

Managing National Assessment Report

**Te Kura Kaupapa Māori o
Pukemiro**

2024

FINDINGS OF THIS REVIEW

30 o Whiringa ā Nuku 2024

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

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 most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

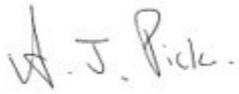
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.

Actions

Agreed actions

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

| Action | Timeframe |
|--|---|
| External and internal review | |
| Submit external moderation and ensure follow up actions are documented and monitored for completion and effectiveness. | For the 2024 moderation round, and ongoing. |
| Credible assessment practice to meet ākongā needs | |
| Ensure assessment policies and procedures are current and accessible for kaiako. | Immediate. |
| Ensure data is timely and accurately reported to allow effective tracking and monitoring. | In progressive data files and completed to meet NZQA deadlines. |
| Develop a process to ensure that all subject areas collect and report quality assured derived grades. | Before the external standards are assessed. |
| Internal moderation to ensure the reporting of credible results | |
| Strengthen all internal moderation processes and monitor its completion for each standard before results is reported. | Immediate. |



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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 12 o Mahuru 2019 Managing National Assessment Report

This is the first Managing National Assessment Review for Te Kura Kaupapa Māori o Pukemiro since 2019. The action item from this report was to ensure derived grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment. In 2022 the kura made derived grade applications for ākonga using evidence from practice examinations. The process for collecting standard-specific evidence for reporting derived grades for practice examinations is discussed further in the Credible Assessment section of this report.

External moderation response to outcomes and processes Te Kura Kaupapa Māori o Pukemiro needs to strengthen external moderation processes by ensuring that they submit samples of ākonga work for all standards on their external moderation plan. Appropriately storing student work, whether physically or digitally, will assist with these issues.

The kura is continuing to develop their process for responding to external moderation outcomes. Over the past three years, ākonga work was only submitted for external moderation in 2023. Covid-19 and changes of Tumuaki and Principals' Nominees have caused considerable disruption to the kura and its ability to submit and monitor external moderation. Submitting work for external moderation is a requirement of all kura to ensure that assessors maintain the accuracy of their assessment judgements.

The greater use of external subject specialist verifiers will assist with kaiako judgements and support to respond to inconsistent outcomes. Developing action plans for inconsistent outcomes and moderation decisions between kaiako and moderators will support kaiako to understand what evidence needs to be collected to ensure credible assessment. Senior Management in the kura also need to evaluate annually the effectiveness of action plans to ensure that actions undertaken have resulted in the changes required to address inconsistent outcomes.

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)

“Ko tōku rangatiratanga, ko tōku Pukemiro tangā, ka tū ahau hei raukura mō tōku iwi” identifies the embedded principles of Te Aho Matua and philosophical view shared by kaiako, ākonga and whānau. These values underpin the procedures and practices of Te Kura Kaupapa Māori o Pukemiro. The kura is committed to the growth and development of all ākonga by nurturing them in an environment based on Māori values and concepts to ensure ākonga realise their potential.

The kura needs to develop its self-review capability, so that it can identify areas that require improvement and take actions to address them. Leaders should work collaboratively with the Principal's Nominee to implement assessment processes and guidelines to ensure that effective practices are embedded throughout the kura. Kaiako following the same moderation processes and consistent practice and procedures will help to ensure credible and fair assessment.

The kura needs to clarify with kaiako the expectations for managing assessment. The kura recognises that fair and consistent practice for ākonga helps kaiako manage difficult situations and enhances credible assessment practice. Some examples of managing resubmission, further assessment opportunities and missed and late assessment are provided to improve assessment practice.

Kura-wide discussion is needed to support the Principal's Nominee to develop kaiako assessment and moderation practices. These practices should then be reinforced through kaiako meetings and the use of NZQA assessor support including Pūtaka, NZQA's Learning Management and subject pages. Senior management of the kura must ensure kaiako understand required processes and all kaiako must follow the kura assessment and moderation policies. The first step is to ensure all assessment documentation is up to date and reflects NZQA requirements and kura practice. This will enable, for example, further assessment opportunities, resubmission and missed and late assessments to be effectively managed across the kura.

