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# Managing National Assessment Report

# Te Kura Kaupapa Māori o Te Whānau Tahi

**April 2017**

## What this report is about

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

- 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 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 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 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:

- *Te Kura Kaupapa Māori o Te Whānau Tahi, NCEA Achievement Data (2016) Analysis and Action Plan (2017)*
- *Te Kura Kaupapa Māori o Te Whānau Tahi, Assessment Policy and Procedures-Staff Information Pukupuka Kaiako 2017-2018* (Staff Handbook)
- *2017 Pukapuka Aromatawai* (Student Handbook)
- *Te Kura Kaupapa Māori o Te Whānau Tahi – Tūtohinga 2017-2021 me te Mahere-ā-Tau 2017* (Strategic Overview 2017-2021 and Annual Plan 2017)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Tumuaki, the Kaitakawaenga Wharekura (Principal's Nominee), three ākonga and Heads of Department for Hauora/Koiri, Pāngarau, Pūtaiao, Te Reo Pākehā and Te Reo Rangatira.

There was a report-back session with the Tumuaki and the Kaitakawaenga Wharekura 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 Te Whānau Tahi

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

### What the school is doing well

Te Kura Kaupapa Māori o Te Whānau Tahi is committed to maintaining and developing effective assessment systems for national qualifications. It values and acts on feedback from external reviews and utilises self-review processes to improve systems for assessing ākonga in the wharekura.

The kura is guided by the whakatauki, "Poipoia ō tātou nei pūmanawa: Making our dreams a reality". In keeping with the whakatauki, the kura has established a five-year strategy that aims to grow Māori excellence, be a centre of Māori innovation, improve student success and develop connections and communication with kura, whānau, mana whenua and iwi. Collective understanding of the whakatauki and the five-year strategy drives excellent assessment and moderation practice across the wharekura.

Effective leadership, kura-wide, has developed a culture of 'fostering excellence' which is reflected in the kura's credible assessment practices and the use of the NCEA model to meet ākonga needs.

Assessment programmes are developed to complement the abilities, needs and aspirations of ākonga. Kura leaders have actively recruited and upskilled kaiako to ensure they can effectively and independently offer a wide range of standards for NCEA. Ākonga needs are further met through developing relationships with outside providers and where possible, added support is provided by connecting ākonga with mentors from the wider kura whānau.

Achievement is closely monitored throughout the year to ensure ākonga are being challenged and tracking towards their academic goals. Evidence of achievement is gathered digitally, and in line with its enhanced digital capacity, the kura intends to submit all evidence for external moderation online from 2017 onwards. Te Kura Kaupapa Māori o Te Whānau Tahi is also a focus kura for external examination trials and pilots and is therefore, well positioned to benefit from NZQA's digital assessment and moderation workstreams.

The kura meets all external moderation requirements and robust analysis of external moderation feedback leads to actions that ensure credible internal moderation practice continues to develop.

Data entries to NZQA are timely and accurate, with regular checking an embedded practice. This ensures the kura effectively supports ākonga assessment experiences and confirms accurate achievement outcomes.

Effective communication systems are in place to ensure kaiako, ākonga and whānau understand the NCEA qualification and kura policies and procedures. Sharing of practice and understandings is a feature of the culture of the kura and supports a common understanding and collective ownership of assessment practice in the wharekura.

The Kaitakawaenga Wharekura has established rigorous practices and review systems that ensure credible assessment and moderation practice occurs throughout the wharekura. He has the full confidence of the Tumuaki and empowers kaiako wharekura to effectively carry out their assessment and moderation responsibilities.

Kay Wilson
Manager
School Quality Assurance and Liaison

7 December 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)*

The 2014 Education Review Office report recommended that the kura continues, 'to grow internal capability, and provide opportunities for students to excel.' The kura is supporting this recommendation in the wharekura through actions that include:

- providing an infrastructure that supports digital learning and assessment and which allows the gathering of digital evidence for all internal assessments where appropriate, ensuring that digital learning and assessment in the kura are aligned, and that the ākonga wharekura are able to keep pace with NZQA's digital assessment and moderation work streams
- recruiting and developing kaiako who can effectively deliver a broad range of subjects on the university entrance approved subject list
- growing leaders amongst the kaiako wharekura through targeted professional development and mentoring to further develop long-term capacity.

**Action Items from 6 May 2015 Managing National Assessment Report** No significant issues were found in the 2015 Managing National Assessment review and there were no agreed action items.

**Response to external moderation outcomes** External moderation outcomes and achievement results are analysed and responded to in the annual *NCEA Achievement Data – Analysis and Action Plan,* which the Kaitakawaenga Wharekura develops in consultation with kaiako wharekura. In response to poor feedback for two standards in one subject, the verifier was changed, the kaiako attended a best practice workshop and assessment tasks have been redesigned.

