

Managing National Assessment Report

Te Kura o Hirangi

Hereturikoka 2018

What this report is about

This report summarises NZQA's review of how effectively Te Kura o Hirangi:

- 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 kaiako, students and whānau.

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
- *Te Kura o Hirangi NCEA Student Handbook 2018*
- *Te Kura o Hirangi NCEA Assessment and Moderation Kaiako Handbook 2018*
- samples of course outline for Years 11, 12 and 13.

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

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.

SUMMARY

Te Kura o Hirangi

8 o ngā rā o Hereturikoka 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.

What the kura is doing well

Te Kura o Hirangi 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.

Te Kura o Hirangi has developed a range of effective practices to meet student assessment needs. Kaiako work together to mentor students by gathering evidence in a range of ways and adapting contexts to make them more relevant to the students.

Student achievement is supported by the effective use of data the kura has put in place for monitoring student progress and the consequent steps it takes to support students who are at risk of not meeting qualifications requirements. Student entries and the reporting of results are complete, timely and accurate.

Kaiako have a good understanding of the requirements for internal and external moderation. All kaiako use thorough processes to ensure that work is critiqued and verified by appropriately qualified colleagues.

Sharing of NCEA information with whānau through information evenings, regular kura reports home and NCEA assessment newsletters supports understanding of assessment practices for parents and whānau.

Kay Wilson
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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 21 July 2015 Managing National Assessment Report The agreed item from the last report has been actioned. There is now a secure centralised storage space to retain assessment materials and student work to meet the requirements of the *Privacy Act 1993*.

Response to external moderation outcomes All lead kaiako in each Learning Area share with the Principals Nominee the external moderation outcomes for their respective Learning Area, including the documented planned actions to rectify any issues. Outcomes are then shared with senior management as part of the annual self-review and audit. This provides senior management and kaiako with an historical summary of concerns and completed actions which allows for the evaluation of outcomes informing the next steps required.

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 collaborative leadership and the capacity of the kura help to maintain best practice, improve assessment processes and meet its strategic goals.

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 enhance student achievement. These include:

- expanding vocational pathways using external providers in the Trades Academy and Gateway programmes
- identifying opportunities to further support student achievement by providing assistance through noho-based wānanga study and additional classes scheduled by kaiako
- providing professional development for all kaiako to make learning visible by using learning intentions and success criteria which make NCEA assessment opportunities more accessible and transparent for a greater range of students
- reviewing assessment policy to better reflect the kura assessment systems aligned with its vision towards Te Kura o Hirangi identity, language and culture
- data analysis and the greater use of student voice to inform self-review, allow kaiako to reflect on current programmes and inform future course design.

Senior management indicated that self-review is supported by a kura-wide ownership of quality NCEA assessment practice. Robust discussion on assessment issues has

informed effective self-review and change has contributed to the school enjoying consistently high levels of NCEA student achievement by meeting student needs.

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 Kura o Hirangi has effective processes and procedures for meeting the assessment needs of their students by:

- providing differentiated assessment within courses
- using a transparent process for students to appeal assessment decisions
- facilitating the collection of naturally occurring evidence from thematic contexts as part of personalised learning programme.

Te Kura o Hirangi has effective processes and procedures for:

- ensuring evidence for derived grades is standard-specific
- ensuring consistent wharekura-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
- meeting the requirements of the *Privacy Act 1993*.

Contextualised multi-standard assessment support student learning Kaiako are developing assessment opportunities by assessing thematically across subjects. This enables facilitation of personalised learning and pathways for students in the kura.

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 Kura o Hirangi has effective processes and procedures for managing internal moderation by:

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

Te Kura o Hirangi 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.

Secure storage of assessment materials Following the recommendation from the last Managing National Assessment review the Principal's Nominee has a secure centralised storage space to retain assessment materials and student samples in keeping with the intent of the *Privacy Act 1993*. In addition, she has an effective process in place 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* with actual practice by annually reviewing each subject's kaiako and standard internal moderation process. Senior managers can now be confident that all reported results have been verified.

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 Kura o Hirangi effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - using NCEA data to inform course and programme design to meet the interests, aspirations and abilities of all students
 - holding mentoring conversations with students and providing course guidance and relevant assessment pathways leading towards qualifications, certificates and endorsements
 - actively encouraging students to use their NZQA learner login and student portal on the student management system to take responsibility for monitoring their own progress
 - reconciling Memorandum of Understanding with the provider codes of 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. Current NCEA data is used to inform student goal setting, career pathways and track current progress towards completed qualifications.

All NCEA students are assigned a kaiako (mentor) who they meet with weekly to discuss their progress and preparedness for upcoming assessment opportunities. Students interviewed during this review acknowledged their appreciation of the work kaiako do with them to support their NCEA achievement.

As a result, these approaches inform course design and assessment when ready.

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 Kura o Hirangi 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 Kura o Hirangi assists common understanding of assessment practice by:

- actively encouraging kaiako to gain assessment experience and understanding by becoming NZQA markers and moderators
- knowing that students understand what they need to achieve in order to gain a qualification through regular whānau and kaiako hui to update progress.

Communication improved between Wharekura and Home The kura plan and maintain regular contact with home through information evenings, and face-to-face meetings to discuss individual student progress. It also provides a platform for whānau to better understand assessment practice and how this impacts on the 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.