

# Managing National Assessment Report

## Te Pā o Rākaihautū

22 August 2019

## What this report is about

This report summarises NZQA's review of how effectively Te Pā o Rākaihautū:

- 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, pononga 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 2019* (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 to enhance 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 Pā o Rākaihautū, National Qualifications Framework, Staff Handbook-NCEA, 2018
- Te Pā o Rākaihautū, National Qualifications Framework, Pononga Handbook-NCEA, 2019
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher in Charge of:
  - English
  - History
  - Mathematics
  - Science
  - Te Reo Māori and Māori Performing Arts
- three pononga.

There was a report-back session with the Tumuaki 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.

## Background

This is the first Managing National Assessment review for Te Pā o Rakaihautū since gaining its Base Scope of accreditation in July 2016.

# SUMMARY

## Te Pā o Rākaihautū

22 August 2019

### 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, as this is the first Managing National Assessment review for the kura, it is anticipated that the next review will be conducted within two years.

### What the school is doing well

Te Pā o Rākaihautū is progressing well as a recently consented kura. Subject experts effectively provide core studies in a strong kaupapa Māori environment. Assessment is individualised with a mix of core subjects and optional standards selected to meet the requirements of a wide range of chosen future pathways. Senior managers support a culture of kaiako working collaboratively, which enables coverage of a theme with multiple standards from different subjects being assessed.

Review processes are effective, with initiatives in anticipation of and in response to changing demands including growing wharekura numbers.

External moderation outcomes are positive, reflecting effective internal moderation processes. Most kaiako judgements for standards submitted for external moderation in 2018 were consistent with the moderators'. Judgements for the remaining standards were not yet consistent with the moderators' and feedback from these has provided kaiako the opportunity to develop a deeper understanding of the relevant standards.

The kura effectively communicates its assessment processes and NCEA information to kaiako, pononga and whānau through a range of sources. The Principal's Nominee is developing her effectiveness in the role, is respected by kaiako and pononga, and well-supported by the Tumuaki.

### Areas for improvement

This review identified that the kura does not document its processes for responding to external moderation outcomes. While external moderation outcomes are positive, the kura needs to document its response processes. To further guarantee the quality of internal moderation practice, senior managers have agreed to formalise their response to external moderation with required actions and evaluation of their effect, using a common template.

Kaiako use an *Internal Moderation Cover Sheet* to document quality assurance processes, but this review revealed a lack of effective task critiquing. The kura will consider providing more guidance around this critical requirement to ensure that all assessment tasks are fit-for-purpose and that they provide opportunities for all pononga to present evidence at all levels.

The kura has a high percentage of unassigned standards which could be assigned to create cohesive courses. This action should be considered as pononga could then have access to a higher number of subject endorsements.

### **Agreed action**

The kura agreed that the following action will improve the quality of its assessment systems. This is:

- documenting responses to external moderation with required actions and evaluation of their effect, using a common template.

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18 December 2019

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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)*

**Response to external moderation outcomes** Te Pā o Rākaihautū does not document its responses to external moderation feedback. An informal process exists where there is a focus on improving outcomes, gaining better understanding of the standard and enhancing assessment and moderation practice, but this needs to be documented. This will provide a platform for analysing the effectiveness of actions taken and enhance review mechanisms.

Currently, all kaiako discuss external moderation feedback with the Principal's Nominee and where needed, action plans are developed and carried out within agreed time frames. These actions may include:

- kaiako attending targeted professional development opportunities
- finding new subject experts to verify that grades are consistent with the standard
- redeveloping assessment tasks
- deciding not to assess the standard until they have sufficient capability within the kura.

This informal response system has been effective to date. Most moderators' judgements agreed with the kaiako and there were no inconsistent judgements in the latest external moderation round for the kura. However, to enhance practice and further guarantee the quality of internal moderation, senior managers have agreed to document their response to external moderation with required actions and evaluation of their effect, using a common template. This will help ensure that as pononga wharekura numbers increase, along with the anticipated expansion in standards offered by the kura, assessment and internal moderation practice will continue to be credible and robust.

### Internal review

*Evidence for the school 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)*

Since gaining consent to assess in 2016, Te Pā o Rākaihautū has undertaken significant ongoing self-review of its assessment practice and procedures including:

- developing collaborative kaiako practice to increase pononga assessment opportunities and share kaiako workload
- introducing wharekura-specific meeting times to focus on assessment and moderation business
- creating Results Action Plans (RAP) for each pononga so that academic, cultural and well-being goals are known to kaiako and whānau

- modifying pononga assessment plans as their future pathways and academic goals change.

The above examples of self-review reflect the ability of the kura to develop assessment practice that meets the needs of its pononga and responds to the evolving demands of increasing wharekura numbers.

### **Agreed action**

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior managers undertake to:

- document their response to external moderation with required actions and evaluation of their effect, using a common template.

## How effectively does the school's assessment practice meet the needs of its pononga?

*Evidence for assessment practice meeting pononga needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)*

### **Te Pā o Rākaihautū has effective processes and procedures for meeting the assessment needs of their pononga by:**

- providing assessment programmes from a strong tikanga Māori and Reo Māori base
- providing differentiated assessment within courses, including through offering alternative standards to cater for individual strengths
- kaiako collaborating to integrate assessment from multiple subject areas such as Mathematics and Science using one theme, and English and History using another
- using class profiles to identify ability and personalise assessment programmes so they align with future aspirations
- addressing pononga development in Science, Technology, Engineering, Mathematics (STEM) subjects when required to achieve RAP goals, through:
  - developing kaiako expertise in Mathematics
  - liaising closely with Science and research whānau at the University of Canterbury
  - enabling its expert Science kaiako flexibility to teach where needed
- utilising outside providers to expand the assessment opportunities for pononga
- providing pononga-driven contexts and utilising knowledge of pononga experiences to enhance engagement.

