

Managing National Assessment Report

Te Kura Kaupapa Māori o Taumārere

June 2021

What this report is about

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

- has addressed issues identified through NZQA's Managing National Assessment review and through the kura'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 kura'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 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 each 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 in 2018
- *Wharekura Pukapuka a te Ākonga 2021, Curriculum Handbook*
- *QAS Document, (summary of sections from CAAS as a Staff Handbook)*
- *Ākongo – Tukanga, Student Assessment Handbook*
- a sample of course outlines for Tau 11, 12 and 13.

Two School Relationship Managers met with:

- Kaitakawaenga Wharekura
- Tumuaki Tuarua
- Kaiako for:
 - Hākinakina
 - Maths
 - Māori Performing Arts
 - Putaiao
 - Toi Ataata
- Toko whā ngā ākonga

There was a report-back session with the Tumuaki Tuarua and Kaitakawaenga Wharekura 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.

There was a further report-back session one week after the MNA Review with the new Tumuaki, including the Tumuaki Tuarua and Kaitakawaenga Wharekura, where the issues found were discussed and an action plan developed.

SUMMARY

Te Kura Kaupapa Māori o Taumārere

4 June 2021

Significant issues found

This review found significant issues that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within one year to check that these issues are being addressed and that quality management of assessment for qualifications has improved.

The significant issues are:

- a lack of quality assurance of assessment material and processes
- inconsistent and inadequate opportunity for ākongā to gain an NCEA qualification.

Actions required to address significant issues

To address these issues, the school must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- internally moderate to ensure assessment results are credible (*CAAS Guidelines 2.6iii*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2020, 6.4(b)*)
- transfer student achievement data to NZQA accurately, on a regular and timely basis (*CAAS Guidelines 2.7iii*)
- provide accurate and sufficient information to students about assessment processes (*CAAS Guidelines 2.4i(f)*)

Areas for improvement

The 2018 Managing National Assessment Review outlined several areas needing attention. The kura actioned an internal review of processes and procedures, with some documented redesign and implementation of quality assurance systems in place in 2019. However, in 2021 it is evident that these processes are not sufficiently embedded to assure assessment quality in the kura.

The outcomes of external moderation are too limited to provide comprehensive evidence that assessment at the kura is consistently credible. Kaiako would benefit from a redesigned staff handbook which includes a range of infographics to outline the processes of internal and external moderation. This would clarify who is responsible for each step and what the overall goal is from the process.

Ākonga need to be provided with a consistent and adequate opportunity to gain an NCEA qualification. Currently kura entry processes do not systematically support ākonga achievement, pathways, or their aspirations beyond school. The ākonga interviewed lack an understanding of how NCEA works, are unsure of what they need to gain an NCEA qualification or their progress towards this.

Kaiako would benefit from a kura wide approach to assessment for qualifications that builds their capacity and ownership for supporting student achievement. Kaiako should mentor ākonga with course selection and guide them on assessment processes, as well as monitor their achievement progress.

Other next steps for the kura to consider are included in the body of this report.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems.

These are to:

- ensure that assessment programmes for ākonga provide them with the opportunity to achieve qualifications linked to their goals and aspirations
- ensure kaiako provide accurate and sufficient information to students about assessment processes.

What the kura is doing well

The kura places high expectations on ākonga to live the values of Ngāti Hine in every facet of life at the kura and wharekura. Evidence of the effectiveness of the kura's approach to kapa haka and te ao Māori can be seen with the participation in Term 1 kapa haka activities which make up the core of kura and wharekura teaching and learning plans.

The Kaitakawaenga Wharekura has developed quality assurance systems that when followed, ensure assessment quality. These developments came about following the previous MNA Review recommendations. The next step is for kaiako to take more ownership of these assessment systems and use them in their everyday practice. Staff acknowledged their appreciation of the senior assessment team and their ability to provide a framework. It is evident that on an individual basis, each kaiako endeavours to provide quality assessment to support their ākonga.

Assessment policy and procedures are documented in a reader friendly manner for kaiako, ākonga and whānau to be informed.

The next step is for kaiako to address issues identified with external moderation and in partnership with the Kaitakawaenga Wharekura, develop a plan going forward.

Self-review is integral to sustaining the integrity of assessment practice for national qualifications and providing a quality experience for students. The kura has an internal review process that uses broad achievement data, retention statistics and action items from the 2018 Managing National Assessment Report to map a way forward. The next steps would be to sufficiently embed this so the aims of the strategic document, Aramua, can be achieved.

