.
12. Accumulated evidence for each standard is kept to provide evidence of student achievement including a derived grade application for external assessment.
13. Completed student assessments (if required for external moderation) and results are stored in a secure and readily retrievable way.

1.NEW COURSES AND NEW STANDARDS

Requests for new courses will be directed to the PN and the Curriculum Committee for consideration.

- The Curriculum Committee will make recommendations to the Tumuaki and the Tumuaki will inform the whanau.
- The implementation of new courses will be the responsibility of the Teacher in charge.
- A designated teacher will be responsible for a new course.

Responsibilities:

- The Teacher in Charge (TiC) will file course documentation with the PN. Documentation must include:
    - the course objectives
    - the intended target group of students
    - a resource needs analysis including proposed budget and text book requirements
    - the impact of the course on existing courses
    - the following year options for students who are successful in the course
    - the standards offered in the course and the qualification(s) that students in the course will work towards
- The TiC is responsible to ensure that the school is accredited to assess students against the standards in the course, or is responsible to
    - Identify an external provider to assess students
    - ensure that the external provider is accredited to assess students against the standards in the course
    - ensure that a memorandum of understanding is in place between the school and the eternal provider and that this is updated annually
    - ensure that results are reported to NZQA with the correct provider code

Memoranda of Understanding

Where an offsite provider is used by the school to assess students a memorandum of understanding must be in place that clearly states the responsibilities of both the provider and the school.

- The Tumuaki's Nominee (PN) will distribute the school's memorandum of understanding document to TICs who indicate that external providers will be used. This must be completed by both parties and returned to the Tumuaki's Nominee by the specified due date.
- The TIC is responsible to ensure that external providers are accredited to offer the particular standards being assessed.
- The TIC is responsible to monitor the quality of courses to ensure they meet the NZQA Quality Assurance standard as well as the needs of students.
- The PN will store all memoranda of understanding centrally for the year of assessment and for the following year, after which they may be destroyed

2.COURSE REQUIREMENTS

Students must be provided with clear documentation both in regard to overall assessment procedures in each subject and in regard to specific assessment activities. A tracking sheet or generic booklet will be issued to all students outlining the schools National Qualification policies and procedures.

In addition, every subject submitting for NCEA must produce a student handout and issue this to each candidate. An example of a course outline template is given in Appendix A.

The course documentation given to students must contain the following:

1. Course outline - this will include
    - subject name, level and year
    - course aims
    - course description
    - course requirements
    - for each standard offered in the course:
        - the registration number and version
        - full title
        - number of credits
        - mode of assessment – internal or external
        - form of assessment - eg test, practical, seminar, speech, open book, a process of completing a portfolio of work etc.
        - approximate timing of assessment
        - whether a further assessment opportunity is available
        - literacy and numeracy standards are identified.
2. A statement informing students that the school's assessment policies will apply in the course and that a copy of these can be found in the student handbook
3. For specific courses
    - Identification of standards that contribute towards
        - NCEA Level 1 Numeracy
        - NCEA Level 1 Literacy
        - UE Numeracy
        - UE Literacy – reading
        - UE Literacy – writing
    - For Level 3 standards, identification of the subject or domain, so that students can monitor their own progress.
    - Information about other national certificates that the student could gain from the course. For example, The National Certificate of Computing, level 2.

4. For specific assessments

- The due date. All “due dates” should be a Monday where possible. The location of handing in such material will be widely advertised to the students by the TIC of the learning area
- The mechanism used by the teacher to ensure that students submit work that is authenti

5. Monitoring

   The PN must have the following by the beginning of Term 4 each year.

- Course documentation, including a course outline (see above for details) for all New Zealand Qualifications Framework (NZQF) courses.
- Yearly Planner for each NZQF or NCEA course – this will show the timing of assessment and further assessment opportunities across the year. This will enable an assessment school planner to be published before the end of the year.

