

Managing National Assessment Report

Te Wharekura o Te Kaokaoroa o Te Patetere

June 2017

What this report is about

This report summarises NZQA's review of how effectively Te Wharekura o Te Kaokaoroa o te Patetere:

- 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 kura'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 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.

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
- *Kaiako Pukapuka Te Wharekura o Te Kaokaoroa o Te Patetere 2017*
- *He Uri Pukapuka Te Wharekura o Te Kaokaoroa o Te Patetere 2017*

- a sample of course outlines for Years 11, 12 and 13.

The Tūmuaki Whakawhanaungatanga Kura met with the Principal's Nominee, Tūmuaki, Kaiako for Business Studies, Physical Education, Māori Performing Arts, Mathematics, Te Reo Māori, Tikanga Māori, and three uri of 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.

SUMMARY

Te Wharekura o Te Kaokaoroa o Te Patetere

20 June 2017

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 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 Wharekura o Te Kaokaoroa o Te Patetere focuses on the academic achievement of its students known as Ngā Uri o Raukawa to achieve as Māori. The main philosophy 'Te Whare Wairua o Raukawa' is based on the qualities of Raukawa under the umbrella of Ngā Kura ā Iwi. These values include whakautu, kawea, hiranga, atawhai and pono.

Self-review of assessment is effective for the kura. Senior managers use review processes to refine and make ongoing improvement to assessment practice. There has been a concerted effort by the Principal's Nominees and kaiako to monitor the quality of the internal moderation process and the credibility of results reported for internal assessment.

Most assessment practices are effectively managed by the Principal's Nominee, who is supported by senior management, ensuring credible assessment for national qualifications.

Internal moderation procedures are clearly understood and practised by kaiako. Marked student work is stored securely allowing kura to fully comply with requests for external moderation. Kaiako use benchmarked samples to inform for future course planning.

Accurate data is sent to NZQA in a timely manner. This is evidenced through a low number of late entries and errors. Results are analysed by kaiako and used to report to senior management, as a basis for reflection on the previous year's programme and to inform future teaching, planning and assessment in the Wharekura.

Communication is central to the success of the Wharekura and its whānau. Regular whānau hui and interaction ensure students are kept up to date with requirements and expectations for NCEA. The student handbook is written in simple and succinct language for students to understand. The course outlines describe the necessary assessment information for students across their subjects, ensuring consistency of understanding kura-wide.

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

Areas for improvement

The Wharekura recognises it needs to identify vocational pathways in individual education plans and encourage kaiako to attend professional development to ensure kura wide consistency of practice and inform future planning for building NCEA capability in the kura.

Action Items

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

- ensure there is consistent understanding of the evidence required the recording of emergency and derived grades
- provide opportunities for kaiako new to NCEA to attend and participate in best practice and professional development training.

For consideration

To support assessment practice and student's 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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14 August 2017

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FINDINGS OF THIS REVIEW

How effectively has the school 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 29 April 2015 MNA Report The agreed items from this report have been actioned. A process has been developed and followed for:

- monitoring the completion of internal moderation before results are sent to NZQA
- tracking of external moderation to document and respond to historical patterns of moderation.

Course Outlines have been modified to reflect the literacy and numeracy requirements.

Response to external moderation outcomes Te Wharekura o Te Kaokaoroa o Te Patetere has a high external moderation agreement rate between kaiako results and moderators. The wharekura's response to any issues identified in external moderation outcomes are documented actions and actively monitored by the Principal's Nominee. Outcomes are then discussed as part of the annual self-review of learning areas by 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 Wharekura is developing a culture of self-review. The wharekura evaluates the effectiveness of current practice and makes considered responses to the issues that are identified. Recent changes that have been made include:

- a review of how data is analysed to track student progress and identify those at risk of not completing qualifications
- the regular review of kaiako assessment plans to ensure they meet the assessment needs of all students
- ensuring students have robust Individual Education Development Plan that meets the personal goals of students toward their future pathways.

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 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 Wharekura o Te Kaokaoroa o Te Patetere 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
- 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 using class profiles to identify ability.

