

# **Managing National Assessment Report**

## **Te Kura Kaupapa Māori o Taumārere**

**Akuhata 2023**

# FINDINGS OF THIS REVIEW

## Te Kura Kaupapa Māori o Taumārere

21 Akuhata 2023

### Significant issues found

This review found that the kura is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the kura management of national assessment were identified. The kura's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a kura that is not effective in aspects of self-review, credible assessment, or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

### Required actions to address significant issues

To address these issues, the kura must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
<b>External and internal review</b>			
2.6iv	comply with external moderation requirements	The kura is required to respond effectively to external moderation outcomes and provide support for assessors where appropriate  The kura is further required to monitor and document actions taken to address external moderation outcomes	Immediate
<b>Credible assessment practice to meet ākonga needs</b>			
2.7i	systematically record ākonga achievement	The kura must submit ākonga results regularly to NZQA	Immediate
<b>Internal moderation to ensure the reporting of credible results</b>			
3.1b	monitor internal moderation	Senior management is required to have a monitoring process that ensures the results reported have been subject to an internal moderation process	Immediate

## Actions

### Agreed actions

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

Action	Timeframe
<b>Credible assessment practice to meet ākonga needs</b>	
develop a system to monitor and track the progress of ākonga to achieve a qualification	Within the year
update information for kaiako and ākonga including establishing an induction programme for kaiako new to NCEA	Immediate
ensure that Memoranda of Understanding are prepared and held by the kura with all external providers	Immediate

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Date of Finalised report 2023

**NZQA**

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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 4 Hune 2021 Managing National Assessment Report** This report outlined two items to be addressed. The kura actioned an internal review of processes and procedures, with some documentation being updated and a quality assurance system being implemented. However, it is evident that these processes are not sufficiently embedded to assure assessment quality in the kura as there is ongoing development needed to address issues identified.

Secondly, the kura has been working collaboratively with the whānau to develop learning programmes that are more appropriate for ākongā, including relevant pathways. This is still in early stages as the lack of ākongā pathway options to gain a NCEA qualification is apparent.

**External moderation processes and response to outcomes** The kura must develop a procedure to respond effectively to any issues raised in external moderation reports and to provide support for kaiako as needed. This procedure must include a process to document actions taken to address these issues and to monitor that any actions have been effectively completed.

Outcomes of external moderation have shown some improvement though consistency levels fluctuate from year to year. There needs to be more uniformity to provide comprehensive evidence that assessment at the kura is credible. The kaiako should respond to external moderation feedback when the assessor judgements are not consistent with the standard and ensure that issues identified by the moderator are addressed. Action plans in response to external moderation outcomes should be developed and documented with effective completion of these plans being monitored by the Principal's Nominee.

Standards have not been moderated as the material was not available to be submitted to NZQA. The kura needs to be able to submit moderation so the kura and NZQA can be confident that assessor judgements are consistent with the standard, and kaiako can receive feedback. The kura must review and develop its storage policy and procedures for assessment materials, to ensure the availability of all work for external moderation.

Support for kaiako to make assessment judgements could include the use of Pūtake (NZQA's Learning Management System), involvement with subject associations and seeking clarification from external moderators. These can assist kaiako to better understand the standard and to improve their assessment decisions.

The outcome of external moderation reflects the effectiveness of internal moderation. Strengthening internal moderation processes as mentioned later in this report should provide further incentive to improving external moderation and raising confidence that grades are quality assured at the standard and that moderation processes are meeting senior managers' expectations.

## 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)*

Self-review has led to improvements to address some of the long-standing concerns in assessment practice.

The kura has a new management system to assist with tracking ākonga data entries and monitoring of ākonga achievement.

Ongoing development is held by the Tumuaki weekly at staff meetings to upskill staff in credible assessment, moderation practice with a focus on using data to monitor ākonga achievement and progress.

The new Tumuaki is reestablishing the kaupapa with the support of whānau by looking at the strategic plan, whakatauki “Ko te reo te mauri o te mana mauri” to clarify the meaning of the whakatauki me ngā whakapapa from Taumārere and how this can become part of their kura-wide curriculum planning.

In response to the whānau hui there was interest to engage with external providers to maximise ākonga pathways in academic and vocational opportunities. The Certified Divers Course is one of the qualifications that was accessed this year.

The kaiako need more support to strengthen their understanding of the NCEA changes and standards and they are attending upcoming professional development to assist in this area.

## 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, TEO's assessing Achievement Standards and Candidates 2023)*

**Information for kaiako and ākonga must be updated** The kura must review the information currently available to kaiako and ākonga to ensure it is current, complete and readily available.

New kaiako to the kura and NCEA should be provided with clear guidelines and information to support them through an induction programme to understand kura and NZQA assessment processes.

Ākonga have information available in a booklet but are still unsure of guidelines to assessment requirements. Existing staff assessment information is included in a staff handbook and stored digitally, but these procedures have not been embedded in kaiako practice as they were not sure where to access these. Kaiako were not clear about resubmissions and further assessment opportunities.

