

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Wairarapa**

August 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Wairarapa

14 August 2024

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 2020.

Actions and considerations

Agreed actions

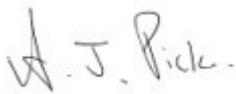
The school agreed that a number of actions will improve the quality of its assessment systems and practice for national qualifications. These are:

| Action | Timeframe |
|---|---|
| External and internal review | |
| Ensure there is a clear, consistent and verifiable process for monitoring teachers' responses to external moderation | When each external moderation report is received |
| 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 the start of all relevant external point in time assessments in 2024 |
| Withdraw entries if standards are not being assessed or ākongā have not had enough time to be ready for assessment | Before 1 December each year |

For consideration

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

- developing a centralised online storage location for all subject assessment material to complement evolving digital practice
- embedding the use of the kura response to external moderation feedback form
- ensuring the Principal's Nominee seeks extra administrative support when making data file submissions, especially at peak times.



Amanda Picken
Manager
School Quality Assurance and Support

20 December 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 23 May 2017 Managing National Assessment Report

Both actions from the last Managing National Assessment Report have been addressed during the last seven years. Ākonga use their Learner login more frequently, having become more familiar with its use through digital assessment piloting and implementation. The language used in the ākonga NCEA assessment guides is more user-friendly and the kura is aware of this when making updates as information on assessment continues to develop. Addressing these two actions empower ākonga to have greater oversight of their progress, enable them to engage in digital assessment advancements and they and their whānau can understand and better support assessment processes.

External moderation response to outcomes and processes The new Principal's Nominee is implementing a process to ensure that follow up to external moderation feedback is documented. This will strengthen and formalise the existing procedure.

Senior managers have agreed to use a more formal response process to external moderation feedback. The current system, where the Tumuaki and Principal's Nominee meet with the relevant kaiako to discuss external moderation feedback, involves anecdotal notetaking and evidence of follow up actions for improvement, but this process is not verifiable. Instead, the Principal's Nominee will use the response to external moderation form from the appendix of the staff handbook. This documented process will allow the kura to formally identify action items and to monitor their progress and success. It will ensure consistent and compliant practice across the wharekura and allow for affirmation of internal assessment processes where agreement rates are high.

To mitigate the high number of Materials Not Received for external moderation, the kura will consider developing a centralised online storage location for all subject assessment material which will ensure all external moderation can be facilitated online and complement its evolving digital practice. From 2021 to 2023, 9 of the 50 standards, for which materials were requested for external moderation, were not received by NZQA. This has been due to a combination of reasons, including the timing of NZQA Kāhui for moderating kaupapa Māori standards and physical addresses not received by the Principal Nominee for physical submissions. This problem, which is not just confined to one subject, has resulted in the kura not receiving external feedback on some assessor judgements. While there were only two Not Consistent results and 68 percent of the overall results were Consistent for the last three years, 9 unknown outcomes is a concern. The Principal's Nominee will now contact the School Relationship Manager when moderator addresses are delayed. This will help ensure that external moderation outcomes will better reflect the high quality of assessment practice at the kura.

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)

Increased use of digital tools for assessment Great progress has been made since the last review with online internal and external assessment capability. This has enabled the kura to engage confidently in digital examinations, for which they are well equipped. Ākonga have demonstrated confidence and readiness for online external examinations and concur that, where possible, they prefer the digital assessment approach. The kura has responded to this shift, in keeping with assessment practice that best meets the needs of its ākonga.

New assessment opportunities The kura has recently highlighted all new relevant external assessment opportunities in its wharekura calendar after identifying that potential assessment opportunities, in the middle of the year, may have been overlooked due to standards being new, their new modes of assessment and their timing. The Principal's Nominee has shared a colour-coded NZQA Key Dates assessment calendar, for 2024, with all kaiako wharekura. This will allow kaiako to better anticipate upcoming assessment opportunities for ākonga and encourage them to plan for new assessments that meet the needs of ākonga, such as the Te Ao Haka common assessment activities, which are online external assessments. It is essential that all kaiako take responsibility to be well informed about the new standards and their respective assessment modes. This will ensure that ākonga are in a position to benefit fully from implemented elements of the NCEA Change package.

