

Managing National Assessment Report

Te Wharekura o Huiarau

November 2017

What this report is about

This report summarises NZQA's review of how effectively Te Wharekura o Huiarau:

- 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 kura provided the following documents:

- information on their action plan and self-review since the last Managing National Assessment report in 2016
- *Te Wharekura o Huiarau Student NCEA Information Pukapuka 2017*
- *Te Wharekura o Huairau Kaiako NCEA Information Pukapuka 2017*

The Tūmuaki Whakawhanaungatanga Kura met with the Tūmuaki, Principal's Nominee, two students and kaiako for English, Pangarau and Te Reo Māori.

There was a report-back session with the Tūmuaki 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.

SUMMARY

Te Wharekura o Huiarau

07 November 2017

Background

Since the 2016 Managing National Assessment review, a limited statutory manager was appointed by the Ministry of Education to lead the kura until term three in 2017. Last term the Board of Trustees appointed a new Tūmuaki to manage assessment practice and quality assurance systems with the Principal's Nominee.

Consent to assess confirmed

This review found that the Wharekura 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 most issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the Wharekura is doing well

The kura has made significant improvement in assessment and moderation processes and outcomes since the last Managing National Assessment review in 2016. Kaiako have extended scope to assess students against a wider range of standards. Two students are expected to gain NCEA qualifications for the 2017 academic year which can be partially attributed to the effective procedures now in place for monitoring student progress.

Self-review of assessment has improved significantly in the Wharekura. Senior managers have developed Te Pūnaha Arotake a-Kura plan (self-review and internal evaluation practices) to support their drive to create a robust approach to review in assessment practice. As a result, there has been a concerted effort from Principal's Nominee and kaiako to monitor the assurance of internal moderation processes and the credibility of results.

The kura is providing optimal opportunities for academic achievement by assessing students when they are ready. The Wharekura have successfully implemented the At Risk of Not Achieving or ARONA initiative to assist in tracking and monitoring individual student achievement more effectively.

The Principal's Nominee works to help ensure that all kaiako have a consistent understanding of credible assessment. She provides kaiako with effective and reliable direction through individualised and kaiako hui. The Principal's Nominee is supported by the new Tūmuaki in her role and works collaboratively to ensure that students can achieve their potential. This has been a significant shift in practice since the last review.

Areas for improvement

Evidence presented during the review showed good assessment and moderation policies are now in place, however, the kura needs to focus on embedding the practices and monitoring closely their effectiveness. The kaiako handbook should be

reviewed annually to ensure currency. Further to this, follow up on any external moderation feedback will also be required when results are made available. Therefore, NZQA will return within 12 months to check on progress towards ensuring response to external moderation has been successfully implemented.

Agreed action

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

- continue to follow up external reviews recommendations and findings
- annually review the kaiako handbook to ensure kaiako have current knowledge of current assessment practice.

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1 February 2018

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

Previous external reviews

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

The Wharekura has been on a one year return cycle since 2015. Previous Managing National Assessment reviews indicated that there were significant issues.

Senior Management has made effective progress in addressing most of these issues.

Action Items from 07 September 2016 Managing National Assessment The review identified three significant issues. The kura was required to:

- adequately address Action Items from the previous MNA review (CAAS Guidelines 3v)
- make adequate use of assessment information to inform learning and review programmes and/or courses (CAAS Guidelines 2.6v)
- use its self-review and evaluation processes to identify areas for on-going improvement in assessment practice and procedures and then action (CAAS Guidelines 3iv).

An action plan was developed to address the issues through the Pūnaha Arotake a-Kura which monitors and reviews the changes required.

The Wharekura has engaged with a professional development provider to advise and support change in creating programmes that better cater to the needs, strengths and abilities of the wharekura students. As a result, credible assessment has been clarified for kaiako who now understand that results cannot be reported without completing internal moderation.

There is an annual calendar to target internal assessment dates for each learning programme and standard, with monitoring by the Principal's Nominee.

The kura has completed following eight action items following the 2016 review:

- ensuring kaiako attend professional development workshops or courses on standards-based assessment and assessing for national qualifications
- seeking professional support to create coordinated teaching and assessment programmes that will enable all students in the Wharekura to have sufficient entries to gain their NCEA qualifications
- developing individualised assessment plans for all Wharekura students in 2018
- ensuring all kaiako use the Internal Moderation Cover Sheet to document internal moderation practices
- developing individual assessment plans, with all standards known and entered on the kura's NZQA page in a timely manner
- ensuring that time is made available in the weekly kaiako Wharekura meetings to embed and discuss assessment practice outlined in the kaiako NCEA guide
- reviewing the student and kaiako NCEA guides on an annual basis.

- further refining school assessment documentation so it is current, accurate and appropriate (CAAS Guidelines 2.6i).

The kura is developing a culture of self-review that is evident from their response to the action items for 2016 report.

