

Managing National Assessment Report

Te Wharekura o Ngā Taiātea

Huitanguru 2018

What this report is about

This report summarises NZQA's review of how effectively Te Wharekura o Ngā Taiatea:

- 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 2018* (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 enhancing 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
- *Ngā Taiatea NCEA Student Handbook 2018*
- *Ngā Taiatea NZQF NCEA Assessment and Moderation procedures 2018* (Kaiako Handbook)
- Samples of course outlines for Years 11, 12 and 13.

The Tūmuaki Whakawhānaungatanga Kura met with the Principal's Nominee, three students and kaiako for Chemistry, English, Pangarau, Pūtaiao, Raranga, Te Reo Hapanihi, Te Reo Māori and Te Reo Rangatira.

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 Wharekura o Ngā Taiatea

23 o ngā rā o Huitanguru 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

This review was rescheduled from 2017 with the Kura's agreement because of changes in the NZQA MNA review calendar.

What the school is doing well

The kura is future focused, developing skills and identifying appropriate qualifications for future academic or career pathways that their students may chose. The Wharekura vision *E Puta ki Taiatea* encompasses the past, present and future to empower Ngā Taiatea akonga to lead and strive to achieve to their fullest potential. The kura model's high expectations in its pursuit of excellence and development of confident, independent and self-motivated learners. These aspirations are clearly seen throughout the kura with a strong emphasis on quality teaching and personalised programme development, based on student disposition and choices.

Self-review of assessment has been an effective tool for the kura. Senior managers are using the findings from self-review to refine and make ongoing improvements to assessment practice. For 2018, there has been a concerted effort to monitor the quality of internal moderation by kaiako to ensure the credibility of results reported to NZQA.

Te Wharekura o Ngā Taiatea is to be commended for its on-going commitment to ensuring the credibility of assessment for national qualifications. Kaiako assess learners in a variety of ways so that students' best achievements are recognised. Kaiako and whānau work collaboratively to ensure learners have the academic qualifications and relevant work experience to prepare for future career aspirations.

Moderation processes are robust and embedded. Senior management ensure that only credible results are reported through an annual internal moderation tracking process. External moderation outcomes are documented by the Principal's Nominee and action plans are developed, monitored and completion signed off, when issues from moderation arise.

Data analysis and the greater use of student voice to inform self-review, allow kaiako to reflect on and inform course and programme design. Student entries and the reporting of results are complete and accurate. The progress for each NCEA student is monitored and tracked effectively, enabling students to meet learning goals and personal expectations.

Effective communication has enabled collaborative ownership of kura assessment systems and processes. Principal's Nominee and Kaiako discussions on assessment issues facilitate the effective review and implementation of changes to improve assessment practices. Sharing of NCEA information with whānau via information evenings, regular kura reports home and NCEA assessment newsletters highlights assessment practices for parents and whānau. These approaches also provide clarity for parents and whānau understanding of consistency in assessment practice.

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 29 & 30 May 2013 Managing National Assessment Report

The agreed items from the last report have been actioned. A process for monitoring the completion of internal moderation before results are sent to NZQA has been developed and is consistently followed. The tracking of external moderation to document and respond to historical patterns of moderation has been initiated. Course Outlines have been modified to reflect the literacy and numeracy requirements

These developments indicate the improved capacity of the kura to review and improve its assessment practices.

Response to external moderation outcomes Response to issues identified in external moderation outcomes are documented and actively monitored by the Principal's Nominee. All Lead Kaiako in each Learning Area share with senior management external moderation outcomes for their respective Learning Area, including the planned actions to rectify any issues. Outcomes are then discussed with senior management as part of the annual Learning Area self-review audit. This provides senior management and kaiako with an historical summary of concerns and completed actions, which is utilised as an effective framework for ongoing review and improvement.

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 demonstrated an ongoing commitment to building an effective culture of self-review to ensure credible assessment practices and meet the individual needs of each student. Internal evaluation provides a continuing impetus for innovation and change. In response, a number of assessment strategies have been introduced to improve current practice and student achievement. These include:

- expanding vocational pathways using external providers in the Trades Academy and Gateway programmes
- identifying opportunities for students to have achievement success by providing tutorial assistance through extra tutorials, noho based wānanga study and additional classes scheduled by kaiako to further support students
- providing professional development for all kaiako to make learning visible by using learning intentions and success criteria that makes NCEA assessment opportunities more accessible and transparent for a greater range of students
- establishing a mentor programme for all NCEA students through the kaiako and Wharekura which uses data to track individual progress and inform student's personal goals

- reviewing assessment policy to reflect better the kura assessment systems aligned with its *E Puta ki Taiātea* vision

Senior management indicated that self-review is supported by a kura-wide ownership of effective NCEA assessment practice. Robust discussion on assessment issues has informed effective self-review and change, contributing to the school enjoying consistently high levels of NCEA student achievement and meeting student needs. Effective self-review allows the kura to maintain its vision of “E Puta ki Taiātea”, this further illustrates and highlights the collaborative leadership and the capacity of the kura to maintain best practice, improve assessment processes and meet its strategic goals.

