

Managing National Assessment Report

Te Kura Kaupapa Māori o Horouta Wānanga

October 2021

What this report is about

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

- 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 2021* (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
- *NAG1: Assessment & Evaluation, Pou Rewa*
- *NAG1: Curriculum, Pou Tāhū*
- *National Qualifications Procedures – Staff Handbook*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki
- Ngā Kaiako in Charge of:
 - Toi
 - Pāpāho/Whakaahua
 - Puoro
- Tokotoru ngā tauira.

There was a report-back session with the Tumuaki, Tumuaki Tuarua 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 Horouta Wānanga

22 October 2021

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 most 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 Horouta Wānanga provides education based on the philosophy of Te Aho Matua, where rangatahi learn to confidently achieve and express the tūmanako and wawata of their people.

In relation to national assessment, this means that the kura focuses on meeting the needs of taura in all areas of human growth including environmental stewardship, linguistic confidence, social and communal interaction, spirituality, and academic prowess. Due to the small cohort of taura from year to year, the kura is able to track and monitor each senior taura to follow a pathway with purpose and intent.

In 2020, high rates of taura academic success have been achieved with 100% gaining NCEA Levels 1, 2 and 3 as well as UE. Where Certificate Endorsements are possible, taura have achieved equally well, and kura is working on growing this success across more subject areas.

The kura has reviewed the assessment data from past years, and surveyed engagement, looking at assessment systems which proactively and comprehensively promote academic progression. The Tumuaki has effective review processes to promote new initiatives and ideas with a focus on providing a more inclusive and local context in assessment opportunities. This approach allows for integrated learning and across-curricular teaching to occur. The kura is a part of the development of a new Student Management System that is designed for the kura Māori context which would also allow for tikanga based integrated learning to be recorded in a more efficient way.

The gathering of naturally occurring evidence is a strength of the kura, recognising what happens in their community. In particular this has been evident in the assessment outcomes of Hauora, Physical Education and Te Reo Rangatira.

Internal and external moderation processes are effectively managed by the Principal's Nominee. She communicates and oversees all processes from managing assessments, to monitoring and reporting credible results.

The kura's support systems for taura are based on the kaiako knowing the rangatahi well. There is a combined effort amongst all staff to communicate important information to taura. In many situations, kaiako and taura are extended whānau so communicating important events and details of assessment also happens outside of

the regular kura based times. Kaiako and taura guides are comprehensive and up-to-date.

Agreed action

The school agreed that this action will improve the quality of their assessment systems. This is:

- ensure that internal moderation is centrally documented in one place for easy review by the Principal's Nominee.

Kay Wilson
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School Quality Assurance and Liaison

1 December 2021

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FINDINGS OF THIS REVIEW

How effectively has the school 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)

This is the first Managing National Assessment Report A practice Managing National Assessment review was conducted at the beginning of 2021 in preparation for this review, in order to give the kura a chance to understand the requirements of an MNA review. At the report back session with the Principal's Nominee and Tumuaki, time was spent talking about the moderation process and the importance of the internal verification process. Course design was also discussed with regards to integrating Te Tairāwhiti pūrakau.

Response to external moderation outcomes NZQA Moderators have identified a very high level of agreement between assessor judgements and the national standard. The 2020 External Moderation round produced 100% agreement with moderators.

The processes for kaiako to respond to external moderators are well understood and effective. At this stage there have been no necessary actions resulting from the moderator reports, but the kura has processes in place for when and if this occurs, in order to effectively address any concerns raised.

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 has highly effective review practices that reflect their strategic aims and context. Kaiako have developed practices to authentically provide learning experiences for taura. Taura are actively engaged in their own Independent Education Programmes and are only assessed when ready. Taura progress and achievement is monitored and tracked. The kura have taken every opportunity available despite only having a handful of kaiako to ensure that their practice is the best it can be.

Senior leaders from the Tumuaki down have sought to address societal concerns following the initial Covid 19 lockdown measures in 2020, by putting the wellbeing of their taura at the forefront of all that they do. While this kaupapa encompasses life at kura in general, kaiako have reviewed the impact of assessment practice on well-being and are trialling the following initiatives:

- working individually with taura to offer them a voice and agency over assessment planning and decision making about Individual Learning Programmes and contexts for study
- integrating learning, initially at the younger year levels, but with the intention of instilling skills for taura to understand how to apply learnt knowledge to other areas in their natural life

- focusing taura engagement on deeper learning, through the lens of Te Tairāwhiti rohe.

The Principal's Nominee, in partnership with other senior leaders, actively supports subject kaiako to review their areas of learning, identifying strengths and weaknesses, and to make and evaluate the changes needed to meet taura needs.

The kura's Strategic Plan is to lift academic performance for all taura to enable them to progress to whatever pathway they choose. Academic results from 2017 to 2020 show there has been considerable improvement in assessment outcomes; NCEA Level 1 went from below 20% to 100% achievement, NCEA Level 2 from 50% to 100% and NCEA Level 3 from 40% to 100% achievement. UE achievement rose from 30% in 2017 to 100% in 2020.

