

Managing National Assessment Report

Wā Ora Montessori School

May 2022

FINDINGS OF THIS REVIEW

Wā Ora Montessori School

4 May 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 highly 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

No action required

The school has no action items relating to the quality of their assessment systems.

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17 June 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)

Action Items from 14 September 2017 Managing National Assessment Report

The items identified for action to improve the quality of assessment systems and practices for national qualifications have been addressed.

The school:

- selects ākongā work for external moderation to NZQA requirements
- developed a consistent process to document actions undertaken to address issues identified in external moderator reports and monitored for completion by the Data Administrator and Principal's Nominee
- reviewed and updated assessment information to reflect current practice, including processes for internal moderation and derived grade applications.

External moderation processes and response to outcomes Moderators report sound levels of consistency between teacher judgements and the standards being assessed.

The school has effective processes to respond to external moderation. Where appropriate, kaiako query and appeal outcomes to assist with their understanding of the standard and grade boundaries, to inform changes to assessment tasks and grade decisions.

The Principal's Nominee highlights the 'big picture' of school-wide moderation performance at a Tāwari (NCEA) teachers meeting to support kaiako to reflect on internal moderation practice and improvements. Kaiako participating in the review understood the intent of moderation is to provide an assurance that assessment decisions are consistent nationally and displayed a commitment to making accurate judgements.

The Principal's Nominee discusses inconsistent external moderation outcomes with each subject kaiako, and action plans are developed collaboratively to address issues. The Principal's Nominee monitors these plans through to completion.

Senior leaders evaluate the impact of agreed actions for expected improvements, identifying trends and potential issues in subject areas. The school pro-actively supports kaiako with professional growth opportunities to increase kaiako confidence when making assessment judgements, including through networking with colleagues in other schools.

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)

Self-review is continuous, purposeful, and informs strategic direction. Wā Ora Montessori School's philosophy of "flaming the fire" of intellectual and social discipline, guides and underpins their holistic approach to learning and assessment practice for Tāwari ākonga. Kaiako and ākonga collaborate and share responsibility for achievement outcomes. Positive relationships across the school create an environment of invested mutual ownership and high expectations. Kaiako use their thorough knowledge of the educational needs, interests and future career goals of each ākonga to actively guide and support ākonga. Tuakana – teina relationships also provide strong support.

The Principal's Nominee, new to the role in 2021, effectively leads and shares with kaiako accountability for NCEA assessment practice and quality assurance, to promote collective ownership. Kaiako and ākonga participating in the review appreciate the Principal's Nominee's knowledge and willingness to guide and support them.

The Principal's Nominee annually leads a thorough review of the impact of curriculum design and delivery on ākonga learning progress. Internal review is based on insights from ākonga voice surveys, with valued input from kaiako, whānau and the Board of Trustees, and analysis of evidence from ākonga achievement data. Senior leaders implement recommendations contributing to ākonga achievement success. The school applied lessons from 2020 and 2021 to quickly adopt hybrid learning this year and to streamline their learning and assessment approach in the face of Covid19 disruptions to best support ākonga and kaiako.

Wā Ora Montessori School's key focus is meeting individual ākonga needs to support their achievement. To further this momentum, the school has refined their approach to strengthen Tāwari ākonga engagement, programme pathways, and credible assessment. Both ākonga experience and feedback and on the school's response to Covid hybrid learning, and disruptions to teaching and assessment timeframes have informed changes. Significant developments include an increased focus on monitoring ākonga achievement progress, using independent working time more strategically by enhancing ākonga access to kaiako expertise and support, and planned course selection to ensure pathways are open to opportunities within and beyond school. Further changes the school has made include providing clear guidelines and timelines for remote learning to help ākonga produce their best achievement evidence by the assessment deadline.

The school has prioritised achievement tracking to support ākonga qualification and academic goal completion, to provide a clear view before end-of-year external assessment. Working alongside their assigned Advisory Kaiako, ākonga monitor their achievement across courses, including using a credit tracker. The Principal's Nominee collates and shares an assessment calendar to improve assessment planning between kaiako and ākonga and to support ākonga to manage their workloads. The school assisted this by timetabling dedicated advisory time for pastoral and academic support. Kaiako highlight end dates for internal assessments and have shortened the marking turnaround time to further the efficacy of achievement tracking. Kaiako keep whānau fully informed of ākonga engagement and achievement, including through fortnightly updates of learning and assessment

programmes. These changes have enabled ākonga, kaiako and whānau to be better informed of attainment progress, timely interventions to be made as required, and for ākonga to meet their intended achievement goals. Senior leaders will evaluate the success of enhanced achievement tracking through their annual analysis of ākonga achievement.

