

Managing National Assessment Report

Te Kura o Kokohuia

Pipiri 2022

FINDINGS OF THIS REVIEW

Te Kura o Kokohuia

14 Pipiri 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

Actions and considerations

No action required

The school has no action items relating to the quality of its assessment systems.

For consideration

To extend good practice in meeting taura needs and supporting assessment practice, the school is encouraged to consider:

- updating the Board of Trustees Assessment Policy to include new resubmission rules and derived grade processes
- completing the update of kaiako and taura assessment booklets to include new resubmission rules and the derived grade processes.



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10 August 2022

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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 May 2018 Managing National Assessment Report The kura has completed the Consideration action item from the 2018 report. A formalised practice of kaiako regularly having taura check their own results through the NZQA Learner login has provided an additional layer of assurance to senior managers that all taura results reported to NZQA are accurate.

External moderation processes and response to outcomes Since the previous MNA review, in response to past external moderation feedback finding there were a number of standards with inconsistent decisions, the kura have reviewed and made changes to their systems of verification and checking in order to improve the assessor decisions for each standard submitted.

The kura has a process in place where the kaiako look at all of the moderation feedback together and look for avenues to further improve their assessor judgments leading to greater consistency with the standard in the most recent set of responses. The kaiako then create an action plan to address any feedback from the moderator, ensuring the action items address the points made by the external moderator.

The Principal's Nominee monitors the completion of action plans to ensure that any issues are recorded and followed up effectively.

In 2021 there was only one standard where teacher assessment judgements were Not Consistent with the moderator's assessment showing an immediate improvement following the changes made.

Internal review

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

The kura has effective processes for reviewing assessment administration kura-wide and at subject level. In response to the on-going disruptions caused by Covid, the kura has firstly made sure that taura and kaiako well-being is cared for. Secondly, using the flexibility in the NCEA system they have developed systems to cater to taura needs and whānau situations. These include using technology to track taura engagement and progress and also using kura networks to gain insight into how other kura have managed the recent disruptions to decide what best fits them as a kura. In recent years the kura has made adaptations to have more digital assessment and submission of taura work. This has led to a more confident staff and greater opportunity for taura to achieve a qualification. Kaiako capability in hybrid learning has rapidly improved due to the circumstances and this is seen to benefit teaching practice in the long run.

Preparing for new NCEA standards The kura are participating in the Te Ao Haka pilot in 2022. Further to that, they are putting steps in place to ensure that they are ready for the implementation of the NCEA changes, alongside the integration of

curriculum content to better suit future aspirations of the taira. Te Kura o Kokohuia is using kaupapa Māori events like Puanga as the basis of an integrated learning curriculum, where in this example the learning culminated in one night of celebrating with whānau. It is anticipated that this will lead to taira being more invested in their own learning and strengthen engagement in assessments. Senior managers are leading this initiative and giving ownership to kaimahi to come together and decide which standards best fit the content and then only assess when the taira are ready.

Documentation Review The kura has had a new Principal's Nominee since 2021. With that change the kura saw a need to update all NCEA documentation for kaiako and taira. They are still going through the process of updating these booklets; identifying, reviewing and responding to what the community need to know about NCEA. The kura school also consider including the Board Of Trustees Assessment policy in their review to ensure the most up to date changes included.

Credible assessment practice to meet taira needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Pouārahi leads kaiako with mentoring of taira All taira go through a whānau wānanga at the beginning of the year to set goals and hear kaiako outline assessment workload and expectations. The Pouārahi receives feedback from the kaiako about which students will need guidance and assistance and which require Special Assessment Conditions to be applied for. This provision is then monitored throughout the academic year. The kaiako discuss the learning and assessment needs of each taira NCEA with other staff to gain a deeper and wider understanding of each one in order to provide a total wrap around support network.

Individual Learning Plans (ILPs) for taira NCEA Te Kura o Kokohuia have a small number of taira NCEA. The kura endeavours to reflect the Mission Statement of the kura in all course content in order to live within its kaupapa. ILPs contain elements of Literacy and Numeracy standards and are further made up from a combination of the learning areas available within the kura; Te Ao Haka, Te Reo Māori, Hākinakina, Toi etc. The kura also accesses learning and assessment through external providers including UCOL and Ag Challenge to further support the academic goals of individual taira.

Timeliness of entries and results The Principal's Nominee monitors all entries, including those from external providers and follows up on any results not submitted in a timely manner. In 2020 the kura had many late entries and results recorded, which could have led to taira missing out on a full set of results for entry to tertiary institutions as well as halls of residence. The current Principal's Nominee improved processes in 2021 which resulted in no late entries or results needing to be recorded.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Internal Moderation Processes meet NZQA requirements The Principal's Nominee tracks all internal moderation and ensures that the process is completed before submitting results to NZQA. Kaiako upload moderated work into a digital folder and also store any physical material in the Principal's Nominee's office. An internal moderation coversheet is added to the digital file, ready for the Principal's Nominee to process and upload work for external moderation at the appropriate time. Due to the small number of taura in most cases it is all of the taura work that is sent.

External grade verification The kura has forged working relationships with kaiako from another kura Māori as well as the local high school for mutual internal moderation and grade verification purposes. These professional links established through internal moderation have improved assessor judgements, which has been instrumental in lifting external moderation outcomes in recent years showing effective quality assurance practice in the kura.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of taira

Te Kura o Kokohuia has effective processes and procedures for meeting the assessment needs of their taira by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on taira interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so taira can present their best standard-specific evidence of achievement
- assessing taira when they are ready
- using a range of methods for collecting assessment evidence, to meet taira needs
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

Te Kura o Kokohuia has effective processes and procedures for:

- managing resubmission and further opportunities for assessment
- investigating taira appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of taira work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding taira privacy in the issuing of taira results.

Effective internal and external moderation to assure assessment quality

Te Kura o Kokohuia 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

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

- ensuring samples of taurira work are available for submission by being adequately stored
- selecting sufficient samples of taurira work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura o Kokohuia effectively uses assessment-related data to support achievement outcomes for taurira by:

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

Te Kura o Kokohuia 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 taurira 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 school holds current Memoranda of Understanding.

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

Te Kura o Kokohuia has effective processes and procedures for:

- ensuring taurira receive outlines for courses they undertake
- supporting taurira to monitor their achievement
- discussing assessment policy and procedure with kaiako, and providing updates of NCEA information throughout the year
- reporting on taurira progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

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

Te Kura o Kokohuia assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for taura
- informing taura about suitable learning pathways
- supporting taura 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 o Kokohuia:

- 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, taura and whānau.

Why we review how schools 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 schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2022* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school’s review processes, assessment practice and quality assurance
- requiring action from the school where an issue is identified that significantly impacts on the school meeting the requirements of their *Consent to Assess*

- agreeing action with the school where an issue has been identified that could become significant if not addressed
- making suggestions for the school's consideration to enhance good assessment practice.

What this review includes

The review has three components:

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

How we conducted this review

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

Prior to the visit the school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Assessment of NCEA and Unit Standards, booklet* (Staff and Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
 - Te Ao Hurihuri (English, Hauora)
 - Mana Kī (Manaaki Marae, Raranga, Taonga Pūoro)
 - Te Poho o Rangi (Pūoro, Pāngarau)
 - Taiki e (Tikanga ā Iwi, Te Reo Māori)
 - Mana Tuauki (Te Ao Haka, Te Reo Māori)
 - Toi o ngā Rangi (Hākinakina, Ngā Toi)
- Tokotoru ngā taurira.

There was a report-back session with the Pouārahi, Principal's Nominee and kaiako NCEA 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.