Managing National Assessment Report

Te Kura Kaupapa Māori o Te Rāwhitiroa

July 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Rāwhitiroa:

- 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 kura managers.

Why we review how schools 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 kura'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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment check

- *Te Kura Kaupapa Māori o Te Rāwhitiroa Student Qualifications Assessment Booklet 2017*

- *Te Kura Kaupapa Māori o Te Rāwhitiroa Staff Qualifications Assessment Booklet 2017*

- *Te Kura Kaupapa Māori o Te Rāwhitiroa Te Tūtohinga Charter 2017*

The Tūmuaki Whakawhanaungatanga Kura met with the Principal's Nominee, kaiako for Art, English, Mathematics, Science, Te Reo Māori, Te Reo Rangatira and three students from the Wharekura.

There was a report-back session with the Principal's Nominee and the Wharekura 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 Kaupapa Māori o Rāwhitiroa

5 July 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 kura'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 three years.

What the school is doing well

Te Kura Kaupapa Māori o Rāwhitiroa is continuing to strengthen assessment practice to ensure that assessment of national qualifications is credible. Students are tracked and mentored in their progress towards achieving national qualifications, with the Principal's Nominee and kaiako working collaboratively to ensure the best possible outcomes for their students.

The kura focuses on meeting student needs through differentiated programmes and kaiako use of a variety of approaches for gathering evidence of achievement, such as contextualising assessment across standards.

Kaiako understand the purpose of internal moderation and appropriate professional discussions occur. Another person critiques assessment materials before assessment takes place and verification of teacher judgements by another subject expert is required before grades are reported to NZQA. Good systems are in place to manage and monitor external moderation with kaiako reporting their response and actions to the Principal's Nominee.

Information from data analysis and student voice is used to review assessment programmes and the Tūmuaki conducts review interviews with teachers to evaluate programmes and set goals.

Communication in the kura is working well. At the beginning of the year the Principal's Nominee holds an NCEA hui to outline the kura expectations for assessment and moderation. The kaiako and student handbook is current and up to date. Regular student mentoring also supports kura-wide understanding of NCEA practices. The work of the Principal's Nominee is supported by the Tūmuaki and senior managers to work collaboratively to ensure that students achieve to their potential.

Areas for improvement

The Principal's Nominee has established good systems for assessment and moderation but will need to monitor implementation closely.

The kura needs to focus on continuing to embed practices kura-wide by mentoring and guiding students with relevant assessment pathways.

To ensure credible assessment, senior management agreed that memorandum of understanding should be checked against external provider codes, external

moderation outcomes should be documented, resubmission procedures must be consistent kura-wide, and key assessment deadlines met.

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

- ensure that reported results are reconciled with memoranda of understanding

- ensure that procedures for resubmission are consistently applied by all kaiako

- ensure documentation recording the completion of internal moderation by kaiako is reconciled with actual practice.

- ensure students are withdrawn from standards if they have not had an adequate assessment opportunity, or report a result.

Frank Moran
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3 October 2017

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FINDINGS OF THIS REVIEW

How effectively has the kura 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 the 11 September 2012 MNA Report   The review identified three required actions relating to the follow up of external moderation, more in-depth analysis of results data and NCEA level literacy and numeracy requirements. These actions have now been addressed and completed by the kura.

Response to external moderation outcomes   The Principal's Nominee has implemented good processes for ensuring materials submitted for moderation are complete and kaiako respond to external moderation feedback. Interventions include developing an action plan, requesting a moderation review or engaging in professional development. It is anticipated that these changes will improve the overall moderation outcomes for the kura.

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 self-review processes enable kaiako to evaluate the effectiveness of current practice and make 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 particularly those at risk of not completing qualifications

- regular review of kaiako assessment plans to ensure they meet the assessment needs of all students

- review of kura documentation for assessment and moderation

- use of digital tools to enhance assessment opportunities for students.

