

Managing National Assessment Report

Te Kura Māori o Porirua

August 2024

FINDINGS OF THIS REVIEW

Te Kura Māori o Porirua

21-22 August 2024

Consent to assess confirmed

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

As a school 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.

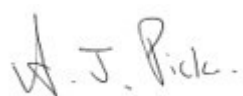
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions

Agreed actions

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

| Action | Timeframe |
|---|--|
| External and internal review | |
| Ensure there is a clear, consistent and verifiable process for monitoring teacher responses to external moderation | For the 2024 external moderation cycle and ongoing |
| Credible assessment practice to meet ākonga needs | |
| Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades | Prior to point in time external assessments and examinations |
| Update the kaiako and ākonga handbooks | Prior to 2025 |



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20 December 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 13 September 2018 Managing National Assessment Report

There were no action items in the 2018 Managing National Assessment report.

External moderation response to outcomes and processes The new Principal's Nominee is implementing a process to ensure that follow up to external moderation feedback is documented. This will strengthen the existing procedure.

Wharekura leaders have agreed to formally document responses to external moderation feedback. The current system, where the Principal's Nominee meets with the relevant kaiako to discuss external moderation feedback, involves anecdotal note-taking and evidence of follow up actions for improvement, but this process is not documented. Instead, the Principal's Nominee will now use the response to external moderation form from the kaiako NCEA assessment guidelines appendix. This process will allow the kura to formally identify action items and to monitor their progress and completion. Doing so will ensure consistent and compliant practice across the wharekura and allow for affirmation of internal assessment processes where agreement rates are high. To extend this good practice, the kura is encouraged to incorporate this process into the newly developed kōpaki NCEA within the student management system.

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)

Preparing to introduce new approach The kura expects a more holistic approach to mātauranga, to be introduced next year. This will be a source of motivation for the whole wharekura and lead to improved overall academic outcomes. There has been a drop in achievement across the wharekura since 2020, including a drop from 66.7% to 21.1% for University Entrance achievement. In a proactive response, the wharekura is planning a new thematic approach to learning and assessment which will be based around kaupapa nui, such as Matariki and ākonga passions; kapahaka, waka ama and hākinakina. Previously, it has been common practice to build a base of credits that were not necessarily from a coherent programme of study. The new thematic approach will enable assessment of multiple standards that are relevant to the kaupapa nui and from a range of subjects. Kaiako fully support the new approach as it will give them the opportunity to share their passions and strengths, and it will allow ākonga to opt into standards that are relevant to their own interests and ambitions.

Te Kura Māori o Porirua were early adopters of digital devices for teaching and learning. This has assisted the kura to engage in online external moderation and online external assessments. They were a kura that facilitated multi-subject piloting of new assessments for both New Zealand Curriculum(NZC) and Te Marautanga o Aotearoa(TMoA) subjects. This includes the new NZC subject, Te Ao Haka, at all three levels, which has now been fully implemented by the kura. Te Ao Haka is a University Entrance Approved subject and the opportunity for ākonga to achieve the level three standards and gain this approved subject has broadened the pathway to

university and wānanga study for ākonga at Te Kura Māori o Porirua. These review actions and responses demonstrate the commitment of the kura to identify and act on improvements to enhance assessment practice and academic outcomes in the wharekura.

Credible assessment practice to meet ākonga 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)

Quality assured derived grades required prior to the start of external assessment The kura must report quality assured derived grades for all point in time external assessments. Currently this does not happen and there is the risk that candidates may miss out on rights they should be afforded. Reported grades should be based on standard-specific evidence from practice assessments or other quality assured assessment events that reflect the actual assessment conditions and should be completed prior to the external assessment event. With the increased use of digital external examinations, reported derived grades will help to mitigate new challenges which may occur with online assessment such as loss of Wi-Fi connection or extreme natural events that are out of the candidates' control.

Opportunities extended The kura identifies ākonga strengths and finds appropriate outside providers to extend assessment opportunities, where necessary, to better meet ākonga needs such as through Te Wānanga o Raukawa. The kura has also taken advantage of the opportunity to engage in a range of new Māori-medium NCEA pilot standards, across multiple subject areas. These initiatives support the kura to provide genuine, fit for purpose kaupapa Māori oriented alternatives for its ākonga, to better satisfy whānau-wide aspirations.

Kaiako capacity growing The kura has progressed its goal to broaden the range of subjects available to its ākonga by recruiting suitably qualified kaiako. This allows the kura to better meet the needs of all ākonga, thus sustaining the kaupapa of 'kōrero i ngā wā katoa' within the kura. The recent appointment of a qualified kaiako of Pāngarau and Pūtaiao will assist the kura goal to enhance STEM achievement over time. Additionally, the support of a trainee kaiako Hākinakina ensures quality development of kaiako in subject areas that are of interest to ākonga. All kaiako are encouraged to have professional connections with kaiako of the same kaupapa ako from beyond the kura and to join local kaiako associations where they exist. This is important for getting subject specific support and is especially important for new and developing kaiako, as well as those in sole kaiako subjects.

Kaiako and ākonga NCEA workbooks to be redeveloped The kura needs to update the kaiako and ākonga handbooks as they have not been updated since 2020. Updated relevant information for NCEA assessment is available online in various formats, but this information needs to be supported by the two documents which act as the one stop source of information for Kaiako and Ākonga/Whānau. The new Principal's Nominee has agreed to update both handbooks by the beginning of 2025 and is confident that this will be a place that changes mentioned in the Internal Review section, will be further socialised. This will ensure consistent assessment practice by all assessing kaiako and understanding of rights and processes for ākonga and their whānau.

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)

Robust internal moderation processes All kaiako responsible for NCEA assessment and their verifiers are experienced assessors with broad understanding and knowledge of the standards they assess. Verification is carried out for every internal standard that is assessed by the kura, using subject specialists from within and beyond the school either in person or online. This supports a system that has resulted in assessment judgements consistent with the standard in most cases. Kaiako record completion of the internal moderation process using an online Internal Moderation Cover Sheet. The Principal's Nominee monitors these for completion prior to being stored digitally. Storing assessment evidence in this manner, ensures it can be submitted for external moderation immediately, if required, and provides kaiako with resources to support future assessment judgements. It also provides confidence to senior leaders that robust processes are in place.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Māori o Porirua 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 ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers
- 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
- providing 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
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Kura Māori o Porirua 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
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Māori o Porirua 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 ākonga 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.

Te Kura Māori o Porirua 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura Māori o Porirua 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 Māori o Porirua reports accurate achievement data by:

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

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

Te Kura Māori o Porirua has effective processes and procedures for:

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, 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 school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as the holding of whānau hui.

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

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- 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 Māori o Porirua:

- 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Puāwaitanga, He whakamāramatanga o ngā akoranga, 2020* (Ākonga Handbook)
- *Te Kura Māori o Porirua, Curriculum Management Document NCEA Assessment Guidelines and relevant Policy, 2020* (Kaiako Handbook)
- Sample of NCEA course outlines.

During this online visit the kura provided a presentation of the following:

- *Kura Māori o Porirua – Te Ara Whai i te Marau NCEA* (Powerpoint presentation).

The School Relationship Manager met online with:

- the Principal's Nominee
- Kaiako in Charge of:
 - English
 - Hākinakina
 - Pūoro
 - Pūtaiao
 - Te Reo Māori
 - Toi
- Tokotoru ngā ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee at the end of the online review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.

Background

This Managing National Assessment Review was conducted online over two days.