The Kaitakawaenga Wharekura is effectively supported by the wharekura team leaders. The kura is developing systems and processes for managing assessment

for national qualifications which, when consistently followed by kaiako to become embedded, will assure credibility.

Kay Wilson
Manager
School Quality Assurance and Liaison

21 June 2021

NZQA

0800 697 296

www.nzqa.govt.nz

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 2vi, 3iv-3v)

Action Items from April 2018 Managing National Assessment Report

The issues identified in the report were a:

- need for developing a timely cycle of annual review to ensure consistency of assessment practice
- lack of a systematic review process so that kura can identify and resolve issues in a timely manner.

To address these the kura was required to:

- use its self-review and evaluation processes to identify areas for on-going improvement and then action (CAAS Guidelines 3iv)

A visit was made in September 2019 to evaluate the progress made toward addressing these significant issues. It was found at that time, the kura had made progress in developing processes to improve the quality of their assessment systems. However, since this visit the kura has once again found itself in a similar position to 2018, with NZQA having significant concerns about the lack of systematic use of the assessment and moderation processes the kura had developed. At the report back meeting with the Tumuaki on June 16 2021, an action plan was developed for the kura to address these issues. The plan is detailed further on in this report.

Additional external moderation agreed for 2021 To provide a more accurate measure of their assessment quality, the kura has agreed to submit a wider range of standards from 2020 and 2021 for additional external moderation. The aim is to provide the kura and individual kaiako, with comprehensive feedback on their assessment quality. Due to the small ākonga numbers, the selection of samples will result in all evidence held by the kura being submitted.

This selection of all standards assessed in 2020/2021 allows the kura to have feedback:

- on standards currently assessed rather than those which may no longer be used
- on internal moderation grade verification decisions
- that provides timely confirmation of the effectiveness of responses for any standards with previously identified issues
- on all standards assessed over time.

Action on moderator feedback needed The kura must act on poor external moderation outcomes to improve assessment quality and kaiako understanding of the standard. An action plan must be developed for each standard with *Not Consistent* or *Not Yet Consistent* outcomes, with subsequent monitoring and checks

in place to ensure that issues are resolved. Currently there is no follow-up of external moderation outcomes or non-submission of work.

The importance of submitting work for moderation The NZQA requirement to submit assessed material for external moderation provides a clear indication of the effectiveness of kura practices. The kura will be able to evaluate the effectiveness of their responses to 2021 external moderation when they receive the outcomes of the 2020 external moderation round.

To comply with all external moderation requirements, the kura needs to demonstrate that its responses to external moderation feedback are effective. As process to by which the Kaitakawaenga Wharekura can monitor this is required.

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 senior management team is aware of the challenges the kura is facing, and since the 2018 MNA Review has been redesigning processes and procedures to fit their context. This includes processes that will strengthen assessment credibility and moderation practices within the wharekura.

Recent developments include the:

- Managing National Assessment Improvement Action Plan, following the 2018 MNA Review which outlined the areas where the kura needed to develop systems and who was responsible for implementation
- Development of the Aramua document based on Ngāti Hine mātauranga. which expanded the STEM framework of Science, Technology, Engineering and Maths to include Reo and Arts to create STREAM
- Redesign of the staff handbook, using infographics to show kaiako how to embed different practices
- SWOT Analysis of NCEA Achievement data and retention rate statistics to identify the weaknesses and enable the kura to plan ahead for the future

It is evident that work has been done to put systems in place for kaiako to apply to their quality assurance practice. However, there is a lack of ownership of these processes by the kaiako, resulting in a kura disengaged from the basics of assessment and quality assurance. Providing professional development focused on staff engagement in the process would bring about an improvement in credible assessment and academic opportunities for ākongā, and also work satisfaction for pouako alike.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The school must:

- comply with external moderation requirements of NZQA and SSBs (CAAS Guidelines 2.6iv)
- follow-up external review recommendations and findings (CAAS Guidelines 3v)

For consideration

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

- developing capacity for managing national assessment within the kura through professional development
- sharing ownership of internal review through robust discussions at hui kaiako focused on wharekura needs to do with NCEA
- developing sustainable review processes which can be adopted by all kaiako and successfully embedded in everyday practice.

