Managing National Assessment Report

Te Kura Kaupapa Māori o Whangaroa

Hereturikōkā 2024

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Whangaroa

15 o 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 management of national assessment were identified. The kura 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

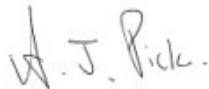In order to address these issues, the kura must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
2.6iv	Follow-up external review recommendations and findings	The kura is required to submit external moderation each year and - review the outcomes. The kura is further required to monitor and document actions taken to address external moderation outcomes.	Immediate.
	Credible assessment practice to meet ākonga needs		
2.7iii	Transfer ākonga achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted	The kura must ensure the timely reporting of entries and results to NZQA. Derived Grades must be submitted to NZQA.	Immediate. Before the start of the external assessment.
	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 they report 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:

Action	Timeframe
Credible assessment practice to meet ākonga needs	
Review and update kura assessment documentation to reflect current practice.	For the start of the 2025.
Strengthen and monitor the tracking of ākonga achievement.	Immediate and ongoing.

W. J. Pick.

Amanda Picken
Manager
School Quality Assurance and Support

16 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 November 2019 Managing National Assessment Report
The Kura Kaupapa Māori o Whangaroa has not fully addressed action items from the last Managing National Assessment review in 2019. The Principal's Nominee has implemented a process for the Kaiako to follow for internal moderation. This needs to be strengthened and embedded within kura practice. They are also using the *Internal Moderation Coversheet* to provide evidence that this quality assurance process has been completed. However, this practice is not consistent as the completion of processes were not recorded. The Principal's Nominee needs to actively monitor and record the completion of internal moderation for standards before results are reported. The monitoring process needs to be documented and visible to NZQA on request.

The kura does not have a system in place to ensure the external moderation is submitted or to monitor the effectiveness of action plans in response to external moderation outcomes. It is an NZQA requirement to submit external moderation and to ensure the feedback in moderation reports is used to address any issues identified and improve internal moderation processes.

As required in the last Managing National Assessment review, senior leaders must review and update kura assessment policy and procedure documents to ensure they are accurate and fit for purpose. The Principal's Nominee has created a digital Google folder for kaimahi to find information about kura policies and NCEA assessment although this is not widely accessed by Kaiako. Assessment information still requires updating, with a plan to ensure that all Kaiako are familiar with the contents and implications for their practice. When using external providers to undertake assessment the Principal's Nominee now stores the Memorandum of Understanding filed in a cabinet to ensure the consent to assess requirements, including the correct use of the provider code are met, these documents need to be checked against reported results.

External Moderation response to outcomes and processes   There has been no external moderation sent to NZQA for the past two years. To ensure the credibility of the qualification the kura must submit samples of work as requested on their annual External Moderation Plan. Senior Management acknowledges that this is a NZQA requirement and feedback from the moderators will assist Kaiako to understand how credible their practice is in meeting the requirements of the standard. The Principal's Nominee has stated that they will ensure submissions are made for 2024 external moderation.

Te Kura Kaupapa Māori o Whangaroa must develop a shared understanding of the purpose of external moderation. Strengthening internal moderation, as outlined in this report, should offer additional motivation to improve external moderation follow up and instil confidence in the quality assurance of grades at the standard. With the support of the School Relationship Manager the kura plans to develop an effective system to follow up external moderation outcomes. This will also ensure moderation processes align with the expectations of Senior Managers.

Internal review

Evidence of the kura 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)

"Tāwhaki ki muri, Tāwhaki ki mua, Tāwhaki ki Whangaroa, Matehunuenue te teitei o Tāwhaki ki te tihi o Manono, Tāwhaki ka puāwai".

Te Aho Matua is the underpinning philosophy of Te Kura Kaupapa Māori o Whangaroa and ensures ākonga remain connected and confident in their cultural heritage while actively engaging in contextualised NCEA learning and assessment programmes. Some of the programmes include Waka Ama and Papa Taiao to make the learning relevant to ākonga and their interests.

The new Tumuaki and Principal's Nominee have identified areas for improvement to credible assessment and quality assurance processes. They have begun by providing professional development to strengthen the understanding of NCEA processes for all Kaiako. The new leadership in the kura is committed to ensuring NZQA external and internal moderation processes are followed to address ongoing concerns. As part of the NCEA Change Programme, they are developing systems using Pūtake to enable clarification of assessment and enhance Kaiako capability to understand and interpret standards confidently. NCEA assessment varies year to year and numbers are small. This must provide a challenge to maintain understanding and consistency of assessment and quality assurance processes.

As a response of the new wātaka not meeting the NCEA student achievement goals, kura weekly wānanga have been implemented supporting Kaiako to do study with ākonga to ensure they complete assessment opportunities. Whānau also attend to strengthen and improve their Te Reo Māori and work collaboratively with ākonga and Kaiako. These changes have been implemented recently to confirm improvements.

