

# Managing National Assessment Report

## Te Kura Kaupapa Māori o Pukemiro

Hōngongoi 2019

## 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 internal review of the kura
- 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 kaiako, ākonga and whānau.

The summary section evaluates the overall effectiveness of the kura and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for kura managers.

## 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 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 kura 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 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 to consider to enhance good assessment practice.

## What this review includes

The review has three components:

- The annual external moderation of the internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on kura 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Kura Kaupapa Māori o Pukemiro NCEA Handbook for Staff 2019*
- *Te Kura Kaupapa Māori o Pukemiro NCEA Handbook for Students 2019*
- a sample of subject overviews for Years 9, 10, 11, 12 and 13.

The Tumuaki Whakawhanaunga Kura met with:

- the Kaitakawaenga Wharekura
- Kaiako in Charge of:
  - Pāngarau
  - Te Reo Māori
  - Te Reo Rangatira
  - Tikanga-ā-Iwi
- three ākonga.

There was a report-back session with the Kaitakawaenga Wharekura 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 Pukemiro

### 12 o Mahuru 2019

#### Consent to assess confirmed

This review found that the kura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues were found in how the kura manages national assessment. The review mechanisms of the kura allow them to identify and respond to most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

#### What the kura is doing well

“Ko tōku rangatiratanga, ko tōku Pukemiro tangā, ka tū ahau hei raukura mō tōku iwi.” The embedded principles of Te Aho Matua and philosophical view shared by kaiako, ākonga and whānau 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.

Te Kura Kaupapa Māori o Pukemiro is to be commended for its on-going commitment to ensuring the credibility of assessment for national qualifications. Kaiako assess learners in a variety of ways so that best achievements for ākonga are recognised. Kaiako work hard to ensure ākonga have the academic qualifications and relevant work experience to follow their chosen career pathways.

Te Kura Kaupapa Māori o Pukemiro has developed a range of effective practices to meet ākonga assessment needs. Ākonga are guided towards appropriate pathways within the subjects the kura offers. Assessment processes are clear and ākonga feel they are applied consistently.

The Kaitakawaenga Wharekura effectively manages NCEA assessment practices to support kaiako. Kaiako work together to support ākonga and gather evidence in a range of ways.

Kaiako have a good understanding of the requirements for internal and external moderation. All kaiako with the support and guidance of the Principal's Nominee use thorough processes to ensure that work is critiqued and verified by appropriately qualified colleagues. They are making good progress towards a better understanding of standards-based assessment through the opportunities offered through professional development.

Data management and use effectively supports ākonga achievement outcomes. Assessment data is managed to ensure results reported to NZQA are timely. Achievement data is analysed to review kura courses, set strategic direction, monitor ākonga progress to complete qualifications, and to identify ākonga at risk of not achieving to their potential. Ākonga are effectively encouraged to use their NZQA Learner login and the ākonga management system to monitor their progress.

Sharing of NCEA information with whānau via hui mātua, kura reports, and *NCEA Handbook for Students* effectively highlights assessment practices for mātua and whānau.

### **Agreed action**

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

- ensure derived grades and unexpected grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment.

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Kaihautū  
Whakaū Kouna me te Takawaenga

22 Mahuru 2019

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# FINDINGS OF THIS REVIEW

## How effectively has the kura 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 26 Hōngongi 2017 Managing National Assessment Report**

Action items from the previous report have been adequately addressed. The kura with the support of the Principals' Nominee ensures that all kaiako now follow the correct procedure for resubmissions following guidelines that reflect NZQA requirements in the Handbook for kaiako.

The kura ensures that proper guidance is provided to all ākonga on the standards they are likely to be assessed against in their programme of learning. They have introduced a *NCEA Handbook for Students 2019* that contains course outlines which are used in whānau classes. Ākonga assessments are closely monitored by kaiako.

**Response to external moderation outcomes** The kura has acknowledged the importance of external moderation outcomes to improve assessment practice. The Kaitakawaenga Wharekura is currently developing processes for responding to external moderation outcomes. Senior managers now recognise that where the moderator identifies inconsistencies, kaiako need to be supported. This could include sourcing qualified verifiers, continuation of kaiako attending Best Practice Workshops, and other suitable professional development. The kura should use external moderation feedback to help evaluate the effectiveness of internal moderation.

### 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 has demonstrated an ongoing commitment to building an effective culture of self-review to ensure credible assessment practices meet the individual needs of each ākonga. Internal evaluation provides a continuing focus on innovation and change. Robust discussion on assessment issues has informed effective self-review and change, contributing to the kura enjoying high levels of NCEA achievement.

Effective self-review allows the kura to utilise the cultural and historical uniqueness of its location to provide meaningful assessment programmes and engage ākonga in assessment opportunities. This highlights the capacity of the kura to maintain best practice, improve assessment processes and meet its goals. Recent initiatives include:

- identifying opportunities for ākonga to have achievement success by providing noho based wānanga study and additional classes scheduled by kaiako to further support ākonga
- kaiako reviewing individualised ākonga assessment plans annually to ensure they meet the needs of all ākonga

- providing professional development for all kaiako to make learning visible, by using learning intentions and success criteria that make NCEA assessment opportunities more accessible and transparent for a greater range of ākongā.

**No action required**

No issues with kura response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

## How effectively does the assessment practices of the kura meet the needs of its ākonga?

*Evidence for assessment practice meeting student 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 Pukemiro has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- holding mentoring conversations with ākonga during whānau class and providing course guidance and relevant assessment pathways leading towards qualifications, certificates and endorsements
- extending assessment opportunities by using external providers to deliver:
  - courses the kura is unable to offer
  - assessment against individual standards related to vocational pathways.
- adapting assessment contexts to make them relevant to the ākonga.

