

# **Managing National Assessment Report**

**Kia Aroha Campus**

**August 2024**

# **FINDINGS OF THIS REVIEW**

## **Kia Aroha Campus**

**23 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 in the management of national assessment in the kura were found. Review mechanisms in the kura allow them to identify and respond to most issues.

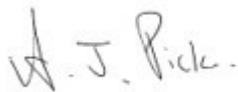
As a kura with highly effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

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

### **Actions and considerations**

#### **No action required**

The school has no action items relating to the quality of their assessment systems.



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23 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 27 June 2019 Managing National Assessment Report**

Actions from this report have been addressed.

- The kura has appropriate mechanisms and systems to identify ākonga who are entitled to special assessment conditions and when appropriate, within the kaupapa of the kura, they resource these.
- Actions taken to address issues raised in external moderation are evaluated for their effectiveness as part of the self-review processes developed by the kura.

**External moderation response to outcomes and processes** The processes used in the kura to respond to external moderation are effective, inform future assessment practice and build capability and understanding of kaiako. The Principal's Nominee monitors, records and evaluates all steps in the process which include an initial discussion with the assessor and then wider discussion by all kaiako in respective units. Moderation is discussed in the wider context as kaiako in the kura teach across a number of learning areas.

Issues identified which can be rectified easily are addressed immediately. Where a further assessment opportunity of the standard in question is required before actions taken can be evaluated, the Principal's Nominee follows this up and requires kaiako to evaluate the effectiveness of their plans. It was also reported that where external moderation reports are received after the assessor has left the kura, there is an expectation that kaiako in each unit will continue to follow the processes. Through kaiako following the expected processes, senior leaders can be assured that they are building their capability and improving their assessment practice.

**Derived Grade Audit** The 2023 Derived Grade audit to check derived grade processes:

- Meets NZQA requirements for reported results

### 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 process** Senior leaders and kaiako hold themselves to strict account to ensure they are implementing the ākonga focussed kaupapa of the kura which requires constant self-reflection and review at all levels. Due to the way learning and assessment is structured in the kura, review focusses on outcomes for individual ākonga and whether they have access to the opportunities that will enable them to pursue their chosen future pathway. The Board of Trustees are regularly informed of ākonga achievement and the opportunities that are available to them. An annual report is provided to the Board by the Tumuaki which includes achievement data.

**Whare Karioi established** Through the self-review process of the kura, Whare Karioi, the Kapa Haka Academy has been implemented in 2024 and evaluation to date indicates that attendance has improved, ākongā confidence is increasing and whānau are committed to the kaupapa. The academy provides integrated learning and assessment opportunities for ākongā and early indications show an increase in ākongā commitment to their learning and achievement. Ākongā can choose assessment opportunities across NCEA levels which suit their individual knowledge and skill levels. Ākongā have the opportunity to achieve their academic goals using their unique cultural identity as the foundation which is leading them to achieve to higher levels.

## **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)*

**Thematic approach gives ākongā agency with their assessment** Kaiako offer a range of assessment standards and opportunities within termly themes which gives ākongā agency over how they achieve their learning and assessment goals. The kura does not work within subject areas or year level structures but offers ākongā a range of contexts within a theme that can be specifically tailored to suit their needs and allow them to achieve their aspirations. Ākongā are not confined to standards at their designated year level but are given the opportunity to learn and be assessed at any level of their choice. Assessment occurs when ākongā are ready. Ākongā progress is monitored against their individual learning and assessment plans. Level 1 is not a focus for the kura, and achievement data reflects this approach where ākongā are achieving Levels 2 and 3 of the qualification at rates consistently at or above the national average in general and for Māori and Pacific achievement.

**Learning waka acknowledge and celebrate ākongā culture** Kia Aroha Campus encourages ākongā and their whānau to embrace their respective cultures and provides positive cultural and language-based environments that allow them to succeed and achieve their aspirations and qualifications. Kaiako across Kowhaiwhai, Whare Karioi, Fonuamalu, and Lumana'i assess ākongā when they are ready and allow them to present their work in variety of ways, which includes written, oral and visual submissions. They constantly negotiate with ākongā about what they will do and how they will be assessed. Individual pathways to achieve NCEA are therefore meaningful for ākongā and their whānau and allow them to achieve as confident young Māori, Tongan and Samoan tangata.

**Assessment practice credible at all levels** The Principal's Nominee and senior leadership ensure that all kaiako are familiar with NZQA's quality assurance requirements and keep themselves updated when changes occur. The collaborative working relationships in the kura include constant discussion and evaluation of assessment practice. Ākongā progress is constantly monitored by all kaiako in each waka. The kura does not require external examinations in individual learning plans but ākongā can choose to sit them as part of their academic programme and the appropriate learning plan is implemented in that case.

## **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)*

**Internal moderation processes robust** Kaiako follow all steps of the required moderation process which is monitored and checked for completion by the Principal's Nominee before grades are reported. All assessment tasks are critiqued by kaiako and subject specialists prior to use. Completed ākonga work is moderated by internal and external verifiers as appropriate. Kaiako make full use of a digital platform for notifications when steps in the process are complete, and the Principal's Nominee receives a notification when the moderation has been completed. On receipt of this notification and after checking, the Principal's Nominee then enters the results. Senior leaders can be confident that results reported are credible.

Kaiako also use the same platform to store moderated ākonga work. This ensures that it is accessible and available to be submitted for external moderation.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Kia Aroha Campus 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 interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- 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
- expanding 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

**Kia Aroha Campus 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
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding ākonga privacy in the issuing of ākonga results.

## **Effective internal and external moderation to assure assessment quality**

### **Kia Aroha Campus 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.

### **Kia Aroha Campus 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
- 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**

### **Kia Aroha Campus 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.

### **Kia Aroha Campus 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 teacher / 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 school holds current Memoranda of Understanding

## **Effective communication to inform staff, and ākongā and their whānau about assessment**

### **Kia Aroha Campus has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā 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 ākongā success

### **Kia Aroha Campus assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents 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 Kia Aroha Campus:**

- 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, 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 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
- *Kaiako Handbook, Managing National Assessment, Kia Aroha Campus 2024*
- *Ākonga Handbook, National Qualifications, Kia Aroha Campus 2024*

### The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki
- Kaiako from
  - Fonuamalu (Fanau Pasifika Waka Leader +2)
  - Kowhaiwhai/Whakairo (Waka Leader)
  - Whare Karioi (2)
- 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.

## Background

Kia Aroha Campus is a designated character kura which has recently been given the status of an Area School and is focused on offering every opportunity to ākonga to achieve through a continual, ongoing self-review process. It offers dual language medium education for Māori, Samoan and Tongan ākonga from Years 0 to 13. The kura aims to provide a learning environment where cultural identity, custom, language and knowledge is the norm, where ākonga graduate as warrior scholars, catalysts of change in their communities and society. Three of the kaiako interviewed are graduates of the kura who have achieved this goal and are now working with ākonga to empower them to achieve. Learning and assessment practice in Kia Aroha Campus is determined by individual ākonga culture, identity and aspirations.