Response to external moderation outcomes The Principal's Nominee has implemented good processes for checking the completeness of materials submitted for moderation and kaiako responses to external moderation feedback. As a result, this year kaiako will identify and review issues raised by external moderators and work with the Principal's Nominee to either develop an action plan, request a moderation query or appeal or engage in professional development.

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 is reviewing and improving its assessment practices. This is in response to issues identified from the external review. The changes introduced and plans developed reflect the aspirations of the kura to develop robust assessment practice.

The kura is improving its capacity to undertake its own review through its Te Punaha Arotake-a-Kura strategies.

The Tūmuaki and Principal's Nominee are working through a review of each NCEA assessment practice to evaluate its effectiveness, and instigate and embed improvements where necessary to ensure credible and consistent assessment practice.

Recent changes that have been made include:

- a review of how data is analysed to track student progress
- identifying students 'At Risk of Not Achieving' (ARONA)
- the regular review of kaiako assessment plans ensure kaiako are meeting the assessment needs of all students

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 management undertakes to:

- continue to follow up external reviews recommendations and findings.

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, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Te Wharekura o Huiarau has effective processes and procedures for meeting the assessment needs of their students by:

- creating programmes that cater to the needs, strengths and abilities of students
- 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
- modifying assessment tasks and activities to suit student needs
- individualising programmes of work particularly in Te Reo Māori, Pangarau and English.

Te Wharekura o Huiarau has effective processes and procedures for:

- investigating appeals of any assessment decision
- ensuring standard specific evidence for derived grades
- refining systems and processes for kaiako around assessment practices in the wharekura
- gathering evidence of achievement through a range of assessment methods
- ensuring credible assessment through consistent kura-wide application of processes for late and missed assessment, extensions, resubmissions and further assessment opportunities

Consistent assessment practice All kaiako interviewed demonstrated good understanding of wharekura processes for missed and late assessments, resubmission, offering a further assessment opportunity and the derived grade procedures by which results reported are generated from standard-specific evidence.

Meeting students' needs Kaiako use individual education plans to assess students when they are ready. This enables kaiako to also use wānanga as an opportunity to work collaboratively and collegially across subjects and programmes to support students to present their best evidence of achievement.

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 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 Wharekura o Huiarau 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
- reviewing of internal moderation procedures to ensure there is consistency across all kaiako in the Wharekura
- using the *Internal Moderation Cover Sheet* to check the internal moderation process has been completed before reporting results.

Te Wharekura o Huiarau has effective processes and procedures for managing external moderation by:

- ensuring samples of student work are provided for external moderation by being adequately stored
- using feedback to support the development of assessment plans for future planning, validate effectiveness of internal moderation and target professional development where appropriate.

Moderation capability is improving The Principal's Nominee monitors and documents better all assessed work. No grades are reported to NZQA until Principal's Nominee is satisfied that internal moderation procedures have been followed correctly.

Internal moderation Kaiako have a better understanding of the internal moderation process with the completed Internal Moderation Cover Sheet attached to assessed work providing evidence of the rigour of the process.

External moderation It is important for kaiako to develop an action plan monitored by the Principal's Nominee to address any external moderation feedback. In addition, to help consolidate kaiako understanding, the Principal's Nominee may wish to include guidelines for external moderation, best practice workshops, professional development, and a change of verifier if necessary as possible strategies to improve moderation outcomes.

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 Wharekura o Huiarau effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - timely reporting of results to NZQA
 - having kaiako do regular checks against mark books and teacher folders to ensure the accuracy of data recorded
 - ensuring kaiako input assessment information into a digital format or template, which is reviewed by the Principal's Nominee and kaiako together.
- **reports accurate achievement data by:**
 - checking Key Indicators, to ensure errors are found and corrected and to record correct external provider codes against reported results
 - using assessment results, to analyse and track progress of individual students and review their individual assessment programmes.

Using data reports to support and monitor student achievement The kura has effective processes for tracking student data and achievement. Data reports are produced regularly on each NCEA student to inform kaiako on their progress. The ARONA initiative and tracking of this data contributes to the development of strategies to meet individual student needs.

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, 2.7ii(b))

Te Wharekura o Huiarau has effective processes and procedures for:

- ensuring students receive outlines for all course they undertake
- communicating assessment policy and procedure
- supporting kaiako new to the kura by providing external professional development
- reviewing communications to ensure they are fit for purpose and current.

Te Wharekura o Huiarau assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- informing teachers 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.

Reviewing information for kaiako The kaiako handbook covers essential assessment information. It would be timely to establish and document a review process to ensure that it is annually updated and kaiako are made aware of its contents.

Internal Kaiako hui and communication The Principal's Nominee is given a regular time during kaiako hui to discuss NCEA matters. She reinforces the importance of maintaining robust quality assurance processes and ensures that consistent messages are conveyed to all kaiako.

Professional Development Support The Wharekura has successfully engaged in professional development through-out the year. This has enabled kaiako to make the necessary changes to programmes so they align with the needs, strengths and abilities of the students completing NCEA.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, students and whānau. Senior management undertakes to:

- annually review kaiako handbook to ensure kaiako have knowledge of current assessment practice.