

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Te Kura Kokiri**

August 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Te Kura Kokiri

1 August 2024

Consent to assess confirmed

This review found that the kura 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 management of national assessment by the kura were found. The own review mechanisms of the kura allow them to identify and respond to most issues.

As a kura 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

Agreed actions

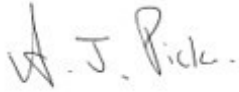
The kura agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet ākongā needs	
Develop an ongoing process to ensure derived grades are available for ākongā if required	To ensure grades are available for 2024 end of year exams and future years
Develop a process to ensure ākongā have access to special assessment conditions	To ensure ākongā have access when they start NZQA related assessments

For consideration

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

- grouping individual ākongā assessment into coherent courses to enable course endorsement.



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26 September 2024

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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 previous Managing National Assessment Report There are no action items as this is the first Managing National Assessment (MNA) review for the kura. Many of the current assessment related processes covered in this report have been established through discussion between the current Principal's Nominee and the NZQA School Relationship Manager in pre MNA visits.

External moderation response to outcomes and processes After several years of the kura not submitting material for external moderation the current Principal's Nominee has put in a process to ensure external moderation is submitted and outcomes responded to, as necessary. Kaiako work collaboratively to respond to any issues identified. This is based on a solution focused approach and includes self-reflection, peer reviews of each other's practice, revisiting the NZQA resources for the standard and seeking extra guidance from outside the kura where required. This leads to a documented action plan which the Principal's Nominee monitors the completion of.

The external moderation process is yet to start for 2024 as the assessment year for the kura does not start until after Matariki. It is important that the good practice started in 2023 is maintained.

Internal review

Evidence of the kura 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 a clear vision of what it should provide for its community. It is confident in its commitment to a Te Ao Māori and Te Reo Māori world view whilst also supporting the pathways that it's ākonga desire to achieve. This vision is central to the self-review processes of the kura. The ethos of 'do all together, if one falls, we all fall' is also clear in the collaborative practice of the kaiako and the individualised support it offers ākonga to help ensure their success.

The Principal's Nominee has reviewed processes and established effective assessment practice in the time he has been in the role. Some of this practice is discussed in the moderation sections of the report. He has also reviewed external entry processes. In 2022 all external entries were made after the 1 September cut off for personalised examination materials, but he put processes in place to reduce this to 5% in 2023 and at the time of the review was organising the 2024 entries.

It is important that the processes he has developed continue to be reviewed to ensure they best meet ākonga and kaiako need, and NZQA requirements. These processes have been driven by the Principal's Nominee and it is important to ensure that they become embedded practice with a wider ownership, so their effectiveness is not reliant on the knowledge and drive of the Principal's Nominee.

The kura under the guidance of the Principal's Nominee is also reviewing and developing other processes. This includes:

- considering using a broader range of external providers to offer ākonga a wider range of assessment to match their interests and pathways
- creating strategies to improve whānau understanding of NZQA assessment so they can support ākonga achievement, such as informal discussions in the established wānanga reo at the start of each term
- increasing the confidence of kaiako to use digital tools in teaching and assessment to open up opportunities for ākonga to complete external assessments digitally
- planning a multi-year pathway to complete Te Reo Matatini me te Pāngarau co-requisites whilst using the additional standards pathway during the transition period.

Credible assessment practice to meet ākongā 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)

Effectively providing individualised pathways Each ākongā has a negotiated Individual Education Plan that is based on their desired pathway and passions. Their plans are reviewed in regular whānau hui. This means that although the goal is that ākongā graduate with Level 3 NCEA their assessment journey can start and end at different points. NCEA assessment does not start at a particular year level, but when ākongā are ready to be assessed, and can continue beyond Year 13 where required.

Assessment is individualised to contexts that ākongā can connect with, and the completion of assessment is flexible. This means ākongā can continue to work on a task until they are confident they have done what they can to best meet the requirements of the standard. If they do not achieve a standard, they are not usually offered a further assessment opportunity but are given time to undertake more learning so they can be successfully assessed the following year.

Develop a process to ensure derived grades are available if required Ākongā who participate in external assessment should have derived grades available if needed. In previous years, the kura has not provided derived grades to NZQA. The Principal's Nominee is leading kaiako to offer their own practice examinations this year with valid tasks and verified assessor judgments to ensure evidence for derived grades is available if required. The kura should review how well this meets ākongā need this year and work towards embedding a long-term sustainable process.

