

Managing National Assessment Report

Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou

August 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou:

- 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
- *Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou Pukapuka Tauira Wharekura* (Student Handbook)
- *Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou Pukapuka Kaiako* (Staff Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three students and Kaiako in Charge of Hangarau Kai, Pāngarau and Pūtaiao.

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 Te Waiū o Ngāti Porou

29 August 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 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 Te Waiū o Ngāti Porou has embedded practices that enable it to effectively manage assessment practice for national qualifications. Self-review processes are robust, whereby reflecting on practice and continuing to align to the principles of Te Aho Matua and the strategic plans of the kura ensures effective assessment practice continues to evolve. This assures senior managers that the kura continues to report credible results to NZQA and that their ākonga are well-prepared for external examinations.

Ākonga-centred assessment programmes are designed to meet the needs, interests, academic goals and abilities of individual ākonga. This is achieved through focussing on quality assessment over time, assessing a combination of core standards, such as numeracy and literacy, and optional standards that are the result of *Te Kaupapa Ako Nui*; an enquiry approach to learning. The success of this approach is further enhanced through the ability of kaiako to create their own valid, standard-specific assessment tasks.

The kura has robust moderation processes which are followed by all wharekura assessors. A combination of team marking in wharekura hui, meeting with kaiako from outside of the kura and some online moderation ensures that all results reported to NZQA have been quality assured. The Principal's Nominee monitors that moderation has been completed before any results are reported.

The Principal's Nominee is now experienced in her role, which gives the kura confidence that processes for managing assessment practice for national qualifications are effective. The introduction of a new management system has created challenges that she has confidently negotiated with the support of an assistant who is a technology expert.

Areas for improvement

The use of a new student management system has better positioned the kura to deal with data issues that have been a problem in recent years. Senior managers have agreed to report results for all internal standards in a timely manner and where ākonga have not had an adequate assessment opportunity, to withdraw entries. This will mean that results reflect individual ākonga assessment programmes.

The kura has agreed to update the kaiako and ākonga NCEA guides to support understanding of its assessment and moderation expectations.

Agreed action

The school agreed that the following action will improve the quality of its assessment systems:

- ensure all internal entries to NZQA have a result reported for them or are withdrawn, as appropriate, by 1 December
- update the kaiako and ākonga NCEA guides on an annual basis.

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30 November 2017

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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 8 September 2015 Managing National Assessment Report

No significant issues were identified in the 2015 Managing National Assessment review.

Response to external moderation outcomes External moderation feedback is discussed in a kāhui setting with all kaiako wharekura in attendance, including senior managers. Response action forms, *Ngā Whakautu ki Ngā Hua o Ngā Whakaōritenga ā Waho*, are completed for each standard and the kaiako in charge is responsible for carrying out the actions. These may include undertaking Best Practice Workshops, participating in targeted Professional Development or finding a new verifier. Response to external moderation feedback is robust and embedded practice at the kura, leading to improved external moderation outcomes in 2016.

Response to data issues The kura has changed its student management system as the old system was limiting its capacity to carry out its data management role. Senior managers believe that the new management system has already enhanced their data processing systems through improved capacity to:

- upload results and entry data files to NZQA
- apply for special assessment conditions
- report results including Not Achieved grades
- track ākongā progress and withdrawing entries
- provide provisional results for Visual Arts Level 1 and 2
- apply for financial assistance.

This demonstrates the commitment of the kura to improve its systems for managing data and assisting it to report accurate and timely information to NZQA.

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)

Senior managers at Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou have robust self-review processes where they reflect on assessment practice and continue to align with the principles of Te Aho Matua and the strategic plans of the kura. Subsequently, systems continue to evolve in response to self-review. Recent changes include:

- the appointment of a new Principal's Nominee who has provided consistency and security in the role

- involving another kaiako from within the kura, who is a computer expert, to support with data input to ensure this is done effectively and to develop capacity in the wharekura
- shifting to a Kaupapa Ako Nui approach which further personalises assessment and encourages ākongā to engage more with their own learning.

These changes represent the commitment senior managers have towards ensuring high quality assessment practice continues to occur at Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou.

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 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 Te Waiū o Ngāti Porou has effective processes and procedures for meeting the assessment needs of their students by:

- mandating that all subject assessments, except English, are conducted in Te Reo Māori
- restricting the number of credits in courses, to focus on quality assessment and decrease workload for kaiako and ākonga
- ensuring literacy and numeracy achievement is tracked
- experienced kaiako creating their own standard-specific assessment tasks, contextualising them to fit the kaupapa of study and ākonga interests
- negotiating assessment deadlines with ākonga, where appropriate, to support ākonga centred assessment
- providing integrated assessment across two subjects, such as Science and Mathematics, using the same kaupapa; in this case, an electricity project
- providing career guidance so that courses can be tailored to suit ākonga career and future study pathways
- facilitating wānanga with ākonga and whānau to negotiate individual assessment programmes
- gathering naturally occurring evidence through real-life situations such as catering at hākari where manaaki kai standards are achieved
- using feedback, feedforward, scaffolding and one-on-one conferencing for research and portfolio assessments, reducing the need for further assessment opportunities
- ensuring ākonga are well-prepared for their external examinations
- promoting digital assessment opportunities to complement digital learning pedagogies
- applying for special assessment conditions as appropriate
- providing differentiated assessment based on ability
- assessing ākonga when ready, regardless of their year level, and allowing them to achieve qualifications over time.

Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou 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
- effectively dealing with appeals and ensuring ākonga evidence of achievement is authentic

- meeting the requirements of the Privacy Act 1993.