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 kura 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 Kaupapa Māori o Rāwhitiroa has effective processes and procedures for meeting the needs of their students by:

- having a full kura thematic approach and integrating teaching and learning programmes across the kura

- providing student learning through wānanga where kaiako collaborate, and co-construct assessment tasks

- focusing on the quality of assessment rather than the quantity of credits a student can potentially gain

- assessing students when they are ready, as appropriate

- individualising programmes of work, particularly in Te Reo Rangatira, Pāngarau and Pūtaiao

- gathering evidence of achievement through a range of assessment methods.

Te Kura Kaupapa Māori o Rāwhitiroa has effective processes and procedures for:

- ensuring credible assessment through consistent kura-wide application of processes for late and missed assessment, and extensions

- ensuring standard-specific evidence is collected to report derived grades

- using a range of strategies to ensure student work submitted is authentic.

Use of resubmission Although most kaiako are familiar with and apply the kura assessment procedures correctly, discussions showed inconsistent practice in the application of resubmission procedures. These must be consistently applied across the kura by all kaiako. The Principal's Nominee has undertaken to address this issue with the kaiako.

Memoranda of understanding It is important to ensure the correct provider code has been used to report results in line with the memoranda of understanding held with outside providers. This should be recorded with results reported by these providers. This will ensure senior management are confident all results are credible and fall within an appropriate consent to assess.

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 that reported results are reconciled with memoranda of understanding

- ensure that procedures for resubmission are consistently applied by all kaiako.

How effectively does the kura 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 Kaupapa Māori o Rāwhitiroa has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use

- using subject specialists to verify a purposefully selected sample of student work

- recording the completion of moderation processes on an *Internal Moderation Cover Sheet.*

Te Kura Kaupapa Māori o Rāwhitiroa has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation is randomly to NZQA requirements

- documenting actions undertaken to address issues identified in external moderation reports

- ensuring samples of student work are provided for external moderation by being adequately stored

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 consider conducting an audit for each learning area which includes checking internal moderation processes have been completed. Senior management intend to complete this process annually to meet NZQA requirements

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure documentation recording and completion of internal moderation by kaiako is reconciled with actual practice.

How effectively does the kura 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 Kaupapa Māori o Rāwhitiroa effectively:

- uses assessment-related data to support achievement outcomes for students by:
    - reviewing results from the previous year to reflect to inform future teaching and assessment
    - monitoring student progress to identify learners at risk of not achieving their goals
    - using grade predictions to support students in tracking their progress
    - reporting on the progress of annual achievement goals to senior management and the Board of Trustees
- reports accurate achievement data by:
    - checking key Indicators, to ensure errors are found and corrected.

Use of assessment-related data   An analysis of statistical data is managed by each kaiako, who retain their own tracking sheets of results for each student in their marau. A variance report of expected outcomes is completed for each marau and presented to the Tūmuaki for the Board of Trustees. This informs the development and design of teaching programmes and assessment practice for the following year.

Withdrawal of students from standards   Students need to be withdrawn from standards if they have not had an adequate assessment opportunity to be assessed or a result reported. This is to ensure that student entries and results are complete and accurate when reported to NZQA.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- ensure students are withdrawn from standards if they have not had an adequate assessment opportunity or report of a result.

How effectively does the kura 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 Kaupapa Māori o Rāwhitiroa has effective processes and procedures for:

- ensuring students receive standardised course outlines which supports consistent understanding of assessment practice kura-wide

- communicating assessment policy and procedure to whānau

- supporting kaiako new to the school with an induction programme

- reviewing communications to ensure they are fit for purpose and current.

Te Kura Kaupapa Māori o Rawhitiroa assists common understanding of assessment practice by:

- checking whether kaiako, students and whānau are following processes

- informing kaiako 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   At the beginning of the year the Principal's Nominee holds an NCEA hui to outline kura expectations for assessment and moderation. Following on from this hui, updates are held regularly with students and their whānau. Other information is communicated through regular kura pānui.

The Principal's Nominee holds regular hui with kaiako to discuss NCEA issues and update on any recent developments.

The Principal's Nominee has an open-door policy where students, kaiako and whānau can discuss any queries about NCEA. This is to ensure assessment practices are consistent across the Wharekura.

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.