

Managing National Assessment Report

Te Kura Kaupapa Māori o Te Tonga o Hokianga

September 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Te Tonga o Hokianga:

- has addressed issues identified through NZQA's Managing National Assessment review and through the kura 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 kaiako, kura and whānau.

The summary section evaluates the kura 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 kura managers.

Why we review how Kura are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm 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, in combination with the most recent Education Review Office report 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 2017* (Assessment Rules).

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.

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.

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 check
- *TKKM o Te Tonga o Hokianga Kaiako NCEA Handbook 2017*
- *TKKM o Te Tonga o Hokianga Student NCEA Handbook 2017*
- *TKKM o Te Tonga o Hokianga Empowering Learners course and career development document*

The Tūmuaki Whakawhanaungatanga Kura met with the Principal's Nominee, Tūmuaki, Careers and Guidance kaiako and kaiako for Information, Computers and Technology, Tikanga, and Visual Arts, and four students from the Wharekura.

There was a report-back session with the Tūmuaki 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.

Background

Te Kura Kaupapa Māori o Te Tonga o Hokianga is a Te Aho Matua kura situated in Whitianga north of Hokianga. The Wharekura is kaupapa driven and as part of the its annual focus the kura chooses an aspiration for the year. This year the kura has chosen **Tuwhitia te hopo, mairanga te angitū** – to inspire the students to push and challenge themselves, their ideas, views, opinions on the world around them.

SUMMARY

Te Kura Kaupapa Māori o Te Tonga o Hokianga

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 kura management of national assessment were found. The school's own review mechanisms allow them to identify and respond to issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

The kura is effective in assuring national qualifications are credible for its students. Assessment practices are well understood and are consistently applied at all levels to NZQA requirements. Students are tracked and mentored in their progress toward achieving qualifications and kaiako work collaboratively to ensure their best achievement outcomes.

Internal moderation procedures are clearly understood and practised by kaiako. The kura uses the *Internal Moderation Cover Sheet* to record moderation activities, and this is regularly checked and monitored by the Principal's Nominee. Student assessments are stored securely, including physical and digital storage of evidence. Benchmarked samples are used to inform future assessment decisions. The kura effectively analyses and resolves any issues from its external moderation feedback from NZQA.

The data sent to NZQA is accurate and received in a timely manner. Achievement results are analysed by kaiako and regularly shared with senior management, as a basis for reflection on the previous year's programme and to inform future course design and assessment in the Wharekura

Wharekura assessment practice is effectively communicated to whānau and students. Regular whānau hui ensure students are kept up to date with requirements and expectations for success in NCEA. The key cornerstones in communication with all stakeholders include clarity of expectations, contribution from each party concerned, and the measuring of success.

The Principal's Nominee leads the kaiako well in their roles. However, senior management is encouraged to consider developing kaiako interested in leading NCEA and credible assessment practices for the purpose of continuity and capacity.

Areas for improvement

The requirements for gathering valid, standard-specific evidence for the emergency and derived grades needs to be clarified. In terms of professional development in NCEA, the kura should consider the focus of its training priorities for new kaiako. Kaiako need further professional development in ensuring task design meets standard achievement criteria.

Agreed action

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

- ensure there is consistent understanding of the requirements for standard-specific evidence when responding to emergency and derived grade.

For consideration

To support assessment practice and student achievement the Wharekura is encouraged to consider:

- developing the capability of kaiako interested in the Principal's Nominees role in leading NCEA and credible assessment

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FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from the 12 September 2013 MNA Report The previous review identified one action item relating to moderation which has been resolved. The internal moderation process is now documented on an Internal Moderation Cover sheet and processes for the digital storage of work instigated.

Response to external moderation outcomes Kaiako effectively respond to external moderation requirements. The Principal's Nominee analyses the feedback and meets with individual subject kaiako to review any issues raised. The Principal's Nominee documents the outcome of these meetings in a summary report for senior management.

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)

The kura has made a concerted effort to work in a holistic way and integrate NCEA kaupapa across the Wharekura. The kura undertakes an annual review of NCEA including the standards offered to meet student's needs. Using enhancements in the school's student management system, the kura now tracks and monitors student NCEA achievement progress with more accuracy. This has enabled senior management to confidently move towards individualising and contextualising programmes of learning and assessment in NCEA.

Regular Wharekura hui and discussions provide an effective platform for review and reflection of NCEA assessment processes and practices. The Principal's Nominee is reviewing assessment processes regularly and checking the validity of assessments including evidence of authenticity. Actions that have been introduced to improve achievement outcomes for students and strengthen assessment practice include documenting all assessment issues such as appeals and breaches, to identify patterns to provide information for self-review.

