

Managing National Assessment Report

Te Kura Māori o Porirua

September 2018

What this report is about

This report summarises NZQA's review of how effectively Te Kura Māori o Porirua:

- 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 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 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 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 Māori o Porirua Tā ngā Ākonga Te Puāwaitanga, 2018* (Wharekura course information)
- *Te Kura Māori o Porirua, Curriculum Management Document NCEA Assessment Guidelines and relevant Policy* (Staff Handbook)
- *Te Puāwaitanga, He whakamāramatanga o ngā akoranga 2018* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee, three ākonga and Teachers in Charge of English, Pāngarau, Reo Māori, Reo Rangatira, Sciences and Special Needs.

There was a report-back session with the Principal 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 Māori o Porirua

13 September 2018

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 Māori o Porirua has developed a strong culture of self-review that ensures credible assessment and effective moderation practice. Initiatives from self-review are implemented and revised as needed, with the focus on using the NCEA assessment model to meet the needs of all ākonga.

The kura is developing effective ways to use technology for assessing ākonga and gathering achievement evidence. There is a strong focus on developing integrated assessment, recognising Mātauranga Māori and reflecting ākonga voice in contextualising assessment tasks.

Robust internal moderation processes assure senior management that only quality assured results are reported to NZQA. Responses to external moderation outcomes are documented and action plans are developed when issues are identified. These responses are monitored by senior management to ensure they are completed, as demonstrated by the significant improvement in NZQA moderator kaiako agreement rates since 2016. The kura has embraced digital moderation by submitting the majority of external moderation online through the external moderation tool.

Achievement data from a range of sources is used to reflect on and develop assessment programmes. Data entry is timely and data accuracy is enhanced through regular checking of results by kaiako, ākonga and senior managers. Monitoring of achievement data by the kura supports ākonga to track their achievement and evaluate progress towards future pathways.

A range of communication systems are in place to assist kaiako, ākonga and whānau with their understanding of the NCEA qualification and the school's assessment policies and procedures. Senior managers work closely to ensure consistency of assessment and moderation practice across the wharekura and that results they report to NZQA are robust, reliable and credible.

Areas for improvement

Engaging an appropriately qualified subject specialist for verification purposes has been a challenge for one subject leader. This can lead to delays in transferring results data to NZQA. To alleviate this situation and help reduce workload, the kura could increase the use of online verification and be more strategic about what samples of mahi ākonga are verified.

There are no agreed action items. Some next steps for the school to consider around internal moderation are detailed in the moderation section of the report.

Kay Wilson
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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 2.6iv, 3iv-3v)

Action Items from 2 - 3 June 2016, Managing National Assessment Report In order to maintain its consent to assess, the kura was required to:

- use its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures and then action (CAAS Guidelines 3iv)
- continue to develop robust internal moderation processes in departments to ensure evidence of achievement is valid authentic and sufficient (CAAS Guidelines 2.6ii)

A one-year return check was carried out on 7 February 2017 which determined the significant issues had been satisfactorily addressed.

Response to external moderation outcomes A robust process for responding to external moderation has been developed since the last review. This has significantly improved external moderation outcomes for the kura and is reflected in a high agreement rate between kaiako and NZQA moderators. Reasons for improvement include that:

- the kura has provided appropriate professional development opportunities for kaiako in identified subject areas
- kaiako with standard-specific subject knowledge have been appointed
- professional connections have been made with subject specialists beyond the kura for professional development and moderation purposes
- external moderation response action plans have been co-constructed with senior management, carried out and then reviewed.

The processes instituted for documenting and responding to external moderation feedback have ensured that past concerns with assessor judgements have not been repeated. Embedding of current procedures will encourage further improvement and ensure that assessor judgements at Te Kura Māori o Porirua continue to be credible.

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)

Since the 2016 Managing National Assessment review Te Kura Māori o Porirua has been very active in self-review of assessment and moderation. Some outcomes of self-review include:

- updating assessment guidelines and introducing time at weekly kaiako meetings to discuss items

- using ākongā feedback to re-evaluate kaiako practice, including making assessment relevant to ākongā
- embracing online tools in all aspects of the assessment and moderation process, including for:
 - assessing ākongā in a manner that complements digital pedagogies
 - gathering evidence ākongā generate through the teaching and learning process
 - digital verification and online external moderation
 - reporting achievement to whānau
 - communicating assessment information to and with all stakeholders
- developing clear digital moderation and storage processes in the staff handbook to guide kaiako and support consistent practice
- updating the ākongā course booklet and making these and course outlines available in hard copy and available online from the start of the year
- developing courses with a view to increasing the potential for subject endorsements
- creating three strong whare ako for Pūtaiao, Ngā Toi and Hauora to which all ākongā are allocated, based on their strengths and interests allowing:
 - ākongā to specialise in curriculum areas that align with chosen pathways
 - kaiako to teach to their subject strengths and collaborate closely with other kaiako on integrated programmes
 - mātauranga Māori, literacy and numeracy to be integrated in all learning and assessment

Recent changes to assessment and moderation practice, based on self-review, reflect the capacity of the kura to respond to ākongā needs, meet kura-wide expectations and evolve best practice. Senior managers at Te Kura Māori o Porirua are confident that their self-review systems continue to enhance the credibility of assessment and moderation practice within 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 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 Māori o Porirua has effective processes and procedures for meeting the assessment needs of their students by:

- recognising Mātauranga Māori and kura values in assessment at all levels
- using contexts for learning and assessment that are familiar to ākonga, such as integrating their interest in cooking with an NCEA Mathematics assessment
- encouraging ākonga ownership and personal responsibility through negotiating assessment deadlines
- engaging with outside providers to broaden the curriculum and cater for a wide range of future pathways
- providing dedicated study time for ākonga to prepare well for external examinations
- assessing when ready, as appropriate.

