

Managing National Assessment Report

Te Wharekura o Maniapoto

June 2022

FINDINGS OF THIS REVIEW

Te Wharekura o Maniapoto

27 May 2022

Significant issue found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

As a school that is not effective in an aspect of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

The issue is:

- poor external moderation outcomes, resulting from inconsistent internal moderation processes

Actions required to address significant issues

In order to address this issue, the school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)

Agreed actions

The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications.:

Quality assurance through internal moderation to ensure the reporting of credible results	
Action	Timeframe
Ensure internal moderators have subject- specific knowledge and an understanding of standards-based assessment.	Within 12 months, and before the 2023 External Moderation is due.

For consideration

To extend good practice in meeting student / pīori needs and supporting assessment practice, the school is encouraged to consider:

- engaging with the MOE Teacher Only Day material to upskill the kaiako with the new curriculum, in order to prepare themselves for the new NCEA Change package including changes to assessment.



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September 31, 2022

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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 3 July 2019 Managing National Assessment Report Two of the three issues identified in the last review have been actioned. A process has been developed to manage external review and is well understood by the wharekura kaiako. All external examination entries have been consistently made on time since the previous Managing National Assessment review.

External moderation processes and response to outcomes Over the last three years, 18 out of 29 moderation outcomes identified kaiako judgements were either Not Consistent or Not Yet Consistent with the standard. This is the result of poor follow up to external moderation outcomes and issues with internal moderation and verification as outlined in the report.

It is agreed by the kura, that the kaiako only use subject specific grade verifiers and where none are nearby to use the Tumuaki's networks to access someone outside of the rohe.

The kaiako need to closely go over the moderator's report and focus on the areas outlined as being weak or lacking understanding. Where needed, kaiako should undergo some professional development to improve their understanding of the subject specifications and the role of external moderation in the assessment system within the kura. When pīori receive grades that do not accurately reflect their achievement then the credibility of the qualification comes into question.

Follow-up External Moderation Report Since the previous MNA Review, the kura has implemented systems to review the external moderation reports. As a result, the materials are now checked thoroughly, stored in the PN's office and are available for all kaiako to access. There is a need to further improve on the external moderation outcomes.

The kura must put processes in place to address the large number of External Moderation outcomes that are Not Consistent or Not Yet Consistent due to the external NZQA moderator identifying that the grades reported by the kura are not consistent with the standard. The PN must action NZQA recommendations for strengthening its processes for internal moderation and in particular, grade verification. This will eliminate similar outcomes in future years.

Kaiako are expected to write action plans for any External Moderation reports that require rethinking of how pīori material is graded. Evidence of these plans was sighted by NZQA. It is acknowledged that even if the relevant kaiako has left the kura, or that the Standard is not being assessed currently, the Principal's Nominee has prepared an action plan for those situations too. The next step is to ensure that any action plans written are fit for purpose and that they are implemented.

External Moderation reports from NZQA moderators should be used to strengthen the future internal moderation decisions made by Kaiako and verifiers. By strengthening this part of the process, the kura can build confidence in the accuracy of decision-making around grade boundaries. Finding suitable subject experts to

conduct grade verification is a challenge faced by small rural schools like Te Wharekura o Maniapoto who need access to wider professional communities of practice. With the Tumuaki's connections, this is something the kura is working on rectifying.

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)

Ngā-Kura-A-lwi is key to Professional Development In the past two years, as a part of the regular review process, the kura has extensively reviewed its assessment policies, using the results to analyse what is working and where they can provide additional guidance for their pīori. Ngā-Kura-A-lwi conference and professional learning development are key for the kura as a member of this organisation to learn from other kura and kaiako in their network, lifting capability of the kaiako and wider teaching staff. In recent sessions the kaiako have undertaken moderation and assessment PLD to address the foreseen pressures facing the kura in the light of changes brought on by the Review of the Achievement Standards. However, it is vital that the kura go back through these avenues and seek further PLD around internal moderation as the current situation is not serving them well. In particular the kura should focus on lifting assessor judgements.

Future proofing of hybrid learning The Tumuaki has taken the lead on this kaupapa and has instructed kaiako to focus on hybrid learning and how best to support the pīori in these times of change where more and more pīori are absent due to Covid within the whānau units. Kaiako have taken ownership of their own learning areas and used what was learnt during the 2020 and 2021 pandemic to maintain progress as best as possible. Covid related distance learning has been further refined to ensure all pīori have access to learning material as well as a support network to guide them through their studies. Due to the small numbers of NCEA pīori authenticity is managed by the kaiako by comparing written work to previously submitted material. The kura should also look into using web-based plagiarism tools that can further support this effort to ensure credibility of pīori work.

Preparation for the new NCEA It is suggested that the kaiako undertake a series of internal professional development workshops to upskill in the Review of the Achievement Standards changes, outside of the learning areas where they are piloting new standards. This is in order to solidify their own capacity following what was covered through the Ngā-Kura-A-lwi PLD sessions.

