Managing National Assessment Report

Te Kura Kaupapa Māori o Kaikohe

Hepetema 2023

FINDINGS OF THIS REVIEW

Te Kura Kaupapa Māori o Kaikohe

19 Hepetema 2023

Consent to assess confirmed

This review found that the kura 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 kura management of national assessment were found. The kura own review mechanisms allow them to identify and respond to most issues.

As a kura 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 kura agreed to reschedule this review from 2021.

Actions and considerations

Agreed actions

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

Action	Timeframe
External and internal review	
Strengthen the monitoring system to address external moderation inconsistencies.	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Review the effectiveness of internal moderation processes.	Immediate and ongoing
Credible assessment practice to meet ākonga needs	
Establish a process to determine derived grades and submit these to NZQA.	Within the year

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19/09/2023

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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 Hune 2018 Managing National Assessment Report The Managing National Assessment review found that there was a need to update documentation to reflect current practice on a regular basis. This has now been addressed and assessment policies are reviewed and updated annually by the Principal's Nominee and wharekura management. This provides confidence that NCEA practices are consistent with current practice.

External moderation response to outcomes and processes The response to external moderation outcomes needs to be strengthened to better address identified issues appropriately. Action plans are being documented in response to external moderation outcomes. However, the Principal's Nominee and Pou Arataki should be monitoring kaiako ability to make assessor judgements at the standard to make sure that there is an improvement in the next year's moderation outcomes. They should provide guidance to kaiako to help them to develop effective responses. Pūtake, (NZQA's Learning Management System) can be used for professional learning and external moderators should be queried about avenues to support kaiako progress and kaiako judgement. Kaiako understanding of the standard and confidence at making decisions at grade boundaries will improve using this approach.

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)

Self-review practices are embedded at all levels of the kura from the School Board to ākonga. Examples were discussed during the review that demonstrate how the kura manages to embed the principles of Te Aho Matua into assessment practice which is underpinned by Te Reo and tikanga of Ngāpuhi. These principles are complementary to assessment practices and have become an integral part of assessment context. Examples include tikanga, mōteatea at pōwhiri or whakatau being used as naturally occurring evidence for Te Ao Haka assessment, kaiako evaluating assessment programmes on completion with a tikanga focus and the use of various forums to gauge ākonga voice or movement in different disciplines of Te Ao Haka. This is good practice, responsive to the ākonga interests and encompasses a variety of assessment methods, to best support ākonga engagement and achievement.

Te Reo Māori is a strategic focus of development within Te Kura Kaupapa Māori o Kaikohe. The Kura Board chairman monitors this and regularly checks in with kaimahi that are Te Reo champions. There are Te Reo competitions and incentives for ākonga to excel in this area. All kaimahi work collaboratively to make this kaupapa flourish.

Preparedness for the NCEA Change Programme Te Kura Kaupapa Māori o Kaikohe is participating in a number of pilots to keep themselves informed of the NCEA changes, including the requirements of the revised qualification. Professional understanding is reviewed regularly to assist with the development of their learning and assessment programmes ready for the implementation in 2024. Kaiako have

engaged in discussions within the kura and in external forums. The extensive participation in pilots, digital practice and end-of-year exams has supported kaimahi to become more confident in the digital first approach and help ensure a smooth transition to effectively deliver the changed qualification.

Individualised programmes for ākonga   The kura is reviewing the year 12 and 13 programmes and the trade opportunities that are offered to ākonga with an increased focus on individual programmes, ākonga pathways and what they need to achieve their goals. The review will also ensure that the core subjects align with pathways to get University Entrance at the beginning of term 3. This will be an intensive wānanga catch-up time to complete anything required. The ākonga individualised programmes will cater to their needs and kaiako will know what is required for planning and implementation, to ensure ākonga have access to their intended future opportunities.