Interviewed ākonga value the support of their kaiako to achieve their achievement goals. During independent time, kaiako support ākonga through targeted conversations tailored to their learning and assessment needs. Ākonga with low motivation, or at risk of not meeting their personal expectations or qualification aspirations, are identified early, and receive academic counselling and adapted programmes, as appropriate. The school has modified the environment to support this approach with spaces for tutorials and group work.

The school's streamlining of learning to one online learning platform also improved engagement and continuity for both ākonga and kaiako. Live catchups between kaiako and ākonga on well-being and progress on the platform during remote learning support feedback and provide opportunities to authenticate assessment work.

Wā Ora Montessori School has the capability to effectively deliver credible assessment and respond to ākonga learning and assessment needs. This occurs through the interconnection of purposeful self-review and school-wide collaboration and ownership of NCEA practices across all levels of the school. The school uses data analysis, and ākonga, kaiako and whānau voice to evaluate the outcomes of changes and inform innovation and strategic direction. The school intends to consider how the NCEA Change Programme aligns with their philosophy and strategic direction for curriculum design and meeting ākonga needs.

Credible assessment practice to meet ākonga 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)

Ākonga agency and flexible course design supports ākonga engagement and achievement The school uses the flexibility of the NCEA model to develop coherent and differentiated programmes of learning and assessment to best meet ākonga needs. Their philosophy focuses on “following the child” in developing an individual’s academic learning and social responsibility. The school achieves this effectively through ākonga having significant agency to direct learning and assessment meaningful to their own interests, needs and career aspirations. Ākonga and kaiako co-construct the choice of multi-level courses assessing standards across levels, tasks, contexts and presentation formats, to reflect ākonga preferences. The school has diversified the pathways available to ākonga through engagement with external providers to meet their interest in vocational opportunities.

Ākonga ownership of their learning and assessment programme is demonstrated through leadership of their three-way Learning Conversation meeting between whānau, kaiako and themselves about attainment and their personal goals. Ākonga with additional education needs are well supported.

Quality assurance 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)

Robust processes and monitoring of internal moderation Wā Ora Montessori School has effective school-wide processes for internal moderation which ensure practices are accurately documented by kaiako, and consistent and timely across subjects. The school has embedded into practice its required and well-defined internal moderation steps and centralised storage systems for materials to maintain robust school-wide processes.

The Data Administrator monitors for the completion of internal moderation of all standards before results are reported. This includes checks of the *Internal Moderation Cover Sheet* for sufficient and strategic selection of ākonga work for grade verification, the quality of verifier judgement statements, and for the appropriate storage of ākonga work. The Principal’s Nominee supports improvement by following up when issues are identified. Senior leaders’ high expectations of quality assurance are being met and credible results are reported.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Wā Ora Montessori School has effective processes and procedures for meeting the assessment needs of their ākonga by:

- designing coherent programmes of learning and assessment that are focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers
- 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 kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment
- 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.

Wā Ora Montessori School 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

Wā Ora Montessori School has effective processes and procedures for managing internal moderation by:

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose

- 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.

Wā Ora Montessori School 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

Effective management and use of assessment-related data

Wā Ora Montessori School 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 Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Wā Ora Montessori School 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
- having ākonga and kaiako 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 kaiako and ākonga and their whānau about assessment

Wā Ora Montessori School 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 kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success.

Wā Ora Montessori School assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents 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 Wā Ora Montessori School:

- 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, ākonga 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 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 2021* (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
- *Curriculum Policy*
- *NCEA Assessment Procedure*
- *Kaiako Handbook, NCEA Assessment "How to," Wā Ora Montessori School 202*
- *Course Information Booklet and NCEA Guide, Level 1,2 and 3, Wā Ora Montessori School 2022 (Ākonga Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
 - Biology / Psychology
 - English
 - History / English
 - Mathematics
 - Physics / Digital Technology
 - Science / Chemistry
- three ākonga.

There was a report-back session with the Acting Principal / 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.