

Managing National Assessment Report

Te Kura Hourua o Whangarei Terenga Paraoa

November 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Hourua o Whangarei Terenga Paraoa:

- has addressed issues identified through NZQA's Managing National Assessment review and through the Kura Hourua '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 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, in combination with the most recent Education Review Office report 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 2017* (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 consider enhancing 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 each 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 Kura Hourua provided the following documents:

- *Te Kura Hourua o Whangarei Terenga Paraoa NZQA Kaiako assessment handbook*
- *Te Kura Hourua o Whangarei Terenga Paraoa student assessment handbook 2017*
- a sample of course outlines for Years 11, 12 and 13 Assessment report

The School Relationship Manager met with the Principal's Nominee, three students and Heads of Department for Careers, English, History, Science and Te Reo Māori.

There was a report-back session with the 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 Hourua o Whangarei Terenga Paraoa

25 October 2017

Significant issues found

This review found significant issues that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within three years, with a return visit in one year to check that these issues are being addressed and that quality management of assessment for qualifications has improved.

The issues are:

- the lack of a systematic review process so that the kura can identify and resolve issues in a timely manner
- ensuring all kaiako complete the moderation process as outlined in the kura's assessment practices
- lack of comprehensive review of assessment programmes to inform decisions about the effectiveness of assessment practices.

Actions required to address significant issues

In order to address these issues, the Kura Hourua must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2017, 6.4b*).

Agreed action

The Kura Hourua agreed that a number of actions will improve the quality of their assessment systems. These are to:

- ensure there is consistent understanding of the requirements for standard-specific evidence when gathering emergency and derived grade results
- clarify for kaiako the attributes needed to be a subject expert
- monitor to ensure that suitable experts verify a purposefully selected sample of graded student work for every standard
- monitor internal moderation systems so that only results that have been subject to the internal moderation process are reported to NZQA.

What the kura is doing well

The Kura Hourua provides a variety of pathways to meet the needs of its diverse community of learners. Student achievement progress is tracked and students at risk of not completing qualifications identified. It is improving how it tracks progress

towards qualifications and identifies students at risk of not achieving a qualification. This year it initiated this process in the first term so that there can be early interventions to support achievement.

The kura is developing a more student-centred assessment approach with kaiako encouraged to reflect on their programmes and plan ways to better engage students. These strategies are expected to lead to improved student achievement.

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Manager
School Quality Assurance and Liaison

19 December 2017

NZQA

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2vi, 3iv-3v)

Action Items from 11 September 2015 Managing National Assessment Report

Some of the actions from the previous review have been only partially addressed, and one action item remains as a significant issue.

The previous Managing National Assessment review required the kura to formalise the procedure for monitoring its response to the outcomes external moderation. In several subject areas, external moderators have identified serious and ongoing issues with assessment judgements not being consistent with the standard.

Response to external moderation outcomes External moderation evaluates the effectiveness of the kura's internal moderation processes. For the last two years since gaining consent to assess, the kura's overall external moderation agreement rate has been low. There have been a number of issues identified in some subject areas by the external moderator. However, there needs to be a more detailed action plan and/or strategies developed and monitored by senior management to respond to identified issues.

Internal review

Evidence found that the school is effectively 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)

Systematic review of assessment practice needs to improve The kura's review of assessment practice needs to inform ongoing improvement in its processes. The review has clarified the kura's expectations for internal moderation and they are beginning to use data more effectively to inform student achievement. This includes:

- tracking student progress towards meeting NCEA Level 1 literacy and numeracy requirements and University Entrance requirements
- providing professional development for kaiako new to NCEA on internal moderation processes and linking with kura nearby for verification purposes.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The kura must:

- follow-up external review recommendations and findings (CAAS Guidelines 3v)

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

Evidence found that assessment practice is meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Te Kura Hourua o Whangarei Terenga Paraoa has effective processes and procedures for meeting the assessment needs of their students by:

- identifying students at risk of not achieving a qualification and providing appropriate support so that they have the best possible opportunities to demonstrate their achievement
- collecting "student voice" and contextualising assessment tasks so that they are relevant and engage student interest
- assessing when ready, where appropriate.

Te Kura Hourua o Whangarei Terenga Paraoa has effective processes and procedures for:

- assisting students to present authentic work by helping them to understand plagiarism
- reporting a Not Achieved result where students have had an adequate assessment opportunity but submitted no work.

