

MANAGING NATIONAL ASSESSMENT REPORT

**Te Wharekura
o Hoani Waititi**

October 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 met with the Principal's Nominee and Kaiako for Ngā Kōrero o Mua, Pūtaiao, Te Reo Pākehā, and Te Reo Rangatira,

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

- Te Wānanga-ā-Rua (Student Handbook)
- He Puka Mōhiohio mō ngā tukanga NCEA (Staff Handbook)

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 and next steps and to agree on any action required.

OVERVIEW

Te Wharekura o Hoani Waititi

19 October 2016

Areas of strength

Te Wharekura o Hoani Waititi focuses on the academic achievement of its students, with a focus on students achieving as Māori. Over the past three years the kura has set high expectations for student achievement. There is strong leadership and guidance provided by the Principal's Nominee and supported by the Tūmuaki. Robust processes and a focus on best practice means that student achievement is based on credible assessment.

Kaiako understanding of assessment practices and processes mean assessment practices are consistent across the wharekura. The Principal's Nominee has reviewed the programme design to ensure courses offer a range of assessment opportunities to meet a range of student abilities and needs.

Internal moderation procedures are clearly understood and practised by kaiako. These include the critiquing of assessment material and grade verification by suitable subject specialists from within the kura and externally. Student work is now stored securely. This allows the kura to fully comply with requests for external moderation and provides kaiako with access to bench marked samples for future decisions.

Self-review of assessment has been effective for the kura. Senior managers are using the findings to review processes to refine and make ongoing improvement to assessment practice. For 2016, there has been a concerted effort for the Principal's Nominees and kaiako to monitor the quality of the internal moderation process and the credibility of results reported for internal assessment.

Over the past year Te Kura Kaupapa Māori o Hoani Waititi is to be commended for its on-going commitment to ensuring the credibility of assessment for its students in national qualifications. The Principals Nominee is experienced in her role and oversees assessment practice in the kura. She leads kaiako with confidence and is fully supported by the Tūmuaki.

Areas of Improvement

External moderation results from 2015 identified materials were not received for some standards. A kaiako teaching in the Wharekura left during the year and student results were not reported, assessments were not found and standards were left unmoderated. This was due to the inadequate storage of student work and assessment evidence. This year the Principal's Nominee and kaiako are documenting and keeping track of all student work and storage to rectify the issue of missing work.

Next Steps

No significant issues This review did not identify any significant issues that would prevent the school from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

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

- require documentation of the review process and outcomes of changes as a next step in development
- use the justification process for reporting derived grades.
- develop and monitor an action plan to address low moderation and agreement rates.

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 three years.

Kay Wilson
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30 January 2017

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)

Report action Items from 20 September 2013 Managing National Assessment Report Te Wharekura o Hoani Waititi undertook to address the following action item. The kura was required to:

- encourage all senior students to make better use of the Learner login.

Senior management has addressed this issue through data showing a greater number of students using their student online log in over the past year.

External Moderation The 2015 external moderation summary report showed there was a high number of materials not received. The Principal's Nominee has reviewed this issue and developed an action plan to address it.

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)

Regular hui and conversations provide a setting for reflection and review of assessment practice for the small number of kaiako assessing NCEA. The Tūmuaki and the Principal's Nominee are involved in reviewing assessment processes and checking the validity of assessments including evidence of authenticity. In time this will enhance the review and evaluation of assessment practices as business as usual for the kaiako of the wharekura.

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:

- require documentation of the review process and outcomes of changes as a next step in development.

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)

Te Kura Kaupapa Māori o Hoani Waititi has effective processes and procedures for collecting credible evidence by:

- providing clear guidance around assessment methods, evidence gathering and assessment opportunities, based on kaupapa developed by the kura reflecting its unique character
- ensuring students have an opportunity to provide authentic work for assessment
- having professional discussions to share good assessment practice and develop organisational capability
- monitoring, during the assessment and the marking process, the authenticity of student work submitted
- managing missed and late assessment, further assessment opportunities and appeals

Te Kura Kaupapa Māori o Hoani Waititi has effective processes to meet students' assessment needs by:

- Kaiako mentoring students (mahi tahi) and providing information that is relevant for their assessment pathways and future aspirations. This includes providing students with pathways towards qualifications, certificates, and endorsements
- collecting evidence of student achievement in a variety of ways including oral, portfolios, video, presentations, checklists and digital
- offering students courses and programmes that reflect their aspirations, interests, abilities, and needs through offering a range of assessment opportunities
- identifying priority learners and extra resources to meet their needs
- encouraging the use of naturally occurring evidence from a variety of contexts to engage students in learning
- facilitating the use of digital tools for collecting evidence through Google Docs as the kura learning management system
- the annual review of kaiako assessment plans to ensure they meet the needs of all students.