NCEA Change Programme and digital assessment   Te Kura Kaupapa Māori o Whangaroa Kaiako have been participating in professional development with the Ministry of Education curriculum advisor to prepare them for the new NCEA standards and changes, developing their capability and ownership, including in digital assessment. The kura have entered ākonga into Te Reo Matatini me te Pāngarau assessment opportunities in Wahanga 3, which will be their first experience with digital assessment.

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 kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Accurate and timely reporting of results   Ākonga results must be submitted to NZQA in a timely manner. To date in 2024 no results have been reported. The Principal's Nominee should complete requirements on Web Entry around the first of every month to ensure tracking ākonga progress is more robust and that ākonga progressively receive their results. Subsequently, ākonga would be able to use their

login credentials to check results and to access the forthcoming Common Assessment Activities, digital submissions and Level 1 external examination. For this to happen, kaiako need to have their results submitted to the Principal's Nominee by a due date regularly.

Update the Kaiako and Ākonga Handbooks Senior Management should update kaiako and ākonga handbooks to ensure they are current and fit for purpose.

Ākonga interviewed for the review were unsure of what is needed to obtain a NCEA qualification and the University Entrance prerequisites. The Ākonga Handbook needs to be more informative with clear, appropriate language focusing on enabling ākonga and their whānau to understand NZQA and kura assessment processes. It also needs to include the requirements to achieve a qualification.

The Kaiako Handbook is in the process of being updated. In the updates, the handbook must include clearly documented steps for both internal and external moderation processes including the selection of student samples of work and a process that monitors the completion of these processes for all standards delivered and the quality assurance of derived grades.

Tracking ākonga achievement The kura needs to strengthen the tracking of achievement progress of all NCEA ākonga and to identify those at risk of not achieving a qualification. Monitoring of ākonga progress towards personal goals should occur through discussions at regular Kaiako meetings. Data gained from the process will inform the kura leadership about the effectiveness of assessment practice and the future design of programmes, courses and Individual Learning Plans.

Derived grade reporting must be strengthened   The Principal's Nominee needs to strengthen the processes for the reporting to NZQA of quality assured evidence for derived grades. Evidence for derived grades must be based on standard specific evidence collected from a practice assessment opportunity that is verified or justified by another subject specialist. These grades must be submitted to NZQA before the start of external assessments. This will ensure that ākonga are not disadvantaged if they are unable to sit an external exam as a result of illness or another valid reason, or an adverse event.

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 kura, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Complete all steps in internal moderation   The kura should document each step of the internal moderation process, to provide assurance to Senior Management that results are quality assured before being reported, and to meet NZQA requirements. Discussions with Kaiako did not provide clarity of these expectations, therefore a written guide to provide sufficient detail of internal moderation steps and requirements for new and experienced Kaiako must be developed.

During the review, it was evident that Kaiako are verifying selected samples of ākonga work with subject experts, both within the kura and externally.

Before a result is reported to NZQA the Kaiako needs to complete for each standard an *Internal Moderation Cover Sheet* which records information ensuring that:

- assessment tasks are critiqued prior to use so they are fit for purpose,
- subject specialists have been used to verify grades awarded on a strategically selected, sufficient sample of student work and verifier comments are documented
- assessment materials are reviewed, and benchmark samples are updated.

Currently, subject folders are stored on a shared drive and physical folders are kept in a lockable storage cabinet in a locked office. However, there was no evidence of this process being effectively used, therefore a more robust storage system for assessment materials including ākonga work is required to improve quality assurance and to ensure student material is available for external moderation.

The kura must also create an effective monitoring system to identify and resolve internal moderation issues that gives senior management confidence that each internally assessed standard has been moderated.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Whangaroa 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 kura 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 Whangaroa 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 Whangaroa has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements

Effective management and use of assessment-related data

Te Kura Kaupapa Māori o Whangaroa 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 Whangaroa reports accurate achievement data by:

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

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

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

- ensuring ākonga receive outlines for courses they undertake
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating ākonga success, such as the holding of parent gatherings.

Te Kura Kaupapa Māori o Whangaroa 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 Whangaroa:

- 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 kai mahi, 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 kura 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 kura's 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
- Board of Trustees Assessment Policies
- *Kaiako Handbook, Managing National Assessment, Te Kura Kaupapa Māori o Whangaroa*
- *Ākonga Handbook, National Qualifications*.

The School Relationship Manager met with:
- the Principal's Nominee
- Tumuaki/Pāngarau
- Tumu Ka Taea/Hangarau
- Kaiako of:
    - Pūoro/Te Reo/Te Ao Haka
    - Toi
- three ākonga.

There was a report-back session with the Tumuaki note taker and Principal's Nominee online the week following 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 2021.