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 Taumārere has effective processes and procedures for meeting the assessment needs of their students by:

- broadening assessment opportunities by engaging with Te Kura Pounamu to offer courses outside what the kura can provide onsite
- designing courses with learning contexts that are authentic, engage student interests and reflect the Ngāti Hine mātauranga

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

- ensuring credible assessment through consistent school-wide practice on missed and late work, resubmission, and further assessment opportunities
- meeting the requirements of the *Privacy Act 1993*.

Strengthening qualification opportunities and support for all ākonga is the next step Current outcomes show ākonga not achieving and lacking the opportunity for achievement. When interviewing ākonga it was clear that some have insufficient entries to reach the credits required to achieve a qualification, while others have far and above the number needed to achieve, meaning they feel overworked and stressed.

Ākonga need to be provided with the opportunity to gain an NCEA qualification that links to their goals and aspirations. Having course and assessment planning that links to their goals and is decided upon collectively by kaiako, whānau and the ākonga will promote meaningful achievement. Currently the Kaitakawaenga Wharekura interviews each NCEA student at the beginning of the academic year to build a thorough knowledge of each ākonga's educational needs, interests and future career goals. However, entry of ākonga into courses and specific standards is not a collaborative process which results in the purpose of course and assessment selections being unclear and not linked to their future pathway.

Kura must track ākonga progress The kura needs to develop a process of using a shared document in the absence of an SMS, that gives everyone visibility of assessments planned in an academic calendar and results achieved on a spreadsheet. Kaiako can then use this data and information to better support each ākonga with managing their time and obligations in order to complete course work and achieve a qualification. Kaiako in a mentoring role should support ākonga to achieve by collaboratively tracking and monitoring academic progress with the ākonga. Kaiako should keep to assessment timeframes, marking, and grade verification steps so that reporting of results is timely and further supports achievement goals.

The kura needs to develop a consistent programme of mentoring that will help successfully transition ākonga through NCEA. Ākonga would benefit from regular purposeful mentoring meetings with key wharekura staff as pastoral, learning support and careers advice are integral in guiding ākonga towards success. Mentoring should include monitoring entries, providing help with study techniques and strategies,

checking progress of grades and pathway design for the future. Any learning, physical, and medical needs should be identified prior to NCEA assessment so that assessment support can be provided if required.

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- mentor ākonga in course selection to enable appropriate credits amounts for each qualification
- ensure that assessment programmes for ākonga provide them with the opportunity to achieve qualifications linked to their goals and aspirations
- monitor ākonga progress throughout the academic year to ensure achievement is possible

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 Taumārere has effective processes and procedures for managing external moderation by:

developing a system of folders and coversheets for kaiako to access

Consistent internal moderation practice needed Following the 2018 review, the Kaitakawaenga Wharekura and Tumuaki Tuarua have developed a process for internal moderation that, when followed, will provide for quality assessment. Professional development is needed for staff to take ownership of the process and complete the internal moderation steps in a regular and timely manner. Kura wide consistency of moderation would allow for issues to be identified and resolved ensuring there is evidence that results submitted to NZQA are credible. NCEA matters should be addressed at a hui kaiako just for kaiako wharekura so focus can be made on the important NZQA kaupapa at the time.

Kaiako are yet to sufficiently embed the practice of checking assessment tasks and verifying grades awarded to student work. Networks for kaiako to have their marking verified needs strengthening. Kaiako should use subject experts with standard specific knowledge either from within the kura, within the local community or when needed, kāhui or subject clusters from outside the region. The Tumuaki could assist with this through his Principal contacts at other kura and local high schools.

Once the internal moderation process is embedded practice, the system that the Kaitakawaenga Wharekura has developed to monitor the process should then provide evidence that the results reported to NZQA meet requirements.

Awarding valid grades essential Kaiako need to submit moderation to NZQA to be reassured their processes are producing valid and credible assessments. Currently there is no process to ensure that issues identified by the moderator are addressed. The Kaitakawaenga Wharekura should develop a process, including a monitoring system, that will track kaiako responses and actions to successfully address the issues. It is advisable to consider the moderation appeals and clarification processes as a first step, but then to create an action plan for further assessments that incorporates the recommendations made by the moderator. Grade verifiers must be informed when moderation outcomes are not consistent with the standard, to improve their understanding as well.

The kura does not comply with the requirement to submit material for many of the standards requested by NZQA for external moderation because of inadequate data management and storage processes. Submitting nothing for external moderation is not an option.

