Managing National Assessment Report

Te Kura Taumata o Panguru

25 o Mahuru 2024

FINDINGS OF THIS REVIEW

Te Kura Taumata o Panguru

25 o Mahuru 2024

Consent to assess confirmed

This review found that the kura is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

No significant issues with the kura management of national assessment were found. The kura has their own review mechanisms which allows them to identify and respond to most issues.
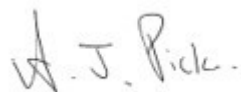
As a kura with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Review the effectiveness of external moderation follow-up.	Immediate.
Credible assessment practice to meet ākonga needs	
Review and update links to the documentation provided for kaiako.	Immediate and ongoing.

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Kura Quality Assurance and Support

5 November 2024

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External and internal review

External review

Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 7 o Mahuru 2018 Managing National Assessment Report
As agreed in the last report suggested changes have been made and kaiako have a clear understanding of standard-specific evidence used when reporting derived grades. There is now a documented process to support this, and the kura is in the process of reporting these derived grades to NZQA.

External moderation response to outcomes and processes Te Kura Taumata o Panguru has a clear process for documenting the discussions and actions taken to address issues identified in external moderation. Ongoing trends for Not Yet Consistent and Not Consistent are apparent in some subject areas, and to address this kaiako should share these reports with their verifiers to improve judgements.

External moderator feedback indicates there are areas of development needed in certain subjects with ongoing concerns over previous years. Discussions and analysis of external moderation takes place, however monitoring and evaluation of the effectiveness of actions taken to resolve the issues is required and can include adapting current responses to ensure changes lead to improvement. This could be to find another verifier, use Pūtake, NZQA's Learning Management System and seek subject association assistance. Strengthening the consistency of assessor grade judgements the standard will provide confidence to the leaders of the kura that results for internal assessment reported to NZQA are credible.

Internal review

Evidence of the kura using its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Te Kura Taumata o Panguru are using its effective self-review processes based on kaiako and ākonga voice to review ākonga engagement and achievement in programmes and to implement changes that reduce barriers to success for all ākonga.

The most recent strategic review occurred due to the kura changing their designation to Ngā Kura ā Iwi, in which they aligned whānau, hāpori and rohe aspirations to academic achievement. Senior Leadership and the Board of Trustees are interconnected informing the kura strategic review that integrates more practical and process-based reviews, such as 'Implementing Leadership in Practice' programme within the kura provided by Ministry of Education as well as assessment for qualifications.

Kura senior leadership work collaboratively with kaiako to build ownership to effectively deliver the NCEA qualification. The Principal's Nominee regularly discusses NCEA policy and procedures and refers kaiako every week to key dates and best assessment practice. The Principal's Nominee is now succession planning to collaboratively build the confidence and capability of staff to fulfil the Principal's Nominee position when she retires in the next year. One example of the expanding knowledge and understanding across the kura is the sharing of the analysis of

external moderation with the Board of Trustees annually for discussion, and identification of areas for improvement

Self-review tool to provide ongoing reflection   Self-review occurs within the whānau Paerangi, using the NZQA website as a reference to support ākonga and whānau. There is a shared document that has been used by the kura since 2020 to provide kaiako with a more coherent area to all staff to evaluate practice and required changes and inform future planning.

The continuous cycle of reflection assists with identifying and resolving gaps in ākonga learning. Paerangi kāiako consider next steps that focus on improving course design to ensure effective and culturally responsive engaging pathways. The kura promotes opportunities for all ākonga to enjoy success by incorporating waka ama, kapa haka, community activities and external courses.

The Tumuaki continues to develop her staff in areas to strengthen their teaching and learning practice to achieve mātauranga in their preferred expertise. There are subject-specific Professional Learning Development workshops available to staff to strengthen content knowledge and teaching practice. This promotes effective teaching and learning and assessment capability within the kura.

Credible assessment practice to meet ākonga needs

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

Review and update links to the documentation provided for kaiako   The Principal's Nominee needs to review NCEA documentation and update some of the links to the NZQA website as they are not working or need information updated due to the changes that have taken place. Providing current information will help support kaiako understanding and consistency of practice, enabling ākonga access to fair assessment.

Kura multi-pronged approach supports engagement and achievement   The kaiako are committed to equip ākonga with access to programme pathways and enhance attainment through analysing ākonga voice and kura-wide data sharing. The kaiako collaboratively continue to develop ongoing evaluation processes from evidence to successfully meet ākonga needs by implementing programmes to support ākonga if identified. Data summaries are provided by kaiako to help make evidence-based decisions in collaboration with ākonga and whānau. This allows kaiako to justify changes to courses, confirm best sequencing of standards and the provision of a relevant Te Marautanga ā kura (localised curriculum).

