

MANAGING NATIONAL ASSESSMENT REPORT

Tai Wānanga

May 2016

Managing National Assessment Review

The purpose of reviewing the management of national assessment is:

- 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 2016* (Assessment Rules); and
- 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.

The review has three components:

- The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.
- A random sampling of aspects of assessment systems and data for review or audit on an annual basis.
- A visit to review each school's assessment systems at least once every four years.

Managing National Assessment Report

This report summarises NZQA's evaluation of how effectively the school:

- has addressed issues identified through the three components of 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
- manages and makes use of assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report:

- the School Relationship Manager visited Tai Wānanga Tū Toa campus and met with
 - the Assistant Site Principal's Nominee, kaitiaki for English, and Mathematics, and three taiohi
- two School Relationship Managers visited Tai Wānanga ki Ruakura campus and met with
 - the Acting Tumuaki/Principal's Nominee, the Assistant Site Principal's Nominee, an external advisor, kaitiaki for The Arts, Biology, English, Mathematics, and Physics, and three taiohi.

The kura also provided pre-review information and the following documents:

- *Tai Wānanga Taiohi Handbook for assessment for qualifications on the New Zealand Qualifications Framework 2016* (draft document)
- Tu Toa: *Staff Information Manual Tai Wānanga*
- *Tai Wānanga Staff Handbook National Qualifications Framework Assessment Goals and Procedures at Tai Wānanga 2016*
- a sample of student course assessment statements for the subject areas interviewed.

There was a report-back session with the Acting Principal/Principal's Nominee, the Assistant Site Principal's Nominee, and the external advisor at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

OVERVIEW

Tai Wānanga

11 and 18 May 2016

Background

Tai Wānanga is a designated character school currently operating two education sites; Tai Wānanga Tū Toa in Palmerston North and Tai Wānanga ki Ruakura in Hamilton.

Both sites have a designated Site Academic Leader who also acts as Assistant Principal's Nominee for their respective sites. They liaise independently with the Principal's Nominee who makes regular visits to, and maintains email contact with, the other site. At the time of the review visit the Principal's Nominee was also Acting Tumuaki.

Areas of strength

The structure of Tai Wānanga, its timetable and philosophy, promote independent study for taiohi. To meet the range of learner needs, the kura has introduced some new courses and engaged in different assessment approaches to existing courses. These include assessing the learning outcomes from across an integrated curriculum and developing relevant contexts for assessment. Outside providers are used to widen the choice of courses offered. This enables the kura to be responsive to individual learner needs and taiohi to be flexible in developing programmes relevant to their interests and career aspirations.

A strength of the kura is that each taiohi has an individualised tailored learning plan. This is developed in consultation with kaitiaki and whānau and specifies the individual mix of subjects and standards relevant to the taiohi and their future pathway. The learning plan is regularly referred and responded to. Taiohi set goals each term then monitor and reflect on their progress towards achieving these. Monitoring and support is offered through one-to-one conferencing with taiohi and small group oversight by ropu kaitiaki. The success of this approach is reflected in the consistently high achievement rates for literacy, numeracy and NCEA level 1 qualifications.

Most aspects of internal moderation are understood and applied. Kaitiaki recognise the importance of a suitable verifier as part of this process.

Since the last Managing National Assessment review, the kura has made moves to improve communication between the two sites. There is evidence of more professional discussion occurring between kaitiaki in some areas. A consistent course outline including vocational pathway information was introduced earlier this year, and a separate assessment handbook for staff and taiohi is being developed.

The kura has appointed an external advisor to assist senior management in reviewing current assessment processes and procedures and improving the self-review capabilities of the kura. This acknowledges the importance the kura has placed on developing systematic self-review processes.

Areas for improvement

The review did not identify any significant issues that would prevent the kura from maintaining their *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. However, a number of issues were identified which require addressing.