Te Wharekura o Te Kaokaoroa o Te Patetere has effective processes and procedures for:

- 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 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
- 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 for managing missed and late assessment.

Emergency and derived grade process Consistent understanding of the evidence for reporting emergency and derived grades is required. Tasks must be critiqued, if taken from a public source they must be modified, or kept secure if from a commercial source. The marking of student work must be verified or justified. Further information and clarification of the derived grade process is available in NZQA circular *A2015/025 Clarification of Derived Grade Processes*.

Identification of student pathways The wharekura places emphasis on working through Individual Education Plans for all students. The wharekura designs and delivers programmes that effectively meet the academic and vocational needs of its

students. Through this process individual 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:

- ensure there is consistent understanding of the evidence required the recording of emergency and derived grades.

How effectively does the school's 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 Wharekura o Te Kaokaoroa o Te Patetere 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 kaiako
- using subject specialists to verify the grades on a purposefully selected sample of marked student work
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet*.

Te Wharekura o Te Kaokaoroa o Te Patetere has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- documenting actions undertaken to address issues identified in external moderation reports
- responding effectively where external moderation outcomes require action
- ensuring samples of student work are provided for external moderation by being adequately stored.

Responding to external moderation The Principal's Nominee has established a sound process to ensure material is available for external moderation, including the storage and centralised location of the material. All kaiako are expected to respond to external moderation feedback where there is a low agreement rate.

Effective monitoring of moderation Kaiako are required to track the completion of all moderation processes in their learning area by reconciling documented processes with actual practice. Senior management conduct an audit for each learning area which includes checking internal moderation processes have been completed for each standard reported. Senior management intend to complete this process annually to meet NZQA requirements

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 found that data management and use supports student achievement outcomes (CAAS Guidelines 2.6v, 2.7i-iii)

Te Wharekura o Te Kaokaoroa o Te Patetere effectively:

- **uses assessment-related data to support achievement outcomes for uri by:**
 - timely reporting of results to NZQA
 - having kaiako do regular checks against mark books and kaiako folders to ensure the accuracy of data recorded
 - ensuring kaiako input assessment information into a digital format or template, which is reviewed by the Principal's Nominee and kaiako together.
- **reports accurate achievement data by:**
 - ensuring all entries have a reported result
 - requiring students to check results so that correct results are reported
 - reconciling memorandum of understanding with reported results to ensure the correct external provider code is used
 - identifying target and priority learners/students through data analysis and resourcing support to meet their specific-needs.
- **uses data analysis for:**
 - regular monitoring and tracking of students in kaiako hui
 - identifying target and priority learners and resourcing support to meet their needs.

Using data reports to support and monitor student achievement The kura has developed effective processes to track student achievement progress. Data reports are produced on a regular basis to inform the Principal's Nominee and kaiako about the progress of all students in NCEA. Data also informs the planning, development and design of teaching and assessment programmes across the year and help kaiako develop strategies to support students to meet their goals and complete qualifications.

No action required

No issues with the kura'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 Wharekura o Te Kaokaoroa o Te Patetere has effective processes and procedures for:

- ensuring students receive course outlines that contain subject specific assessment information
- communicating assessment policy and procedure to whānau
- reviewing communications to ensure they are fit for purpose and current
- meeting and disseminating information for whānau to better understand the requirements of NCEA
- ensuring students receive outlines for all course they undertake.

Te Wharekura o Te Kaokaoroa o Te Patetere assists common understanding of assessment practice by:

- checking whether kaiako, students and whānau are following processes
- informing teachers about assessment best practice and providing opportunities to discuss changes
- knowing that students understand what they need to achieve in order to gain a qualification.

Good communication and regular hui The Principal's Nominee holds regular hui with kaiako to discuss NCEA issues and update documentation to reflect current practice. Interviews with learning leaders and students indicated that over the past year the kura has made significant changes to ensure consistent understanding of NCEA assessment. Regular hui between the Tūmuaki, Principal's Nominee, kaiako and studentst have supported the development of this understanding.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, uri and whānau. Senior management undertakes to:

- provide opportunities for kaiako new to NCEA to attend and participate in best practice and professional development training