Managing National Assessment Report

Te Kura Kaupapa Māori o Taumārere

27 Hereturikōkā 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Taumārere

27 Hereturikōkā 2024

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's management of national assessment were identified. Review mechanisms of the kura 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

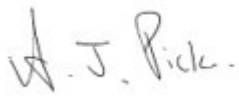In order to address these issues, the kura must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
External and internal review			
3v	Follow-up on external review recommendations and findings.	Follow up all agreed actions from this, and previous Managing National Assessment reports.	Within one year.
2.6iv	Comply with external moderation requirements of NZQA and SSBs.	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 and ongoing.
Credible assessment practice to meet ākonga needs			
2.7i	Systematically record ākonga achievement.	The kura must submit ākonga results regularly to NZQA.	Submit data entry files to meet NZQA timeframes.
Internal moderation to ensure the reporting of credible results			
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 and ongoing.

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
Credible assessment practice to meet ākonga needs	
Derived grades must be submitted to NZQA.	Before the start of the external assessment.

Amanda Picken
Manager
School Quality Assurance and Support

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 Hereturikōkā 2023 Managing National Assessment Report
Te Kura Kaupapa Māori o Taumārere has not adequately addressed all the significant issues and action items from the last Managing National Assessment review.

The kura has addressed some of the action and significant issues identified in the previous report but the kura acknowledges that there is still some progress to be made. A new Principal's Nominee has been appointed to work alongside the Tumuaki to monitor and support kaiako to enhance their adherence to NZQA requirements.

Current Kaiako and Ākonga Handbooks have been updated with up-to-date NCEA information. Memoranda of Understanding with all external providers are reconciled and are now stored by the kura. In addition, a new system to track ākonga progress toward achieving a qualification has been implemented, and careful monitoring of this system is happening. These are all stored in the kura digital shared drive.

A quality assurance process for following up on external moderation has not been implemented to assure assessment quality within the kura. Ongoing development and monitoring are required to address issues from 2023 and previous Managing National Assessment reviews. The school does not have a system in place to monitor the completion of action plans in response to external moderation. This is required to ensure that the feedback in moderation reports is used effectively to address any issues identified, clarify teacher understanding of the standards assessed, improve internal moderation processes and therefore the credibility of student results.

External moderation response to outcomes and processes   Senior Leaders must prioritise its processes in this area to progress forward. Since 2022 Te Kura Kaupapa Māori o Taumārere has not met their obligations consistently to send ākonga work for all of the listed standards on the Moderation Plan. The kura submitted material in 2023 but there were a number of standards where the agreement between moderators and kaiako were inconsistent, including almost half with Materials Not Received reports. External moderation outcomes have fluctuated from year to year. Kura leadership has not developed a procedure to effectively respond to external moderation and embed this practice within the Wharekura. Kaiako must respond to external moderation feedback when assessor judgements are inconsistent with the standard and ensure that issues identified by NZQA moderators are addressed. The new Principal's Nominee must ensure that action plans are completed for any externally moderated standards that have Not Yet Consistent or Not Consistent outcomes and stored digitally to be readily accessible. The completion of this process must be monitored by the Principal's Nominee and Tumuaki to address identified issues and to monitor and evaluate the effectiveness of actions that have been completed.

The Tumuaki is encouraging kaiako to access NZQA's Learning Management System, Pūtake, to support them in making informed assessment judgements when moderating samples of student work and to use the Request Clarification of an

Internally Assessed Standard form to clarify any issues with NZQA moderators, prior to assessment.

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)

Te Kura Kaupapa Māori o Taumārere needs to address its significant issues and action items outlined in this report, by strengthening its self-review processes.

Ko tā mātou kura he kura e whakaako ana i ngā mātāpono o Te Aho Matua, e whakatupu hoki ana i ngā uri o Hineāmaru ki roto i wā mātou anō kōrero, ki roto hoki wā mātou tikanga tuku iho. Ko te nuinga o ngā ākonga o te kura nei e whakapapa ana ki a Ngāti Hine, te katoa, e whakapapa ana ki a Ngāpuhi nui tonu.

The philosophy of Te Kura Kaupapa Māori o Taumārere is centred on Ngāti Hine beliefs and practices. The teachings of history and local heritage is embedded in the learning programmes and assessment requirements at the kura providing ākonga with a strong sense of belonging and identity. Examples include Kaitiakitanga, Taiao, Manaaki Marae. Courses are both academic and vocational, and tailored to meet ākonga aspirations.

Meeting ākonga needs through course design Wharekura is made up of Tau 7 - 12 ākonga (currently). The kura has implemented and is trialling an integrated and collaborative curriculum this year. There are three parts to the curriculum:
1. Tuāpapa - Core subjects (Te Reo Matatini, Te Reo Kaute, Te Reo Pākeha and Hākinakina) are taught in year levels (Tau 7 - 8 and Tau 9 - 12).