3.GOOD ASSESSMENT PRACTICE

Standards-based assessment is about recognizing student achievement against predetermined criteria. For an internally assessed standard, the teacher provides an opportunity for students to submit valid and authentic evidence that meets the achievement criteria or elements of the standard. The following form part of good assessment practice:

3. Consider all the evidence - when making an assessment decision, teachers should consider all valid, authentic and standard-specific evidence submitted by students. Terms such as 'formative' and 'summative' may act as a barrier to teachers when making assessment decisions. Valid evidence should be considered by teachers even if the assessment was deemed to be formative. Invalid or non-authentic evidence should not be considered even if the assessment was deemed to be summative.

4. Retain all the evidence - the evidence used to make an assessment decision must be retained so that the teacher's assessment decision to be verified by another subject specialist, or submitted for external moderation if required.

8. Assess when the student is ready – where a student is not yet ready to be assessed, opportunity for further teaching and further learning should be provided so as to avoid predictable failure.

9. Assess over time – teachers can accumulate evidence of achievement from a range of activities completed during the course of the teaching and learning process. This evidence can be drawn not only from formal assessments, but also from standard-specific evidence drawn from class work, assignments, workbooks, or other valid areas.

10. Make the standards transparent - familiarise students with the terms, grade criteria and range statements of the standard, show successful work in another context and explain the schedule and/or evidence statements. Brainstorm responses in class and set up peer-assessing for practice.

11. Unit standards and achievement standards - there should be no distinction in policy or practice between assessment for unit standards and achievement standards. The only distinction is in relation to the range of available grades outcomes.

12. Refer to the standard Assessment Specifications - these are updated annually and are published for each externally assessed standard. They can be accessed from the *Subject-Specific Resources* pages on the NZQA website. They inform teachers and students of conditions, topics or themes that have been set by the subject examiner for external assessment in the current year.

13. Refer to the *Subject-Specific Resources* pages – these can be found at http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-subject-resources/ then find your curriculum area and then click on the heading.

14. You can find the following for most subjects:
    - National Moderator Reports
    - Clarification of Standards documents
    - Moderator newsletters
    - Exam documents (including old exams and assessment schedules)
    - Student exemplars (for some standards)
    - Assessment Reports (external exam reports)

4. MISSED AND LATE ASSESSMENTS

Work that is submitted for marking after the stated deadline will not be included in the body of evidence used to make an assessment decision.

If valid, authentic standard specific evidence of achievement is not available credit for the standard cannot be awarded.

When a student is absent from an assessment the following options may be available to the teacher and the student:

- Consider whether any other authentic and standard specific evidence is available on which a valid assessment decision could be based. This evidence must be documented so that that the teacher's assessment decision can be verified by another subject specialist, or submitted for external moderation if required
- Provide the student with a further assessment opportunity if one is available
- Award no grade, or if the student had an adequate assessment opportunity, award Not Achieved

Extensions

1. When an assignment has been set on a subject it must be handed to the teacher during the class period of the due date.
2. Any student who envisages being unable to complete an assignment on time through circumstances beyond her/his control (sickness, family trauma) should request an extension of time from the teacher.
3. An application for an extension must be made on the *Extension Form* (Appendix I) at least three school days before the due deadline.
4. At that time of the request, work done to date must be displayed along with a signed explanation for the request from a parent/caregiver.
5. Failure to submit sufficient and satisfactory evidence of work done so far will result in no extension being granted.
6. Any extension will not normally exceed 1 week beyond the original deadline and the student will be given full credit for this completed work.
    - This means work due on a Friday, with an extension, becomes due the following Friday.
7. If the extension is approved, the assignment should not be returned to the remaining students until the extension time it has reached

5.DERIVED GRADE PROCESS

Candidates who have been prevented from sitting examinations or otherwise presenting materials for external assessment, or who consider that their performance in an external assessment has been seriously impaired because of exceptional circumstances beyond their control, may apply to the New Zealand Qualifications Authority for a derived grade. Refer to http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools-supporting-information/derived-grade/ for further information.

1. Advice to candidates:

    - impairments must be of a serious nature. This excludes claims on the basis of stress due to examinations, family disturbances, and minor illness.
    - Medical certificates supporting the claim must be provided if the impaired performance is for a medical reason.
    - The impairment must have affected the student during the examination period or have occurred within the month preceding exams
    - impairment candidates should sit the external exam wherever reasonable and practical.

