

Managing National Assessment Report

Te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori

July 2023

FINDINGS OF THIS REVIEW

Te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori

27 July 2023

Significant issues found

This review found that the school 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 school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school 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 two years to check that these issues are being addressed. A return visit to check on progress and to provide further support, will be conducted by the end of Term 2 in 2024.

Required actions to address significant issues

In order to address these issues, the school 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 school is required to respond to the action item from the 2021 MNA report by implementing a response process to external moderation feedback.	Immediate

Actions and considerations

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	
Monitor the completion of action plans in response to 2022 external moderation	Before external moderation submission for the December 2023 round
Credible assessment practice to meet ākongā needs	
Develop an assessment calendar with all internal and external assessment due dates by the end of Term 1, 2024, to support timely completion of all internal assessments	Term 1, 2024
Ensure that quality assured grades based on standard-specific evidence are reported to NZQA for use as derived grades.	Prior to the start of the external assessment round in 2023

Internal Moderation to ensure the reporting of credible results	
Ensure assessors access available assessor support prior to internal assessment	
Consider a change of verifier where necessary to improve verifier grade judgements	

For consideration

To extend good practice in meeting ākongā needs and supporting assessment practice, the school is encouraged to consider within the next year:

- including a Principal's Nominee presence at regular hui kaiako, either in person or online
- ensuring that each kaiako familiarises themselves with subject related NCEA Change Package material, including the new standards themselves and their modes of assessment.

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 School Quality Assurance and Liaison

11 December 2023

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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 29th October, 2021 Managing National Assessment Report

The agreed item from the 2021 report has not been actioned. The kura was to develop and embed a sustainable system for responding to external moderation outcomes. This has not been implemented. Whilst there was a marked improvement in accuracy for the 2021 external moderation round, with six out of eleven standards gaining a 'consistent' response from NZQA moderators, the 2022 round was less consistent. In 2022, only four standards were requested for external moderation of which three were 'Not Consistent' with the national standard. The remaining standard could not be moderated as material was not received for moderation. The implementation and embedding of a sustainable system to respond to external moderation outcomes should strengthen the consistency and accuracy of grades reported by the kura. *Mā te huruhuru ka rere ai te manu.*

External moderation processes and response to outcomes

Te Pi'ipi'inga Kākano Mai i Rangiatea Kura Kaupapa Māori does not use its own external moderation feedback system. Kaiako were unaware of its existence in the appendix of the staff handbook and the need to use it. The system requires kaiako to fill in a 'Response to External Moderation Report' form for standards in their subject area. This process should be monitored by the Principal's Nominee and Tumuaki. This crucial requirement in kaiako practice needs to be clearly communicated to all subject leaders as external moderation confirms the 'whai mana' and 'tika' of all internal NCEA assessment grades reported by the kura. Effective use of the 'Response to External Moderation Report' form will enable a documented response to the moderators' feedback, which in turn, will help kaiako address identified issues, further clarify kaiako understanding of the standards assessed, improve internal moderation processes and enhance the 'whai mana me te tika' of all ākonga results.

Encourage access to NZQA's assessor support prior to assessment Teachers may benefit from more regular reminders of the assessor support currently available to them, especially where they are the sole teacher of a subject, a beginning teacher, or do not have access to a subject cluster. Feedback commonly cited in the school's external moderation reports reminds assessors to check:

- the annotated exemplars provided for most standards on the Subject resources page of the NZQA website, which illustrate the various grade boundaries
- the clarifications documents on the Subject Resources page of the NZQA website; essential viewing as part of the critiquing process prior to assessment
- further guidance and support available for a growing number of standards on NZQA's Learning Management System – Pūtake.

Most teachers have been given access to NZQA's Learning Management System, Pūtake. It is here that teachers can find support for internal assessment by subject, and NZQA's new modules on authenticity, and digital assessment using Assessment Master. Teachers should also be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard*

form available on the Subject Resources pages of the NZQA website to seek clarification from the moderator of that subject.

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)

The Te Pi'ipi'inga Kākano Mai i Rangiātea kura leadership has identified staffing capacity as an ongoing risk to the provision of meaningful and complete NCEA programmes. A long-term strategy to increase capacity in the wharekura is developing some current kura tuatahi kaiako for NCEA kaiako roles in the future. The kura is encouraged to continue supporting new kaiako to transition to the wharekura and developing their understanding and knowledge of NCEA. This will help to grow capacity in the wharekura and relieve pressure on the small number of kaiako that are currently responsible for NCEA assessment.

The current Principal's Nominee lives outside New Plymouth attending the kura once or twice monthly. For this reason, she is encouraged to meet online at wharekura meetings to discuss and clarify NCEA related practices. This is also an opportunity to update kaiako on changing requirements as they may occur. Monthly kanohi-ki-te-kanohi meetings, combined with regular online contact with kaiako, will assist with implementation and embedding of expected assessment and moderation practices as well as changes related to the NCEA Change Package. Her introduction of a comprehensive staff handbook sets a strong foundation for the clarification of assessment and moderation practice within the kura.