2. Hurihanga - Electives (2 wāhanga ako integrated to create a learning programme. Manaaki marae is part of electives into NCEA pathway. Initially this was for each term, but following review, this changed to two terms only because there was no time to complete other requirements.

3. Pūmanawa - Project/kaupapa-based learning. At the start of this year, it was based on teacher interests, which allowed kaiako to demonstrate their interests to Tamariki. As the year progresses, ākonga voice has also been included as kaupapa for pūmanawa.

There has been a shift in Tau 13 achievement due to the close monitoring of the ākonga to leave with a NCEA qualification or suitable requirements for entry into Trades.

Staff retention challenges The kura has had challenges retaining staff and the resulting workload is not sustainable for those who remain. The kura has a new Principal's Nominee, mentored by the Tumuaki, and together they will encourage and support kaiako to deliver credible and consistent assessment for the NCEA qualification.

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)

Current ākonga assessment information is presented in a question-and-answer format and in plain English. This provides clarity to ākonga understanding of all school processes and NCEA qualifications requirements.

Memoranda of Understanding (MOU) are now being stored in a central place for clarification of ākonga intended outcomes as this was not happening previously. There is a process to ensure that the kura holds relevant and fit-for purpose documentation with the external providers for which it reports results. A MOU 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.

Monitoring and tracking of ākonga results to improve ākonga attainment   With the implementation of the Student Management System there is now clear monitoring and tracking to keep the Principal's Nominee and kaiako updated with ākonga results. For this to be successful, assessors must take ownership and responsibility for checking that these results are reported in a timely manner.

Ākonga results need to be reported regularly to NZQA   There are no results entered for 2024 to date; however, entries have been reported. To ensure that ākonga assessment records are accurate, the kura should report a result for all internal assessment entries in the Student Management System by the first day of every month. Where there is no result because there has not been an adequate assessment opportunity, the entry should be withdrawn by 1 December. Tracking progress that includes entries without reported results may lead to an inaccurate view of potential ākonga achievement.

Ensure quality assured derived grades are reported to NZQA   In previous years, the kura has not provided derived grades to NZQA. Ākonga who participate in external assessment with end of year examinations should have derived grades available if needed. The kura should use its practice examinations, with valid tasks and verified assessor judgments, to ensure evidence for derived grades is available if required.

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)

Te Kura Kaupapa Māori o Taumārere must strengthen the monitoring of internal moderation to ensure that all results reported to NZQA are quality assured. This will extend good practice and provide feedback for kaiako to form good assessor judgements and to comply with requirements.

Kaiako need guidelines to complete the Internal Moderation process before reporting results to NZQA. These include:

- critiquing of assessment tasks by a person familiar with standards-based assessment prior to use so they are fit for purpose,

- using subject specialists to verify grades awarded on the basis of strategically selected, sufficient sample of student work and then documenting verifier comments.

- reviewing assessment materials and updating benchmark samples.

Kaiako should use an Internal Moderation Cover Sheet, along with kaiako resources and ākonga evidence. These materials should be stored either in a digital folder on the kura network or in physical folders secured in a locked cupboard. Internal moderation processes should be clear and precise for kaiako to adhere to and to ensure consistency.

Senior Management must monitor internal moderation processes for every standard reporting a result in a given school year. For each standard assessed, the assessors should collect and store:

- a completed internal moderation cover sheet

- all assessor support documentation, including
  - the clarifications
  - national moderator's report
  - exemplars
  - professional learning e.g. Pūtake

- the assessment materials, including the standard, task, assessment schedule and teacher materials

- samples of moderated ākonga work.

This documentation should be stored centrally, or within departments, to inform future assessment of the standard. It should also be shared with verifiers who moderate the standards. The monitoring process provides senior leaders with the confidence that assessment is credible and that all reported results have been appropriately and effectively quality assured. There is an internal moderation tool within the Student Management System to carry out Internal Moderation in a more visible manner online.

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:

- 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 to offer courses the school is unable to offer

- 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

Te Kura Kaupapa Māori o Taumārere 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

- 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 internal moderation by:

- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work

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:

- 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 Kaupapa Māori o Taumārere reports accurate achievement data by:

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

- conducting ākonga and kaiako checks of entries and results at key times during the year

- 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 Kaupapa Māori o Taumārere has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose

- 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.

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

- 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 Kaupapa Māori o Taumārere:

- 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 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 kura 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 Rules for Kura, 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 school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- BOT Strategic Plan
- Ākonga Handbook, National Qualifications, Te Kura Kaupapa Māori o Taumārere 2024
- Kaiako Handbook, Managing National Assessment, Te Kura Kaupapa Māori o Taumārere 2024.

The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki
- Kaiako of:
    - English
    - Mathematics
    - Science
- 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.