Individualised assessment From 2016, assessment for national qualifications at Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou has been derived from a menu of core standards and a Kaupapa Ako Nui (Big Picture) approach which individualises assessment based on ākonga enquiry. This is supported by team teaching, negotiating daily achievement goals and regular milestones with ākonga and expert kaiako with the ability to develop relevant standard-specific assessment tasks to cater for a wide range of subjects at different levels. Moving from a more traditional assessment approach to one that focusses on individual ākonga means the kura can provide relevant assessment that better engages its ākonga. This was confirmed by the interviewed ākonga.

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 Te Waiū o Ngāti Porou has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use through kaiako wharekura hui
- all kaiako using its *Pepa Mō Te Whakaōritenga ā Roto*, a Māori version of the *Internal Moderation Cover Sheet*, for every standard that is assessed and reported to NZQA
- the Principal's Nominee monitoring assessment and moderation through reconciling kaiako documentation with practice
- kaiako wharekura keeping benchmark exemplars of moderated mahi ākongā to support making future grade judgements
- using subject specialists from within and beyond the kura, to verify purposefully selected samples of ākongā work, including an in-kura kāhui approach.

Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- the Principal's Nominee storing securely relevant samples of assessment materials, in case they are required for external moderation
- developing file saving protocols to ensure assessment material, which is produced digitally, can be submitted digitally for external moderation, if required
- ensuring external moderation reports are stored by the classroom kaiako to assist with making future assessment decisions.

Investigating on-line verification Because of its isolation and the limited number of subject experts across a range of subjects who can verify ākongā evidence in Te Reo Māori, the kura has been investigating on-line verification. This has proven to be an effective strategy, however, its success depends on the availability of key people at key times. This is an on-going challenge for the kura, so it continues to verify ākongā work using subject-experts from Ruatoria, and to hold hui with subject-experts from other districts during holidays and weekends. Collectively, these processes enable the kura to derive credible results for national qualifications. Senior managers have expressed great interest in a sharing tool that NZQA is developing which should eliminate some of the unique challenges they face. They are well-placed to take advantage of NZQA's digital work streams.

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 Te Waiū o Ngāti Porou effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - identifying academic strengths of ākonga to support the development of appropriate assessment programmes
 - tracking progress towards gaining qualifications through kaiako hāpai (mentors)
 - ensuring all NZQA fees are paid on time and that financial assistance applications have been made, where appropriate
- **reports accurate achievement data by:**
 - including ākonga and kaiako to check results for accuracy
 - submitting grades in a timely manner
 - maintaining current memoranda of understanding with outside providers and reporting their results as the kura receives them
 - checking Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

Too many results not reported last year In 2016, Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou did not report results for over thirty percent of standards entered for internal assessment. This volume of not reported results provided an inaccurate view of ākonga achievement and impacted on the participation statistics of the kura. There was also the possibility of ākonga having a false impression of what they were able to achieve.

The first year implementing the Kaupapa Ako Nui approach was 2016, and the kura had difficulty tracking individual achievement and progress with the previous data management system. In most cases, standard entries should have been withdrawn, as they were not assessed.

The kura has developed systems for tracking ākonga against which standards they are being assessed and for knowing when to withdraw entries. Capacity to do this has been improved through the introduction of the new ākonga management system.

Senior managers agreed to ensure that the kura reports results for all internal entries, and that when ākonga have not had an adequate assessment opportunity, entries are withdrawn. The Principal's Nominee and her assistant will run regular data checks throughout the year. This should eliminate the non-reporting of results and ensure that standards not being assessed are withdrawn so that results data better reflects ākonga achievement.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure all internal entries to NZQA have a result reported for them or are withdrawn, as appropriate, by 1 December.

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 Te Waiū o Ngāti Porou has effective processes and procedures for:

- ensuring all ākonga receive individualised assessment programme outlines on a common template, to provide the reader with consistent information
- providing ākonga and whānau with on-line access to results data through the ākonga portal
- communicating assessment policy and procedures to staff, ākonga and their whānau through, for example:
 - holding regular NZQA-related hui with whānau throughout the year to share learner goals and encourage whānau to support learner-centred achievement
 - facilitating whānau-kaiako interviews
 - facilitating regular roopū kaiako hāpai, where kaiako mentor their ākonga groups
 - regular hui kaiako where assessment and moderation processes are discussed
- inducting kaiako new to the kura into its assessment and moderation procedures.

Te Kura Kaupapa Māori o Te Waiū o Ngāti Porou assists common understanding of assessment practice by:

- checking whether kaiako and ākonga are following processes through regular hui
- 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.

Kaiako and Ākonga NCEA guides must be updated At the time of the review the Kaiako and Ākonga NCEA guides were not updated to include changes that have occurred over the last two years. In order to meet the requirements under its *Consent to Assess Against Standards* the kura must maintain assessment documentation that is current and appropriate.

In order to ensure consistent wharekura-wide understanding of their assessment and moderation expectations, senior managers have agreed to update the kaiako and ākonga NCEA guides on an annual basis. They need to be readily available, to support shared understanding of systems by all kaiako and ākonga. Updated documents will validate the good practice that currently exists in the kura, such as expert kaiako modelling the assessment and moderation expectations at hui kaiako wharekura and within the classroom. Also, as the kura pursues its strategy of developing young kaiako for its future, annually updated kaiako guides will provide a consistent context, to which they can refer.

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, students and families. Senior management undertakes to:

- update the kaiako and ākonga NCEA guides on an annual basis.