

Managing National Assessment Report

Te Kāpehu Whetū (Tuakana)

September 2022

FINDINGS OF THIS REVIEW

Te Kāpehu Whetū

01 September 2022

Consent to assess confirmed

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

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.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

Actions and considerations

Agreed actions

The kura agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
External and internal review	
Ensure external moderation follow-up actions resolve identified issues.	Following the completion of the current round of external moderation.

For consideration

To extend good practice in meeting ākongā needs and supporting assessment practice, the kura is encouraged to consider within the next year:

- the introduction of digital external assessments to support ākongā and pouako prepare for implementation of the new standards
- support ākongā to register for and use their Learner login.



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School Quality Assurance and Liaison

17 October 2022

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External and internal review

External review

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

This is the first MNA review conducted at Te Kāpehu Whetū since it transitioned from Te Kura Hourua o Whangārei Terenga Paraoa in 2019. Since becoming a Designated Character School, the Principal's Nominee and senior leaders have established the school's current procedures

Action Items from 25 October 2017 Managing National Assessment Report on Te Kura Hourua o Whangārei Terenga Paraoa The 2017 review identified three significant issues. In order to address these the kura was required to:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- monitor internal moderation systems to ensure that only results that have been subject to the internal moderation process are reported to NZQA (*Assessment Rules for schools with Consent to Assess 2017, 6.4b*).

All recommendations and findings of the previous review have been followed up to address all required and agreed actions.

The 2017 Managing National Assessment review noted a lack of systematic review processes to enable the kura to identify and resolve issues in a timely manner. It was reported that pouako were not completing kura documented processes for internal moderation. The kura was also not comprehensively reviewing assessment programmes to inform decisions about the effectiveness of assessment practices.

The kura has established self-review processes to ensure that ākonga needs are being met and assessment practices for national qualifications are consistent with NZQA requirements. Kura processes are discussed in more detail throughout the report.

All pouako follow required internal moderation processes which include using external verifiers within their subject cluster group to verify grades on a purposefully selected sample of student work for each standard who are. There is an effective monitoring process to confirm that all standards assessed have been subject to internal moderation prior to reporting grades to NZQA. This provides assurance to senior leaders that results are credible. The improvements in practice that the kura have made are discussed in the Internal Moderation section of the report.

The Principal's Nominee has clarified with pouako that derived grades must be based on valid standard-specific assessment, as required by NZQA.

External moderation processes and response to outcomes In 2021 the kura had a very low rate of consistency between pouako judgements and the standard. This is the only external moderation completed in the past three years due to Covid disruptions, with 2022 moderation submission being undertaken currently.

The Principal's Nominee is strengthening processes to respond to external moderation feedback to ensure that issues are identified and addressed in a timely manner, and actions are monitored for improved outcomes.

When moderation reports are received pouako discuss these collaboratively in a hui, documenting on a review sheet a forward plan. This is then monitored by the Principal's Nominee who provides feedback to assist with the future planning of professional development for pouako, to increase teacher confidence when making assessment judgements. This includes pouako working with a subject specific expert to provide professional learning.

Internal review

Evidence of 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)

Response to systematic review Te Kāpehu Whetū have introduced a process to review their assessment practice and quality assurance systems to identify issues and make improvements as needed. The process is for pouako to document what they can do to improve their outcomes and extend their own development, including next steps.

Improved use of data to support student achievement The kura have created a data tracking system to inform the Principal's Nominee and senior leadership of ākonga achievement progress and requirements to complete qualifications. Te Kāpehu Whetū is using this data to inform changes to teaching and learning programmes including to support ākonga to gain literacy and numeracy. This is a deliberate focus to ensure ākonga are prepared for the implementation of the NCEA literacy and numeracy co-requisite requirement in 2024.

Professional learning to build pouako capability The Principal's Nominee has provided a range of opportunities for pouako to strengthen their assessment practice to support credible assessment across the kura.

Through discussion with pouako, senior leadership identified that there was a need to build consistency in staff understanding of internal moderation processes given the single-teacher nature of departments. The Principal's Nominee developed a greater understanding of the purpose of internal moderation with pouako, which is to put in place quality assurance systems to ensure they make assessment decisions that are consistent with the standard. This was supported through pouako engaging with subject specific pouako from other kura to discuss verification of grades for ākonga work.

Pouako also attend cluster groups for professional development to improve their teaching practice, such as in the differentiation of learning activities and assessment tasks and providing feedback to highlight next steps in learning. The Principal's Nominee shares links to a range of resources such as NZQA's 'Teachers New to NCEA,' The Myths and assessment information pages to assist the pouako to understand and implement the required kura and NZQA assessment procedures. Beginning pouako have a mentor buddy system to ensure that they are inducted in internal processes and NCEA changes.

Responding to the challenges of Covid As a response to COVID the kura set up google classrooms to meet the needs of their ākonga to continue engagement in learning and attainment. Pouako were committed to ensure ākonga assessment

needs were being met by changing assessment programmes, assessing ākongā when they are ready and by using different modes of assessment.