These issues are:

- disjointed communication and assessment practice between the two sites
- failure to meet NZQA deadlines for special assessment conditions
- the need to strengthen internal moderation processes around the selection of material for verification and the documentation of ensuing discussion
- a lack of documented evidence around the response to external moderation
- a need for more proactive and documented self-review processes.

The kura has indicated its plan to establish a number of further campuses in the near future. Focusing on the areas of communication between sites and developing robust self-review practices will help consolidate, strengthen and reinforce the 'Tai Wānanga way' and lead to improved achievement for taiohi. The decision to appoint an external advisor will assist the kura in developing its capacity to undertake self-review in order to identify possible issues and respond appropriately. It will be important to ensure that these newly developed processes are systematic, documented and become embedded on-going practice.

Next Steps

Agreed action NZQA and senior management agree on the following action to further refine assessment practices. Senior management undertakes to:

- document responses, to external moderation feedback, including any action plans developed, and monitor completion
- share external moderation feedback with all kaitiaki assessing against the standard and with the verifier used
- develop capacity and processes to undertake timely self-review across all aspects of national assessment
- develop kura-wide understanding of and practice for:
 - making appropriate entries into standards
 - assessing when ready
 - further assessment opportunities.
- strengthen processes for making applications for and supporting taiohi requiring special assessment conditions
- clarify and reinforce with all kaitiaki, the expectation for the purposeful selection of work for internal moderation
- ensure kaitiaki document discussions held around grade boundaries
- introduce a single staff handbook to cover both sites
- complete the review of staff and taiohi documentation.

Next Managing National Assessment review Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within two years.

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School Quality Assurance and Liaison

22 July 2016

NZQA

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FINDINGS OF THIS REVIEW

Response to External and Internal Reviews

Previous external reviews

Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)

Action items from the 14 and 19 June 2013 MNA report The agreed items identified in the previous report have all been addressed, however, additional focus on the following items will further strengthen processes within the kura. The kura should:

- evaluate its process for annually reviewing its assessment documentation
- consider the value of teachers from each campus having greater contact with each other.

These items are detailed in the communication and self-review sections of this report.

Response to external moderation The Academic Leader from each site discusses the results of external moderation with kaitiaki. There is, however, no documented evidence of the detail of these discussions, any agreed action plans or follow-up required. A process needs to be developed to address this. Documentation would provide evidence of the required actions and enable monitoring to ensure planned changes are completed before the standard is assessed again.

In one subject area with a low agreement rate only the kaitiaki from one site had been involved in discussion from external moderation, despite the same standard being assessed at both sites. It is good practice to share the outcomes of external moderation with all kaitiaki assessing against a standard as it provides valuable feedback. Kaitiaki should also be encouraged to share the outcome of external moderation with their internal moderation verifier.

Internal review

Evidence was sought that the school was 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)

Kura is moving to develop systematic review processes The kura has recently appointed an external advisor to assist in reviewing the assessment procedures and processes of the kura. He will also assist in the Principal's Nominee role. The aim is to develop the capacity of the kura to regularly self-review across all areas of national assessment, identify issues and respond to these in a timely and regular manner. This will improve the effectiveness of assessment practice for all its taiohi. Areas of focus identified at the time of this review included:

- developing the use of achievement data by kaitiaki to review success of courses and inform learning and future programmes
- strengthening the liaison between the two sites to ensure consistency of understanding, practice and to develop professional learning
- planning for predicted roll growth

- updating the Quality Management System document of the kura to ensure it reflects current practice
- developing processes for the kura to undertake a robust annual review of its assessment documentation
- documenting current systems of review in order to provide evidence of the process and outcomes.

Since the last Managing National Assessment review, and in response to external moderation feedback, the kura reviewed its use of verifiers for internal moderation.

Review processes would be strengthened by adopting a more proactive and systematic approach and documenting this process. Many of the review processes undertaken since the last Managing National Assessment review and discussed during the visit were anecdotal and relied on conversation between kaitiaki.