2. A derived grade is possible where:

- the school has recorded a grade in its Student Management System from a valid end-of topic- test or practice exam
- the schools' quality assurance process for internal assessment has been applied to the assessment materials (including completion of an *Internal Moderation Cover Sheet*)
- The school retains a copy of the assessment used to generate the evidence.

3. A derived grade cannot be awarded if there is no grade from practice assessments for an external standard because a student was absent, did not complete an assessment, or because the timing of the teaching has meant no practice assessment was given.

4. Other

- students need to be made aware that practice assessments may be used to generate a derived grade. Therefore, greater consideration may need to be given by students to achieve to the best of their ability in all school based assessments.
- NZQA will conduct audits of the school's processes for recording evidence of student achievement in practice assessments, including records of any quality assurance processes.

6.FURTHER ASSESSMENT OPPORTUNITIES

A key feature of school-based internal assessment is that opportunity for further assessment can be provided to students who wish to improve their grade. Further assessment opportunities are not mandatory and they may not always be practical or feasible to provide.

Resubmission involves the student improving their already submitted work

1. A resubmission should be limited to specific aspects of the assessment and no more than one resubmission should be provided.

2. Students should be capable of discovering and correcting immediately.

3. Any resubmission must not compromise the authenticity or validity of the work

4. A resubmission can be offered after either the first or the further assessment opportunity or after both.

The opportunity for students to improve their work through resubmission is lost if teachers do not promptly return work to students. Because there is no opportunity for further teaching or learning, the student is disadvantaged if there is a time lag between the initial assessment and the opportunity for resubmission.

Further assessment involves the student completing a new task or the same task in a different context

1. One further opportunity for assessment of a standard can be provided each year. This does not mean one must be offered, but if it is offered, it must be offered to all students, and all assessment grades must be available.

2. A further assessment opportunity is only appropriate after additional teaching and learning has taken place.

3. The highest grade gained by a student will be reported to NZQA.

7.APPEALS

A student has the right to appeal any assessment decision. This includes, but are not limited to their awarded grade, an allegation that there has been a Breach of the Rules or a decision affecting their access to assessment.

In the first instance the student should try to resolve the issue directly with the teacher concerned. If this does not produce a satisfactory outcome for the student they should lodge a formal appeal. The student should lodge this within five days of being notified of the initial assessment decision.

A student does not forfeit their right to appeal by acknowledging the return of their work or by citing their grade.

Procedure

- Submit a completed appeal to the Tumuaki's Nominee. (Appendix B)
- The Tumuaki's Nominee will investigate the issue. The investigation could involve the school receiving input from a subject specialist outside the school. The initial marker of the student's work will not be involved in the appeal.
- The decision of the Tumuaki's Nominee is final and they will communicate the outcome to the student in writing. Under normal circumstances this should be done within 10 working days of the appeal being lodged.
- If the reason for the appeal relates to an initial assessment decision made by the Tumuaki's Nominee, the Tumuaki will nominate another staff member to investigate the issue. The decision of this person is final.

8. AUTHENTICITY OF STUDENT WORK

Appropriate conditions for assessment can include:

- students completing work outside of class time
- students receiving feedback from others about their work
- open book assessment
- students working as a group.

In all situations, however, students must be able to attest to the authenticity of their work and teachers must employ appropriate strategies to ensure that work presented for assessment is authentic. Work presented for assessment that is not authentic should not be considered as part of the body of evidence on which an assessment decision is based.

Teachers should be aware that:

- use of unmodified TKI activities may result in students submitting work that they cannot claim as their own
- open-book conditions may compromise the authenticity of student work in some situations
- the school may not be able to provide an authentic result for the Derived Grade process if unmodified use is made of past years' NCEA exams in school mock exams or class tests.