Required action

The following action is required to improve the school's internal and external moderation to assure assessment quality. The school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- internally moderate to ensure assessment results are credible (*CAAS Guidelines 2.6iii*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2020, 6.4(b)*)

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- have a regular hui wharekura separate from the wider hui kura for kaiako of wharekura to focus on NCEA matters
- the Tumuaki or Tumuaki Tuarua communicate with other local kura that can provide assistance with the internal moderation process to support kaiako with the verification process

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 Taumārere effectively uses assessment-related data to support achievement outcomes for students by:

- analysing achievement data and other relevant information to inform kura wide strategic goals and the creation of the Aramua document.

Effective data analysis used to inform strategy The kura effectively analyses and evaluates data for strategic planning and implementation, despite the challenge that the small numbers of ākonga in the NCEA programme pose in providing a constant and consistent set of data. What is available still allows for an accurate comparison of outcomes to support a strategic document like Aramua.

Improved data management will support student achievement progress The school needs to establish data management practices and processes, that are regularly promoted and monitored by the Kaitakawaenga Wharekura, to help ensure accurate and timely data is reported to NZQA. While the kura has a data management system in place it is evident that it is yet to be sufficiently embedded within kaiako assessment practices to be effective. It is vital that kaiako are confident with data processes and supported to complete these so that the kura has accurate data to map a pathway forward for ākonga across all subject areas and to strategically plan for future academic years.

Entries and results should be thoroughly checked at all levels of the kura, giving ākonga and whānau the opportunity to match intended assessment programmes with their outcomes and results. This could also lead to the development of other subject areas being available for ākonga to include in their study programmes.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- developing wharekura based professional development for kaiako to embed internal moderation and external moderation processes into their assessment procedures.

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

*Evidence for school communication promoting understanding about assessment.
(CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))*

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

- ensuring students receive reader friendly course outlines.

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

- putting in place processes for the Kaitakawaenga Wharekura to conduct initial mentor meetings with ākonga at the beginning of the academic year
- informing teachers about assessment best practice and providing opportunities to discuss changes

Strengthen NCEA practices and student outcomes by building capacity, leadership and ownership The kura needs to strengthen leadership and provide regular communication of NCEA assessment processes to help to clarify expectations and procedures, and promote responsibility for credible assessment practice at all levels of the kura. The following activities would collectively contribute to kura wide consistency, understanding of assessment practice and the NCEA model, and build capacity, leadership, and ownership.

Kanohi ki te kanohi hui The whānau community would benefit from regular kanohi to kanohi meetings with kaiako and key staff to ensure assessment information is available and clearly understood, including the academic progress of ākonga.

NCEA focused hui kaiako Assessment best practice for kaiako should be developed through discussions at hui kaiako, including all wharekura staff where the kaupapa is focused on NCEA and its assessment practices. Professional development from outside providers for kaiako of NCEA would build the capacity within the kura of kaiako to be confident with all credible assessment practices for NCEA.

NCEA related information needs updating Information booklets need to be current and show relevant information in a way that the reader can gain purposeful knowledge. Information in the current booklets for ākonga and for kaiako would benefit from a redesign where areas of interest are grouped together, under a key question from the eyes of the reader, or through a visual infographic style of dissemination.

Provide ākonga information about how NCEA processes and qualifications support their achievement Ākonga interviewed were at times, unable to articulate the kura assessment practices and NCEA procedures in general, and what they needed to gain a qualification. They acknowledged the approachability of the Kaitakawaenga Wharekura and their individual kaiako. Ākonga were well aware of the strengths of kapa haka, Ki a Rahi and Te Reo Māori at the kura, but held concerns for subject availability within the wharekura and were uncertain if remaining at the kura was the best for their academic futures.

Support new kaiako to the kura with an induction process The Tumuaki should ensure that new kaiako to the kura are taken through a thorough induction process.

NCEA processes and Ngāti Hine mātauranga should be the focus to ensure all new kaiako are comfortable and confident with their role in the kura.

Required action

The following action is required to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. The school must:

- provide accurate and sufficient information to students about assessment processes (*CAAS Guidelines 2.4i(f)*)

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- providing new staff to NCEA with professional development on systems, processes, and procedures all within the ethos of the kura and Ngāti Hine Mātauranga
- a redesign of the ākonga booklet to better guide them towards information under headings relevant to them
- a redesign of the kaiako CAAS summary document as an infographic or similar so kaiako have a clearer view of their responsibilities and obligations around assessment practice
- providing wharekura based hui kaiako so NCEA focused information and systems can better facilitate assessment practices.