

# **Managing National Assessment Report**

## **Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa**

**30 May 2019**

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa:

- 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, students and families.

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

## 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 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 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 2019* (Assessment Rules).

## What are possible outcomes

Outcomes may include NZQA:

- 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 to enhance 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 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 school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa, Quality Management System, January 2019*
- *Pukapuka Mō Nga Kaiako E Whakaako Ana i Nga Kaupapa NCEA (Staff NCEA Guide)*
- *Pukapuka Mō Ngā Tauria Wharekura (Student NCEA Guide)*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- the Tumuaki
- four kaiako responsible for teaching:
  - Gateway
  - Hākinakina,
  - Pāngarau
  - Pūtaiao
  - Reo Pākehā
  - Te Reo Rangatira
  - Toi Ataata
  - Toi Pūoro
- three students.

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.

# SUMMARY

## Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa

30 May 2019

### Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

### What the school is doing well

Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa has effective internal review processes which are reflected in ongoing improvements to its assessment systems. Some recent improvements include using real-life experiences as a context for assessment, including the local council's Parakore/Zero Waste project, and introducing alternating timetables to enhance ākonga opportunities.

Internal moderation processes are robust, with all kaiako using the *Internal Moderation Cover Sheet* to document progress and completion of all the necessary steps. The Principal's Nominee monitors assessment programmes and moderation completion to assure the credibility of NCEA assessment in the kura.

Data analysis is used to support achievement outcomes for ākonga, to track progress towards gaining their NCEA qualifications and preparing ākonga for their future pathways.

A range of strategies is used to share assessment information with the kura community. This encourages consistent assessment practice and understanding across the wharekura. The Principal's Nominee works closely with all kaiako wharekura to ensure internal assessment is credible.

### Areas for improvement

Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa has responsibility for the assessment of a small number of off-site kura and while effective quality assurance processes are in place, final results information from these kura was not been timely in 2018. Senior managers have agreed to enhance communication with, and more closely monitor administration by, its off-site kura. This will ensure that all quality assured results from its off-site kura can be reported by the 1 December deadline.

Some next steps for consideration are also detailed in the body of this report.

## **Agreed action**

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

- ensure internal results are reported in a timely manner
- enhance communication with and more closely monitor administration by its off-site kura.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

13 December, 2019

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# FINDINGS OF THIS REVIEW

## How effectively has the school 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 10<sup>th</sup> May 2017 Managing National Assessment Report** There were no identified issues in the 2017 Managing National Assessment Review.

**Response to external moderation outcomes** Response-actions to issues identified in external moderation are documented by the kaiako and actively monitored by the Principal's Nominee. Outcomes are then discussed as part of the annual learning and self-review by senior management. This provides senior management and kaiako with a summary of concerns and completed actions, which is used as an effective framework for ongoing self-review and improvement.

### 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 effective self-review processes and identifies areas for ongoing improvement in its assessment systems. Recent improvements which have emerged from kaiako hui, ākonga voice and internal review by kura leaders include:

- facilitating academic wānanga to enable ākonga to achieve qualifications
- encouraging ākonga and whānau to determine which University Approved subjects are studied for University Entrance
- the introduction of Level 1 Pūtaiao this year, with a view to offering Pūtaiao as an extra Level 3 STEM subject in the near future
- introducing an alternating timetable to enable equity of access to all subjects for all ākonga.

These examples reflect robust internal review practice that is well embedded by kura leaders who are dedicated to improving assessment practice and procedures at Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa. This finding is well supported by the most recent Education Review Office report which states, "Self review is an integral part of the kura."

### No action required

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

## How effectively does the school's assessment practice meet the needs of its students?

*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 Whakarewarewa i Te Reo ki Tūwharetoa has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- addressing needs, through whānau and ākonga voice, which for example, has led to the introduction of Level 1 Pūtaiao in 2019
- having multi-level assessments in classes appropriate to individual ākonga skills and knowledge
- providing a broad curriculum base at Year 11 so that ākonga know their subject strengths leading into Level 2 and Level 3 NCEA
- providing wānanga outside of normal school hours for ākonga to complete assessments
- providing differentiated assessment within courses where manageable
- assessing ākonga when ready, as appropriate.

