

Managing National Assessment Report

Te Rangi Āniwaniwa

2019

What this report is about

This report summarises NZQA's review of how effectively Te Rangi Āniwaniwa:

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review of the kura
- 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.

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

Why we review how kura 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 kura 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 kura 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 kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on kura 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 provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *NZQA Handbook for Students*
- *Te Rangi Āniwaniwa Quality Assurance Manual*
- *NQF Handbook for Kaiako*
- *Wharekura Course Handbook 2019*
- a sample of course outlines for Years 11, 12 and 13.

The Tumuaki Whakawhanaunga Kura met with:

- the Kaitakawaenga Kura
- Kaiako in Charge of:
 - Tikanga-ā-iwi
 - Te Reo Māori
 - Te Reo Rangatira
 - Mathematics
 - Science
- three ākonga.

There was a report-back session with the Tumuaki, Kaitakawaenga Wharekura and Pouārahi Wharekura 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 Rangi Āniwaniwa

1 Whiringa-ā-rangi 2019

Consent to assess confirmed

This review found that the kura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the management of national assessment by the kura were found. The review mechanisms of the kura 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 kura is doing well

“Whaaia te tino rangatiratanga”. Te Rangi Āniwaniwa is the cultural hub for kaupapa or activities in the far north. They provide a positive, safe and supportive environment not only for its ākonga and kaiako, but for all. They have well-planned academic and non-academic programmes. These cater to all ākonga needs to ensure success under the principles and values of Te Aho Matua.

Te Rangi Āniwaniwa pride themselves in upholding te reo and tikanga and their Muriwhenuatanga. The kura models' high expectations in its pursuit of excellence in maatauranga Māori, education and sport, and the development of confident, self-motivated learners. These aspirations are evident. Passion and purpose resonate throughout the kura driving the quality teaching of kaiako found in educational programmes that are delivered.

Kura review of assessment is embedded practice. Senior managers use findings from self-review to refine and make ongoing improvements to assessment practice that better meet ākonga needs. The kura has focussed on verification for internal moderation, review of and response to external moderation outcomes and upskilling of kaiako in specialist subject teaching and learning and NZQA requirements.

Te Rangi Āniwaniwa is committed to ensuring the credibility of assessment for national qualifications. Kaiako assess ākonga in a variety of ways to recognise best achievements. Kaiako and whānau work collaboratively to ensure ākonga have the academic qualifications and relevant work experience to prepare for future aspirations.

Senior managers reflect on internal and external moderation as a tool to improve quality assessment.

Kura data is analysed by Managers and kaiako at the beginning of the year and the Kaitakawaenga Wharekura monitors ākonga result entries every term. To improve ākonga achievement rates and minimise the risk of not achieving a qualification kaiako track ākonga progress and review interventions. In depth discussions with mātua and whānau ensure ākonga are well supported to achieve a qualification. Ākonga interviewed were well informed about NCEA and their Learner Login. They acknowledged kaiako and kura efforts to help them achieve their goals.

Areas for improvement

The kura has identified that it needs to ensure that verification of ākongā work for internal moderation is completed by a subject expert who fully understands what evidence is required to make a valid judgement.

Agreed action

The kura agreed that the following action will improve the quality of their assessment systems. That is:

- ensure verification of samples of ākongā work is by a subject expert that has the knowledge of the evidence required for a valid assessment.

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Kaihautū
Whakaū Kōunga me te Takawaenga

29 Hakihea 2019

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FINDINGS OF THIS REVIEW

How effectively has the kura 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 6 Hōngongoi 2016 Managing National Assessment Report

The review identified action items which required the kura to refine assessment and moderation practice. Whilst kaiako hui and professional development have helped develop kaiako understanding around NZQA requirements, further developments are needed.

A process is now in place where managers ensure random selection is carried out by the Kaitakawaenga Wharekura and all kura documentation have been refreshed, updated and now reflects the kura and its current practice.

Response to external moderation outcomes This year's external moderation agreement rates between ākonga and NZQA moderators has declined. The kura have identified this issue and are proactively reviewing their internal moderation processes, as outlined in the moderation section of this report.

Action plans have been developed to address low agreement rates which include supporting kaiako to find better qualified verifiers and kaiako attending Best Practice Workshops.