No action required

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

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

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

Te Kura Kaupapa Māori o Te Tonga o Hokianga has effective processes and procedures for meeting the needs of their students by:

- providing clear guidance around assessment methods, evidence gathering and assessment opportunities, based on kaupapa developed by the kura reflecting its unique character
- collecting evidence of student achievement in a variety of ways including orally, in portfolios, on video, through presentations, checklists and digitally
- offering students courses and programmes that reflect their aspirations, interests, abilities, and needs through offering a range of assessment opportunities
- providing career guidance so that courses can be designed to reflect student career and future study pathways
- facilitating wānanga with students and whānau to negotiate individual assessment programmes
- providing differentiated assessment within courses and between courses
- where appropriate, assessing when ready
- ensuring programmes meet the literacy and numeracy needs of the students.

Te Kura Kaupapa Maori o Te Tonga o Hokianga has effective processes and procedures for:

- ensuring students have an opportunity to provide authentic work for assessment
- managing consistent assessment practices for missed and late assessment, resubmissions and further assessment opportunities
- managing missed and late assessment
- meeting the requirements of the Privacy Act 1993.

Individual Planning for students and their career aspirations The Wharekura has focused on individual learning pathways that lead to future career opportunities for students over the last four years. This is supported by kaiako teaching in a collaborative way and integrating learning across the Wharekura to help improve the quality of assessment outcomes for students. As a result, kaiako are more confident in supporting students to choose their individualised pathways to complete the necessary standards. This approach requires negotiation with individual students about their achievement goals, with regular monitoring of student NCEA progress.

Kaiako have also been developing standard-specific assessment tasks, which are relevant and contextualised across subject areas, to help improve the quality of assessment outcomes for students.

Wānanga and assessment opportunities for students One day is devoted to an agreed project, based on a common theme to engage students in assessment opportunities, allowing them to present evidence that suits their style of learning. This was in response to student feedback for a full day of wānanga style learning and assessment to support their achievement.

Collecting valid, standard specific evidence for emergency and derived grades

Kaiako understanding of the emergency and derived grades needs to be consistent kura-wide, Tasks from public sources should be critiqued, those from commercial sources kept secure, and marked student work must be verified or justified (see NZQA Myth Buster 8).

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 responding to emergency and derived grade.

How effectively does the Kura 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 Kaupapa Māori o Te Tonga o Hokianga has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using subject specialists to verify a purposefully selected sample of student work
- keeping benchmark exemplars to support future assessor judgements.

Te Kura Kaupapa Māori o Te Tonga o Hokianga has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored both physical and digital.

Review of internal moderation processes Through both external professional development and internal training by the Principal's Nominee, considerable support is given to kaiako to ensure internal moderation is well understood and applied. During the interviews with kaiako, evidence was viewed of assessment files which contained the standard, the assessment task and schedule. Senior management monitor the moderation results and are informed of moderation issues by the Principal's Nominee on a regular basis.

No action required

No issues with the Kura 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 Kaupapa Māori o Te Tonga o Hokianga effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - reviewing results from the previous year to reflect and inform future teaching and assessment
 - monitoring student progress to identify learners at risk of not achieving their goals
 - using grade predictions to support students in tracking their progress
 - reporting on the progress toward annual achievement goals to senior management and the Board of Trustees
- **reports accurate achievement data by:**
 - supporting students to check reported results to NZQA using their Learner login.

Accuracy of assessment-related data The Principal's Nominee ensures the entries into subjects and courses made by the kaiako are accurate through regularly checking the NZQA key indicators and data information. She also ensures correct results are reported to NZQA and uses key indicators to check entries and results reported to NZQA. There were a small number of late entries made for a student who enrolled at the end of the academic year.

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, 2.7iib)

Te Kura Kaupapa Māori o Te Tonga o Hokianga has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- supporting kaiako new to the kura
- reviewing communications to ensure they are fit for purpose and current.

Te Kura Kaupapa Māori o Te Tonga o Hokianga assists common understanding of assessment practice by:

- checking whether kaiako, students and parents are following processes through regular assessment audits
- informing teachers about assessment best practice and providing opportunities to discuss changes
- having professional discussions to share good assessment practice and develop organisational capability.

Regular hui to inform on NCEA The Principal's Nominee holds regular wharekura hui with kaiako to ensure each kaiako has a working understanding of the kaiako handbook. This document is reviewed annually by the Principal's Nominee and the kaiako and the following effective communication of assessment practice was evident in the following practices.

- 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.
- The Principal's Nominee inducts and supports new kaiako in the Wharekura to ensure kura-wide ownership and understanding of assessment practice
- where appropriate the kura will seek opportunities to develop the capability of its kaiako in NCEA through NZQA best practice workshops or through external providers missed and late assessment.

Course outlines and assessment statements Course outlines are effectively used by the kura to inform students about assessment opportunities student progress. As students follow individual programmes they are given an outline of possible standards in each marau at the start of the year with a clear statement that a selection will be negotiated for the individual student's assessment plan. There is ongoing discussion and amendments with the student and any changes to their NCEA programme during the year.

Professional development opportunities for kaiako Access to meaningful Professional Learning and Development because rural isolation has been identified as a barrier. Therefore the kura is encouraged to strengthen its relationships with schools and other kura in the north to work collaboratively and target its Professional Learning Development around designing tasks that reflect standard requirement.

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.