### **Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa has effective processes and procedures for:**

- managing missed and late assessment
- ensuring student work is authentic through a range of strategies, including signing authenticity forms and having check points for assignments and portfolios
- motivating current ākonga through the annual Matariki Graduation, where the kura celebrates the successes, including NCEA qualification, of year 13 graduates from the previous year
- meeting the requirements of the *Privacy Act 1993*.

**Real-life experiences create assessment opportunities** The kura believes real-life experiences outside of the classroom support the the local iwi to grow young people who will make positive contributions to their hapū, iwi and community beyond kura. These experiences create opportunities for assessment, which are capitalised on by the kura. An example of this is ākonga involvement in the local council's Para Kore-Zero Waste project, which involves council representatives and ākonga leaders working together on initiatives to keep Taupo clean. This involvement has led to assessment opportunities for ākonga in public speaking, mathematics and Te Reo Rangatira. Other assessment opportunities which have emerged include participating and reflecting on involvement in Waka Hourua, Tikanga and Kapa Haka. Assessment from real-life experiences means that ākonga can achieve their academic goals whilst also contributing to the broader community-based objectives of the kura.

### **No action required**

No issues with the school's management of assessment for national qualifications were identified during this review.

## How effectively does the school's internal and external moderation 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 Whakarewarewa i Te Reo ki Tūwharetoa has effective processes and procedures for managing internal moderation by:**

- ensuring all assessment materials are critiqued prior to use
- using a kāhui approach to moderation where there are multiple subject experts in the kura such as Te Reo Rangatira
- using subject specialists from within and beyond the kura to verify mahi ākonga
- conducting online verification of grades and extending this practice over time as manageable
- documenting assessment and moderation practice through using the *Internal Moderation Cover Sheet*
- monitoring the completion of internal moderation before transferring results to NZQA.

### **Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa has effective processes and procedures for managing external moderation by:**

- selecting samples of student work randomly to NZQA requirements
- ensuring samples of student work are provided by being adequately stored either in hard copy or online if produced digitally
- systematically responding to external moderation feedback.

**Sound external moderation outcomes** External moderation outcomes for the kura in 2018 were sound, reflecting effective internal moderation processes. The response process for the two standards that had inconsistent grades has been conducted and the kura will self-select those standards for feedback in the next moderation round to evaluate how effective the response actions have been. The kura is proactive in its desire to ensure that all grades reported to NZQA are credible and the result of well-understood, embedded internal moderation processes.

### **No action required**

No issues with the school's internal and external moderation were identified during this review.



## How effectively does the school 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 Whakarewarewa i Te Reo ki Tūwharetoa effectively uses assessment-related data to support achievement outcomes for students by:**

- analysing previous results to determine appropriate further assessment and career pathways
- using data to inform course design
- reviewing data systems and making improvements where required.

**Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa reports accurate achievement data by:**

- reporting results regularly throughout the year as they are finalised
- using appropriate provider codes when outside organisations have been responsible for assessment
- reviewing memoranda of understanding and modifying as required to meet kura and ākonga needs.

**Greater emphasis on Level 3 and University Entrance qualifications** Senior managers emphasised the importance placed on achieving NCEA Level 3 and University Entrance qualifications at Te Kura Kaupapa Māori o Whakarewa i Te Reo ki Tūwharetoa. In recent years, achieving all the requirements for Level 1 or Level 2 NCEAs has not been a priority for Years 11 and 12 ākonga. Instead, the focus has been to gain the necessary numeracy and literacy standards along with prerequisites to study at least three University Approved subjects appropriate to their chosen pathway by the time they reach Year 13. They often have a fourth University Approved subject and/or one such as Te Reo Rangatira, that has already been completed in a previous year. Focussing on Level 3 academic outcomes prior to Year 13, decreases assessment time for both ākonga and kaiako, and allows greater opportunity for holistic development, in keeping with the wider values of the kura. *He koanga ngākau, he pikinga waiora. He pikinga waiora, he oranga tangata.*