Internal assessment

Students are more likely to submit authentic work if:

- they understand that plagiarism is a breach of the rules and that they are guilty of it when they use the work of another student or published author (includes the use of maps and diagrams or succinct quotations) to support their own statements without acknowledging the other persons work or ideas in either footnote or bibliography.
- they are required to acknowledge resources they used
- include the names of people they consulted about their assessment and briefly described how the person assisted them
- they are required to sign a declaration of authenticity when they hand their work in

Teachers are more likely to receive authentic work from students if they:

- change the context of an assessment from year to year
- modify TKI activities before use
- allow open book conditions only where the standard achievement criteria require the student to demonstrate higher level analytical or evaluative answers such as 'evaluate', 'apply', 'predict', 'analyse'
- hold regular discussion with students on progress
- supervise research by including regular checkpoints
- require students to submit hand written work for teacher scrutiny at intervals during the assessment period
- require students to keep a log book or record of the time they spent on their assignment
- require plans, resource material and draft work to be submitted with the final product.
- require on-going work to be kept on site.
- require the writing up of research findings to be completed in class.

Teachers can verify the authenticity of submitted work by:

- asking students questions about their assessment to determine their understanding
- requiring students to make an oral presentation of their topic to the class
- Asking other students about the contribution made by each group member

If a teacher knows or suspects that a student's work is not authentic they will make a detailed description of what has occurred to cause the suspicion along with any evidence, and submit it to the Principal Nominee. The situation will be investigated as a Breach of the Rules.

Authenticity Statements

The use of authenticity statements alerts students and parents/caregivers to the issue of authenticity. Authentication sheets must be signed by parents/caregivers to attest that the work is their child's own in the following situation-

- external achievement standards where a project, workbook or similar is complied and submitted for assessment
- internal achievement/unit standard where the work is submitted for assessment that has not been completed in front of the teacher (see appendix C).

Please refer to http://www.nzqa.govt.nz/providers-partners/assessment-and-moderation/assessment-of-standards/authenticity/ for more information.

9.BREACHES OF THE RULES FOR INTERNAL ASSESSMENT

Examples of a breach of the rules include, but are not limited to, the following:

- Plagiarism (submitting work that is not the student's)
- Impersonation
- False declarations of authenticity
- Using notes in a test or exam
- collusion (communicating with others, disruption or dishonestly assisting or hindering others during a test or exam)
- Dishonesty (lying about reasons for submitting late work)
- Altering answers prior to seeking an appeal
- Copying from another student, or deliberately allowing work to be copied by others

If a breach of the rules is suspected

- the teacher will retain the evidence of the breach and discuss the situation with the Tumuaki's Nominee
- the teacher will notify the parent/guardian of the alleged breach of the rules
- the Tumuaki's Nominee will investigate the matter, keep a written record of the investigation and consult with other relevant specialists as required. (Appendix D)
- A student can appeal any assessment related decision please refer to the appeals policy
- The PN will make the final decision and notify the student and the parent/guardian in writing of the outcome of the investigation
- The school will report Not Achieved results if the breach is proven.

10.MANAGING ENTRIES AND WITHDRAWALS

The school electronically instructs NZQA to make student entries and processes withdrawals from standards. A file is usually sent on the 1st of each month, May through to December. The submitted data is copied from the schools' student management software.

When teachers check student entries they should do so from the schools' general access page on the NZQA website rather than by using the schools' student management software.

The *Counts by Subject Report* provides a useful summary of the number of entries and reported results for each standard in a subject.

The Standards Search Report provides the list of candidates who have been entered in a particular standard and also any reported results

Teachers should notify the PN of any errors or omissions.

Key Dates

For entries in internally assessed standards:

- The last electronic file was submitted by the PN in early December. After that, the PN can continue to make entries via a link in the school's high security on the NZQA website until the end of February in the following year.

For withdrawals from internally assessed standards:

- Students should be withdrawn by mid-September from any standard that a teacher no longer intends to assess a student against. Withdrawals made after this date are not processed by NZQA.

- If a withdrawal is not made by this date and no assessment is undertaken a result of Standard Not Assessed is reported to students.

For entries in externally assessed standards:

- The school's 1 September file must be accurate with respect to entries in externally assessed standards. Entries made after this date are late and require the school to request additional exam materials. Late requested exam papers are not personalised with candidate details and there is a greater risk that these papers will go missing.

For withdrawals from externally assessed standards:

- Students should be withdrawn by 1 September from any standard that a student does not want to be assessed against. Withdrawals made after this date are not processed by NZQA.

- If a withdrawal is not made by this date and the student does not attempt the assessment, a result of Standard Not Assessed is reported to students.