Credible assessment practice to meet ākongā needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)

Programmes designed to meet ākongā needs The kura designs individual learning plans to support ākongā with their chosen vocational pathway and career aspirations to prepare them to be work ready when they leave following year 13. These programmes incorporate learning relevant to ākongā knowledge based on the Kaupapa of the 28th Māori Battalion with a Māori world view focus. The kura offers a range of vocational assessment opportunities through external providers to meet ākongā aspirations and qualification goals that the kura is not able to provide.

Pouako work collaboratively to plan across all subject areas to support ākongā to present their best evidence for assessment. Small class sizes, positive relationships, and their knowledge of the ākongā needs mean Pouako are able to personalise learning and give quality time to students. To support student well-being and reduce workload, most courses offer 14 - 16 credits with Pouako encouraging ākongā to produce their best evidence of achievement. Most assessment is internal with those ākongā striving for course endorsement engaging in external exams.

Preparation for future changes to assessment Kura leaders acknowledge the need to participate in digital external assessment to prepare for the digital first approach of the NCEA Change Programme. Engagement in a Review of Achievement Standards pilot, digital practice or end of year exams would enable the kura to become familiar with the NZQA digital platform and to resolve any issues with student access to devices or their IT infrastructure. The kura will initiate discussions with whānau and ākongā so they can be prepared for 2024.

Student achievement recognised at Whānau nights Whānau nights are held to present mahi that ākongā have created in their classes. This acknowledgement supports ākongā engagement and motivation to succeed academically. Kapa Haka dress rehearsals are incorporated to showcase ākongā talents and achievements, prior to assessment occurring in performance standards.

Ākongā understand how NCEA works and kura assessment procedures The kura communicates effectively with ākongā about the qualification, assessment practices and their achievement progress. Ākongā interviewed know what is needed to gain a qualification and understand kura assessment practice and NZQA requirements. They could explain school processes such as how to maintain the authenticity of their work, appeal a grade and request an extension to a due date.

Ākongā indicated their pouako regularly update them and their whanau with their achievement progress using the kura tracking system and shared NCEA information.

Encourage use of Learner login Te Kāpehu Whetū identified that they need to support ākongā to create their Learner login account on the NZQA website as the percentage of ākongā who have registered is very low. The Learner login is the definitive way for students to check that entries and results have been reported accurately, access digital exams, make requests for review and reconsideration of

external examinations, and order certificates and their Record of Achievement. The kura is encouraged to support ākongā to register and use their NZQA Learner login.

Internal moderation to ensure the reporting of credible results

Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Clear processes for internal moderation The kura quality assures grades before they are reported to NZQA. The Principal's Nominee has set clear expectations for pouako to complete all steps in the moderation process. Samples of student work at grade boundaries are verified, mostly by subject specialists from other kura. Teachers complete the standardised *Internal Moderation Cover Sheet*. The Principal's Nominee monitors the completion of documentation and resolves identified issues.

As a result of improved internal moderation practice, samples of student work are kept digitally in subject area folders. This has improved access for upcoming external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Kāpehu Whetū has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring pouako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- identifying and providing [targeted] support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Kāpehu Whetū has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable, and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kāpehu Whetū has effective processes and procedures for managing internal moderation by:

- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Te Kāpehu Whetū has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- selecting sufficient samples of ākonga work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Te Kāpehu Whetū effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Kāpehu Whetū reports accurate achievement data by:

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting ākonga and pouako checks of entries and results at key times during the year

- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding

Effective communication to inform kaimahi, and ākonga and their whānau about assessment

Te Kāpehu Whetū has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting pouako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as the holding of whānau gatherings.

Te Kāpehu Whetū assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for whānau and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga to understand what they need to achieve in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Te Kāpehu Whetū

- 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, ākongā and whānau.

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 effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (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 2022* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- 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's consideration to enhance 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 five 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
- *Pouako Handbook, Managing National Assessment, Te Kāpehu Whetū 2022* (Staff Handbook)
- *Student Handbook, National Qualifications, Te Kāpehu Whetū (Ākonga Handbook)*.

The School Relationship Manager met with:

- the Principal's Nominee
- Head of Department for:
 - Te Reo Māori
- Pouako in Charge of:
 - English
 - Mathematics
 - Physical Education
- three ākonga.

There was a report-back session with the 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. The Tumuaki was engaged with ākonga at an Awards Ceremony.

Background

Te Kura Hourua o Whangārei Terenga Paraoa was established in 2015 as a Partnership School. With the discontinuation of Partnership Schools, the school transitioned to Te Kāpehu Whetū (Tuakana) in 2019 as a new Designated Character School. The kura provides education to ākonga from Year 7 to 13. Its sister kura, Te Kāpehu Whetū (Teina), caters for tamariki in Years 1 to 6 on a separate site.