Monitoring achievement   In the review of ākonga data outcomes there is ongoing tracking and monitoring to ensure that ākonga have the opportunities to achieve pathways. The Pou Arataki monitors these regularly to make sure that ākonga are on track to achieving NCEA requirements or a trades qualification. Discussions with ākonga are held to identify areas that ākonga want to focus on to achieve NCEA requirements for a qualification. The kura approach enables ākonga to have access to future educational, vocational and employment opportunities.

Improved communication   To ensure more effective communication the kura has developed live reports which are used to keep whānau and ākonga updated regularly of ākonga achievement and to inform ākonga and whānau of NCEA progress. This is responsive to whānau requirements and provides all ākonga, kaiako, and whānau with current information. This allows kaiako to make timely interventions to support ākonga attainment goals and outcomes.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting ākonga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Tracking ākonga achievement   The kura has effective processes to track achievement, to support the best outcomes for ākonga. The Principal's Nominee checks kaiako entries on the Student Management System before they are sent to NZQA. The results are then added to a spreadsheet to better enable the tracking of ākonga achievement. If there are any concerns, whānau are contacted to have a hui to address these concerns. Ākonga attainment is also reported at the kura Board meetings to provide a school-wide overview and support, as needed.

Year 9-13 live reports are shared with ākonga and kaiako update these twice a term. They are colour coded with kua oti, copy and pasted to mātua and, if not emailed, printed for mātua. This is monitored by the Pou Arataki and the Principal's Nominee regularly who meet to discuss and inform whānau. They also discuss individual learning plans of ākonga and make adjustments to support ākonga learning needs pathways, as required.

Derived grade process must be established   The kura needs to develop appropriate derived grade processes so that kaiako know what is expected and there are results for use if a derived grade is needed. These grades must be submitted to NZQA before the start of the external assessment. This will ensure that ākonga are not disadvantaged if they are not able to sit an external exam as a result of illness or

another valid reason. The School Relationship Manager will work with the Principal's Nominee to ensure quality assured grades are available for external assessment in 2024, to provide ākonga access to fair achievement.

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)

Review the effectiveness of internal moderation processes The kura must review the effectiveness of internal moderation processes in those subject areas with poor external moderation outcomes that extend over multiple years, to ensure grades reported are at the standard. Poor external moderation outcomes may be a reflection of poor internal moderation activities.

Improvement in these subject areas is essential as the trends of inconsistency between assessor grades and the standards identified in external moderation are ongoing. To assist these subject areas to deliver credible assessment outcomes, the kura needs to provide more professional development on the sufficient and strategic selection for ākonga work for grade verification to meet NZQA requirements. Closer monitoring by the Principal's Nominee and Pou Arataki of verification practice and the quality of verifier's feedback would also support improvement in kaiako grade judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kura Kaupapa Māori o Kaikohe 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

- engaging in Review of Achievement Standards pilots to prepare for future assessment

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

Te Kura Kaupapa Māori o Kaikohe 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

- 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 Kaikohe 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

Te Kura Kaupapa Māori o Kaikohe 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 Kura Kaupapa Māori o Kaikohe 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 Kura Kaupapa Māori o Kaikohe 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
- ensuring low levels of late external entries
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform kaiako , and ākonga and their whānau about assessment

Te Kura Kaupapa Māori o Kaikohe 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 kaiako , 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 of whānau gatherings

Te Kura Kaupapa Māori o Kaikohe 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 Kaupapa Māori o Kaikohe:

- 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 Candidates 2023.*

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 Kaupapa Māori o Kaikohe Kaiako Handbook, Managing National Assessment 2023*
- *Te Kura Kaupapa Māori o Kaikohe Ākonga Handbook, National Qualifications, 2023*.
- *Te Kura Kaupapa Māori o Kaikohe Assessment Policies 2023.*

The School Relationship Manager met with:

- the Principal's Nominee / Kaiako Physical Education
- Tumuaki Tuarua – Curriculum/Assessment
- Kaiako of:
  - English
  - Te Ao Haka
- two 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.