Managing National Assessment Report

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha

June 2024

FINDINGS OF THIS REVIEW

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha

19 June 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.

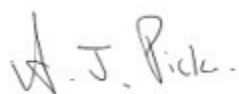## Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Ensure all standards requested by NZQA for external moderation are submitted or liaise with the School Relationship Manager to complete a change request.	At the beginning of each school year

For consideration

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

- sharing an online ākonga achievement tracking system to improve collective responsibility for tracking ākonga progress towards their goals.

Amanda Picken
Manager
School Quality Assurance and Support

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 17 September 2019 Managing National Assessment Report
There were no action items in the 2019 Managing National Assessment report.

External moderation response to outcomes and processes Response to external moderation outcomes consist of subject kaiako discussing feedback as it is received from NZQA. A formal response to affirmative and critical feedback from the external moderators is carried out by the kaiako in consultation with the Principal's Nominee. Actions are determined, where necessary, and results of these actions are evaluated and documented by the Principal's Nominee.

The kura has a pattern of not submitting student work requested for external moderation. There were thirteen standards not submitted between 2021 and 2023. From this point onwards, the kura should contact the School Relationship Manager early each year to confirm its Moderation Plan and ensure all standards can be submitted, or request changes to its Moderation Plan through the change process. This will ensure that all kaiako know well in advance which of their standards will be moderated and enable sole kaiako in charge of subjects to get valuable feedback on their assessor grade judgements.

From 2024, external moderation is being carried out in the year of assessment as soon as results are reported to NZQA. The practice of confirming Moderation Plans before 1 April each year is even more vital now for the kura, so that kaiako are better informed about their assessor judgements for the new Level 1 Achievement Standards.

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)

Since the last Managing National Assessment review there has been a change of Principal's Nominee. However, consistent assessment practice is well-embedded in the professional culture and practice of the kura.

Responsibility for assessment practice is collective and shared so that all kaiako, new and experienced, understand their roles and responsibilities. To enable this, new kaiako are paired with experienced practitioners, weekly kaiako wharekura hui are held and there is a wānanga at the start of each year to support new kaiako and plan for the year ahead. This wānanga opportunity ensures that key assessment practices, including deadlines for assessment, are laid out and all kaiako wharekura are prepared for the year ahead. There is a culture that encourages 'intentional' assessment conversations, driven by senior managers, which occur daily. These strategies support consistent assessment practice and a system that kaiako are connected to.

Over the past three years, there has been a strategic increase in digital assessment, which is a natural flow on from the increased use of digital devices in teaching and learning. Where appropriate, internal assessment is carried out online, and the kura

also engages with external online assessments during the year and during the end of year examinations period. Providing accessibility to online assessment opportunities for its ākonga is evidence of kura leadership responding to an assessment need that can benefit all ākonga. It also allows ākonga to take full advantage of the NCEA change agenda.

A new goal for senior managers is to create a kaupapa driven approach to the teaching and learning programmes in the wharekura which will ultimately involve kaupapa driven assessment. The main focus will be on the kaupapa, for example, Waitahatanga, and working together to integrate kaiako strengths in teaching and assessment to generate further academic success in areas of ākonga interest and ability. To extend this good practice in the wharekura, senior managers should consider a small group of kaiako delivering an integrated programme to a small group of ākonga each basing their own assessment component around a personal passion that is connected to the context. This low-stakes approach will enable ākonga to gain academic credit and kaiako to refine and develop a robust, integrated assessment practice going forward.

Subject capacity growing   The kura has also progressed its goal of broadening the range of subjects available through developing suitably qualified, current staff members within the kura who have subject passions. This is exemplified through a qualified kaiako of Pāngarau being elevated to the wharekura to deliver NCEA Mathematics. The intention is to enhance STEM achievement over time, through the levels, and encourage ākonga to pursue related careers. A highly successful course in Whakairo appeals to a small number of ākonga, allowing artistic talent to flourish and enabling the achievement of valuable credits at all levels. Additionally, the recently implemented Te Ao Haka subject ensures achievement over a widening range of subjects, that better meet the achievement aspirations of ākonga within the kura and which enhance the potential to achieve University Entrance.

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)

Consistent approach to assessment practice   Assessment at Te Kura Whakapūmau i te reo Māori ki Waitaha is consistent with evidence of well-embedded good practice. This review reflected high whānau expectations and dedicated kaiako, who are committed to the kura and its strong Aho Matua Kaupapa, and the success of all ākonga. Ākonga are assessed when ready and all kaiako expressed the importance of discussing the requirements to achieve at each grade level before and during the assessment process. Kaiako also talked about the importance of using pakiwaitara in their teaching to enable the ākonga to further connect with the context of the assessment. Consistent assessment practice expertise in subject matter and content knowledge, along with thorough familiarity with its assessment processes, represents a significant strength of the kura.

Develop a shared method for tracking ākonga success   A range of methods across all subjects were presented by various kaiako as to the tracking of academic achievements of their ākonga. This was mainly done through the use of physical mark books for each specific subject. One kaiako shared her system for tracking her own ākonga across a range of subjects using a simple online presentation which clearly identified the ākonga and their subject achievements, including total credits. This good practice could be shared by developing a centralised spreadsheet enabling kaiako to view the academic progress of all ākonga and to support

identifying anyone who is at risk of not gaining an NCEA and/or the NCEA co-requisite. This will allow ākonga, mātua and kaiako easy access to achievement data that will assist their collective responsibility in tracking progress of each ākonga towards NCEA's and future pathways.

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)

Well-embedded credible internal moderation processes   All kaiako and their verifiers are experienced assessors with broad understanding and knowledge of the standards they assess. Verification is carried out for every internal standard that is assessed by the school, using subject specialists from within and beyond the school who understand standards-based assessment and the NCEA system. This supports processes that have resulted in assessment judgements consistent with the standard, in most cases. Kaiako record completion of the internal moderation process using a digital or paper coversheet. The Principal's Nominee monitors these for completion prior to online storage. Interviewed kaiako provided evidence of robust verification discussions for samples at grade boundaries across different subject areas. Storing such evidence provides teachers with an excellent resource to support future assessment judgements and provides confidence to senior leaders that robust processes are in place.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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

- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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

- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work

- using grade verifiers from outside the school

- documenting the completion of steps within internal moderation processes

- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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

- responding effectively to external moderation outcomes and providing support for assessors where appropriate

- monitoring and documenting actions taken to address external moderation feedback

- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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

- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha reports accurate achievement data by:

- 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

- ensuring low levels of late external entries, and internal entries with no results
- 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 Whakapūmau i te Reo Tūturu ki Waitaha 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
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as the holding hui whānau.

Te Kura Whakapūmau i te Reo Tūturu ki Waitaha 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 Whakapūmau i te Reo Tūturu ki Waitaha:

- 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 kaiako, 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
- *Te Kura Whakapūmau i te Reo Tūturu ki Waitaha, NCEA Assessment Procedures - Staff Handbook, 2024* (Pouako Handbook)
- *Te Kura Whakapūmau i te Reo Tūturu ki Waitaha, NCEA Assessment Procedures - Student Handbook, 2024* (Ākonga Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
    - Ingarihi and Te Ao Haka
    - Mahi Toi and Whakairo
    - Māori Performing Arts and Tikanga a Iwi
    - Pāngarau
    - 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.