

Managing National Assessment Report

Te Kura Kaupapa Māori o Ngā Mokopuna

May 2017

What this report is about

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

- 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 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, in combination with the most recent Education Review Office report 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 2017* (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
- *Pukapuka Aromatawai Wharekura, mō ngā Ākonga, ngā Kaiako me ngā Whānau* (Student, Staff, Family Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three ākonga and kaiako responsible for Ara Whai Oranga, Ingarihi, Matihiko, Ngā Kōrero o Mua, Pāngarau, Pūtaiao, Te Reo Rangatira and Tikanga ā Iwi.

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 Ngā Mokopuna

11 May 2017

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

In 2016, Te Kura Kaupapa Māori o Ngā Mokopuna appointed its first permanent Tumuaki in over 5 years. At the start of 2017, he appointed an experienced NCEA kaiako to the position of Principal's Nominee. These two appointments have had an immediate positive impact on managing national assessment within Te Kura Kaupapa Māori o Ngā Mokopuna.

The kura works hard to ensure that it is meeting the assessment needs of all ākonga wharekura through a Māori medium context. A range of practices are in place to ensure that assessment programmes enable ākonga to pursue their academic goals and that qualifications are gained in a credible and robust manner.

The kura is progressing rapidly with its use of digital tools for gathering achievement evidence. Senior managers encourage the gathering of digital evidence to enable Te Kura Kaupapa Māori o Ngā Mokopuna to engage in assessment opportunities and to utilize NZQA's digital assessment and moderation work streams.

Moderation cover sheets are completed for all standards before results are reported to NZQA. The cover sheets assist senior management to monitor internal moderation, in combination with annual audits of all subject areas. Kaiako response to external moderation feedback is thorough and senior managers check that response action-plans are carried out. These processes enhance the credibility of assessment and moderation practice at the kura and have led to much improved external moderation outcomes over the last three years.

All kaiako wharekura are responsible for managing their own subject data on the ākonga management system and for checking all results reported to NZQA by the Principal's Nominee. By involving all kaiako wharekura and encouraging shared responsibility, the accuracy and timeliness of data is enhanced and kaiako capacity strengthened.

The kura has a range of effective communication systems for ensuring understanding about assessment including hui kanohi-ki-te-kanohi, online and hardcopy pamphlets and booklets. These systems empower the kura community to support ākonga with their academic achievement and ensure consistent wharekura-wide assessment practice.

The Principal's Nominee is respected in her role. She works in partnership with the Tumuaki to ensure the credibility of assessment and moderation practice at Te Kura Kaupapa Māori o Nga Mokopuna.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, ākonga and whānau. Senior management undertakes to:

- develop the practice of focussing on a selected assessment kaupapa for discussion in the regular wharekura hui.

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Manager
School Quality Assurance and Liaison

17 November 2017

NZQA

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 29-30 October 2015 Managing National Assessment Report

The two required actions from the 2015 review were:

- comply with external moderation requirements of NZQA and SSBs (CAAS Guidelines 2.6iv)
- transfer ākongā achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (CAAS Guidelines 2.7iii).

The new management team has actioned the items above.

Response to external moderation outcomes The kura follows a process for responding to external moderation outcomes that involves the development of action plans for areas of low agreement between teacher and moderator. Actions include assisting teachers to find better qualified verifiers, insisting on the use of clarification documents and previous external moderation feedback, and teachers attending Best Practice Workshops or other suitable professional development opportunities. Kaiako action plans are monitored and documented for follow-up by the Tumuaki and Principal's Nominee.

Internal review

Evidence found that the school is effectively 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 processes are being embedded by the new senior management team who understand the need to develop their assessment and moderation processes to ensure greater robustness. Recent developments include:

- the appointment of a new Principal's Nominee, who is an experienced kaiako with a proven record as an assessor of NCEA standards
- the implementation of a form-class wānanga system where ākongā are mentored by kaiako wharekura, receiving academic guidance, information on assessment requirements and the chance to track achievement progress online through the NZQA Learner login
- the introduction of a wider range of standards that can be delivered through Māori medium to better meet ākongā needs
- the capacity for ākongā and their mātua to access their results online.

Senior managers believe that through empowering kaiako to take responsibility for their own assessment data, they are also building capacity and confidence within the wharekura. To further enhance practice, it was recommended that senior managers develop a checklist to support kaiako with the new reporting and checking system. This will encourage consistency throughout the wharekura and provide a framework for future development.

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing a checklist for kaiako to support consistent practice when reporting and checking ākonga results.

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

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

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

- mandating that all subject assessments, except for English, are conducted in Te Reo Māori
- promoting digital assessment opportunities
- facilitating wānanga with ākonga and whānau to determine personalised assessment programmes
- negotiating assessment deadlines with ākonga, where appropriate, to support ākonga centred assessment
- providing integrated assessment within a single subject, such as speaking and writing standards in English where the same topic is used
- gathering naturally occurring evidence through kura-wide kaupapa such as the Ngā Manu Kōrero speech competition involving all ākonga wharekura
- offering a menu of optional standards in some courses
- ensuring literacy and numeracy achievement is tracked
- providing exemplars online so that ākonga can prepare for assessments and familiarise themselves with the requirements of the standard
- using feedback, feedforward and one-on-one conferencing for research and portfolio assessments, reducing the need for further assessment opportunities.

