

Managing National Assessment Report

Te Kura Kaupapa Māori o Te Ara Hou

October 2018

What this report is about

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

- 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 2017* (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 Pukapuka Mō Ngā Kaupapa Here Me Ngā Tukanga Aromatawai o te Taura Here Tohu Mātauranga o Aotearoa 2018* (Kaiako Handbook)
- *Ngā Tikanga Aromatawai - 2018* (Ākonga Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three ākonga, and Teachers in Charge of Hitori, Ngā Toi, Physical Education, Te Reo Māori and Tikanga.

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 Te Ara Hou

1 November 2018

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.

What the school is doing well

Te Kura Kaupapa Māori o Te Ara Hou has effective internal review processes which are reflected in ongoing improvements to its assessment and moderation systems. Some recent improvements include promoting digital assessment and online internal moderation and requiring all external moderation to be submitted digitally.

The use of technology for gathering evidence of achievement is embedded practice across the wharekura. Assessment programmes are designed in consultation with ākonga and whānau to meet future pathway aspirations, including engaging with outside providers as needed. The kura is increasing its capacity to deliver Science and Mathematics to all three levels of the NCEA in a fully immersed Māori-medium setting.

Internal moderation processes are robust, with all kaiako using the *Internal Moderation Cover Sheet* to document progress and completion of all assessments. The Principal's Nominee monitors assessment programme and moderation completion to assure the credibility of NCEA assessment in the kura.

Data analysis is used to support achievement outcomes for ākonga, to track progress towards gaining their NCEA qualifications and preparing ākonga for their future pathways.

A range of strategies is used to share assessment information with the kura community. This encourages consistent assessment practice and understanding across the wharekura. The experienced Principal's Nominee works closely with all kaiako wharekura to ensure internal assessment is credible.

There are no agreed action items. Some next steps for the school to consider are detailed in the body of the report.

Kay Wilson
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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 18 August 2015 Managing National Assessment Report

There were no required actions from the 2015 Managing National assessment review.

Response to external moderation outcomes The kura has a system for responding to external moderation outcomes that involves kaiako meeting with the Principal's Nominee. Where poor outcomes occur, action plans are co-constructed and carried out by the kaiako. Response actions may include finding different verifiers and participating in suitable professional development opportunities. To ensure external moderation concerns are dealt with in a consistent manner, the Principal's Nominee has introduced a common response to external moderation template for developing and evaluating response actions. This will support all kaiako to enhance assessment and moderation practice and assist the kura in reporting credible results to NZQA.

Internal review

Evidence found that the school is effectively 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 and evaluation of assessment practice and procedures occurs at all levels within Te Kura Kaupapa Māori o Te Ara Hou. Recent or regular changes to enhance assessment practice include:

- proactively recruiting suitably qualified Māori-speaking subject specialists to meet whānau needs
- making access to digital learning and assessment a priority across the kura
- promoting online internal moderation within and beyond the kura, and requiring all external moderation to be submitted digitally
- subject leaders collaborating on integrated assessment tasks
- creating 'how to' videos to promote kaiako understanding of assessment and moderation systems.

These examples represent the effective self-review at Te Kura Kaupapa Māori o Te Ara Hou. On-going self-review practice continues to improve and streamline assessment and moderation processes within the kura.

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 students?

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Te Kura Kaupapa Māori o Te Ara Hou has effective processes and procedures for meeting the assessment needs of their ākonga by:

- recognising Mātauranga Māori and kura values in assessment at all levels
- engaging with outside providers to broaden the assessment programmes offered and cater to a range of future pathways
- providing extra tutorial time during the external examination period to prepare them for examinations
- promoting digital assessment to engage ākonga in assessment opportunities
- providing assessment opportunities that recognise prior knowledge and ability
- providing differentiated assessment within courses, where appropriate, to cater to individual strengths
- assessing when ready as appropriate.

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

- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate and manageable
- dealing with breaches of assessment rules in a fair manner, following the principles of natural justice
- 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*.