The Tumuaki has identified that there is a lack of experience in and understanding of NCEA and wharekura kaiako need more professional development in the delivery of standards-based assessment. The school needs to develop staff capability through targeted professional development for assessment such as using NZQA's New Teachers to NCEA module, regular meetings to discuss programmes of learning and effective moderation processes, and the establishment of working relationships both within and beyond the kura.

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)

Timely reporting of accurate data to NZQA The kura must strengthen its process for submitting entries and results to NZQA in a timely manner to ensure it can accurately monitor and respond to student achievement progress. In 2023 kura had high levels of internal results not reported and significant external entries after the NZQA personalisation deadline.

Entries and results should be submitted on the first of each month between 1 April and 1 December to ensure an accurate and timely record of each ākonga assessment plan and progress. This will support ākonga to monitor their achievement and ensure that NZQA has up to date results. It is important that the kura conducts ākonga and kaiako checks of entries and results at key times during the year, particularly at the end of August when entries into external assessments are finalised, and 1 December to ensure all internally assessed results are reported. The kura needs to ensure that in all subject areas internal standard entries submitted to NZQA have a result reported or are withdrawn if the ākonga has not had an adequate opportunity to be assessed.

The Principal's Nominee should use Key Indicators and NZQA reports to identify errors in data and discrepancies with individual and overall ākonga engagement and achievement outcomes.

Develop a process for derived grades The kura must develop a process to ensure standard-specific evidence from practice examinations is consistently collected and derived grades are reported to NZQA before external standards are assessed. Practice examinations must be critiqued by another kaiako to ensure the tasks accurately assess the requirements of the standard. Samples of ākonga work

must be quality assured using a subject expert to verify the results or historical data to justify them. Some learning areas currently follow this process, but it needs to be implemented and documented for all examined standards to ensure consistent school practice and the reporting of credible results. The Principal's Nominee will need to monitor processes and report all potential derived grades, to ensure that ākonga have access to grades if their external examinations are disrupted for reasons beyond their control. No derived grades were submitted to NZQA last year.

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)

Internal moderation needs to be strengthened and become embedded practice across the kura, to ensure credible results are reported to NZQA. Kaiako need to take ownership of each step in this process to ensure all internal results reported to NZQA are quality assured.

There are inconsistent kaiako practice and the guidelines documented in the Staff Handbook needed to be updated to clarify internal moderation steps. Kaiako need to ensure for each standard that:

- assessment tasks are critiqued prior to use so they are fit for purpose
- subject specialists are used to verify grades awarded on a strategically selected, sufficient sample of student work, and verifier comments are documented. Kaiako should develop relationships with qualified, external verifiers so that they can access wider expertise in their subjects, and share external moderation feedback with their verifiers so that they can collaboratively reflect on the requirements of the standard and adapt assessment practices
- assessment materials are reviewed at the completion of the assessment, and benchmark samples are updated
- these steps are documented using an Internal Moderation Cover Sheet.

A robust system for storing assessment materials is required to ensure ākonga material is available when required for external moderation and for use as benchmarks for future assessment. Currently, kaiako are expected to store ākonga work centrally in a locked room. However, there was no evidence available during the review of this process being used effectively.

The kura must also develop an effective monitoring system to ensure that all cover sheets are completed and to identify and resolve issues, where required. This will provide senior management confidence that each internally assessed standard has been moderated and is consistent with the standard.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Pukemiro 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
- providing opportunities for digital assessment including digital exams

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

- 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 Pukemiro 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.

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

- 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 Pukemiro:

- 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 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 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 *NZQA Assessment Rules for Schools, 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
- *Kaiako Handbook, Managing National Assessment, Te Kura Kaupapa Māori o Pukemiro*

The School Relationship Manager met with:

- the Principal's Nominee / Kaiako Pāngarau
- Wharekura Manager
- Tumuaki / Kaiako Ingarihi
- ākongā.

There was a report-back session with the Tumuaki and 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.