Managing National Assessment Report

Te Kura Kaupapa Māori o Whangaroa

Whiringa-ā-nuku 2019

What this report is about

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

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

- 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.

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

Why we review how the 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 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; and

- to help kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 school where an issue has been identified that could become significant if not addressed

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

What this review includes

The review has three components:

- The annual external moderation of internal assessment of the kura.

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

- A check on the assessment systems of the kura 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 Kura provided the following documents:

- information on their actions and self-review since the last *Managing National Assessment report*
- *Te Kura Kaupapa Māori o Whangaroa 2019 NCEA Assessment and Procedure Policy Document*
- *Te Kura Kaupapa Māori o Whangaroa 2019 Staff NCEA Guidelines*
- *Te Kura Kaupapa Māori o Whangaroa 2019 Parent and Student Handbook*
- a sample of course outlines for Years 11, 12 and 13.

The Tumuaki Whakawhanaunga Kura met with:

- the Kaitakawaenga Kura
- Kaiako in Charge of:
  - Te Reo Māori
  - Ngā Toi
  - Pāngarau
  - Te Reo Rangatira
  - Hākinakina
  - Te reo Pākehā
- three ākonga.

There was a report-back session with the Tumuaki and Kaitakawaenga Kura 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 Whangaroa

25 Whiringa-ā-nuku 2019

Consent to assess confirmed

This review found that the kura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the management of national assessment by the kura were found. The review mechanisms of the Kura allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within two years.

What the kura is doing well

"Tāwhaki ki muri, Tāwhaki ki mua, Tāwhaki ki Whangaroa, Matehunuenue te teitei o Tāwhaki ki te tihi o Manono, Tāwhaki ka puāwai".

Te Aho Matua, the underpinning philosophy of Te Kura Kaupapa Māori o Whangaroa ensures ākonga remain connected and confident in their cultural roots while actively engaging in contextualised NCEA learning programmes.

Self-review of quality assessment processes has been an effective tool for the kura. Due to small numbers, kaiako are able to meet regularly to discuss and refine NCEA assessment processes and practices to meet ākonga needs and ensure robust quality assurance.

Kaiako interviewed demonstrated a clear understanding of assessment processes but need to make improvements to ensure all results reported are credible.

At the beginning of each year the Wharekua reflects upon and analyses data to inform self-review. This allows kaiako to tailor courses and programmes for ākonga. Kaiako assist ākonga to track their progress, to help meet their learning goals and personal expectations.

Te Kura Kaupapa Māori o Whangaroa is dedicated to the success of its ākonga and recognises mātua and whānau involvement as an integral part of that success. Mātua and whānau conference with kaiako through one-on-one interviews to discuss ākonga goals and aspirations.

Areas for Improvement

The Kaitakawaenga Wharekura should ensure that internal moderation processes are monitored and in particular kaiako use subject experts to verify samples of ākonga work to ensure that assessor judgements are consistent with the standard.

Kaiako must submit the required samples of ākonga work for external moderation. To enable this, ākonga work must be adequately stored so that it is available for submission if it is selected for external moderation.

Senior managers agree that they need to appropriately identify and support ākonga eligible for special assessment conditions and make applications to NZQA to ensure that support is provided.

Assessment processes need to be developed to ensure derived and unexpected event grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment.

Agreed action   NZQA and senior managers agree on the following action to further refine assessment practices. Senior managers undertakes to:

- review internal and external moderation processes and the associated documentation to ensure valid assessment.

- monitor internal moderation process by reconciling documentation of the completed steps with actual practice to ensure credible results are reported

- ensure kaiako submit samples of ākonga work for standards on the current external moderation plan

- ensure derived and unexpected events grades are based on authentic, standard specific evidence

- reconcile memoranda of understanding with results reported by external providers

- review and update kura documentation to reflect current practice.

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Kaihautū
Whakaū Kounga me te Takawaenga

25 Whiringa-ā-rangi 2019

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FINDINGS OF THIS REVIEW

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

External review

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

Action Items from 23 Haratua 2017 MNA Report

The agreed action items from the last report have been addressed. The kura tracks and follows up moderation reports to address external moderation feedback. Best Practice workshops and expert grade verifiers have contributed towards this, although the use of subject experts must extend to all grade verification.

Response to external moderation outcomes   In 2018 the external moderation agreement between kaiako and moderators was sound. However, in 2019 there were issues resulting from the kura not having followed the external moderation process. If a kura wants specific standards to be moderated by NZQA they must complete their Assessment Plan online so that these are available for inclusion in the kura Moderation Plan. Over half the submitted samples of ākonga work were not moderated in 2019 because they were not in the Moderation Plan. This must be addressed for 2020.

Kaiako follow up where issues are identified by moderators through developing an action plan. These plans are monitored for completion and evaluated for expected improvement.

Internal review

Evidence for 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 is developing the capacity to lead self-review of assessment practice to ensure consistent processes by kaiako. To enable this, the kura should review its internal and external moderation processes and the associated documentation to ensure valid assessment. This will support robust quality assurance and the credibility of the qualification.

Agreed action

NZQA and senior managers agree on the following action to kura response to external review and/or its self-review of assessment systems and practice. The kura undertakes to:

- review its internal and external moderation processes and the associated documentation to ensure valid assessment.