Other:

1. If students choose not to enter for one or more externally assessed achievement standards, they must continue to actively study that subject until at least the end of Term 3. This involves the student attending the class, doing the work, keeping up notebooks or other records of work, reasonable attempts at home work and importantly, sitting all relevant internal assessment activities.
4. No class teacher may authorise withdrawal from class. The PN will deal with exceptional circumstances.

5. During Term 4 students must attend class but may study for other subjects with the permission of the teacher. Other students must not be disturbed in any way.

6.

11.INTERNAL MODERATION

The purpose of moderation of assessment is to ensure that:

- assessments are consistent with the national standard.
- assessments are fair and valid
- assessors judgements about students or candidate performance are consistent

Schools must report only those assessment results that have been subject to the school's internal moderation process, are complete, up-to-date and verified for accuracy. (*Assessment and Examination Rules and Procedures for Secondary Schools - 4.7 (2) Reporting).* Please refer to http://www.nzqa.govt.nz/qualifications-standards/qualifications/ncea/ncea-rules-and-procedures/secondary-schools/4/4-7-reporting/ for more information.

The Internal Moderation Cover Sheet (Appendix H) must be used to document internal moderation. The steps below refer to the numbered boxes on the cover sheet.

Evidence of internal moderation must be available for every activity used to gather evidence of student achievement and report results to NZQA.

1. Critique (and modify) the materials before use

- All assessment materials, whether sourced commercially, downloaded from websites or developed by teachers, must be checked prior to use to ensure consistency with the registered standard, appropriateness of language, content and context for local students.
- The critiquer is not required to be a subject specialist
- All parts must be critiqued: brief/test, resources and schedule, including evidence and judgment statements.

Good practice

- Critique materials well in advance of their use so that there is time to make any changes
- The assessment conditions e.g. open book should also be considered by the critiquer
- The critiquer should provide feedback on any way that the assessment could be improved
- Agreement about evidence, judgement and sufficiency statements should be reached before assessment begins

2. Inter-class consistency

- To ensure work for all students is marked to the same standard irrespective of class or teacher
- Can involve setting up marking panels or marker rosters in larger departments
- A collaborative approach should start with discussing guinea-pig samples to refine the assessment schedule.

Good practice

- This step is required only where a course is assessed by more than one teacher
- It could involve
  - Cross-assessment
  - Panel or team assessment
  - Class teacher assesses, another teacher verifies

- Class teacher assesses, an outside colleague verifies.

3(a) Mark all student work and verify a proportion of grade judgements

- A sample of at least 8 pieces of student work must be verified (check-marked) by another subject specialist
- Verification involves a second pair of eyes

- Verification involves:
  - re-marking to check for accuracy and consistency
  - reviewing the overall assessment decision against the performance or achievement criteria of the standard
- Verification must be done before the students are informed of their results.

Good practice

- Identify and contact the verifier early
- Verifier remarks in green
- The verifier should not know the grade awarded by the assessor
- Select samples for verification at the grade boundaries
- Where there are multiple classes, select some student work from each class
- For larger groups, select up to 15%
- The verifier should also be alert for any submitted work that is not authentic
- Across the year ensure that as many students as possible have had at least one piece of their work verified
- The verifier should also be alert for work that is not authentic.

3(b) Make a random selection of student work for external moderation, update benchmarks and store assessment materials

- Undertake random selection for all standards assessed
- Copies of student work illustrating a range of achievement in each standard should be retained for future benchmarking of that standard
- Store assessment materials securely

Refer to http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms then click on the PDF file called Guidelines for the selection of student work for moderation for more information.

Good practice

Before making the random selection, remove the names of student who submitted no work

- Benchmarks are annotated samples of student work used to:
  - refresh professional memory
  - help teachers new to the standard
  - ensure consistency of marking from year to year
  - exemplify the standard to students
  - samples should be updated if better ones are identified

- Do not dispose of student work until you have work from a new year to replace it.

4. Maintain understanding of the national standard

- Understanding can be maintained through
  - regular interaction within departments
  - contact with colleagues in other schools, subject advisors or subject associations
  - attendance at best practice workshops
- Find a colleague to discuss a subject-specific assessment matter with.

