

# Managing National Assessment Report

## Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga

1 May 2019

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga:

- 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, in combination with the most recent Education Review Office report, 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; 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 2019* (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 Ngāti Kahungunu ki Heretaunga - National Certificate of Educational Achievement (NCEA) Staff Handbook 2019*
- *Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga - National Certificate of Educational Achievement (NCEA) Parent and Student Handbook 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki
- Head of Wharekura
- Teacher(s) in Charge of:
  - Business Studies
  - Hākinakina
  - Māori Performing Arts
  - Mau Rākau
  - Toi Ataata
- three students.

There was a report-back session with the 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 Ngāti Kahungunu ki Heretaunga MNA Report

### 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 with a return visit within 12 months to check that processes for systematic recording of student achievement and kura procedures for managing assessment processes have been embedded.

### What the school is doing well

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga continues to improve the credibility of its assessment and moderation practice through positive response to internal and external review.

Assessment reflects individual ākonga interests, ability and prior knowledge. Whānau and ākonga voice provides support for new programmes which are also influenced by kaiako strengths and subject expertise.

The kura is in its second year of submitting digitally all of its mahi ākonga for external moderation. This transition has been swift with the kura valuing the benefits of digital submission to the kura which include ease of submission and timely feedback.

The Principal's Nominee has implemented systems that have improved the accuracy and timeliness of data. When these systems have been fully embedded, regular data checks will confirm the effectiveness of these systems.

External moderation outcomes for the 2018 round were sound, reflecting much improved internal moderation processes at the kura. These processes ensure that credible results are reported to NZQA by the kura.

### Areas for improvement

This review identified that there are still areas for further improvement which include:

- the need for a structured approach to career guidance for ākonga to ensure that assessment programmes align with future ambitions
- finding verifiers who are readily available either kanohi-ki-te-kanohi or online to enable timely reporting of results
- the need for all kaiako to commit to the documented assessment deadlines so results are not reported after the 1 December deadline, except in exceptional circumstances
- the need to review the current subject timetable to ensure all planned assessment and moderation can be completed within the documented timeframes.

Improvement in these areas will ensure that effective assessment practice continues to develop at Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga, leading to enhanced achievement outcomes for ākonga and credible internal results.

### **Agreed action**

The school agreed that the following action will improve the quality of their assessment systems. This is to:

- follow kura systems to ensure timely reporting of internal results data.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

13 December, 2019

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# 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 2.6iv, 3iv-3v)*

**Action Items from 30 June 2017 Managing National Assessment Report** There were three agreed action items from the 2017 review which have been completed.

**Significant action items** There were also three significant action items from the 2017 review which were to:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- have appropriate procedures for managing assessment processes (*CAAS Guidelines 2.6i*)
- systematically record student achievement (*CAAS Guidelines 2.7i*).

The 2017 Managing National Assessment Report signalled that a return visit was required in 2018 to check progress on these items. The return visit was conducted on 31 October 2018.

**2018 return visit findings** This return visit found that one of the significant actions had been satisfactorily addressed and the other two were partially completed.

Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga fully complies with external moderation requirements. A key change in practice has been the wharekura-wide use of a response to external moderation form, which is monitored by the Principal's Nominee. Digital storage protocols have also enhanced the availability of material for external moderation, reducing the likelihood of materials not received. Current external moderation outcomes reflect robust credible internal moderation practices now in place.

At the time of the 2018 return visit, the remaining two significant action items were partially resolved. Since that visit, the Principal's Nominee has worked hard to improve the systematic recording of student achievement and kura procedures for managing assessment processes. Kaiako understand the new procedures and the benefits of following them, which include their ability to systematically record ākongā achievement and adhere to published assessment timeframes. These two items should cease to be an issue once new practices have had time to embed.

**Response to external moderation outcomes** In 2018, the overall external moderation outcomes for the kura were sound. Positive responses to external moderation outcomes, through the effective use of its response to external moderation form and improved internal moderation processes, has led to significant improvement in practice. Response actions have included finding a new verifier, familiarising with the standard, professional development and reading moderator reports. The Principal's Nominee monitors this process and supports kaiako to review their responses which have recently led to improved kaiako judgements.

## **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 kura uses self-review to enhance its assessment and moderation practice and to identify areas for ongoing improvement. Examples of this include:

- increasing digital submission for external moderation from nil two years ago to 100 percent in 2018 and 2019
- offering a Level 2 Business Studies programme in response to ākonga and whānau voice
- increasing the amount of mahi ākonga that is produced online, reflecting its developing digital assessment practice in the classroom.

The kura has been focussed on making improvements to its assessment and moderation practices through its response to external review, but the above examples show the positive effect of well-embedded internal review practice as well. These ultimately lead to improvements in practice and contribute to the credibility of assessment at Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga.

## **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 ākonga?

*Evidence for assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)*

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- scaffolding assessments, providing feedback and feedforward and unpacking the standard so that they fully understand requirements
- recognising Mātauranga Māori and kura values in assessment at all levels
- engaging with outside providers such as the Eastern Institute of Technology to broaden the assessment programmes offered
- providing assessment opportunities that recognise prior knowledge and ability
- promoting digital assessment to engage ākonga in assessment opportunities
- providing some courses aligned to whānau needs and individual kaiako strengths such as a new Business Studies programme.

