

Managing National Assessment Report

Te Kura Kaupapa Māori o Tupoho

July 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Tupoho:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that schools are meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess, in combination with the most recent Education Review Office report and;
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2017* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*
- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the school's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on each school's assessment systems at least once every four years.

How we conducted this review

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

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Kura Kaupapa Māori o Tupoho-Policy and Procedures for Assessments for National Qualification - 2017*
- *Te Kura Kaupapa Māori o Tupoho 2017 Student and Staff Handbook*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students and Heads of Department for English, Information Technology, Mathematics, Music, Physical Education and Te Reo Māori.

There was a report-back session with the 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.

SUMMARY

Te Kura Kaupapa Māori o Tupoho 2017

Significant issues found

This review found significant issues that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within three years with a return visit within 12 months to check progress on systems for responding to external moderation outcomes and for monitoring planned actions and responses.

Lack of formal response to external moderation The kura does not have a formal system for responding to poor external moderation outcomes. The kura needs to have a system that allows kaiako to develop action plans in response to issues raised by the moderators, the success of which needs to be monitored by senior management; a requirement of its consent to assess against standards. To assist with this, the kura has agreed to introduce a standard document that will help formalise its processes for responding to external moderation feedback and assist monitoring of its completion.

Actions required to address significant issues

In order to address these issues, the school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)

Agreed action

The school agreed that the following action will improve the quality of their assessment systems. The action is to:

- introduce a standard document that allows kaiako wharekura to formally respond to external moderation outcomes and monitor their completion.

What the school is doing well Te Kura Kaupapa Māori o Tupoho continues to manage most aspects of assessment and moderation effectively. The kura works hard to ensure that it is meeting the assessment needs of all ākonga wharekura through a Māori medium context. A range of practices are in place to ensure that assessment programmes enable ākonga to pursue qualifications which are gained in a credible and robust manner.

The kura is progressing with its use of digital tools for gathering achievement evidence. Senior managers encourage the gathering of digital evidence to enable Te Kura Kaupapa Māori o Tupoho to engage in digital assessment opportunities and to utilise NZQA's digital assessment and moderation work streams.

Internal Moderation Cover Sheets are completed for all standards before results are reported to NZQA. The cover sheets assist senior management to monitor internal moderation, in combination with curriculum audits and conversations with subject leaders.

Assessment data is accurate and effectively managed by the Principal's Nominee.

The kura has a range of effective communication systems for ensuring understanding about assessment including hui kanohi-ki-te-kanohi, online and hardcopy pamphlets and booklets. These systems empower the kura community to support ākonga with their academic achievement and ensure consistent wharekura-wide assessment practice.

The Principal's Nominee is effective in her role. She works in partnership with the Tumuaki to ensure the credibility of assessment and moderation practice at Te Kura Kaupapa Māori o Tupoho.

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30 November 2017

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2vi, 3v)

Action Items from 13/14 July 2014 Managing National Assessment Report

No significant issues were identified in the 2014 review and all agreed items have been actioned.

Inadequate response to external moderation outcomes Kaiako did not complete a response to external moderation process or develop action plans to deal with the issues raised by moderators. The new Principal's Nominee did not know these reports were to be completed and senior management did not monitor strategies to resolve low agreement rates. This is a significant issue as addressing external moderation outcomes is a requirement of consent to assess against standards (see CAAS Guideline 2.6iv).

The Principal's Nominee has agreed to develop a formal process for responding to external moderation that is documented and used by all kaiako wharekura. This will help to improve external moderation outcomes, and enable senior managers to evaluate the effectiveness of responses.

Response to data issues An agreed item in the 2014 review was to monitor entries for external examinations to ensure they are made by 1 September every year. Systems for monitoring data have improved and become embedded effective practice, with no need for supplementary examination papers in the last two years.

Internal review

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

The senior management team is embedding self-review processes that will strengthen assessment and moderation practice within the wharekura. Recent developments include:

- the capacity for ākonga and their mātua to access their results online
- a robust process for monitoring internal moderation
- the introduction of a wananga assessment week each term
- modifying the kaiako and ākonga NCEA handbooks to make them more user-friendly for 2018
- Ministry of Education-funded Information Technology training for all ākonga wharekura.

These enhancements reflect the capacity of the kura to make responses to a range of factors to improve assessment practices and procedures.

Required action

The following action is required to ensure effective response to external reviews. The school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*).

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review. Senior management undertakes to:

- introduce a standard document that allows kaiako wharekura to formally respond to external moderation outcomes and monitor their completion.

How effectively does the school's assessment practice meet the needs of its students?

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Te Kura Kaupapa Māori o Tupoho has effective processes and procedures for meeting the assessment needs of their students by:

- using achievement information from previous years to match assessment to ākonga abilities
- providing a thematic approach to assessment using local cultural contexts such as Tangaroa, Whanganui Awa, Maunga Taranaki, Kaupapa a iwi, Parihaka and noho Marae
- assessing when ready, as appropriate, including using a week-long wānanga approach, each term, to carry out theme-based assessments
- promoting digital assessment opportunities, where appropriate
- ensuring literacy and numeracy achievement is tracked.

Te Kura Kaupapa Māori o Tupoho has effective processes and procedures for:

- developing kaiako capability in creating and delivering standard-specific, valid and authentic practice assessments during the school year, to support derived grade applications should the need arise
- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate
- gathering evidence of achievement through the use of digital tools
- ensuring ākonga evidence of achievement is authentic using multiple strategies including the signing of authenticity forms for each standard
- meeting the requirements of the Privacy Act 1993.