Good practice

- Maintain a log of your professional contacts
- Attend Best Practice moderation workshops where possible
- Refer to
  - External Moderation reports
  - National Moderator reports
  - Subject-specific resource pages
  -

5 Review materials after use and confirm or modify them for future use

- Assessment materials should be reviewed after the assessment and prior to further use. Documentation of any changes must be kept.

Good practice

- Refer to
  - External Moderation reports
  - National Moderator reports
  - Subject-specific resource pages.

Monitoring Internal Moderation

A copy of each completed Internal Moderation Cover Sheet must be given to the Tumuaki's Nominee,

Results must not be entered on the school's student management software until the completed Internal Moderation Cover Sheet has been submitted.

The *Counts By Subject Report* (located under the *Reports* link in the school's general access) will be used as the master list of standards for which internal moderation must be undertaken.

A completed Internal Moderation Cover Sheet is also required as evidence that practice assessments for eternally assessed standards have been quality assured. Refer to the school's Derived Grade procedure.

12.EXTERNAL MODERATION – NZQA MODERATION SYSTEM

A. Standards selected for External Moderation by NZQA

Every learning area will be annually subject to external moderation.

10. NZQA annually selects standards for eternal moderation. Standards are selected on the basis of reported results from the previous year and the recent external moderation history of the subject.

11. The Tumuaki's Nominee (PN) will notify TICs of the schools' submission date and the standards that have been selected for external moderation. TICs should immediately notify the PN of any request for a change to the selected standards. The school will not request a change of standard because student work has not been retained and securely stored.

12. Samples of student work must be randomly selected. The PN will apply the school's random selection process to the standard results list and inform staff of the students that have been selected.

    - Once final results for a standard have been entered on the student management software the teacher will provide the PN with a copy of the results. Students who submitted no work for assessment must be clearly identified so that their name can be removed from the list.

    - The PN will apply the school's random selection process – choose a student as a starting point and select every third student on the list – and notify the teacher of the outcome.

    - Teachers must not remark or alter the grade for the work of the selected students. This would be a serious breach of professional standards and deemed as an attempt by the teacher to undermine the external moderation process.

13. Teachers are responsible for submission of the following required materials for external moderation:

    - A copy of the initial assessment activity and assessment schedule
    - The student work for the selected students. Note: the student work submitted is that work generated from the initial assessment activity. There may be other evidence of student achievement (for example evidence from resubmission or from further assessment) but the moderator does not require this.
    - A completed *External Moderation Cover Sheet.* (Appendix E) or refer to http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms then click on the document Secondary moderation coversheet – random selection.

14. The PN will dispatch the work to the external moderator by the due date.

15. Upon return of materials from external moderation, the PN will copy the report and return the materials to the TIC with a copy of the *Response to External Moderation* form. (Appendix G)

16. The TIC, in conjunction with the subject teacher, is to complete the *Response to External Moderation* form and submit it to the PN.

- A copy of the new assessment task and assessment schedule must also be submitted for standards where assessment materials were not at the national standard (X)

- A detailed report must also be submitted, outlining the action taken, for standards where assessor judgments were not at the national standard for half, or more than half, of the samples of student work submitted.

17. The TIC or teacher may lodge an appeal if the school requires further clarification of the moderator's comments/judgments. The reason for the appeal should be discussed with the PN, and if the decision is made to proceed, they must be given the appropriate supporting materials including a completed *Moderation Appeal Cover Sheet* (Appendix F) or refer to http://www.nzqa.govt.nz/audience-pages/secondary-schools-and-teachers/forms and then click on the document Moderation appeal coversheet. The PN will submit the appeal to the School's Relationship Manager (SRM) and inform the TIC.

18. The TIC is responsible to ensure that External Moderation Reports are stored with other assessment materials.

13.EXTERNAL MODERATION – ITO MODERATION SYSTEMS

Some departments will offer Industry Training Organization (ITO) standards and teachers must fully comply with the ITO external moderation requirements. To facilitate this, the PN is the school's point of contact for the ITOs that the school engages with.

The procedure for complying with the requirements of ITO external moderation is the same as for NZQA managed external moderation.