The implementation of Te Ao Haka as a new subject at the kura has been well received by ākonga and it is also proving to be of benefit to kaiako and their practice in the wharekura. The Tumuaki has joined the wharekura for the first time this year to teach and assess the new Te Ao Haka achievement standard based programme and her practice is guided by the staff NCEA handbook with guidance from the Principal's Nominee. This has immediately benefited the other two kaiako and the ākonga in the wharekura, as she models good teaching and assessment practice. The profile of NCEA at the kura has elevated with the Tumuaki now involved 'hands on', sending a message to other wharekura staff about the importance of NCEA and credible assessment practice.

These actions demonstrate that an emerging culture of improvement in the wharekura exists at te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori providing NZQA with greater confidence in the ability of the kura to effectively deliver the NCEA qualification.

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, TEO's assessing Achievement Standards and Candidates 2023)

New ways to present evidence The wharekura is excited to implement Te Ao Haka as a new NCEA subject and introduce new modes of assessment to best meet the needs of their ākonga. Innovative ways of producing and presenting evidence for assessment have helped to engage ākonga in their learning and reduce barriers to success. Traditional modes of presentation still exist such as, written assignments

and time bound tests, but the new Te Ao Haka standards have inspired evidence to be developed, presented, and assessed with the use of i-Movie apps, TikToks and videos; giving licence to ākonga to be more self-directed in carrying out their assessment. This awareness has enabled kaiako in other subject areas to refresh and revise their modes of internal assessment.

Readiness for the NCEA Change Package The kura has digital entries for three different subjects, including the Pāngarau co-requisite assessment and each NCEA cohort will have at least one digital external assessment this year. In further readiness for the new Level 1 NCEA standards to be implemented in 2024, kaiako are aware of the need to familiarise themselves with all the information that is currently available on the NZQA and Ministry of Education NCEA pages. This positions the kura well to make informed decisions as to how they deliver and facilitate NCEA digital assessments in 2024 and beyond.

Quality assured derived grades required prior to the start of external assessment The kura needs to report quality assured derived grades for all external assessments. Currently, the kura is not meeting this requirement. These grades need to be based on standard-specific evidence from practice assessments or other quality assured assessment events and should be pre-existing at the time of the external assessment event.

With the implementation of digital first external assessments, starting in 2024, and continuing through the rollout of the NCEA Change Package, reported derived grades will help to mitigate new challenges such as, kura Wi-Fi cutting out and other unforeseen technical challenges which may occur. It is important that these grades are derived through a robust process and that they are reported prior to the start of external assessment periods.

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, TEO's assessing Achievement Standards and Candidates 2023)

Reduce internal moderation bottlenecks Internal moderation, including verification of grades, is often rushed at the end of the year, leading to inconsistent judgements and late results being reported. While the Principal's Nominee sights evidence of the completed Internal Moderation Cover Sheet before results are reported to NZQA, grades are too often inconsistent with the national standard, as shown by external moderation feedback. Kaiako agreed that extending assessment due dates for assessment completion and relying on Term 4 to complete internal assessments, puts pressure on individual kaiako to apply a truly robust internal moderation process to all assessments. This increases the risk of inconsistent judgements and is the main reason for the kura entering late results. Some agreed actions and recommendations were discussed during this Managing National Assessment review which should bring about improvement in both timeliness and accuracy of results.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Pi'ipī'inga Kākano Mai i Rangiātea Kura Kaupapa Māori 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 introducing Te Ao Haka standards which complement the ethos of the kura
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments 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
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Pi'ipī'inga Kākano Mai i Rangiātea Kura Kaupapa Māori has effective processes and procedures for:

- managing missed or late assessment
- monitoring the authenticity of ākonga work using a range of strategies
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Pi'ipī'inga Kākano Mai i Rangiātea Kura Kaupapa Māori 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
- using grade verifiers from outside the school.

Te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements.

Effective management and use of assessment-related data

Te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- 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 Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting ākonga and kaiako checks of entries and results at key times during the year
- 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 Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- 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 Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori 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 Pi'ipi'inga Kākano Mai i Rangiatea Kura Kaupapa Māori:

- 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, ākongā 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 *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (Assessment Rules).

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
- *Te Pi'ipi'inga Kākano Mai i Rangiātea Kura Kaupapa Māori, National Qualifications Procedures Assessment, Staff Handbook - NCEA 2023* (Staff Handbook)
- *Te Pi'ipi'inga Kākano Mai i Rangiātea KKM, NCEA Student Booklet 2023, (Ākonga Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee and Tumuaki
- Kaiako in Charge of:
 - Mathematics/English
 - Te Ao Haka
 - Te Reo Māori
- three ākonga.

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.