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)

Te Rangi Āniwaniwa continues to effectively manage assessment for national qualifications. Internal evaluation provides a continuing focus on innovation and change, so that ākonga are well supported to present their best evidence of achievement. The kura is committed to building an effective culture of self-review to ensure credible assessment practices and meet the individual needs of each ākonga. These include:

- updating of NCEA and NZQA documentation to reflect current practice
- targeted professional development for kaiako to develop and expand NCEA understanding
- communicating NCEA assessment policy and procedures to kaiako, ākonga and their whānau
- implementing practice exams into kura programmes for derived grade purposes
- digitally storing of all completed internal assessment standards.

How effectively does assessment practice of the kura meet the needs of its ākonga?

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 Rangi Āniwaniwa has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing programmes of assessment that are focussed on their interests, needs and abilities
- where appropriate, assessing ākonga when they are ready
- providing feedback and feedforward to help determine ākonga readiness for assessment
- adapting assessment to make use of local contexts.

Te Rangi Āniwaniwa has effective processes and procedures for:

- ensuring credible assessment through consistent kura-wide practice for managing missed and late work, extensions, resubmission, and further assessment opportunities
- collecting evidence using a range of methods including portfolios, digital evidence, oral and performance
- meeting the requirements of the *Privacy Act 1993*.

No action required

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

How effectively does the kura assure assessment quality for internal and external moderation?

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 Rangi Āniwaniwa has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- monitoring the internal moderation process by the Kaitakawaenga Wharekura who:
 - requires kaiako to document internal moderation process for each standard using the *Internal Moderation Cover Sheet* to confirm completion of processes
 - validates the assessment task and verifies the marking
- ensures all assessments are stored by being scanned and uploaded to the Wharekura drive
- monitoring the completion of internal moderation for all standards where results are reported by the Kaitakawaenga Wharekura.

Te Rangi Āniwaniwa has effective processes and procedures for managing external moderation by:

- selecting samples of ākongā work for external moderation appropriately to meet NZQA requirements
- ensuring samples of ākongā work are provided for external moderation by being adequately stored.

Ensure that subject experts are suitable verifiers To strengthen assessor judgements and ensure that the evidence provided for internal standards is valid, this visit identified the need for the school to change their verifiers. Evidence for the need to change is the declining agreement rate between kaiako and NZQA moderators. The kura should review their current verifiers to ensure they are suitable specialist subject experts and where they are not, seek support from other kura to address this.

Agreed action

NZQA and senior managers agree on the following action to improve the internal and external moderation of the kura to assure assessment quality. Senior managers undertakes to:

- ensure verification of samples of ākongā work is by a subject expert that has the knowledge of the evidence required for a valid assessment.

How effectively does the kura 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 Rangi Āniwaniwa effectively uses assessment-related data to support achievement outcomes for ākonga by:

- using ākonga voice to evaluate courses, inform changes to programmes and standards
- closely monitoring and tracking achievement including those at risk of not achieving their chosen assessment pathway
- assisting them to meet the requirements of their qualification goals
- using standardised data to report annual results to senior managers and Board of Trustees.

Te Rangi Āniwaniwa reports accurate achievement data by:

- submitting results to NZQA on a timely and regular basis
- encouraging ākonga to use NZQA Learner login to check their entries and results
- checking entries in externally assessed standards with ākonga, mātua and whānau to limit late entries and ensure accuracy
- reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider code
- using the Key Indicators to check and monitor the accuracy of entries and results.

Data reports used to monitor ākonga achievement The kura has effective processes to track ākonga achievement progress. Data reports are produced on a regular basis to inform the Kaitakawaenga Wharekura and kaiako about the progress of all NCEA ākonga. These also inform the planning, development and design of teaching and assessment programmes across the year and help kaiako develop strategies to support ākonga to meet their goals and complete qualifications.

No action required

No issues with kura management and use of assessment-related data were identified during this review.

How effective is kura communication to inform kaiako, and ākonga and their whānau about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Rangi Āniwaniwa has effective processes and procedures for:

- communicating up-to-date and easily accessed assessment information to kaiako, ākonga and their whānau through a ākonga management system portal
- ensuring ākonga are provided with sufficient assessment information about each of their courses.

Te Rangi Āniwaniwa assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- facilitating whānau and kaiako interviews about NCEA progress and Muriwhenua knowledge.

Whānau Engagement valued and supported The kura effectively communicates to whānau about NCEA assessment practices and processes through different hui. These are information evenings and annual kaupapa which are held at various times throughout the year. This has developed an embracing whānau relationship throughout the kura where every hui or kaupapa is an opportunity to build and strengthen relationships and communicate ākonga progress in all facets of assessment knowledge.

No action required

No issues with the way in which the kura maintained the currency of assessment policy and procedures, and communicated them to kaiako, ākonga and whānau were identified during this review.