The procedure for addressing matters raised in moderation reports from ITO managed external moderation systems is the same as that for NZQA managed external moderation.

14 CONSENT TO ASSESS AND MEMORANDA OF UNDERSTANDING

The TIC is responsible to ensure that the school has consent to assess students against the standards offered in the Department's courses or is responsible to

- Identify an external provider to assess students
- ensure that the external provider is consented to assess students against the standards in the course
- ensure that a Memorandum of Understanding is in place between the school and the eternal provider and that this is updated annually
- ensure that results are reported to NZQA with the correct provider code.

15.SPECIAL ASSESSMENT CONDITIONS

Procedure

1. Students with special learning needs are, in most cases, identified prior to Year 11. Unless a student is new to the school, it would be unlikely that a student requiring Special Assessment Condition would be identified for the first time in Year 11, 12 or 13.
2. Referrals may come from teachers, parents or outside agencies. Students may not self refer.
3. On receipt of a referral, the PN will coordinate the collection of appropriate evidence for the student to be allocated special assessment conditions. This may involve assessment by a Level C assessor, assessment by some other suitably qualified assessor or collation of already existing evidence. This process should be undertaken towards the end of Year 10.
4. Once evidence is provided, the school will decide and apply for the level of assistance required, if any.
5. In February, the relevant teachers will be notified of the approved special assessment conditions. Parents will also be informed.
6. The approved conditions will be made available for all internal assessment. The subject teacher is responsible for notifying the Special Needs Learning Department of upcoming assessments.
7. The PN will apply to NZQA for special assistance for external assessment before 31st July each year or by whichever date NZQA designates. The application must be for the same conditions as were approved by the school for internal assessment.
8. Application must be made each year and supporting documentation must be renewed every three years
9. Special assessment conditions must not be provided for students who are not approved for special assessment conditions. If this occurred, the assessment is invalid and the

student work cannot be included in the body of evidence used by the teacher to make an assessment decision.

16.VERIFYING AND REPORTING STUDENT RESULTS

The school is required to submit to NZQA accurate results of student achievement.

The following steps will assist teachers to do this and will also enable students to check their results for accuracy.

1. Teachers must keep detailed records of all assessments. A paper copy of assessment results must be kept and assessment results must also be promptly recorded electronically in the school's student management software. (Teachers are only permitted to enter those results on the student management software which have been subject to the school's internal moderation process, and for which an Internal Moderation Cover Sheet has been completed and submitted to the PN. Refer to Section 11 – Internal Moderation).

Return work to students promptly and so that they can clearly see the outcome of the assessment.

2. Require students to record their assessment results in their Student Diary or on a course tracking sheet if one is provided.

3. The PN should remind teachers and students whenever a results file is submitted to NZQA (usually at the beginning of the month, May – December) so that they can use their respective log-in facility on the NZQA website to check entries and reported results.

4. Remind students to regularly use their learner log-in facility on the NZQA website to check entries and reported results and to inform their teacher if the are omissions or errors.

5. Remind teachers to regularly use their schools log-in facility on the NZQA website to check entries and reported results and to inform the PN if there are omissions or errors. NOTE: Staff should be reminded that the schools' student management software cannot be used to accurately check the entries made and results reported to NZQA. (Refer to Section 10 – Managing Entries and Results).

6. As near to the end of the year as possible, students should be given the opportunity to sign a printout of their results as they have been recorded in the schools' student management software. Errors or omissions should be reported to the PN.

7. The PN will maintain an accurate database of all student achievement data which will be stored on the Kura server and backed up off site.

18.STORAGE OF ASSESSMENT MATERIALS

All assessment materials are to be held at a central location within the department and clearly labeled and retrievable.

Assessment material should be available for sight by a member of the school's Senior Management Team (SMT) upon request.

An assessment file should contain the following:

7. A copy of the standard.
8. The assessment materials include– student instructions, task and resources, the assessment schedule, including evidence and sufficiency statements.
9. All student work including the samples selected randomly for external moderation.

NOTE: Student work from a previous year should not be disposed of until work from the current year is available to replace it with.