Inconsistent assessment practices across the kura Credible assessment is based on the consistent application of assessment practice kura-wide by all kaiako. To achieve this, the processes for resubmissions and missed and late assessments need strengthening across the kura. The Principal's Nominee noted that the kura's management of deadlines was inconsistent in some departments and students were getting variable messages from different kaiako.

Better processes for managing derived and emergency grade evidence collection required The kura needs to implement a quality assurance process to ensure that any derived grades are based on valid, standard specific evidence. Before they are submitted to NZQA, the kura will need to establish that the grades are verifiable or justifiable, in accordance with NZQA requirements.

Student learning and development of individual education plans Students will benefit from kaiako working more collaboratively to develop individualised education assessment plans across subject areas. This will assist in a more integrated approach to assessment task design and activities and allow kaiako and students to manage workloads.

Agreed action

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

- ensure there is consistent understanding of the requirements for standard-specific evidence when gathering emergency and derived grade results
- ensure consistent assessment practice by all kaiako in the kura to ensure the reporting of credible results.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Te Kura Hourua o Whangarei Terenga Paraoa has effective processes and procedures for managing internal moderation by:

- checking that all assessment materials are critiqued prior to use.

Te Kura Hourua o Whangarei Terenga Paraoa has effective processes and procedures for managing external moderation by:

- meeting NZQA requirements by randomly selecting samples of student work for external moderation
- ensuring samples of student work are provided for external moderation by being adequately stored.

Issues with internal moderation processes and subject expert feedback The Principal's Nominee found during the self-review that the kura's expectations around internal moderation were not being consistently followed by all departments. All kaiako must ensure samples of work are verified by a subject specialist. To ensure consistent practice, senior management must monitor that the internal moderation process is completed by all Kaiako. This involves reconciling completed *Internal Moderation Cover Sheets* with actual practice.

Follow up on external moderation feedback and issues As discussed, the kura's follow up of issues raised in external moderation has not consistently resulted in improvements. At the time of the review, kaiako were preparing work for the current external moderation submission and the Principal's Nominee has agreed that the follow up will be more robust and the actions planned to address issues will be closely monitored for completion and effectiveness.

Required action

The following action is required to improve the kura's internal and external moderation to assure assessment quality. The kura must:

- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2017, 6.4b*).

Agreed action

NZQA and senior management agree on the following action to improve the Kura Hourua's internal and external moderation to assure assessment quality. Senior management undertakes to:

- clarify for kaiako the attributes needed to be a subject expert
- monitor to ensure that suitable experts verify a purposefully selected sample of graded student work for every standard.

How effectively does the school manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Kura Hourua o Whangarei Terenga Paraoa effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - monitoring students' progress towards NCEA achievement
 - informing parents when a student does not complete, or fails to achieve, a standard
 - using NZQA statistical reports to analyse results and inform decisions about future course content
 - encouraging students to use their NZQA Learner Login to track their NCEA progress
- **reports accurate achievement data by:**
 - reporting results to NZQA on a timely and regular basis
 - checking reports such as the Key Indicators to identify and resolve any errors
 - ensuring that internal entries are reported with a result or withdrawn as appropriate.

Use of assessment-related data An analysis of statistical data is managed by each kaiako who retain their own tracking sheets of results for individual students in their marau. However, this process needs to be more targeted at using this information to make choices based on improving teaching programmes and assessment practice the coming year.

No action required

No issues with the Kura Hourua 's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence found that school communication ensures understanding about assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Kura Hourua o Whangarei Terenga Paraoa has effective processes and procedures for:

- ensuring students receive outlines for all courses they undertake
- maintaining the MOU with outside providers

Te Kura Hourua o Whangarei Terenga Paraoa assists common understanding of assessment practice by:

- hosting hui with parents and whānau to share information about NCEA and the kura's expectations.

Regular hui to inform on NCEA The Principal's Nominee conduct's regular wharekura kaiako hui to ensure each kaiako has a working understanding of the kaiako NCEA handbook document. This document is reviewed annually. The kura informs whānau of assessment matters through:

- whānau hui
- pānui and parent/kaiako interviews.
- students receive a copy of their handbook at the start of the year to assist in their understanding of the kura's assessment processes and procedures.

Communication and useful information for students As students follow an individual programme, developing a meaningful course outline at times can be challenging for kaiako. The outline should be used by students to record their own internal results, keep notes of any discussions with kaiako and the Principal's Nominee to check that correct entries and results have been notified to NZQA.

No action required

No issues with the way in which the Kura Hourua maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.