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and its self-review of assessment systems and practice. Senior management undertakes to:

- document responses to external moderation feedback, including any action plans developed, and monitor completion
- share external moderation feedback with all kaitiaki assessing against the standard and with the verifier used
- develop capacity and processes to undertake timely self-review across all aspects of national assessment.

Assessment Practice

How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)

Tai Wānanga has effective processes and procedures for:

- managing authenticity through a shared understanding of process and strategies for kaitiaki and taiohi
- adapting assessments to make use of local contexts and areas of interest for the taiohi
- developing examples of integrated programmes covering a number of subject areas that allow taiohi to select standards according to their interests, strengths and future focus
- using outside providers to increase the range of courses offered
- tracking student progress towards meeting literacy and numeracy requirements
- assessing students who are in Year 10
- reporting Not Achieved where a student has presented evidence that is not at the standard, or has had an adequate assessment opportunity but submitted no work.

Work towards a consistent, kura-wide approach to all aspects of assessment practice The philosophy of the kura focuses on developing learning pathways to meet individual student needs, abilities and expectations. This lends itself to a range of differentiated assessment strategies. A range of interpretations and varied effectiveness of the application of some assessment practices were evident from kaitiaki spoken to during the review. Some kaitiaki interviewed shared very effective and innovative approaches to assessment. This shows there is capacity within the kura for effective assessment practice that can be shared between and within sites.

Not all taiohi need be entered into every standard in every course they undertake. Assessing taiohi when they are ready through the use of flexible timeframes will maximise the likelihood of taiohi achieving a standard. Further assessment opportunities, if available, should be communicated early and be offered to all taiohi regardless of their initial grade. Strengthening the understanding, application and delivery of these assessment processes to ensure a consistent and embedded kura-wide practice will ultimately maximise the learning opportunities and achievement for taiohi

Increased sharing and consolidation between sites is evident since the last review. However, there are still kaitiaki working in isolation despite the same curriculum area being delivered at both locations.

Strengthen processes to support taiohi requiring special assessment conditions The kura made its first special assessment condition applications in 2015. They have also identified taiohi who may benefit from this support in the future. At the time of the visit, the kura had yet to make applications for identified taiohi for 2016. The kura should develop its capacity and processes to meet the needs of these taiohi through improving understanding of appropriate evidence required to support applications, meeting NZQA deadlines, and communicating information to kaitiaki.

Agreed action

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

- develop kura-wide understanding and practice of:
 - making appropriate entries into standards
 - assessing when ready
 - further assessment opportunities
- strengthen processes for making applications for and supporting taiohi requiring special assessment conditions.

Moderation

How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)

Tai Wānanga has effective processes and procedures for managing:

- internal moderation. Kaitiaki:
 - ensure new and amended assessments are critiqued before use
 - verify selected samples of student work using subject specialists within and outside the kura
 - record the internal moderation process for each standard
 - securely store work and a completed *Internal Moderation Cover Sheet* centrally once grades have been reported.

Clarify and reinforce the process of selecting student work for verification

Although guidelines for the selection of work for verification have been updated in the staff handbook, purposeful selection of pieces of marked work is not embedded practice. Kaitiaki interviewed described a variety of ways they select student work for internal moderation.

Selection of student work should focus on grade boundaries as well as any grades that need review. Adopting this practice for a sufficient sample of student work will assist the marker to satisfy themselves that they have a clear understanding of the requirements of the standard. The kura has agreed to clarify this with staff.

Document internal moderation benchmark discussion Kaitiaki use an *Internal Moderation Cover Sheet* to record the internal moderation process undertaken. Recording the specifics of verification discussions and the reasons for final grade decisions will aid understanding of the standard, serve as a valuable record for reference in subsequent years, and provide evidence that meaningful discussion has been undertaken.