10. Evidence of Internal Moderation for each assessment task including tasks used for further assessment i.e. a completed Internal Moderation Cover Sheet for each activity used to assess students.
11. Annotated benchmark samples of students work to maintain consistency of marking from year to year.
12. External Moderation Reports.

19. REPORTING NOT ACHIEVED RESULTS/ADEQUATE ASSESSMENT OPPORTUNITY

A result of Not Achieved must be reported to NZQA if it is deemed that:

- The work submitted by a student is below the standard required for Achieved.
- The student has submitted no work for assessment but had an adequate opportunity to do so.

Frequently asked questions:

1. Can I withdraw students who fail to achieve at a later date rather than record 'N' against their names?

   No. Where a student has presented work or evidence for assessment or been given adequate opportunity to achieve the standard, the outcome of that assessment must be reported to NZQA as an N, A, M or E. They can not be withdrawn for this reason.

2. If a student partially completes the work in class but fails to hand it in on the day of submission is this an SNA?

a No. By completing some of the work or providing some evidence during the assessment period they have presented some work or evidence for assessment. If they fail to achieve by not handing in the completed work or evidence then they must receive N.

3. If a student, in consultation with their teacher, states from the outset that they do not want to be assessed against a particular standard and they make no attempt to provide any work or evidence but were present in class during the assessment activity do I give them an N for failing to achieve?

   No. The student should be withdrawn by 19 September. As they have produced no work or evidence to achieve the standard an SNA is then appropriate if they can't be withdrawn.

4. If a student is in a course and decides on their own that they do not want to do the assessment, as they would rather get an SNA than an N do we report an SNA?

   No. If they have been given an adequate assessment opportunity they must be awarded an N and not an SNA

5. One student in a group contributes little and the combined group effort gets an A result. Should this one student get an N, A or SNA?

   This is not a case for an SNA. The result of A or N depends on the school's own policy and procedures with regard to assessing group performances. In some cases, it may depend on the requirements of the standard.

6. If there has been a change in the assessment programme because the school was unable to provide the assessment opportunity do we report N?

   No. This is a case for SNA as there was not an adequate opportunity for assessment.

7. If the department has scheduled two opportunities for assessment, one before 19 September and one after and a student gets N on their first attempt but has not had their second attempt can I report nothing for now until they have had both opportunities?

   No. Each opportunity is an adequate opportunity to achieve the standard. So, the first N must be reported. If they achieve the standard at a later date you can update the reported result, but a blank result or SNA is not appropriate

8. Will SNA's affect school results and the way these are reported in the media?

   No. School Result Summaries will include N's but not SNA's.

9. If we make mistakes with our entries and don't realise this until after 19 September can we make additional entries and withdrawals?

   No. In line with good practice schools must have procedures to check and verify both entries and reported results. Schools that discover issues after 19 September must

contact NZQA and any changes after this date will be monitored and reviewed as part of the regular MNA process.

10. I don't want to report a lot of N results as it does not reflect well on the students or the school. Is it okay to just leave these results blank?

    No. Where a student has presented work or evidence for assessment OR has been given an adequate opportunity to achieve the standard (consistent with school internal assessment procedures), the outcome of that assessment must be reported to NZQA as N, A, M or E. Leaving it blank would generate an SNA and this is not an appropriate grade in these circumstances.

11. Does this mean that internal and external assessment results are different?

Yes. If a student has an adequate opportunity to achieve the standard in an internal standard they must get an N, A, M or E result. However, in an external exam they may have an opportunity to achieve the standard but if they do not attempt the paper they will get an SNA. The reason for this difference could be because withdrawals were made after exams papers were printed and put into personalised packs or simply because a student ran out of time so an N would not be a fair result.

12. Are the results codes now the same for both internal and external assessment?

    Yes, they are but they may mean slightly different things. SNA was introduced for external standard results to separate out the V (did not attempt) codes from the N codes. Students who were absent or did not attempt the paper do not count as an N.

20. POLICY REVIEW

This assessment policy will be reviewed annually by the school's Senior Management Team.

The revival process will consider input from teachers and include changes to the *Rules and Procedures* as notified by NZQA.

The school's other NQF documents, including the Student Handbook will also be updated to reflect these changes