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 for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 5.5)

Te Wharekura o Ngā Taiatea has effective processes and procedures for meeting the assessment needs of their students by:

- providing differentiated assessment within courses
- providing courses that reflect student aspirations, interests, abilities and needs
- using a transparent process for students to appeal assessment decisions
- holding mentoring conversations with students and providing course guidance and relevant assessment pathways leading towards qualifications, certificates and endorsements
- facilitating the collection of naturally occurring evidence from thematic contexts as part of personalised learning programme (IEPs).

Te Wharekura o Ngā Taiatea has effective processes and procedures for:

- ensuring evidence for derived grades is standard-specific
- ensuring consistent kura-wide practice on late and missed work, extensions, resubmissions and further assessment opportunities
- using a range of strategies to ensure student work submitted is authentic
- efficiently managing NZQA external examinations
- meeting the requirements of the Privacy Act 1993.

Wharekura kaiako mentors collaborate across the wharekura in support of students Kaiako mentors collaborate with other subject specialists to develop assessment opportunities to assess multiple standards in one project context. As students have an input into these contexts; this approach increases engagement and facilitates personalised learning.

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 for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)

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

- using subject specialists to verify a purposefully selected sample of student work
- ensuring assessment activities are set to the national standard by having modified or new assessments critiqued by another teacher
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet*
- keeping benchmark exemplars to inform future assessment decisions.

Te Wharekura o Ngā Taiatea 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
- using a response form to document actions undertaken to address issues identified in external moderation reports.

Robust internal moderation monitoring processes Following the recommendation from the last Managing National Assessment review, senior management have developed an effective process to monitor the completion of internal moderation and ensure all reported results are quality assured. The Principal's Nominee reconciles the Internal Moderation Cover Sheet (IMCS) with actual practice by annually reviewing each subject's internal moderation process.

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 for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Wharekura o Ngā Taiatea effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - using NCEA data to inform Kāhui Ako course and programme design to meet the interests, aspirations and abilities of all students
 - actively encouraging students to use their NZQA login and student portal on the student management system to take responsibility for monitoring their progress
 - reconciling Memorandum of Understanding with the provider codes of externally reported results.
- **reports accurate achievement data by:**
 - timely reporting of results to NZQA
 - ensuring entries submitted to NZQA have a reported result or are withdrawn as appropriate
 - using the NZQA Key Indicators to identify and resolve data issues.

Kaiako mentors use data to inform student progress The kura has developed a very effective mentoring system using current NCEA data to inform student goal setting, career pathways and the current progress to complete qualifications.

All NCEA students are assigned a Wharekura kaiako (mentor) who they meet with weekly to discuss their progress and preparedness for upcoming assessment opportunities. Students interviewed for the review acknowledged their appreciation of the work the Whare Ako kaiako do to prepare their data profile to inform discussion. This process further supports the kura's vision of students taking ownership of their assessment.

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 for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Wharekura o Ngā Taiatea has effective processes and procedures for:

- reviewing communications to ensure they are fit for purpose and current
- using a variety of media and modes to regularly communicate assessment policy and procedures to kaiako, students and their whānau
- supporting kaiako new to the school through an induction process involving senior management and kaiako from each learning area
- managing student workloads through the publication of an assessment calendar.

Te Wharekura o Ngā Taiatea assists common understanding of assessment practice by:

- facilitating shared ownership of consistent assessment and best practice through NCEA discussions in meetings, marking panels and the mentor programme, thereby ensuring consistent school-wide practice, evident in the understanding of best practice by kaiako and students interviewed for the review
- actively encouraging teachers to gain assessment experience and understanding by becoming NZQA markers and moderators
- sharing NCEA information via whānau forums such as information evenings, kura reports and NCEA assessment newsletters highlighting kura assessment practices for parents and whānau
- knowing that students understand what they need to achieve in order to gain a qualification.

Better Communication with Wharekura and Home The wharekura plan and maintain regular contact with home via information evenings, kura reports home to parents and sharing of key NCEA assessment in a newsletter. This enables whānau to keep up to date with assessment policy and practice in the wharekura. This also provides an opportunity for whānau to use this forum to better clarify assessment practice in the Wharekura and how this impacts on students and their achievement in NCEA.

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.