

# Managing National Assessment Report

## Te Kura Māori o Ngā Tapuwae

June 2017

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Māori o Ngā Tapuwāe:

- 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 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 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 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
- *Te Kura Māori o Ngā Tapuwāe NZQA Kaiako Assessment Procedure Booklet*
- *Te Kura Māori o Ngā Tapuwāe NCEA Student Handbook 2017*

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

The School Relationship Manager met with the Principal's Nominee, Kāhui Ako senior kaiako for assessment and curriculum, kaiako for English, Hākinakina/Hauora, Pangarau Te Reo Māori and three students.

There was a report-back session with the Principal's Nominee and the Kāhui Ako assessment and curriculum kaiako 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 Māori o Ngā Tapuwāe

7 June 2017

### 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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within four years.

### What the school is doing well

The kura is future focused developing skills and identifying appropriate qualifications for future academic or career pathways their students may chose. The Kura Māori o Ngā Tapuwāe's motto is "Inā te mahi, he rangatira" and challenges its students to be autonomous, influential and intelligent decision makers. The kura models 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 education programme development based on individual 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 2017, there has been a concerted effort from the Principal's Nominee and Kāhui Ako kaiako to monitor the quality of the internal moderation process and the credibility of results reported for internal assessment.

Te Kura Māori o Ngā Tapuwāe 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, as reflected in the evidence provided by the kura. 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. From this year the tracking will involve input from mātua and whānau.

Effective communication has enabled the collaborative leadership structure to take ownership of kura assessment systems and processes. There is an-depth discussion

through forums such as the Kāhui, Whare Ako and one-on-one interviews to capture student voice. Principal's Nominee and Kaiako discussions on assessment issues facilitate the effective review and implementation of changes to improve assessment practices. This discussion also facilitates kura-wide understanding and consistency of practice.

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29 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 23 June 2015 MNA 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.

Further actions that have been completed include the tracking of external moderation to document and respond to historical pattern of moderation. Course Outlines have been modified to reflect the literacy and numeracy requirements

This indicates 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 Kāhui or Learning Hub share with senior management external moderation outcomes for their respective Kāhui 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 self-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. High-level 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 the Learning Hubs, such as wānanga study live-in and additional classes scheduled by Kāhui Ako 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 Kāhui Ako and Whare Ako which uses data to track individual progress and inform student's personal goals
- the Board of Trustees reviewing the assessment policy which will be further aligned to better reflect changing kura assessment systems
- reviewing of teaching and learning that focuses on where the kura wants to be in the future. It has highlighted areas that need attention such as better identification of student learning dispositions for the different Kāhui Ako.

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 “Inā te mahi, he rangatira”, 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 Kura'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 Kura Māori o Ngā Tapuwae has effective processes and procedures for meeting the needs of their students by:**

- 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
- providing differentiated assessment within courses
- facilitating in the Kāhui Ako the collection of naturally occurring evidence from thematic contexts as part of personalised learning programme (IEPs)
- developing further engagement in assessment through enrolling students in a full day of experiential learning every week.

### **Te Kura Māori o Ngā Tapuwae 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
- supporting kaiako to collect a range of evidence of achievement, particularly through the use of digital technology and naturally occurring evidence
- 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.

**Kāhui Ako – Learning Hubs provide experiential learning environment for students** The wharekura caters for the needs and interests of its students by offering a wide range of courses in and beyond the classroom. The Learning Hubs or Kāhui Ako have been established to focus on the development of individual students and enable kaiako to facilitate learning based on student's interest in a future career or academic pathway. For example, one day a week is allocated for senior students to focus on their vocational pathways such as Trades and Hospitality. Every Kāhui Ako/Learning hub is challenged to develop programmes that are relevant, authentic and appropriate to student needs and interests within the context of meeting the needs of students as autonomous decision makers.

**Whare Ako kaiako collaborate across the Kāhui Ako in support of students** Kaiako mentors in the Whare Ako collaborate across all the Kāhui Ako with other subject specialist 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 Kura'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 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 Kura Māori o Ngā Tapuwae 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 Kura Māori o Ngā Tapuwae 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 Kura'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 Kura Māori o Ngā Tapuwae 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 and accurate 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 Whare Ako 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.

The mentoring sessions also allow kaiako to clarify for students the required assessment practice which contributes to kura-wide consistency. The kura will involve whānau in the process this year. This will provide further support for mātua to understand the NCEA assessment model.

### No action required

No issues with the Kura 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 Kura Māori o Ngā Tapuwae 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 teachers new to the school through an induction process involving senior management and kaiako from the Kāhui Ako
- managing student workloads through the publication of an assessment calendar.

### **Te Kura Māori o Ngā Tapuwae assists common understanding of assessment practice by:**

- ensuring consistent school-wide practice, evident in the understanding of best practice by teachers and students interviewed for the review
- checking whether kaiako, students and whānau are following processes
- knowing that students understand what they need to achieve in order to gain a qualification
- facilitating shared ownership of consistent assessment and best practice through NCEA discussions in meetings, marking panels and the mentor programme
- actively encouraging teachers to gain assessment experience and understanding by becoming NZQA markers and moderators
- ensuring more effective responses to resolving assessment issues by devolving monitoring and review processes to Heads of Learning Areas.

**Opportunities to understand a career pathway are to be found in work experience** The importance of workplace experience is recognised and prioritised by the kura to ensure meaningful learning, relevant assessment and individualised education programmes are in place for students. The kura invests in exploring a range of career opportunities for students whereby workplace networks are nurtured and built across all levels of the kura. This practice illustrates the leadership and vision of the Tūmuaki, Principal's Nominee, kaiako, whānau, and community to challenge their students to be autonomous, influential and intelligent decision makers.

**Exhibition Night Presentations** All Kāhui Ako plan and hold exhibition nights either once a term or two per semester. This provides the opportunity for students to display their work to their whānau and peers to recognise and celebrate their achievements throughout the year. These exhibitions also provide students with another forum to develop their confidence in public speaking and the ability to complete either an English oral component of their course or a segment of their Kōrero assessment if they choose to do it in Te Reo Māori.

**No action required**

No issues with the way in which the Kura maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.