Te Kura Māori o Porirua has effective processes and procedures for:

- managing missed and late assessment
- investigating and resolving any appeals of assessment decisions
- ensuring evidence for derived grades is authentic and derived from standard-specific tasks
- meeting the requirements of the *Privacy Act 1993*.

Increasing achievement opportunities in Science, Technology, Engineering and Mathematics (STEM) subjects The kura is motivated to provide programmes that meet the needs of ākonga who have an interest in science. This aligns with its kura-wide strategy to improve achievement opportunities in STEM subjects. Since the last Managing National Assessment review, the kura has appointed new kaiako in science. They have used ākonga voice to develop strategies and contexts that have allowed them to engage enthusiastically with science. These include using local native plants in biology experiments, imaginative ways of presenting work, and opening the science space up for junior students to be inspired through fun experiments in whānau class time.

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 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 Māori o Porirua has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists from within and beyond the kura to verify ākongā work
- using purposefully selected samples of ākongā work to reduce workload for verifiers by reducing the amount of work they verify and for kaiako by reducing time to manage and prepare work for verification
- the Principal's Nominee documenting internal moderation processes through the mandatory practice of using an Internal Moderation Cover Sheet and monitoring completion documenting.

Te Kura Māori o Porirua has effective processes and procedures for managing external moderation by:

- selecting samples of mahi ākongā for external moderation randomly to NZQA requirements
- storing boundary exemplars for future reference
- ensuring external moderation feedback is actioned as appropriate, before assessment materials are used again.

Use of technology for moderation rapidly increasing The kura uses technology in all aspects of the moderation process, a natural extension of well-embedded digital teaching and learning practice. Protocols for storing sufficient evidence, including mahi ākongā, assessment tasks, exemplars and marking schedules have been developed. These protocols encourage consistent practice across the wharekura as reflected in digitally stored assessments sighted during this review. These protocols are becoming embedded practice as kaiako complete assessments throughout the year. The kura submitted most of its 2018 external moderation digitally and appreciates the many benefits provided by NZQA's digital moderation work streams such as timely feedback and fewer concerns over losing mahi ākongā.

Delays in the internal moderation process One subject leader spoke of delays in the moderation process due to the availability of appropriately qualified subject experts to verify grade judgements. This can lead to delays in transferring results data to NZQA which can impact on the way accuracy is checked and how it can be used to support ākongā achievement. Some suggestions were made during the review that may help speed up verification time and reduce delays in the moderation process.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- online verification so there is no need to physically shift evidence from one place to another
- selecting work for verification more strategically so that less work needs to be verified
- making more use of mainstream kaiako where the work has been completed in English or where the kaiako can translate beside the verifier.

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

Te Kura Māori o Porirua effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - ensuring NZQA fees are paid and applications for financial assistance are processed on time
 - identifying academic strengths of ākonga to support the development of appropriate assessment programmes
 - reporting achievement to the Board of Trustees and analysing progress towards meeting strategic goals
 - tracking progress towards gaining qualifications and aligning this to future pathways
- **reports accurate achievement data by:**
 - only reporting results that have been through a quality assurance process
 - the Principal's Nominee getting kaiako to check grades for accuracy before and after she transfers them to NZQA
 - kaiako checking all standard entries on key dates and informing the Principal's Nominee when standards are to be withdrawn
 - checking the Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

Monitoring achievement progress informs future pathways The Tumuaki and Principal's Nominee work closely with kaiako to monitor ākonga progress towards achieving their goals. Achievement progress towards future pathways are then discussed, including formally at the Term 3 whānau-kaiako interviews. This effective ongoing process which involves rich discussions between the kura, ākonga and whānau, supports ākonga to achieve their academic goals and transition towards their preferred future pathways.

No action required

No issues with the school'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 Māori o Porirua has effective processes and procedures for:

- ensuring ākonga receive outlines on a common template for all courses they undertake so that information is consistent and readily understood
- communicating assessment policy and procedure through regular hui kaiako, where NCEA related matters are discussed
- supporting kaiako who are new to the kura through a formal induction programme that includes time with the Principal's Nominee
- the Principal's Nominee reviewing communications annually to ensure they are fit for purpose, current and reflect changing practice.

Te Kura Māori o Porirua assists common understanding of assessment practice by:

- facilitating Tumuaki-led NCEA wānanga to reinforce consistent practice and discuss kura expectations
- checking whether kaiako, ākonga and whānau understand processes through regular targeted hui
- informing kaiako about assessment best practice and providing opportunities to discuss changes
- knowing that ākonga understand what they need to achieve in order to gain a qualification.

Online tools assist with understanding A range of online tools are used to enhance kura-wide understanding of assessment processes. These include whānau access to the ākonga management system, the puāwaitanga facebook page, text messaging and online kaiako and whānau meetings. The kapahaka facebook page is also used to communicate important NCEA-related information as senior managers know it is visited regularly by whānau and kaiako. Senior managers are confident that the evolving use of online tools continues to enhance consistent practice and shared understanding of assessment for national qualifications across the wharekura.

No action required

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