The Tumuaki and the Principal's Nominee should introduce clearer and accessible assessment guidance in a physical file until staff are confidently using the digital platform.

**Submitting ākonga achievement data** Currently, the kura only offer a few entries and results for ākonga which do not provide enough to attain a NCEA qualification for the year. Ākonga results also must be submitted to NZQA in a timely manner. The Principal's Nominee should submit a data file on the first of every month to ensure that ākonga receive their results. Therefore, kaiako need to ensure that their results are sent to the Principal's Nominee by a due date regularly. Programmes on offer from kaiako should have sufficient assessments in each subject area to achieve the NCEA requirements that ākonga aspire to, including pathways to future educational and vocational opportunities.

**Monitoring and tracking of ākonga results to improve ākonga attainment** With the implementation of the Student Management System there should now be clear monitoring and tracking to keep the Principal's Nominee and kaiako updated with ākonga results. Management will have to take responsibility for checking that these results are in every term or by a due date. Expectations of regular reporting of results will need to be adhered to by all kaiako.

A substantial number of entries were reported without a result last year. To ensure that student assessment records are accurate, the kura should report a result for all internal assessment entries in the Student management System by 1 December. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn. An inaccurate view of possible ākonga achievement may be provided if tracking of progress includes those entries for which no results are ultimately reported.

**Ensure that Memoranda of Understanding are in place with external providers** The kura must establish a process to ensure that the kura holds relevant and fit-for purpose documentation with the external providers for which it reports results. A memorandum authorises this process and provides clarity about who is responsible for each aspect of the assessment process. It is essential that consent arrangements for assessments are in place before the assessment commences to confirm that ākonga receive a valid assessment opportunity. A Memorandum of Understanding needs to be stored in a central place for clarification of ākonga intended outcomes.

## **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, TEO's assessing Achievement Standards and Candidates 2023)*

Te Kura Kaupapa Māori o Taumārere need to strengthen their monitoring of internal moderation processes to ensure all results reported to NZQA are quality assured. This is to extend good practice, to support kaiako to make correct assessor judgements and to comply with NZQA requirements.

Kaiako need guidelines to support their internal moderation. They should be provided with professional development and should prepare their work with an internal moderation cover sheet, kaiako resources and ākonga evidence either in a digital folder on the kura network or in physical folders in a locked cupboard. The kura acknowledges that more professional development and support is needed to alleviate the inconsistencies in the kaiako judgements. Internal moderation processes should be clear and precise for kaiako to adhere to and to ensure consistency.

Senior management must annually audit internal moderation processes for all subject areas. This annual reconciliation of the completed cover sheet documentation with ākonga work and assessment materials for a sample of standards for each subject should be documented to ensure monitoring of required actions. The check gives a transparent account of moderation effectiveness and issues to address, where identified, to ensure kura-wide consistent practice, and provide senior managers with the confidence that all reported results are quality assured.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Te Kura Kaupapa Māori o Taumārere has effective processes and procedures for meeting the assessment needs of its ākonga by:**

- broadening assessment opportunities by engaging with external providers to offer courses the kura is unable to offer
- assessing ākonga when they are ready
- providing opportunities for digital assessment including digital exams.

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

- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- safeguarding ākonga privacy in the issuing of ākonga results.

### **Effective internal and external moderation to assure assessment quality**

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

- selecting sufficient samples of ākonga work to NZQA requirements.

### **Effective management and use of assessment-related data**

**Te Kura Kaupapa Māori o Taumārere effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Te Kura Kaupapa Māori o Taumārere reports accurate achievement data by:**

- checking Key Indicators and NZQA reports to identify and resolve any errors.

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

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



- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children’s NCEA goals, progress, and achievement
- celebrating ākonga success.

**Te Kura Kaupapa Māori o Taumārere 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.

## Appendix 2: Overview

### 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 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 kaimahi, ākonga and whānau.

### Why we review how kura 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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (Assessment Rules).

### What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the kura review processes, assessment practice and quality assurance
- requiring action from the kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura consideration to enhance good assessment practice.

### What this review includes

The review has three components:

- The annual external moderation of the kura internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the kura 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
- *Assessment Policies and Procedures 2023*
- *Kaiako Handbook, Managing National Assessment, Te Kura Kaupapa Māori o Taumārere 2023* (Kaiako Handbook)
- *Ākonga Handbook, National Qualifications, Te Kura Kaupapa Māori o Taumārere 2023* (Ākonga Handbook).

The School Relationship Manager met with:

- Tumuaki
- Kaiako of:
  - English
  - Mathematics
  - Te Reo Māori
- three ākonga.

There was a report-back session with the Tumuaki 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.

At the request of NZQA and due to the restrictions of Covid-19, the kura agreed to reschedule this review from **2022**.