The kura is isolated, therefore engagement with external providers and the community to access more learning and assessment opportunities for ākonga is a priority. The Principal's Nominee ensures she identifies ākonga career pathways to align with individual employment or future education or vocational goals.

The kura has engaged with digital assessments to continue to develop ākonga and kaiako agency and to provide confidence in the digital first environment of the NCEA Change Programme. Nearly two thirds of ākonga are entered in digital external assessments.

Ākonga interviewed spoke highly of their kaiako, the support and learning provided and assessment opportunities that they are offered at the kura. Celebrations are

advertised around the classrooms with photographs and in pānui. Whānau Paerangi have a chat group tool that is successfully used to keep the whānau informed about upcoming events and requirements for ākonga.

Implementation of Literacy/Numeracy and Te Reo Matatini me te Pāngarau
The kura are participating in Te Kete Manarua and Te Reo Matatini me te Pāngarau to provide exposure to ākonga and to identify the gaps and recognise what improvements are needed to scaffold ākonga learning.

In response to the Literacy and Numeracy co-requisites as a requirement for qualification attainment, there is a targeted kura-wide approach to the development of skills and competencies in preparation for the assessment and its implementation. This is enabling ākonga to practise and consolidate their skills and kaiako to evaluate ākonga readiness through the use of assessment tools.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

The kura shares ownership of the quality assurance processes for moderation, with the engagement of suitably qualified subject specialists from within and outside the kura to purposefully select and verify samples of ākonga work. The kaiako documents internal moderation processes and stores these records digitally with exemplars as guides to reflect best practice. Regular marking hui with kaiako are held to establish a common understanding of standards, involving Professional Learning Development providers and occurring in cluster hui. The kura write culturally responsive assessment tasks and exemplars in all subject areas, getting them reviewed by Professional Learning Development facilitators and subject specialists before use. This process has helped the kura to identify the need to expand its use of verifiers in single kaiako departments to rectify any remaining or ongoing inconsistencies with grade decisions. Involvement in ongoing professional dialogue is enabling kaiako to develop confidence as assessors and is strengthening quality assurance practice across the kura, supporting the quality and integrity of grades awarded.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Taumata o Panguru has effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations

- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer

- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement

- assessing ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet ākonga needs

- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support

- providing opportunities for digital assessment including digital exams

- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals

Te Kura Taumata o Panguru has effective processes and procedures for:

- managing missed or late assessment

- managing resubmission and further opportunities for assessment

- investigating ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work

- assuring valid, verifiable and standard-specific evidence is collected for derived grades

- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Taumata o Panguru has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements

- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work

- using grade verifiers from outside the kura

- documenting the completion of steps within internal moderation processes

- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Kura Taumata o Panguru has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored

- selecting sufficient samples of ākonga work to NZQA requirements

- responding effectively to external moderation outcomes and providing support for assessors where appropriate

- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Te Kura Taumata o Panguru effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress

- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered

- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kura Taumata o Panguru reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data

- checking Key Indicators and NZQA reports to identify and resolve any errors

- conducting ākonga and kaiako checks of entries and results at key times during the year

- ensuring low levels of late external entries, and internal entries with no results

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

- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, and ākonga and their whānau about assessment

Te Kura Taumata o Panguru has effective processes and procedures for:

- ensuring ākonga receive outlines for courses they undertake

- supporting ākonga to monitor their achievement

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

- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

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

- celebrating ākonga success.

Te Kura Taumata o Panguru assists common understanding of assessment practice by:

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

- informing ākonga about suitable learning pathways

- supporting ākonga to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kura Taumata o Panguru:

- has addressed issues identified through NZQA's Managing National Assessment review and through the kura own internal review

- manages assessment practice for national qualifications

- manages internal and external moderation

- makes use of and manages assessment-related data

- maintains the currency of assessment policy and procedures, and communicates them to staff, ākonga and whānau.

Why we review how kura are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that kura are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and

- to help kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024.*

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the review processes of the kura, assessment practice and quality assurance

- requiring action from the kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*

- agreeing action with the kura where an issue has been identified that could become significant if not addressed

- making suggestions for the kura consideration to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the kura internal assessment.

- A check on specific aspects of assessment systems on an annual basis.

- A check on the kura assessment systems at least once every five years.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

Prior to the visit the kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- Assessment Policies and Procedures
- *Kaiako Handbook, Managing National Assessment, Te Kura Taumata o Panguru 2024*
- *Aromatawai for ākonga, Te Kura Taumata o Panguru 2024*

The Kura Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
  - Pāngarau/Pūtaiao
  - Te Reo Māori/Te Reo Rangatira/Te Ao Haka
  - Te Mātauranga a Koiora
- three ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.