### 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)*

Self-review is thoroughly embedded in the culture of the kura, in line with their school whakatauki, "Poipoia ō tātou nei pūmanawa: Making our dreams a reality". A focus on continuous improvement is evident in kura-wide internal review, which enhances student assessment outcomes, meets ākonga assessment needs and assists with good practice.

Current reflective practice throughout the kura includes:

- review of participation in the 2016 digital examination trials, which has resulted in:
    - facilitating the use of digital tools to collect evidence of student achievement, in anticipation of submitting all external moderation digitally from 2017 onwards

    - deciding to continue with involvement as a *focus group* for digital external examination trials and pilots, to capitalise on lessons learned from 2016 and to be better prepared for future developments
- the establishment of a Wharekura Assessment Calendar as a result of feedback from kaiako wharekura, where all key NCEA assessment dates are recorded on a Google calendar shared with whānau and ākonga
- the establishment of online weekly academic performance and attendance reports where mātua can be kept up to date with ākonga progress in response to whānau demand
- course outlines and NZQA booklets being given to whānau at the beginning of the year so they can support ākonga with their learning as a result of whānau requests.

In anticipation of continued roll growth, the Te Whānau Tahi Conceptual Framework was produced, giving a coherent focus for the next five years. The whānau has identified four key strategic goals, which will be met with a kura-wide focus:

- live and grow Māori excellence
- be a centre of Māori innovation
- he ahuru mōwai - improve student success
- connections and communication: kura, whānau, mana whenua and iwi.

These strategic goals create a framework through which the kura is developing its assessment practice in a context that focusses on whānau aspirations.

The above examples of self-review illustrate the ability of the kura to effectively anticipate, identify and respond to issues, ensuring that ākonga needs are met and that assessment practice is robust, current and credible. A clear vision and development of a kura-wide capacity to manage effective assessment practices is reflected in the self-review processes of the kura.

**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 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 Kaupapa Māori o Te Whānau Tahi has effective processes and procedures for meeting the needs of their students by:**

- gathering digital evidence of achievement to support digital modes of learning that are familiar to them
- using Google docs to provide on-going feedback and feedforward information to support ākonga to present their best evidence
- engaging with outside providers to broaden assessment opportunities for ākonga
- providing mentors from the wider kura community to support ākonga studying photography through Te Aho o Te Kura Pounamu (Te Kura)
- ensuring that where ākonga are studying through Te Kura, the kaiako assigned to facilitate has a passion for that subject, enhancing ākonga prospects and promoting kaiako development
- documenting oral responses, as a form of naturally occurring evidence, to confirm grade judgements.

**Te Kura Kaupapa Māori o Te Whānau Tahi has effective processes and procedures for:**

- managing missed and late assessment
- reporting Not Achieved results where students have had an adequate assessment opportunity but submitted no work
- providing appropriate and regular professional development for kaiako through internal and external sources such as the Kaitakawaenga Wharekura and NZQA online best practice workshops
- using a range of strategies to ensure the work of ākonga is authentic
- appraising current kaiako and recruiting qualified new kaiako to grow its capacity to deliver quality assessment practice in the wharekura across a widening range of standards
- ensuring digital tools for assessment are available to all students, enabling them all to participate in digital assessment
- ensuring derived grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment
- meeting the requirements of the Privacy Act 1993.

**Maori-medium homework and study support centre** In 2016, the kura established, Poipoia, a Māori-medium homework and study support centre for all ākonga. Facilitated by kaiako and whānau mentors, it provided over 200 hours of extra assessment support throughout the year. Analysis of whānau and ākonga voice, has assured senior managers that Poipoia had a positive impact on ākonga wharekura NCEA results in 2016. This initiative is an example of how the kura meets ākonga assessment needs and supports their achievement.

**For consideration**

To extend good practice in meeting student needs and supporting assessment practice, the school is encouraged to consider:

- developing multiple assessment tasks for annually-assessed standards to further enable ākonga to be assessed when they are ready.

## 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 Kaupapa Māori o Te Whānau Tahi has effective processes and procedures for managing internal moderation through:**

- ensuring all kaiako follow a robust, well-embedded process of internal moderation for every standard it reports to NZQA
- ensuring all assessment materials are critiqued prior to use
- registering online that internal moderation has been completed within the 3-week time-frame, allowing the Kaitakawaenga Wharekura to monitor completion and reconcile documented evidence with assessment practice
- using subject specialists from within and beyond the kura to verify purposefully selected samples of student work
- filing all internal moderation cover sheets with the Kaitakawaenga Wharekura
- filing ākonga evidence online so it is available to the Kaitakawaenga Wharekura in case information is needed when the kaiako is absent or for external moderation after a kaiako has left the kura
- constantly reviewing internal moderation procedures with all kaiako to ensure currency and consistency of practice.