**Late internal results reported to NZQA** The kura had a high number of internal results reported to NZQA after the 1 December deadline in 2018. The facility to enter late results after this date and up until the end of February the following year, is intended for exceptional circumstances only. This includes responding to the demands of reconsiderations, reviews and Derived Grade applications.

NZQA aims to maintain the most accurate record of results for all candidates, based on the most up-to-date information and this objective is compromised when late results are entered by schools and kura. All schools are expected to transfer results information to NZQA regularly throughout the year and in a timely manner, including results from outside providers and satellite classrooms. This assures that final, accurate results are available to all ākonga on results-release-day, in mid-January of the following year. Late internal results in 2018 were mainly due to a misunderstanding around the purpose of the late results entry facility and the kura's own deadlines for off-site kura results. Senior managers have agreed to change their

end-of-year assessment deadlines for off-site kura, to ensure the number of late internal results is reduced from 2019 onwards.

**Agreed action**

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- reduce the number of late internal results from 2019 onwards.

## How effectively does the school's communication inform staff, and students and their families 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 Whakarewarewa i Te Reo ki Tūwharetoa has effective processes and procedures for:**

- ensuring off-site kura kaiako receive the same NCEA Guides and kura-led assessment-related professional development as appropriate to their needs
- ensuring ākonga receive outlines for courses they undertake
- communicating assessment policy and procedure
- supporting kaiako new to the kura through regular hui and kōrerorero with experienced kaiako
- reviewing communications to ensure they are fit for purpose and current.

### **Te Kura Kaupapa Māori o Whakarewa i Te Reo ki Tūwharetoa assists common understanding of assessment practice by:**

- maintaining collegiality amongst kaiako and providing opportunities to engage in professional conversations, including off-site kura kaiako, as appropriate
- facilitating whānau meetings to share success and understanding of NCEA achievement and procedures
- knowing that ākonga understand what they need to achieve in order to gain a qualification, especially Level 3 NCEA and University Entrance.

**Kaiako NCEA guide updates to further reflect what is unique to the kura** This review recommends that the NCEA guide is further modified to reflect what is unique to Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa. While the NCEA kaiako guide is updated annually to include necessary changes by NZQA and to keep information current, further changes will better meet the needs of the kura community. Future updates could include:

- greater use of Te Reo Māori
- appropriate whakataukī specific to its local iwi and those of the off-site kura
- information about digital storage of valid, verifiable, authentic evidence of ākonga achievement
- reflecting kura-specific philosophy on assessment for national qualifications such as its Aho Matua focus.

Having a guide that better reflects what is unique to the kura will ensure that the information is more targeted to its intended audience, more likely to be read and understood.

**Regular formal contact with Kura Teina needed** The Kura needs to ensure regular communication occurs with its off-site kura and that this communication is formalised. The kura has a small number of off-site akomanga, for which it transfers NCEA entry and results data through its Tauaki Kawa agreement. These kura engage as needed throughout the year, including through academic wānanga, facilitated by Te Kura Kaupapa Māori o Whakarewarewa i Te Reo ki Tūwharetoa. Quality assurance processes are also communicated, managed and monitored by

them, however some administration expectations need to be emphasised more clearly to the off-site akomanga, particularly around NZQA's calendared deadlines. Senior managers have agreed to enhance communication with and more closely monitor administration by its off-site akomanga. This will ensure that expectations, obligations and responsibilities are well-understood and implemented by all parties.

### **Agreed action**

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- enhance communication with and more closely monitor administration by its off-site akomanga.

### **For consideration**

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- modifying the NCEA guide to reflect what is unique to the kura.