Enhancing opportunities in Science, Technology, Engineering and Mathematics (STEM) subjects Senior managers are motivated to provide programmes that meet the needs of ākonga who have an interest in Science and Mathematics. This aligns with its wharekura-wide strategy to improve achievement opportunities in these STEM subjects. Currently, ākonga achieve success with Level 3 Mathematics and the kura is confident it can enable similar success at level 3 Science from 2019 onwards due to the recent recruitment of a qualified reo Māori-speaking kaiako of science. This will enable Te Kura Kaupapa Māori o Te Ara Hou to better meet the needs of its ākonga through the medium of Te Reo Māori.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Te Kura Kaupapa Māori o Te Ara Hou 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 and meeting with kaiako.

Te Kura Kaupapa Māori o Te Ara Hou 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 verification on time
- ensuring samples of student work are readily retrieved for external moderation by having appropriate file saving protocols.

Move to digital submissions Protocols for storing evidence, including mahi ākonga, assessment tasks, exemplars and marking schedules have been developed. These encourage consistent practice across the wharekura and were sighted during this review. Kaiako expectations are reinforced as they complete assessments throughout the year. This effective practice has enabled the kura to submit all 2018 external moderation digitally. Senior managers appreciate the many benefits provided by NZQA's digital moderation work streams such as 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 delays in transferring results data to NZQA and uncertainty for ākonga who are monitoring their credit tallies. Some suggestions were considered during the review that may help speed up verification time, reduce workload and alleviate delays in the moderation process.

For consideration

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

- using online verification for internal moderation so there is no need to physically shift evidence or verifiers from one place to another
- selecting work for verification more strategically to reduce workload while maintaining credibility
- 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 found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Kura Kaupapa Māori o Te Ara Hou effectively:

- **uses assessment-related data to support achievement outcomes for ākongā by:**
 - reporting achievement to the Board of Trustees and analysing progress towards meeting strategic goals
 - tracking ākongā progress towards gaining qualifications and aligning this to future pathways.
- **reports accurate achievement data by:**
 - kaiako checking grades for accuracy before and after they have been transferred to NZQA by the Principal's Nominee
 - kaiako checking all standard entries on key dates and informing the Principal's Nominee when standards are to be withdrawn
 - checking Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

Ākongā achievement data shared The Principal's Nominee shares achievement data on a regular basis at kaiako wharekura meetings. This allows kaiako to identify ākongā who are at risk of not achieving NCEA qualifications or endorsements. The collective knowledge and expertise of all kaiako wharekura can then be used to support ākongā to achieve their qualification goals and open pathways to future education and employment opportunities.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

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

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

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

- ensuring ākonga receive outlines for all courses they undertake
- facilitating whānau-kaiako interviews throughout the year
- having regular hui kaiako where assessment and moderation processes are discussed
- reviewing communications to ensure they are fit for purpose and current
- supporting kaiako new to the school.

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

- discussing kura procedures for NCEA and reinforcing ākonga expectations in the classroom at regular hui wharekura
- informing kaiako wharekura about assessment best practice and providing opportunities to discuss changes through regular kaiako hui
- promoting whānau understanding of processes through a range of targeted hui
- ensuring that ākonga understand what they need to achieve in order to gain a qualification.

Digital assessment practices to be communicated and documented Kaiako wharekura are engaging with digital technology and gradually developing their own systems for managing digital assessment. As various kaiako negotiate their way through online procedures such as modifying and storing assessment material, checking for authenticity and digitally verifying mahi ākonga, senior managers are encouraged to document shared best practice in the kaiako handbook. This will ensure consistency in digital assessment and moderation across the wharekura and provide systems that will save time and ensure credible practice.

For consideration

To extend good practice in ensuring that information about assessment to ākonga, kaiako and whānau is current and accessible, the kura is encouraged to consider:

- developing a section in the kaiako handbook for digital assessment and moderation practice that reflects wharekura-wide best practice.