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

- randomly selecting samples of ākonga work for external moderation where ākonga numbers require it
- ensuring adequate samples of ākonga work are stored online for external moderation
- keeping benchmark exemplars to assist with future judgements
- monitoring external moderation feedback to identify areas for development, in-order to provide support and additional monitoring where appropriate
- valuing feedback from moderators for the clarification of grade boundaries, assistance with understanding of the standard and to confirm the robustness of its internal moderation processes
- using feedback to target kaiako professional development where appropriate.

**Thorough analysis of external moderation** External moderation is analysed by the Kaitakawaenga Wharekura and kaiako then reported to the Tumuaki in the annual NCEA *Achievement Data, Analysis and Action Plan.* The analysis evaluates moderation feedback and identifies actions, which may include professional development for kaiako, redesigning assessment tasks and setting goals for future years. Lessons learnt from NZQA's external moderation feedback are discussed by all kaiako wharekura so they benefit from each other's feedback. These embedded practices strengthen internal moderation processes and ensure that Te Kura Kaupapa Māori o Te Whānau Tahi continues to report credible, valid, robust results to NZQA.

**No action required**

No issues with the school'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 Kaupapa Māori o Te Whānau Tahi effectively:**

- **uses assessment-related data to support achievement outcomes for students by:**
    - gathering ākonga voice to evaluate courses, and inform changes to programmes, contexts and standards
    - enabling the Kaitakawaenga Wharekura to track and monitor ākonga progress toward NCEA qualifications
    - identifying ākonga at risk of not achieving and making programme changes where necessary
    - supporting ākonga to use the parent portal and their Learner login to track their NCEA progress
    - facilitating assessment-tracking meetings with the Kaitakawaenga Wharekura in Term One where ākonga confirm NCEA goals for the year.
- **reports accurate achievement data by:**
    - using the Key Indicators to identify and resolve data submission errors
    - submitting fees paid and financial assistance applications on time
    - using a range of checking strategies to ensure accurate results are reported to NZQA
    - ensuring that internal entries are reported with a result or withdrawn as appropriate
    - ensuring all external entries are made by the required date
    - reporting results for all internal entries.

**Regular checking of data** Effective management of data entries to NZQA, is embedded practice at Te Kura Kaupapa Māori o Te Whānau Tahi. The Kaitakawaenga Wharekura regularly checks data that the kura has reported to NZQA, particularly around the time of key dates, ensuring the accuracy of external entries and internal results. This dedicated practice enables the kura to identify anomalies which are then rectified.

Te Kura Kaupapa Māori o Te Whānau Tahi is confident that its data management processes effectively support ākonga assessment experiences and confirm their achievement outcomes.

**No action required**

No issues with the school's 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 Kaupapa Māori o Te Whānau Tahi has effective processes and procedures for:**

- ensuring ākonga receive outlines in hard copy and online for all courses they undertake
- ensuring information on assessment procedures, courses offered and academic achievement is readily accessible to kaiako, ākonga and whānau by using Google Docs, the kura website and the Facebook page
- maintaining the currency of assessment policy and procedures by updating kaiako and ākonga information on an annual basis
- ensuring a memorandum of understanding is held for all outside providers against whose provider codes grades are reported.

**Te Kura Kaupapa Māori o Te Whānau Tahi assists common understanding of assessment practice by:**

- ensuring assessment practice is consistent through:
    - allowing time for the Kaitakawaenga Wharekura to mentor kaiako new to NCEA
    - developing a culture of inclusiveness, through learning circles, where kaiako are comfortable seeking help, asking questions and sharing knowledge
- scheduling whānau kaiako report evenings throughout the year to discuss achievement
- using outside providers to deliver targeted professional development for kaiako
- using a range of forums to reinforce to ākonga what they need to achieve in order to gain their respective qualifications.

**Support for new and current staff** In 2016, self-review found that kaiako wharekura needed time to improve their understanding of NCEA and the expectations of senior management. Kaiako believed the one-off meetings, aimed at covering NCEA for kaiako wharekura were not effective and that more time was needed to unpack NCEA to help build deeper understanding of their roles and responsibilities as assessors. It was decided to take an approach where information would be unpacked in multiple forums across the year, such as:

- email reminders at key times
- question and answer time at the daily wharekura briefings
- the NCEA assessment focus hui every second Wednesday
- the dedicated after kura NCEA hui each term.

Senior managers report that staff feedback to this structured approach has been very positive, showing improved understanding of NCEA and assessment practice. This positive culture of shared understanding has led to greater resilience among kaiako

who are able to swap in and out of roles when needed, further enhancing capacity within 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.