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for:**

- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate and manageable
- ensuring ākonga evidence of achievement is authentic through a range of strategies, including the signing of authenticity forms and using regular milestone checks
- meeting the requirements of the *Privacy Act 1993*.

**Better career advice and guidance required** Best practice careers guidance ensures that ākonga goals and preferred future pathways are known. One of the interviewed ākonga is interested in a career that requires success in Level 3 Science and Mathematics prior to university studies. The kura does not currently offer these subjects at Level 3. A structured career guidance system should be introduced at the kura so kaiako can plan for and deliver relevant assessment programmes that adequately support ākonga career ambitions and future pathways. This could involve distance learning, professional development of current kaiako or engaging with a neighbouring college.

### **For consideration**

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider:

- developing kaiako wharekura career guidance knowledge, so that all ākonga receive informed career advice and so that appropriate assessment plans can be developed for individuals.



## 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 2019 6.4b)*

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- using subject specialists from within and beyond the kura to verify all mahi ākonga
- ensuring that all wharekura kaiako understand the procedures and expectations of internal moderation, including their use of the *Internal Moderation Cover Sheet*
- keeping benchmark exemplars of moderated mahi ākonga to support future grade judgements
- the Principal's Nominee monitoring completion of its quality assurance processes through checking assessment and moderation documentation.

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for managing external moderation by:**

- selecting samples of mahi ākonga for external moderation randomly to NZQA requirements as appropriate
- ensuring kaiako are keeping to the assessment plan and that graded mahi ākonga is submitted for external moderation on time.

**Move to digital submissions** A significant shift in moderation practice since the 2017 round means that the kura is in its second year of submitting all external moderation material online through the NZQA moderation application. Protocols for storing evidence, including mahi ākonga, assessment tasks, exemplars and marking schedules have been developed by the Principal's Nominee and followed by kaiako. Senior managers appreciate the many benefits provided by NZQA's digital moderation application which include timely feedback, ease of submission and fewer concerns over losing mahi ākonga.

**Delays in the internal moderation process** One subject leader spoke of delays in completing internal moderation due to irregular access to appropriately qualified subject experts to verify grade judgements. This can lead to uncertainty for ākonga who are monitoring their credit tallies and delays in transferring results data to NZQA. Some suggestions were considered during the review which may help speed up verification time and alleviate delays in the moderation process.

### **For consideration**

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

- sharing mahi ākonga digitally for internal moderation so there is no need to physically shift evidence or verifiers from one place to another
- making greater use of local mainstream kaiako where mahi ākonga has been completed in English or where the kaiako can translate along-side the verifier.

## 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 Ngāti Kahungunu ki Heretaunga effectively uses assessment-related data to support achievement outcomes for students by:**

- analysing results data during the year and using it to motivate ākonga
- analysing data to support appropriate course design.

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga reports accurate achievement data by:**

- submitting results regularly throughout the year
- the Principal's Nominee checking accuracy with kaiako before submitting results.

**Late entry of results mars positive impact of new systems in 2018** Standards for two subjects were entered well beyond the 1 December deadline, due to technical difficulties and the untimely return of student material from a verifier. This does not reflect the improved processes, implemented by the Principal's Nominee during 2018, designed to assist timely reporting of results. Assessment calendars have been developed and most kaiako have been vigilant in keeping to assessment time frames. This has led to an immediate improvement in data accuracy and timeliness between 2017 and 2018. Senior managers have agreed that all kaiako will follow the kura systems to ensure timely reporting of internal results. Some suggestions were also discussed to further enhance systems.

### **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:

- follow kura systems to ensure timely reporting of internal results data.

### **For consideration**

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

- the Tumuaki and Head of Wharekura supporting the Principal's Nominee by giving regular reminders of assessment time lines to kaiako wharekura
- establishing a final assessment date that ensures all internally moderated results can be published to NZQA by the 1 December deadline.

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

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

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga has effective processes and procedures for:**

- ensuring ākonga receive outlines for all courses they undertake
- facilitating whānau-kaiako interviews throughout the year
- supporting teachers new to the kura
- reviewing kaiako and ākonga handbooks to ensure they are fit for purpose and current.

### **Te Kura Kaupapa Māori o Ngāti Kahungunu ki Heretaunga assists common understanding of assessment practice by:**

- having regular hui kaiako where assessment and moderation expectations are discussed
- discussing kura procedures for NCEA and reinforcing ākonga expectations in the classroom at regular hui wharekura
- knowing that students understand what they need to achieve in order to gain a qualification through ākonga NCEA hui.

**New timetable change to be reviewed** A significant timetable change between terms one and two in 2019 has led to a reduction in lesson time for some subjects and interviewed kaiako were concerned about their ability to complete all planned assessments for the year. Senior managers are aware of this and will review the current subject timetable to allow all planned assessment programmes to be appropriately managed. This will ensure that the good work done in 2018 which means all assessment programmes can be completed on time, becomes embedded practice. Ākonga can then be assured that their academic goals are achievable and that future pathways remain open to them.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.