Senior leaders provide oversight and accountability. The Principal's Nominee reviews all processes for NCEA to ensure they are effectively communicated and up to date. These factors are seen as one of the reasons behind the improved results, and the role of the kaiako is integral in this process too. The tikanga around knowing their taura is illustrated in how closely they monitor and mentor each rangatahi in each class at every level. This was reflected when the taura were interviewed in the comments made about kaiako.

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 school's assessment practice meet the needs of its students?

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 2021 5.1 – 5.7)

Te Kura Kaupapa Māori o Horouta Wānanga has effective processes and procedures for meeting the assessment needs of their taura by:

- utilising external providers to deliver senior curriculum content, including STEM subjects, that the kura cannot provide
- using taura profiles to identify skills and weaknesses
- applying for special assessment conditions where appropriate
- providing differentiated assessment within courses, covering personalised programmes, sometimes over multi levels
- assessing when ready, where appropriate.

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

- ensuring consistent credible assessment practices kura-wide
- ensuring evidence for unexpected event and derived grades is collected and the grades verified using an appropriate process
- monitoring taura mahi for breaches of authenticity, including plagiarism, using a variety of methods and digital tools
- meeting the requirements of the *Privacy Act 2020*.

Innovative course planning and teaching practice The kura is continuously reviewing how it can deliver a wider scope of learning experiences in its teaching and learning programmes which will link to good assessment outcomes for taura. The Tumuaki believes that this will effectively support the academic growth of the taura by investing a sense of belonging in the rangatahi to their iwi and rohe. The kura is looking at how to utilise naturally occurring evidence to further deepen the understanding of learning areas, encouraging taura to make links between their heritage and their academia in the classroom. It is projected that taura will better perform in assessments due to an invested interest in the content.

Integrated learning modules enhance assessment opportunities for rangatahi

In 2021 the kura trialled integrated learning modules at the beginning of the academic year. The intention is to provide the taura with a contextualised platform to weave their learning from different subject areas, in a natural and logical way. It also allows for naturally occurring evidence to be utilised for assessment from the many events and occasions where tikanga Māori is implemented. Following review of the initiative, the kura plan in 2022 to restructure the integration to allow taura more of a chance to apply the cross curricular skill-set they are acquiring within the system towards NCEA assessments.

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 school's internal and external moderation 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 2021 6.4b)

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

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify all tauira mahi as the numbers are small
- recording the outcomes of verification discussions, often digitally, to support future assessment decisions.

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

- requesting a representative range of standards to be externally moderated and negotiating appropriate changes to the moderation plan
- ensuring samples of tauira mahi are provided by being adequately stored digitally.

Ensure effective monitoring of internal moderation The Principal's Nominee ensures that internal moderation is completed for all standards where results are reported by reconciling documentation with actual practice. This gives senior leaders greater assurance that all results are credible having been through a quality assurance process prior to them being reported to NZQA.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior management undertakes to:

- ensure that internal moderation is centrally documented in one place for easy review by the Principal's Nominee.

How effectively does the school 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 Horouta Wānanga effectively uses assessment-related data to support achievement outcomes for students by:

- reporting to the Tumuaki and the Board of Trustees annually, an analysis of variance showing NCEA achievement
- gathering rangatahi voice through informal surveys to evaluate courses, inform changes to programmes, assessment contexts and standards
- encouraging taura and their whānau to use their NZQA Learner Login to monitor results and progress.

Te Kura Kaupapa Māori o Horouta Wānanga reports accurate achievement data by:

- submitting data files on a regular basis
- checking the Key Indicators and resolving any issues that arise
- ensuring that correct provider codes are used, and that assessment is conducted within a provider's consent to assess by reconciling memoranda of understanding with external providers against results reported.

Comprehensive team approach supports at risk ākonga The kaiako team is effective, meeting regularly to identify taura at risk of not meeting qualification goals and plan interventions. The kaiārahi use evidence from up-to-date assessment data and kaiako feedback to centre planning on taura needs. The success of this work is borne out in the stable rates of attainment by all students at Levels 2 and 3.

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 school's communication inform staff, and students and their families 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 Horouta Wānanga has effective processes and procedures for:

- ensuring taura receive comprehensive outlines for all courses they undertake
- communicating assessment policy and procedure to kaiako through kaiako hui
- supporting new and beginning kaiako to understand and follow the kura's assessment processes
- providing taura and whānau with opportunities to be informed about NCEA and the kura's assessment practice through whānau hui
- reviewing *National Qualifications Procedures – Staff Handbook annually to ensure they are fit for purpose and current.*

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

- informing kaiako about assessment best practice and providing opportunities to discuss changes
- providing taura and whānau online information about NCEA, including kura processes
- meeting with and supporting whānau through regular contact either formally in whānau hui or informally outside of regular school time to better understand and to review kura and NZQA information about assessment.

Effective Communication builds confidence The Tumuaiki and senior leaders work effectively with the Principal's Nominee to ensure that current, and consistent information and data is supplied to kaiako, taura and whānau. The clear, concise documentation and regular meeting structure which guides kaiako towards efficiently administering assessments, build a confidence in the wider wharekura team. Kaiako reinforce these strategies in the classroom with taura, who in turn have been successful in their NCEA achievement. Both kaiako and taura understand what credible assessment practice is, which has led to a consistent practice kura-wide.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.