### **Te Pā o Rākaihautū has effective processes and procedures for:**

- assisting pononga to present authentic work by using a range of suitable strategies during the assessment and marking process
- managing missed and late assessments, further assessment opportunities and pononga appeals of assessment decisions
- meeting the requirements of the *Privacy Act 1993*.

**Pononga achieving their goals** The kura is committed to ensuring that pononga who leave at the end of their Year 13 can pursue their chosen pathways. All Year 13 leavers from last year have moved on to further study or training towards their goals. Senior managers are proud of this cohort as they are the first pononga to have been through all three levels of NCEA at the kura. The current Year 13 cohort are also confident that they will be able to continue progressing towards their goals when they leave the kura. Senior managers remarked that through working closely with whānau and with all kaiako understanding individual aspirations, they can tailor assessment to best meet pononga needs.

### **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 2019 6.4b)*

### **Te Pā o Rākaihautū has effective processes and procedures for managing internal moderation by:**

- kaiako using exemplars and standard clarifications to inform their grade judgements during marking
- requiring staff to document the completion of their moderation processes on an *Internal Moderation Cover Sheet* and the Principal's Nominee checking completion before reporting results to NZQA
- using subject specialists from within and beyond the kura to verify samples of pononga work, including a local kāhui of kaiako Māori, Te Kāhui o Waihora
- ensuring that all kaiako are also verifiers for other kaiako within or beyond the kura.

### **Te Pā o Rākaihautū has effective processes and procedures for managing external moderation by:**

- selecting samples of pononga work to NZQA requirements
- ensuring samples of pononga work are provided by being adequately stored.

**Consistent practice required for critiquing assessment tasks** This review identified that some kaiako do not critique all assessment tasks before they are given to pononga. Critiquing assessment tasks is an essential requirement that ensures they are fit-for-purpose and that they provide opportunities for pononga to present evidence at all grade levels. A more robust approach would show on the *Internal Moderation Cover Sheet* that task critiquing has been satisfactorily completed prior to assessment taking place.

To enhance practice, the kura should consider providing kaiako with further guidance on critiquing assessment tasks and its expectations around documenting quality assurance practices, using the *Internal Moderation Cover Sheet*. This will support the continuation of positive external moderation outcomes and ensure that results reported to NZQA are credible and robust.

### **For consideration**

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- providing kaiako with further guidance on critiquing tasks and its expectations around documenting quality assurance practices using the *Internal Moderation Cover Sheet*.

## How effectively does the school manage and make use of assessment-related data?

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

### **Te Pā o Rākaihautū effectively uses assessment-related data to support achievement outcomes for pononga by:**

- teachers analysing previous years' achievement data to inform current year course or programme design
- setting achievement targets and reporting on them to the Board of Trustees
- senior managers identifying pononga at risk of not achieving their qualifications and intervening, as appropriate
- analysing achievement to ensure that cohesive programmes can enable pononga to progress towards chosen future pathways.

### **Te Pā o Rākaihautū reports accurate achievement data by:**

- submitting monthly results to NZQA which are checked by the Principal's Nominee
- reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

**2019 external entries made before key date** The kura has made all external entries for their pononga in time for the 1 September deadline this year. In 2017 and 2018 all external entries were made late, meaning that examination papers were not personalised for their pononga. Personalised examination papers have a bar code so that they are easier to track and less likely to be lost throughout the assessment and marking process where they need to be transported numerous times. Timely external entries also mean that pononga are likely to be better prepared for their external examinations, will have decreased anxiety and examination centres are not burdened with extra paperwork.

**More standards could be assigned to courses** Unassigned standards could be combined into cohesive courses, providing the opportunity for pononga to gain further course endorsements. Due to personalised assessment programmes, the kura tends to have a high percentage of unassigned standards which could be combined to create endorsable courses. The kura should consider a mid-year date for assigning unassigned standards to increase the number of course endorsements available and to further motivate high achieving pononga.

### **For consideration**

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- having a mid-year date for assigning unassigned standards to create cohesive courses and enable more course endorsements to be available to pononga.

## **How effectively does the school's communication inform staff, and pononga 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 Pā o Rākaihautū has effective processes and procedures for:**

- ensuring pononga receive outlines for all courses they undertake
- communicating consistent, up-to-date and easily accessed assessment information to kaiako, pononga and their whānau through the pononga management system
- supporting kaiako new to the kura by including regular input from the Principal's Nominee in their induction programmes
- capturing 'pononga voice' at the end of courses to inform change
- reviewing communications to ensure they are fit-for-purpose and current.

### **Te Pā o Rākaihautū assists common understanding of assessment practice by:**

- engaging whānau through a range of strategies including conferences, mātua-kaiako-pononga interviews and various online communications
- informing kaiako about assessment best practice and providing opportunities to discuss changes through regular kaiako wharekura hui
- ensuring that pononga understand what they need to achieve in order to gain a qualification through a range of specific wānanga and hui.

### **No action required**

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to kaiako, pononga and whānau were identified during this review.