Digital assessment strategies developing The kura is developing methods for gathering digital evidence of achievement in the form of digital portfolios, photos, videos, power-point presentations and word-processed assignments. In 2017, ākonga and kaiako have been receiving outside support and support from on-staff experts, to upskill in using digital technologies for learning and assessment. Senior managers encourage the use of digital tools for gathering evidence, and in learning and assessment by ākonga. This will also support the kura to engage with NZQA's digital assessment and moderation work streams.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Te Kura Kaupapa Māori o Tupoho has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- ensuring that all wharekura kaiako understand the procedures and expectations of internal moderation, including their correct use of the *Internal Moderation Cover Sheet*
- the Principal's Nominee monitoring assessment and moderation through reconciling kaiako documentation with practice
- ensuring bench-mark exemplars and external moderation reports are stored to assist with making future assessment decisions
- developing wider networks of subject experts to verify ākonga work.

Te Kura Kaupapa Māori o Tupoho has effective processes and procedures for managing external moderation by:

- ensuring sufficient samples of ākonga work are adequately stored should they be required for external moderation
- ensuring all requested assessment material is available and submitted to NZQA on time
- ensuring that assessment material, which is born digitally, is securely stored so that it can be submitted digitally for external moderation, if required.

Internal moderation processes followed All kaiako wharekura follow the internal moderation processes of the kura. Moderation cover sheets are completed for all standards before results are reported to NZQA. The cover sheets assist senior management to monitor internal moderation. Results are not reported to NZQA until the Principal's Nominee has seen the cover sheets and met with the kaiako. To enhance internal moderation practice and develop professional support networks, the kura is encouraged to engage with the Whanganui schools' half-day NCEA moderation afternoons.

Decline in kaiako external moderator agreement rates There has been a decline in kaiako moderator agreement rates in the last two years. This has coincided with the change of Principal's Nominee who has realised she was not checking the completion of the Internal Moderation Cover Sheets thoroughly enough as some task critiquing had not been done adequately and some verifiers were not subject experts with current NCEA-standard knowledge.

A new quality assurance process has been introduced for 2017 onwards, where in Term 2 and Term 4 the Principal's Nominee and Tumuaki meet curriculum leaders to review and discuss how internal moderation is going within their subjects. This review is a checking mechanism to confirm that all Kaiako are complying with the expectations of the kura, ensuring there is sufficient evidence to show that all tasks have been critiqued, that student work has been verified appropriately and that all

relevant assessment materials have been stored properly. Senior managers expect that these steps will ensure improved agreement rates with the external moderators.

No response to external moderation Under its consent to assess against standards, the kura is required to address external moderation outcomes. This is not currently occurring in any formal manner within the wharekura. It is important that the kura develops a robust system for responding to external moderation outcomes and for monitoring planned actions and responses. This will strengthen the confidence Te Kura Kaupapa Māori o Tupoho has in the credibility and validity of results it reports to NZQA.

Required action

The following action is required to ensure effective response to external reviews. The school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*).

For consideration

To extend school practice in assurance of assessment quality, the kura is encouraged to consider:

- becoming part of the Whanganui schools' half-day NCEA moderation afternoons to further develop its professional networks and support its goal of improving external moderator agreement rates.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Kura Kaupapa Māori o Tupoho effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - ensuring all NZQA fees are paid on time
 - identifying academic strengths to support the development of appropriate assessment programmes for ākongā
 - tracking progress towards gaining qualifications through ākongā mentors
- **reports accurate achievement data by:**
 - submitting all data file information in a timely manner
 - including kaiako in its processes for checking accuracy of data before and after it is reported to NZQA
 - withdrawing entries when and as appropriate in
 - checking Key Indicators to ensure only results for standards for which the school has consent are reported.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii)

Te Kura Kaupapa Māori o Tupoho has effective processes and procedures for:

- ensuring ākonga receive outlines on a common template for all courses they undertake
- supporting kaiako new to the kura
- providing ākonga and whānau on-line access to results data
- maintaining the currency of assessment policy and procedures
- communicating assessment policy and procedures to staff, ākonga and their whānau through, for example:
 - holding regular NZQA related hui with whānau throughout the year
 - facilitating whānau-kaiako interviews
 - regular hui kaiako where assessment and moderation processes are discussed
 - providing hard-copy and online assessment documents.

Te Kura Kaupapa Māori o Tupoho assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that ākonga understand what they need to achieve in order to gain a qualification, through discussion with kaiako mentors.

Kaiako and Ākonga NCEA handbooks under review The kaiako and ākonga whānau NCEA booklets are currently under review as part of the self-review processes of the kura. This includes consultation with whānau ākonga and kaiako and a board of trustees sub-committee.

The two documents provided for this Managing National Assessment review contained all the required information on assessment for national qualifications, but also pages of unnecessary information, more appropriately placed in a Quality Management Systems document. Senior management agrees that the handbooks need to be edited to remove irrelevant information, making them better suit the purpose of providing information necessary for the effective management of assessment for national qualifications.

The kura has also decided through its own self-review that the language in both booklets needs to be simplified so the booklets are more user-friendly. The new versions of each booklet are due to be completed by the end of Term 4 so they can be used in 2018 to inform all stakeholders including kaiako new to NCEA.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- editing the kaiako and ākonga handbooks to remove irrelevant information.