How effectively does kura assessment practice meet the needs of its ākonga?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- individualising assessment programmes including:
    - assessing ākonga when ready by offering flexible timeframes for assessment submission, where manageable and appropriate
    - offering a range of vocational and academic programmes through Gateway and STAR
    - negotiating with ākonga the standards to be undertaken in their assessment programme to reflect individual needs, interests and future pathways
    - providing ākonga with the opportunity to access kaiako for specialist subjects from other kura
    - adapting assessment to make use of local resources and relevant learning contexts
    - engaging with externa providers, including other local kura to extend the range of assessment opportunities.

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

- managing school-wide assessment practice on missed and late work, extensions, appeals and further assessment opportunities
- providing one further opportunity for assessment when appropriate
- assisting ākonga to present authentic work and managing it through a shared understanding of process and strategies for kaiako and ākonga.

Supporting ākonga for Special Assessment Conditions The kura has recognised the importance of identifying and supporting ākonga to access special assessment conditions so that barriers may be removed which could prevent them having a fair opportunity to achieve. The kura should collect kura based evidence and make applications as required.

Reporting Derived and Unexpected Events Grades The kura is developing processes to ensure derived and unexpected event grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment. Assessment tasks from public sources must be modified before use, commercial tasks kept secure and grades awarded to ākonga work must be verified or justified.

Agreed action

NZQA and senior managers agree on the following action to improve the managers of assessment for national qualifications. Senior managers undertakes to:

- ensure derived and unexpected events grades are based on authentic, standard specific evidence

For consideration

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

- apply for special assessment conditions for ākonga who are entitled using kura-based evidence.

How effectively does the kura assure assessment quality for internal and external moderation?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

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

- critiquing and modifying tasks before they are used for assessment opportunities

- using exemplars and professional learning opportunities to clarify and support assessment judgements

- documenting the steps of their moderation processes using an *Internal Moderation Cover Sheet.*

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

- successfully submitting all moderation samples of ākonga work digitally for external moderation.

Review internal moderation process   While the internal moderation procedures of the kura meet most NZQA requirements, practices could be strengthened. Senior managers should ensure that subject experts are used to verify grades awarded on all samples of ākonga work internally moderated. This will ensure that these samples reflect the requirements of the standard and therefore are credible for reporting results.

Senior managers are required to adequately monitor the internal moderation processes to ensure valid practice becomes embedded. The Kaitakawaenga Wharekura should reconcile the documentation of internal moderation for all standards with actual practice including samples of ākonga work to ensure this happens.

Submitting requested standards for external moderation   In 2019 the kura did not provide many of the standards in the Moderation Plan. The newly appointed PN will ensure the required standards are submitted for moderation. Failure to engage in the external moderation process undermines the credibility of reported results.

Kura are required to submit requested material for external moderation so that NZQA can be assured that kaiako are making appropriate assessment decisions and awarding ākonga the correct grades. External moderation is an important quality assurance process that confirms the credibility of qualifications awarded.

Agreed action

NZQA and senior managers agree on the following action to improve the internal and external moderation of the kura to assure assessment quality. Senior managers undertakes to:

- monitor internal moderation process by reconciling documentation with actual practice to ensure credible results are reported

- ensure kaiako submit samples of ākonga work for standards for the current Moderation Plan.

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

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

Te Kura Kaupapa Māori o Whangaroa effectively use assessment-related data to support achievement outcomes for ākonga by:

- annually reporting to the Tumuaki and Board of Trustees an analysis of NCEA data, to inform strategic goals and actions

- kaiako reviewing achievement data to modify, as needed, the appropriateness of individual learning plans

- monitoring ākonga assessment data to identify those at risk of not gaining qualifications so that appropriate support can be provided.

Te Kura Kaupapa Māori o Whangaroa reports accurate achievement data by:

- ensuring entries submitted to NZQA have a reported result or are withdrawn as appropriate

- timely reporting of results to NZQA

- assisting ākonga to use their NZQA Learner Login to check and confirm the accuracy of results reported.

No action required

No issues with kura management and use of assessment-related data were identified during this review.

How effectively does the kura communicate to inform kaiako, and ākonga and their whānau about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

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

- communicating NCEA information assessment policy and procedures through:
  - sharing assessment policy and procedures to kaiako, ākonga and whānau using a range of methods and media
  - supporting kaiako new to the kura to understand assessment procedures
  - ensuring that ākonga are provided with assessment information about each of their courses
  - senior managers and kaiako discussing and refining internal processes on a weekly basis in hui kaiako to make ongoing improvements to assessment practice.

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

- building capacity by kaiako taking more responsibility to manage NCEA processes
- ensuring ākonga know what is needed to gain a qualification
- introducing one-to-one whanau conferencing with the Kaitakawaenga Wharekura to discuss ākonga progress and achievement in NCEA.

Reconciling memoranda of understanding with reported results   To ensure the kura is aware of the nature of its relationships with external providers all memoranda of understanding and/or subcontracting agreements should be held centrally and reconciled with reported results. This would allow the kura to more easily identify that the use of external providers meet NZQA requirements of consent and reporting results.

Updating kura documents to reflect current practice   Recommendations were made at the review for improvements in assessment documentation to ensure that it reflects kura practice and NZQA requirements. Examples of required updates include:
  - rewriting kaiako and ākonga handbooks to become more user-friendly and concise
  - providing clear direction of best practice, such as authenticity strategies, quality assurance of derived grades and evidence gathering methods in the kaiako handbook
  - specifying required assessment policies and NCEA procedures.

Agreed action

NZQA and senior managers agree on the following action to improve the management and use of assessment-related data. The Kaitakawaenga Wharekura undertakes to:

- reconcile memoranda of understanding with reported results to ensure that assessment has been conducted by a provider with

- review and update kura documentation to reflect current practice.