Managing National Assessment Report

Te Kura Kaupapa Māori o Te Rito

March 2020

What this report is about

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

- 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, in combination with the most recent Education Review Office report, 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; 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 2020* (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 the 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
- *Ngā Tikanga Whakahaere NCEA Mā Te Pouako* 2020 (Staff Handbook)
- *Ngā Mahere Ako (NCEA)* 2020 (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Wharekura
- Pouako in Charge of:
    - English and History
    - Hauora
    - Te Reo Rangatira
- 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.

SUMMARY

Te Kura Kaupapa Māori o Te Rito

12 March 2020

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Te Kura Kaupapa Māori o Te Rito has effective assessment and moderation processes in place to ensure credible assessment for national qualifications.

The kura uses its self-review to identify where it can improve assessment processes and practice and to anticipate change. Whānau and ākonga feedback is used to help inform these reviews.

The use of technology for gathering evidence of achievement is becoming embedded practice across the wharekura. Assessment programmes are designed in consultation with ākonga and whānau to meet future pathway aspirations. Well-entrenched senior programmes, delivered by experienced subject experts, ensure the confidence of whānau and ākonga alike. The kura has experienced online external examinations and is keen to expand its capacity as new options become available.

Internal moderation is an embedded process which is effectively monitored by the Principal's Nominee. Effective processes for responding to external moderation outcomes ensure credible internal moderation practice continues to develop. The kura is highly motivated to extend its use of the digital option for submitting external moderation from 2021 onwards, in response to effectively trialling two digital submissions this year.

School processes ensure timely and accurate reporting of assessment data. Data analysis is used to support achievement outcomes for ākonga, to track progress towards gaining their NCEA qualifications and preparing ākonga for their future pathways.

The kura effectively communicates NCEA assessment matters to pouako, ākonga and whānau through a range of strategies.

The experienced Principal's Nominee is well respected in his role and together with a dedicated wharekura staff, has developed a culture of credible assessment and moderation practice within the kura.

There are no agreed action items arising out of this review. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
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School Quality Assurance and Liaison

22 June 2020

NZQA

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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 10 August 2017 Managing National Assessment Report
There were no required actions resulting from the 2017 Managing National Assessment review and there was one agreed action item.

The kura agreed that the following action will improve the quality of their assessment systems. This was to:

- develop a system for reporting results to NZQA on a more regular basis throughout the year.

Since the last review, the wharekura has put in place four scheduled dates for reporting NCEA results to NZQA. Instead of only reporting results in September and December, the kura now submits results to NZQA regularly on 1 May, 1 July, 1 September and 6 November. There is a final submission prior to the, calendared, December due date for all remaining internally assessed results. This has encouraged pouako wharekura to spread assessment across the year and to plan programmes accordingly. The new system also encourages ākonga to check their reported results for accuracy, during the year, and has led to more structured assessment programmes being followed by all pouako. With less internal assessment at the end of the year, pouako reflected that the new system now allows more time to prepare ākonga for external examinations.

Response to external moderation outcomes   The kura has effective systems for responding to external moderation feedback. There is a genuine willingness to do what is necessary to ensure the credibility of internal assessment and learning from external feedback is highly valued by the kura. Where outcomes were less than 'consistent' in the most recent external moderation round, response actions discussed by pouako included:

- saving exemplars for future use

- modifying programmes to take advantage of pouako strengths

- strengthening relationships with subject experts from other kura

- reviewing standard clarifications documentation and published exemplars.

The feedback response actions which are developed by the Principal's Nominee and the pouako, are designed to improve understanding of and enhance future outcomes for the relevant standards. They review the effectiveness of response actions in an agreed timeframe appropriate to the nature of the action. A willingness to learn from moderator feedback and to adjust practice accordingly, ensures that results reported by Te Kura Kaupapa Māori o Te Rito continue to be credible.

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)

Effective self-review processes have led to the following key changes since the last Managing National Assessment review:

- developing use of technology throughout the school to:
    - support developing digital pedagogies
    - enhance readiness for digital examinations
    - support systems for ensuring authenticity of student work
    - enable digital submission of external moderation materials to occur
- having less emphasis on NCEA assessment at Level 1 for Year 11s, reducing the standards assessed in Level 2, Level 3 and University Entrance so ākonga and pouako can focus on improving the quality of achievement
- proactively recruiting suitably qualified Māori-speaking subject specialists to meet whānau needs
- transitioning new pouako to the wharekura by having previous experienced pouako act as mentors, where manageable
- gathering wider whānau, and ākonga voice through a range of feedback opportunities and maintaining mutually beneficial relationships and close connections with its local community.

The above examples of self-review illustrate the ability of Te Kura Kaupapa Māori o Te Rito to identify and respond to issues as they pertain to their unique circumstances. The effect of newly implemented systems will be analysed as part of its on-going self-review to improve and streamline assessment and moderation processes within the kura.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the assessment practice of the kura 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 2020 5.5)

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

- delivering all programmes through Māori Medium

- contextualising assessment according to ākonga interests and kura-wide kaupapa

- providing wānanga blocks of assessment to best utilise pouako resources and better engage ākonga

- providing expert higher-level science tutoring in preparation for external examinations

- providing differentiated assessment within courses

- participating in online external examinations to align with teaching pedagogies

- assessing when ready and negotiating assessment task deadlines.