The kura currently has a *Memorandum of Understanding* for ākongā to sit their end of year examinations at a local mainstream school. At an appropriate time, the kura should review if this best meets the needs of their ākongā and if necessary, work with their School Relationship Manager to explore other options.

Ensure special assessment conditions are available for ākongā who require them The kura currently has no ākongā with special assessment conditions and needs to ensure they are available to ākongā who require them. They are aware of ākongā who are not yet participating in NCEA assessment who may benefit from access to special assessment conditions. The kura needs to develop a process to identify the support required and to gather the necessary evidence for submitting applications/notifications to NZQA.

Consider if assessment can be grouped into coherent courses to enable course endorsement As the kura highly individualises assessment, standards are not often grouped into courses. The kura should consider grouping standards into coherent courses that meet NZQA's requirements for course endorsements. This would allow the achievement of ākongā in a course to be recognised and support the drive for excellence that the kura is keen to promote.

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)

Effective internal moderation processes have been developed Kaiako work in pairs, so the critiquing of assessment tasks and all grade judgments are not made in isolation. Where required kaiako collaborate with kaimahi in another kura and a local mainstream school to clarify their understanding of the standard and verify grade judgments. Although the number of ākongā assessed is relatively small, as kaiako become more confident with a standard they do not need to verify every grade awarded and discussions can focus on ākongā material at the grade boundaries.

Improved processes for storage of assessment material The kura has improved their processes for storage of materials so they are available for external moderation resulting in only one out of sixteen standards not being sent for moderation in 2023. The Principal's Nominee plans to lead kaiako in moving to storing tasks and ākongā work digitally. He feels this will enable easier monitoring of the completion of moderation and the storage of materials and make past ākongā work more accessible so it can be referred to when making future assessment judgments.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākongā

Te Kura Kaupapa Māori o Te Kura Kokiri has effective processes and procedures for meeting the assessment needs of its ākongā by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākongā interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākongā can present their best standard-specific evidence of achievement
- assessing ākongā when they are ready
- using a range of methods for collecting assessment evidence, to meet ākongā needs
- identifying and providing support for ākongā at risk of not achieving literacy and numeracy or their qualification goals.

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

- managing missed or late assessment
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākongā work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākongā have had an adequate assessment opportunity but have submitted no work
- safeguarding ākongā privacy in the issuing of ākongā results.

Effective internal and external moderation to assure assessment quality

Te Kura Kaupapa Māori o Te Kura Kokiri 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 kura
- 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 Te Kura Kokiri 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 Te Kura Kokiri 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 Te Kura Kokiri reports accurate achievement data by:

- ensuring that data is 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 ākonga 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 kura holds current Memoranda of Understanding.

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

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

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- supporting ākonga to monitor their achievement

- discussing assessment policy and procedure with kaiako 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 kura through an induction programme to understand kura and NZQA assessment processes
- celebrating ākonga success.

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

- 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 Te Kura Kokiri:

- has addressed issues identified through NZQA's Managing National Assessment review and through the self-internal review by 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, ākongā and whānau.

Why we review how 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 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 kura 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 review processes of the kura, assessment practice and quality assurance
- 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 kura where an issue has been identified that could become significant if not addressed
- making suggestions for consideration by the kura to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of internal assessment submitted by 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 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 kura provided the following documents:

- *Te Kura Kaupapa Māori o Te Kura Kokiri Assessment Handbook* (Kaimahi Handbook)
- *Te Kura Kaupapa Māori o Te Kura Kokiri Student Assessment Information*
- *Ngā poutaki kaupapa here he mātai arorangi, Ngā pūrongo ōkawa – aromatawai* (curriculum assessment policy).

The School Relationship Managers met with:

- the Principal's Nominee
- kaiako o te akomanga Wharenga
- kaiako Hauora
- kaiakao Putaiao
- kaiakao Tuātea
- three ākonga.

There was a report-back session with the Board of Trustees Presiding Member 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.

Background

Te Kura Kaupapa Māori o Te Kura Kokiri gained consent to assess in 2017. Due to delays because of the restrictions of Covid-19 and staffing changes both within NZQA and the kura this is the first Managing National Assessment review of the kura. The current Principal's Nominee started in the role during 2023.