Kaiako capacity developing The kura has progressed its goal to broaden the range of subjects available to their ākonga by recruiting suitably qualified kaiako. This allows the kura to better meet the needs of all ākonga, thus sustaining the kaupapa of 'kōrero i ngā wā katoa i ngā wāhi katoa' within the kura. Recent appointments strengthen the development of Pāngarau and Pūtaiao to enhance STEM (Science Technology Engineering and Mathematics) achievement over time and the recruitment of a skilled and enthusiastic kaiako of the new Te Ao Haka subject will ensure achievement over a wider range of subjects and better meet the achievement aspirations of ākonga within the kura. A buddy system where experienced kaiako work with new kaiako has been established to further support quality assessment and consistent practice across the wharekura.

The above examples demonstrate how the self-review processes of the kura enable on-going improvement in assessment practice and procedures.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Strong academic success Ākonga at Te Kura Kaupapa Māori o Wairarapa achieve well compared to the national averages across all three NCEA levels. This is particularly the case when compared with schools in the same Equity Index band. One hundred percent of Year 12 ākonga have gained Level 2 NCEA over the last three years. Year 13 ākonga that finish the year, gain Level 3 NCEA; and NCEA Literacy/Numeracy rates are consistently one hundred percent across all levels. Kaiako attribute the success of their ākonga to the strong relationships that are built up over time and a conscious wharekura-wide effort to plan assessment with ākonga interests and needs to the fore.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for all external point in time assessments. Reported grades should be based on standard-

specific evidence from practice point in time assessments and must be completed prior to the external assessment event. Reported derived grades will help to mitigate new challenges that may occur with new modes of assessment and the possibility of unexpected events.

Increase in unreported results To reduce the number of unreported results the kura has agreed to withdraw entries if standards are not being assessed or where ākongā have not had an adequate assessment opportunity. In 2022 and 2023 there was a sharp increase in the percentage of unreported results for internal entries. In 2022, 34 percent of entries did not have a result and in 2023, 44 percent did not have a result. The main reason for the non-reporting of results was that kaiako had been too ambitious, entering ākongā for standards early in the year for which eventually there was not enough time for assessment. This has highlighted that the new Principal's Nominee and kaiako wharekura need to monitor all data more closely throughout the year. Further to this, there was no understanding that entries should be withdrawn when candidates don't attempt a standard. It is important to withdraw all standards that are not attempted as it can look like a kura has omitted to report Not Achieved results or for ākongā and whānau, it can give a false impression of actual achievement when some standards are not attempted and not required.

It was recommended during the visit, that the kura should consider providing the Principal's Nominee extra administrative support for making data file submissions, especially at peak times when final external entries are required (to ensure personalisation of examination papers), when internal entries are withdrawn, and final internal results are reported by 1 December. This will help balance workload issues associated with this very important part of the Principal's Nominee role.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Robust internal moderation processes Despite recent changes in kura leadership, assessment practice for national qualifications has remained consistent and robust. 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 prior to storage in various locations. Interviewed kaiako provided evidence of robust verification discussions for samples at grade boundaries across different subject areas. This evidence provides kaiako with an excellent resource to support future assessment judgements and provides confidence to senior leaders that robust processes are in place.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Wairarapa 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

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

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- 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 Wairarapa 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 ākongā 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 Wairarapa has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā work to NZQA requirements

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Wairarapa effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā 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 Wairarapa reports accurate achievement data by:

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- Checking Key Indicators and NZQA reports to identify and resolve any errors.

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

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

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga 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
- celebrating ākonga success, such as the holding of whānau hui.

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

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

- 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, ākongā 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 NCEA Co-requisite Standards, and Candidates 2024*.

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 Wairarapa, National Qualifications Procedures, Staff Handbook, 2024*
- *Te Kura Kaupapa Māori o Wairarapa, Course Guidelines and Information, 2024 and Te Kura Kaupapa Māori o Wairarapa, Student Handbook - NCEA*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
 - English
 - Mathematics/Te Reo Pāngarau
 - Pūtaiao
 - Te Reo Matatini
- three ākonga.

There was a report-back session with the Tumuaiki 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.