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

- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate
- developing kaiako capability in creating and delivering standard-specific, valid and authentic practice assessments during the school year, to support derived grade applications should the need arise.
- gathering evidence of achievement through the use of digital tools
- dealing with breaches of assessment rules in a fair manner, following the principles of natural justice
- ensuring ākonga evidence of achievement is authentic.

Increasing use of digital assessment The kura is developing strategies for gathering digital evidence for achievement in the form of digital portfolios, photos, videos, power-point presentations and word-processed assignments. This evidence now makes up the bulk of internal assessments. Senior managers encourage the use of digital tools for gathering evidence as this will support ākonga to engage with NZQA's digital assessment and moderation work streams.

No action required

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

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

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

- ensuring that all wharekura kaiako understand the procedures and expectations of internal moderation, including their use of the *Internal Moderation Cover Sheet*
- all kaiako using subject specialists from within and beyond the kura to verify marked work
- the Principal's Nominee monitoring assessment and moderation through reconciling kaiako documentation with practice
- kaiako wharekura keeping benchmark exemplars of moderated mahi ākonga to support with future grade judgements.

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

- ensuring all requested assessment material is available and submitted to NZQA on time
- the Principal's Nominee storing assessment materials, in case they are required for external moderation
- ensuring bench-mark exemplars and external moderation reports are stored by the classroom kaiako to assist with making future assessment decisions
- ensuring that assessment material, which is born digitally, is securely stored so that it can be submitted digitally for external moderation, if required.

Internal moderation processes followed All kaiako wharekura follow the internal moderation processes of the kura. Moderation cover sheets are completed for all standards before results are reported to NZQA. The cover sheets assist senior management to monitor internal moderation, in combination with annual audits of all subject areas. These developing processes, contribute to high overall agreement rates with external moderators. Where poor external moderation outcomes occur, senior management ensures kaiako response to external moderation feedback is thorough and that identified action-items are carried out. Senior managers acknowledge that these processes enhance the credibility of assessment and moderation practice at the kura and have led to much improved external moderation outcomes over the last three years.

No action required

No issues with the school's internal and external moderation were identified during this review.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Kura Kaupapa Māori o Ngā Mokopuna effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - ensuring all NZQA fees are paid on time
 - identifying academic strengths to support the development of appropriate assessment programmes for ākonga
 - tracking progress towards gaining qualifications through form classes
- **reports accurate achievement data by:**
 - including ākonga and kaiako in its processes for checking accuracy
 - submitting grades in a timely manner
 - maintaining current memoranda of understanding with outside providers
 - checking Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

Capacity for kaiako to engage in the reporting and checking process Review of data entry processes has resulted in the new management team allowing kaiako wharekura greater involvement through:

- entering their own results prior to reporting to NZQA
- confirming all standards for entry for all ākonga early in the year
- checking their results, once reported to NZQA by the kura
- confirming entries, as appropriate, such as for subjects where a menu of standards is offered.

Senior managers believe that through empowering kaiako to take responsibility for their own assessment data, they are also building capacity and confidence within the wharekura. To further enhance practice, it was recommended that senior managers develop a checklist to support kaiako with the new reporting and checking system. This will encourage consistency throughout the wharekura and provide a framework for future development.

For consideration

To strengthen data entry practice, the kura is encouraged to consider:

- developing a checklist for kaiako to support consistent practice when reporting and checking ākonga results.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

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

- ensuring ākonga receive outlines on a common template for all courses they undertake
- supporting kaiako new to the kura
- providing ākonga and whānau on-line access to results data
- maintaining the currency of assessment policy and procedures
- communicating assessment policy and procedures to staff, ākonga and their whānau through, for example:
 - holding regular NZQA related hui with whānau throughout the year
 - facilitating whānau-kaiako interviews
 - regular hui kaiako where assessment and moderation processes are discussed
 - providing hard-copy and online assessment documents.

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

- informing kaiako wharekura about assessment best practice and providing opportunities to discuss changes
- knowing that ākonga understand what they need to achieve in order to gain a qualification, through discussion with kaiako mentors and their form class system.

Shared understanding of kura assessment policies As the Principal's Nominee develops her own knowledge and confidence in the role, she has recently taken the opportunity to focus on certain aspects of kura assessment policy such as resubmissions, in kaiako wharekura meetings. Senior management has decided to formalise this practice in the regular wharekura hui to reinforce consistent wharekura-wide assessment and moderation practice.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, ākonga and whānau. Senior management undertakes to:

- develop the practice of focussing on a selected assessment kaupapa for discussion in the regular wharekura hui.