Review undertaken of verifiers has led to greater understanding Senior management acknowledge the role external moderation feedback has in evaluating the effectiveness of its internal moderation processes. A history of low external moderation agreement rates in one subject area led to a review of the verifiers used at both sites. This has resulted in a consistent understanding from the kaitiaki interviewed of the importance of ensuring an appropriate verifier is used to confirm kaitiaki assessment decisions.

In some cases, kaitiaki use other subject experts within the kura to verify examples of student work. In those areas where another subject expert is not available, kaitiaki have established links with colleagues in other schools and kura. The kura recognises the importance of continuing to seek and vary professional assistance including expertise from outside the kura to avoid becoming insular and in order to ensure discussion around student work remains at the standard. This is particularly important in sole charge subjects and may also be relevant for standards at Levels 2 and 3.

Agreed action

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

- clarify and reinforce with all kaitiaki, the expectation for the purposeful selection of work for internal moderation
- ensure kaitiaki document discussions held around grade boundaries.

Data Quality and Use

How effectively does the school manage and make use of assessment-related data?
(CAAS Guidelines 2.6, 2.7, 3)

Tai Wānanga effectively:

- **manages assessment-related data by:**
 - timely reporting of results to NZQA
 - encouraging students to use their NZQA Learner login and credit tracker to monitor their own progress and check for accuracy
 - using the correct provider code for assessment undertaken by external providers
 - banking or reporting, when appropriate, results for students in year 10.
- **makes use of the following assessment-related data:**
 - Key Indicators
 - NZQA statistics and reports on student achievement
 - student management system reports.

Regular tracking and monitoring of student progress The focus of data analysis by the kura is on the achievement of individual taiohi. The Academic Leader at one site reports on taiohi progress fortnightly to the Board, while at the other site reports are displayed for all students throughout the term and regularly updated as grade results are submitted. These reports are used effectively alongside the individualised tailored learning plans developed for each taiohi.

Learning plans specify the mix of subjects and standards that are purposeful, meaningful and relevant for their future career pathway. Taiohi set goals every term and discuss their progress with kaiatiki and whānau. It was evident from the taiohi interviewed, that they had a clear understanding of the achievement pathway required to realise their career aspirations, and their progress towards this.

No action required

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

Communication

How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?
(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

Tai Wānanga has effective processes and procedures for:

- ensuring that taiohi are provided with sufficient assessment information about each of their courses
- communicating assessment policy and procedures to staff, taiohi and their whānau.

Review standardising other communication NCEA related information is presented and available to taiohi and whānau through different means at the two sites. One campus makes use of their facebook site while the other uses pānui to communicate information. The format and content of this communication is independently led by the Assistant Principal's Nominee at each site. As a way of ensuring a consistent message throughout, the kura is encouraged to review and consider the possible benefits of developing more unified assessment communications through greater liaison between the two Assistant Principal's Nominees.

Review of taiohi handbook The Principal's Nominee signalled that a comprehensive review of the taiohi handbooks is currently being undertaken. At the time of the visit the 2016 taiohi assessment handbook was still in draft form.

Review and implement the staff handbook at both sites Following a suggestion in the previous Managing National Assessment report and in order to ensure a consistent process for assessment policy and procedures between sites, the kura has indicated its intent to develop a single document for kaitiaki. The kura has agreed that a single staff document should be introduced for use at both sites.

Minor updates still required Some minor revisions should be considered for inclusion in both documents before they are finalised and issued. These include:

- ensuring consistency of the stated timeframes across and between documents
- standardising the expectations for internal moderation
- specifying the 14 credit requirement for course endorsement must include at least 3 credits from externally assessed standards and 3 credits from internally assessed standards (with the exception of Physical Education, Religious Studies and level 3 Visual Arts)
- removing all reference to kaitiaki undertaking random selection of assessment materials for moderation purposes
- updating titles such as Deputy Principal Curriculum to reflect the personnel and language of the kura.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- introduce a single staff handbook to cover both sites
- complete the review of staff and taiohi documentation.