

Managing National Assessment Report

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga

10 August 2023

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga

10 August, 2023

Consent to assess confirmed

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

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

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

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions and considerations

Agreed action

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

Action	Timeframe
Credible assessment practice to meet ākongā needs	
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to external assessments in 2023

For consideration

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

- utilising assessment experts who have recently moved from the wharekura as appropriate.

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School Quality Assurance and Liaison
15 December 2023

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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 1 May 2019 Managing National Assessment Report

The only agreed action item from the 2019 Managing National Assessment report was to follow kura systems and ensure timely reporting of internal results data. Systems are now being followed whereby nearly all assessment data is reported in line with NZQA expectations. This ensures ākongā and whānau can access assessment data in a timely and meaningful manner. For efficacy of data management the Principal's Nominee entered results achieved just prior to the final data file submission using the web entry functionality when it opened. Results Not Reported entered for the 2022 year were well below the national average showing a vast improvement on previous years; a strong indication that expectations to follow procedures since 2019 have been heeded.

External moderation response to outcomes and processes The kura has a process whereby all external moderation feedback is evaluated and acted on. This occurs even when the feedback from moderators is consistent with kura judgements, as this affirms the good work that kaiako at Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga have done. From the fourteen standards of ākongā mahi submitted² for external moderation in 2021 and 2022 only one standard was deemed to be not yet consistent with the standard. The simple method of filling in a response to external moderation feedback in tandem with the Principal's Nominee soon after the feedback is available, ensures that any shifts in assessment practice can be put in place prior to the standards being assessed the following year. Timely response to external moderation feedback complements the process of evaluating assessment programmes upon their completion, supporting competency of and confidence in, assessment practice across the wharekura.

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)

Self-review practice is embedded at all levels of the kura from senior management to ākongā. Examples were discussed during this review that demonstrate how the kura manages to embed the principles of Te Aho Matua into assessment practice which is underpinned by the reo and tikanga of Ngāti Kahungunu. These principles can be complementary to assessment practice and can become an integral part of assessment context. Examples of this included regular expressions of tikanga, such as mōteatea at whakatau, being used as naturally occurring evidence for Te Ao Haka assessment, kaiako evaluating assessment programmes on completion with a tikanga focus and the use of various forums to gauge ākongā voice and acting on it.

Changing distribution of ākongā numbers in the kura has led to two very experienced NCEA kaiako moving down to the middle kura, strengthening teacher quality and leadership across the kura as a whole. As the two experienced kaiako have been replaced in the wharekura, there is now an increase in the overall number of kaiako, across the kura, who have NCEA assessor expertise. The acting tumuaki is keen to utilise the two previous kaiako wharekura to verify current NCEA grade judgements, where needed, as they still have current standard specific knowledge. Their

knowledge and advice around assessing for national qualifications will also be utilised as needed. The kura is very fortunate they have been able to expand NCEA assessor capacity in this way.

The kura is also expanding its capacity to deliver online assessments and have invested in a set of new devices which will be available to ākonga for all assessment purposes, including digital external examinations. This decision will ensure that ākonga at Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga can take advantage of all evolving online assessment modes, such as Common Assessment Activities, portfolio submissions and digital examinations.

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 Schools, TEO's assessing Achievement Standards and Candidates 2023)

Consistent assessment practice The Principal's Nominee at Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has worked hard to ensure that assessment practice across the wharekura is consistent with NZQA requirements. Kaiako are motivated and committed to the kura and its kaupapa. There is a wide range of assessment modes used to assess ākonga which includes video recordings of performance and presentations of evidence, time bound written assessments and projects that are developed over time. With compulsory core subjects and a limited number of optional subjects, all kaiako are experts in their subjects. This expertise in subject matter and content, along with kaiako outside of the wharekura who are also subject experts represents a significant strength for the kura for continuous improvement in the quality of assessment systems and practices for national qualifications.

Blended digital assessment practice The school is developing its use of technology in assessment to accommodate the imminent implementation of the NCEA Change programme and to better meet student needs. The Principal's Nominee and kaiako integrate digital practice with effective practices of the kura. This includes greater use of digital capabilities in internal moderation. Assignments and authenticity statements are now stored electronically for future use, such as for online external moderation. The school is discovering an array of benefits from the emergence of online assessment and moderation practice, including more efficient moderation processes, an increase in use of student logins, tidy presentation of assignments which are easier to read and quicker to mark, and developing online internal verification. These benefits will continue to be realised as the kura develops its use of technology in assessment.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for all external assessments to ensure that ākonga will receive a grade if NZQA is required to activate the unexpected event grade process because of an unforeseen incident that disrupts external examinations. Currently, the kura is not meeting this requirement. These grades need to be based on standard-specific evidence from practice assessments or other quality assured assessment events and should be pre-existing at the time of the external assessment event. With the implementation of digital first external assessments, starting in 2024, and continuing through the rollout of the NCEA Change package, reported derived grades will help to mitigate new challenges such as unexpected technical failures. It is important that these grades

are derived through a robust process and that they are reported prior to the start of external assessment periods.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Robust internal moderation processes All kaiako and their verifiers are experienced assessors with broad understanding and knowledge of the standards they assess. Verification is carried out for every internal standard that is assessed by the school, using subject specialists from within and beyond the kura. This supports a system that has resulted in assessment judgements consistent with the standard in most cases. Kaiako record completion of the internal moderation process using a digital or paper coversheet. The Principal's Nominee monitors these for completion prior to storage in various locations. Interviewed kaiako provided evidence of robust verification discussions during this review. Storing such evidence provides kaiako with an excellent resource to support future assessment judgements and provides confidence to senior leaders that robust processes are in place. To strengthen this system even further, the kura will consider developing a centralised online storage location for all subject assessment material to complement evolving digital practice.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga 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
- 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
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- monitoring the authenticity of ākonga work using a range of strategies
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga 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 school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga 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 Kaupapa Māori o Ngāti Kahungunu ki Heretaunga 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 ākongā and kaiako checks of entries and results at key times during the year.

Effective communication to inform kaiako, and ākongā and their whānau about assessment

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for:

- ensuring ākongā receive outlines for courses they undertake
- discussing assessment policy and procedure with kaiako, and providing updates of NCEA information throughout the year
- reporting on ākongā progress towards qualifications, including providing opportunities for whānau to discuss their ākongā NCEA goals, progress, and achievement
- supporting kaiako new to the kura through an induction programme to understand kura and NZQA assessment processes
- celebrating ākongā success, such as the holding of whānau hui.

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for whānau and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Kaupapa Māori o Ngāti Kahungunu ki Heretaunga:

- 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 kaiako, ākonga 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and
- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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
- *Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga, National Certificate of Educational Achievement (NCEA) – Staff Handbook 2023* (Staff Handbook)
- *Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga, National Certificate of Educational Achievement (NCEA) – Parent and Student Handbook 2023* (Student / Parent Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- The Acting Tumuaki / Deputy Principal
- Kaiako in Charge of:
 - English / Toi
 - Pāngarau
 - Te Reo Māori / Te Ao Haka
- three ākonga.

There was a report-back session with the Acting Tumuaki and 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.