Derived grade justification methods to be clarified All kaiako described using and collecting appropriate material for assessments that may generate evidence for a derived grade based on standard specific-evidence. The information on the justification processes for reporting derived grades is available in NZQA circular *A2015/025 Clarification of Derived Grade Processes*.

Collecting digital evidence The kaiako described using Google Docs and other digital tools to collect evidence of student achievement and provide feedback and feedforward information to students in support of their learning. Kaiako also monitor authenticity during the assessment process using Google tools. The kura is encouraged to develop systems for storing digital evidence for external moderation to enable the future use of the external moderation app.

Relevant learning and assessment pathways The kura places emphasis on working through Individual Education Plans for all students. The kura effectively designs programmes to meet students' needs and establishes clear vocational and academic pathways. Through this process students identify achievement goals which are clearly monitored to ensure they gain literacy and numeracy requirements and achieve qualifications.

Agreed action

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

- use the justification process for reporting derived grades

Moderation

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

Te Kura Kaupapa Māori o Hoani Waititi has effective processes and procedures for:

- **managing internal moderation. Kaiako:**
 - are clear in their understanding of the kura's internal moderation expectations and process
 - document the internal moderation process, including noting verification discussion and decisions on Internal Moderation Cover Sheets around grade boundaries
 - use clarification documents and past student work for benchmarking to support assessment judgements.
- **monitoring of internal moderation: The Principal's Nominee:**
 - requires kaiako to submit the completed internal moderation cover sheets to confirm internal moderation has occurred
 - annually audits all kaupapa ako to ensure the documented moderation process reflects actual practice
 - encourages teachers to appeal external moderation decisions when they do not agree

External moderation it is important to develop an action plan monitored by the Principal's Nominee to address external moderation feedback and low agreement rates. In addition, strategies for kaiako may include outlining guidelines for external moderation, best practice workshops, professional development, and a change of verifier if necessary.

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:

- develop and monitor an action plan to address low moderation and agreement rates.

Data Quality and Use

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

Te Wharekura o Hoani Waititi effectively:

- **manages assessment-related data by:**
 - reporting results to NZQA in a timely fashion
 - encouraging students to use their NZQA Learner login to track their progress

- **makes use of the following assessment-related data:**
 - Key Indicators from the NZQA website to identify errors in data submission files
 - student management system reports
 - kaiako analysis of results
 - moderation outcomes which are reconciled with reported results by external providers
 - assessment results to analyse and track progress of individual students and review assessment programmes
 - kaiako hui to regularly monitor and track students
 - identifying target and priority learners through data analysis and resourcing support to meet their specific-needs.

Learner login Since the last review, senior students access their learner login more regularly to track their results and request their qualification documents. Between February 2015 and January 2016 more students than in previous years registered for the learner login and used the facility at least once during the year to view their entries and reported results.

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)

Te Wharekura o Hoani Waititi has effective processes and procedures for:

- reviewing the kaiako 'Puka mōhiohio' and student Wānanga a-Rua' handbooks annually
- communicating NCEA assessment policy and procedures to kaiako, students and their whānau using a range of media
- offering regular NCEA evenings for parents at the school and local Marae
- ensuring students receive consistent assessment information for each course of study
- ensuring new kaiako are aware of the kura NCEA policies and procedures.

Regular hui to disseminate information around NCEA with whānau. The kura focuses on its 'whānau' environment. They have established a strong tripartite relationship between 'Kāinga, Kura, and Ākonga'. The responsibilities of each party are reviewed annually. This has been identified as a key to student achievement.

The kura use communications such as reports, newsletters and social media to inform whānau on developments in NCEA. Communications will further improve in 2017 with the implementation of kura website.

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.