Managing National Assessment Report

Te Kura Kaupapa Māori o Te Raki Paewhenua

April 2017

What this report is about

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

- 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 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:

- *TKKM o Raki Paewhenua Pukapuka Ākonga 2017 – (Student Handbook)*

- *TKKM o Raki Paewhenua Kaiako Handbook, 2017 (Staff Handbook)*

- *Course outline information and guidelines 2017.*

The School Relationship Manager met with the two Principal's Nominees, Tūmuaki, Kura data manager, Kaiwhakahaere o Te Poari, Kaiako of Te Reo Māori, Pangarau, Pūtaiao and Hākinakina.

There was a report-back session with the Principal 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 Raki Paewhenua 2017

13 April 2017

Consent to assess confirmed

This review found that the kura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the kura's management of national assessment were found. The kura'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 Raki Paewhenua focuses on the academic achievement of its students achieving as Māori. Te Aho Matua is the philosophy that drives this vision which is reflected in the kura goals for teaching, learning and achievement.

The kura has robust assessment processes where student needs, aspirations, and interests are being met. This includes adapting contexts to focus on local Iwi, Māori, and wider community issues. The emphasis is on a thematic learning approach that encourages students to present assessment evidence in a variety of ways.

Internal moderation procedures are clearly understood and practised by Kaiako. These include critiquing assessment material and verification by suitable subject specialists. Samples of assessed tasks and work are stored securely and allow the kura to fully comply with requests for external moderation. This provides kaiako with access to benchmarked samples for future decisions to inform course and programme design.

Accurate data is sent to NZQA regularly. This is evidenced through a low number of late entries and errors. The results are analysed by kaiako and used to report to senior management, as a basis for reflection on the previous year's programme and to adapt future teaching planning and assessment.

Communication is tailored to the needs of the kura through their Kura Pō Mōhiohio whānau engagement strategy based on a "kanohi ki te kanohi" or face-to-face hui. These regular whānau and student hui ensure they are kept up to date with requirements and expectations for NCEA. The student and kaiako handbook is written in simple and succinct language for students to understand. The course outlines provide students with clear guidelines on subject specific assessment information.

Areas for improvement

Monitoring systems for Kaiako responding to external moderation and completing internal moderation are in place, but need strengthening to make the process more robust. Of particular focus should be the review of external moderation feedback and the recording of internal moderation discussions about the verification of grades awarded.

Agreed Action

The kura agreed that the following action will improve the quality of its assessment systems. This is to:

- review the effectiveness of its assessment and moderation practice.

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Manager
School Quality Assurance and Liaison

23 June 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 5 November 2013 MNA Report   No significant issues were found in the 2015 Managing National Assessment review. The three agreed items have been actioned.

Response to external moderation outcomes   The kura has developed a robust process for responding to external moderation outcomes involving data analysis and evaluation by wharekura kaiako and senior management. For low agreement rates in subject areas, actions include supporting teachers to find better qualified verifiers, kaiako attending Best Practice Workshops and other suitable professional development. To improve process, the kura should use external moderation feedback to help evaluate the effectiveness of internal moderation, in particular by cross referencing it to recorded discussions about grades awarded.

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)

Kaiako meet on a weekly basis to discuss matters pertaining to NCEA. This forum provides the agenda to plan, review and reinforce changes in procedures including assessment matters. The Principal's Nominee, the Wharekura kaiako and the kura data manager review and evaluate student assessment and achievement data monthly. The information is disseminated to the kaiako including individual students on their progress. This process also ensures consistent feedback is given to senior management, the Whānau Whakahaere (BOT) and Whānau Whāiti (BOT working group) in a timely manner around NCEA. The next step for the kura is to further develop its capacity to identify and respond to issues or risks through robust self-review processes that improve the effectiveness of its assessment and moderation practice.

Agreed Action

NZQA and senior management agree on the following action to improce the school's response to external review. Senior management undertakes to:

- review the effectiveness of its assessment and moderation practice.

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 Raki Paewhenua has effective processes and procedures for meeting the needs of their students by:

- where appropriate, assessing when students are ready

- using assessment programmes to highlight specific local Iwi and wider community contexts to meet the interests of students

- ensuring programmes meet the literacy and numeracy needs of the students.

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

- managing missed and late assessment

- ensuring standard specific evidence is collected to report derived grades

- ensuring credible assessment through consistent wharekura assessment practice on resubmission and further assessment opportunities

- using a range of strategies to ensure student work submitted is authentic.

Assessment practices are used to meet student needs: The kura uses assessment practices to meet student's needs

- through small class sizes

- evidence gathering through portfolios

- further assessment opportunities

- ensuring literacy and numeracy.

Literacy and numeracy achievement monitored   Students meet the NCEA literacy requirement from either Te Reo Māori or Te Reo Rangatira standards. The kaiako of Pangarau monitors student progress towards meeting the numeracy requirement for NCEA.

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 Raki Paewhenua has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use

- using subject specialists to verify a selected sample of student work

- documenting the internal moderation process for each standard using the *Internal Moderation Cover Sheet.*

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

- selecting samples of student work for external moderation randomly to NZQA requirements

- ensuring samples of student work are provided for external moderation by being adequately stored

- selecting samples of student work for external moderation randomly to NZQA requirements.

External moderation procedures well managed   The Principal's Nomineehas established a sound process to ensure material is available for external moderation, including the storage and centralised location of the material. All kaiako are expected to respond to external moderation feedback where there is a low agreement rate.

Reconciliation of moderation decisions and external moderation feedback suggested   To add rigour to the process, the Principal's Nominee should cross reference external moderation feedback with the recorded discussions about the award of grades. This will assist kaiako develop their understanding of the standards they are assessing.

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 Raki Paewhenua effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
    - reviewing results from the previous year to reflect on and inform course and programme design
    - monitoring student progress to identify learners at risk of not completing qualifications
    - using grade predictions to support students in tracking their progress
    - teachers annually reporting on student achievement to senior management and the Whānau Whakahaere (BOT).

- **reports accurate achievement data by:**
    - ensuring all entries have a reported result
    - requiring students to check entries so that correct results are reported
    - kura manager and kaiako analysis of results
    - reconciling memorandum of understanding with reported results to ensure the correct external provider code is used
    - identifying target and priority learners through data analysis and resourcing support to meet their specific-needs.

Using data reports to monitor student achievement The kura has effective processes to track student achievement progress. Data reports are produced on a regular basis to inform the Principal's Nominee and kaiako about the progress of all NCEA students. These also inform the planning, development and design of teaching and assessment programmes across the year and help kaiako develop strategies to support students to meet their goals and complete qualifications.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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 Raki Paewhenua has effective processes and procedures for:

- ensuring students receive course outlines that contain subject specific assessment information

- communicating assessment policy and procedure to whānau

- reviewing communications to ensure they are fit for purpose and current

- Meeting and disseminating information for whānau to better understand the requirements of NCEA.

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

- checking whether kaiako, students and parents are following processes

- informing kaiako about assessment best practice and providing opportunities to update knowledge through professional development such as best practice workshops

- knowing that students understand what they need to achieve to gain a qualification.

Whānau Engagement The kura effectively communicates to whānau about NCEA through different hui across the kura. The wharekura engages in forums through its Pō Mōhiohio/information evenings and a "kanohi ki te kanohi" approach which are held once a term. The Whānau Whakahaere (board) & Roopu Whāiti (working groups) are held once a month and the wharekura participates in these forums to update on NCEA and progress of the wharekura.

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.