Credible assessment practice to meet pīori needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Academic Wānanga The kura has a small number of pīori in the wharekura meaning that tracking and monitoring their academic progress and expectations is manageable. Each NCEA pīori is on an Individual Learning Plan to best cater to their pathways and future goals. Previously there have been many disruptions, not only due to the Covid pandemic but also kura-wide activities like Koroneihana and pākowhai. The kura has found that academic wānanga for all the pīori in a block course style of learning has benefited not only those who were absent due to events like Koroneihana or due to Covid illness, but also for those present, by consolidating their learning. In particular, the kura have found that pīori have achieved better when taught in wānanga due to a more in-depth degree of knowledge being delivered at one time in place of the disrupted situation currently.

Thematic Approach to Learning The kura has started to integrate learning areas more from 2022 as a measure to better prepare for the new NCEA. They are engaging with local content by drawing on the expertise in the rohe, focusing on a Te Ao Māori tirohanga. To support this the kura is undertaking internal professional development for kaiako to become more familiar with the RAS changes and new specific Standards available in order to integrate assessments into the thematic approach.

Preparedness for External Assessment In 2021 the kura became an Exam Centre for the first time. They saw this as an opportunity to relook at how they prepare their pīori for these external assessments. The Tumuaki and her kaiako collapsed regular programmes leading up to the exams, staff were redirected from the kura pōtiki to help focus on exam preparation. Anecdotally this has resulted in pīori being more confident in their end of year external assessments. Pīori have the opportunity to sit exams in a kaupapa Māori context where karakia and instructions can be provided in Te Reo Māori providing equity in access. The next step is to build in derived grade exams into the calendar as a way of training the pīori in how to best access external assessments.

Effective Communication The kura has both an effective and user-friendly staff manual for assessment matters and a comprehensive pīori booklet with NCEA processes and procedures outlined for pīori and whānau. When kaiako and pīori were interviewed they were all well versed with the contents of both publications and were able to apply this information to their own assessment and learning situations showing that assessment practice is credible, kura-wide. The next step for the Tumuaki and PN is to loop back once establishing these practices and constantly review that what kaiako and pīori understand is in fact, correct and accurate.

Quality assurance through internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Established Storage Processes for Internal Moderation The Principal's Nominee has established and embedded a process for documentation storage and given responsibility to kaiako to ensure all of the steps are followed. The PN monitors that all documentation is current and reconciled, the next step is for the PN to follow up with kaiako when issues have been identified and work towards establishing an action plan to address the areas. Subsequent documentation should also be stored in a similar way.

NZQA discussed with the PN the opportunity to move to a digital system of folders which would safeguard against any loss of physical evidence in the future and assist by preparing for ongoing submission of External Moderation.

The Importance of Joining a Community of Practice Poor external moderation outcomes are linked to a poor internal moderation process. The situation with a small, remote kura similar to Te Wharekura o Maniapoto is always having to be imaginative in how they tackle this issue. Finding that support in a Te Reo Māori medium is also a challenge that needs to be faced and addressed by the kura.

It is vital that the kura seek other like-minded kura and schools to learn these internal moderation processes from, first-hand, and to have these other kura and schools become their support in offering verification and internal moderation assistance. Accessing external PLD like best practice workshops from Ako Panuku, or using the online assessor support tool Pūtake are essential first steps to addressing this issue.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of pīori

Te Wharekura o Maniapoto has effective processes and procedures for meeting the assessment needs of their pīori by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on pīori 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 pīori can present their best standard-specific evidence of achievement
- assessing pīori when they are ready
- ensuring kaiako are aware of individual pīori with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

Te Wharekura o Maniapoto has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding pīori privacy in the issuing of pīori results.

Effective internal and external moderation to assure assessment quality

Te Wharekura o Maniapoto has effective processes and procedures for managing internal moderation by:

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Wharekura o Maniapoto has effective processes and procedures for managing external moderation by:

- ensuring samples of pīori work are available for submission by being adequately stored
- selecting sufficient samples of pīori work to NZQA requirements

- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Te Wharekura o Maniapoto effectively uses assessment-related data to support achievement outcomes for pīori by:

- monitoring and tracking pīori progress
- evaluating the effectiveness of assessment programmes to ensure these allow pīori to meet their assessment goals, and inform changes to courses and standards offered
- gathering pīori 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 Wharekura o Maniapoto 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 pīori and kaiako checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results

Effective communication to inform staff, and pīori and their whānau about assessment

Te Wharekura o Maniapoto has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring pīori receive outlines for courses they undertake
- supporting pīori to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on pīori progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- celebrating pīori success.

Te Wharekura o Maniapoto assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents
- informing pīori about suitable learning pathways
- supporting pīori 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 Wharekura o Maniapoto:

- 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, pīori 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 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 2021* (Assessment Rules).

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 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 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 Wharekura o Maniapoto, New Zealand Qualifications Framework Rules and Procedures, May 2022* (staff handbook)
- *Te Wharekura o Maniapoto, Academic Booklet 2022* (Pīori Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
 - Maths
 - PE, Te Reo Māori
 - Te Ao Haka
- Tokotoru ngā pīori.

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.