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

- managing missed and late assessment

- providing further assessment opportunities and resubmissions, where appropriate

- dealing with breaches of assessment rules in a fair manner, following the principles of natural justice

- ensuring ākonga evidence of achievement is authentic through a range of strategies, including the signing of authenticity forms and using regular milestone checks

- meeting the requirements of the *Privacy Act 1993*.

Capacity to manage quality assessment processes Te Kura Kaupapa Māori o Te Rito has a strong commitment to providing quality education for all ākonga. Limiting overall ākonga numbers across the whole kura is one strategy that ensures Pouako in the Wharekura are not overwhelmed and that they have the capacity to deliver quality learning and assessment that enables graduates to progress towards their preferred academic and occupational pathways.

Consistent learning and assessment programmes offered The kura has managed its staffing over recent years to enable programmes to continue which offer all ākonga the opportunity to follow their academic pathways in a Māori Medium environment. Maintaining key personnel and managing pouako changes within the wharekura allow the kura to continue providing cohesive, meaningful assessment programmes. Continuing to provide higher level Science and Mathematics options ensures that those ākonga who wish to pursue STEM careers can.

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

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

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 2020 6.4b)

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

- having a series of well understood and followed steps to support the quality assurance of reported grades

- ensuring all assessment materials are critiqued prior to use

- using subject specialists to verify mahi ākonga

- using an *Internal Moderation Cover Sheet* to document completion of all internal assessment and the Principal's Nominee checking all steps have been satisfactorily completed before reporting results to NZQA.

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

- selecting samples of student work to NZQA requirements

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

Highly motivated to submit digitally   The kura is highly motivated to increase its digital submissions for external moderation in 2021. Having made a small number of external moderation submissions using the digital option this year, the Principal's Nominee has noticed many benefits including:

- receiving speedy feedback from the moderators

- increased security of mahi ākonga

- greater efficiencies

- lower cost to the kura.

He has subsequently set a target of 100% digital submission for 2021. This will allow the kura, with its well embedded digital pedagogies, to further profit from the advantages of online external moderation. Pouako wharekura will need to develop a consistent system for secure storage of external moderation materials, for all standards, in readiness for digital submission. The kura plans to have a wharekura-wide system in place by its July data file submission date this year. This will help to ensure sufficient assessment material, in digital format, can be easily accessed and submitted to NZQA for external moderation purposes in 2021 and beyond.

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

- developing online storage protocols to ensure sufficient assessment evidence can be submitted digitally, for all standards that are requested for external moderation.

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 Te Rito effectively uses assessment-related data to support achievement outcomes for students by:

- reporting achievement to whānau on a regular basis.

- ensuring external entries and requests for translated papers are timely

- checking entries in externally assessed standards to limit late entries

- tracking ākonga progress towards gaining qualifications and aligning this to future pathways

- analysing results data in relation to whānau expectations and reporting this to the Board of Trustees.

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

- submitting results to NZQA on a regular basis prior to the December deadline

- checking Key Indicators to ensure only consented standards are assessed and reported

- checking the accuracy of reported results through a range of mechanisms, including ākonga checks by using their Learner Login.

Gender equity in Science, Technology, Engineering and Mathematics (STEM)
The kura has adapted the STEM Equity Ratio for achievement of STEM subjects at NCEA Level 3, to compare male and female STEM achievement at the kura. With a 100% Māori roll, there is no other population to compare Māori STEM achievement to, so the Principal's Nominee has compared STEM achievement for males and females over the last 5 years. He found no significant difference between STEM achievement of males and females at the kura, suggesting this is because of the high expectations that all Year 13 ākonga will pass all academic subjects, including STEM subjects. Mā tō rourou me taku rourou ka ora ai te iwi.

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 pouako, 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 Te Rito has effective processes and procedures for:

- ensuring ākonga receive outlines for all courses they undertake
- facilitating whānau-pouako interviews throughout the year
- reviewing communications to ensure they are fit for purpose and current
- supporting pouako new to the wharekura.

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

- discussing kura procedures for NCEA and reinforcing ākonga expectations in the classroom at regular hui wharekura
- informing pouako wharekura about assessment best practice and providing opportunities to discuss changes through regular pouako hui
- promoting whānau understanding of processes through a range of targeted hui
- ensuring that ākonga understand what they need to achieve in order to gain a qualification and that they have the confidence to pursue their future pathways.

Digital assessment practices to be communicated and documented Pouako wharekura are engaging with digital technology and gradually developing their own systems for managing digital assessment. As various pouako negotiate their way through online procedures such as modifying and storing assessment material, checking for authenticity and digitally verifying mahi ākonga, senior managers are encouraged to document shared best practice in the pouako handbook. This will ensure consistency in digital assessment and moderation across the wharekura and provide systems that will save time and ensure credible practice.

For consideration

To extend good practice in ensuring that information about assessment to ākonga, pouako and whānau is current and accessible, the kura is encouraged to consider:

- developing a section in the pouako handbook for digital assessment and moderation practice that reflects wharekura-wide best practice.