### **Te Kura Kaupapa Māori o Pukemiro has effective processes and procedures for:**

- supporting kaiako to collect a range of evidence of achievement through naturally occurring evidence
- using strategies to ensure ākonga work submitted is authentic.

**Developing a derived grades process** As the kura starts to focus on external assessment they must ensure that all kaiako understand the need for derived grades to be based on standard- specific evidence.

In term four of this year, the kura will conduct preliminary examinations for its ākonga for the first time. This helps ākonga prepare for external examinations and provides an opportunity for the kura to develop processes and practice around applying for a derived or unexpected grade when needed.

Evidence for derived and unexpected grades must be based on authentic standard-specific evidence and grades must be subject to a verification process or be justifiable. To maintain authenticity, tasks from public sources must be modified, and from commercial sources kept secure and for the grades to be credible the marking of ākonga work must follow a quality assurance process.

Understanding of the derived or unexpected grades needs to be shared with kaiako, ākonga and whānau using the *Derived Grade Mythbusters*, to ensure common understanding and the correct processes are being followed.

**Identifying and supporting ākonga for Special Assessment Conditions** The kura is yet to identify ākonga requiring Special Assessment Conditions to remove barriers to fair assessment. The understanding of Special Assessment Conditions processes needs to be communicated to kaiako, ākonga and whānau. This will help the kura identify ākonga eligible because of their sensory, physical or medical condition or disability or specific learning difficulty, and for appropriate assessment support to be provided for all ākonga.



**Agreed action**

NZQA and senior managers agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure derived grades and unexpected grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment.

**For consideration**

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

- identifying ākongā requiring Special Assessment Conditions.

## How effectively does the internal and external moderation of the kura 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 Pukemiro has effective processes and procedures for managing internal moderation by:**

- ensuring all new or modified assessment materials are critiqued prior to use
- using subject specialists both within and outside the kura to verify a sample of ākongā work focused at grade boundaries, to help ensure assessment judgements are consistent with the standard
- documenting the quality assurance process on an *Internal Moderation Cover Sheet*
- keeping benchmark exemplars to inform future assessment decisions
- thoroughly monitoring and reviewing moderation processes during the departmental quality assurance review meetings.

### **Te Kura Kaupapa Māori o Pukemiro has effective processes and procedures for managing external moderation by:**

- encouraging kaiako to suggest appropriate changes to standards in the moderation plan
- selecting samples of ākongā work for external moderation to NZQA requirements
- ensuring samples of ākongā work are stored so that they can be provided for external moderation

**Robust moderation system** “Iti rearea teitei, kahikatea ka taea.” Kaiako interviewed are fully compliant with kura expectations around internal and external moderation. They noted that the clear expectations set and the ongoing support by the Principal’s Nominee, along with the systems in place, have helped them develop confidence in their practice. They feel supported by the kura to seek confirmation of their assessment from internal and external colleagues, which is good practice.

### **No action required**

No issues with the internal and external moderation of the kura were identified during this review.

## How effectively does the kura 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 Pukemiro effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- identifying academic strengths to support the development of appropriate assessment programmes for individual ākonga as capacity allows
- monitoring the appropriateness of assessment programmes and modifying them to suit ākonga needs
- tracking progress towards gaining qualifications through whānau classes
- identifying ākonga at risk of not achieving and providing appropriate support.

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

- supporting ākonga to check results reported to NZQA, using their Learner login
- using robust checking processes to confirm the internally assessed grades reported are accurate and timely
- ensuring there are no late entries
- reporting results against the correct provider codes of outside providers with which the kura holds current memoranda of understanding.

**Close monitoring helps ākonga achieve qualifications** Monitoring of ākonga achievement progress each week helps ākonga stay focussed and on track to achieving their NCEA goals. Kaiako also ensure that ākonga have enough assessment entries to gain their respective qualifications. Where kaiako feel ākonga are at risk of not achieving their qualification goals, after-kura catch up sessions and overnight wānanga are scheduled and facilitated to provide ākonga with appropriate support.

### **No action required**

No issues with kura management and use of assessment-related data were identified during this review.

## **How effectively does the communication of the kura inform kaiako, and ākonga and their whānau 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 Pukemiro has effective processes and procedures for:**

- maintaining the currency of assessment policy and procedures by updating kaiako and ākonga information on an annual basis
- supporting kaiako new to the kura through establishing mentors
- ensuring whānau and ākonga receive user-friendly outlines for all courses ākonga undertake
- communicating assessment policy and procedure through a range of strategies
- reviewing communications to ensure they are fit for purpose and current.

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

- scheduling whānau-kaiako report evenings and whānau hui throughout the year to discuss achievement and future goals
- encouraging ākonga and whānau to monitor NCEA progress through NZQA Learner Login
- knowing that ākonga understand what they need to achieve in order to gain a qualification
- informing teachers about assessment best practice and providing opportunities to discuss changes.

**Consistent communication of NCEA and NZQA information** The information provided in the *NCEA Handbook for Students*, has been updated to reflect current practice and important NCEA and NZQA information. The kura also shares this information digitally via Google docs. This provides all stakeholders with accessible consistent and comprehensive assessment information.

### **No action required**

No issues with the way in which the kura maintained the currency of assessment policy and procedures, and communicated them to kaiako, ākonga and whānau were identified during this review.