

Managing National Assessment Report

Te Wharekura o Manaia

Here-turi-koka 2019

What this report is about

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

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review of the kura
- 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.

The summary section evaluates the overall effectiveness of the kura 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 the kura 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 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; 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 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the kura where an issue is identified that significantly impacts on the kura 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 kura to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the assessment systems of the kura 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 Wharekura provided the following documents:

- information on their actions and self-review since the last *Managing National Assessment report*
- *Te Wharekura o Manaia 2019 NCEA Assessment and Procedure Policy Document*
- *Te Wharekura o Manaia 2019 Staff NCEA Guidelines* (Staff Handbook)
- *Te Wharekura o Manaia 2019 Parent and Student Handbook* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The Tumuaki Whakawhanaunga Kura met with:

- the Kaitakawaenga Wharekura
- the Tumuaki Tuarua
- Kaiako in Charge of:
 - Te Reo Pākehā
 - Pūtaiao
- three ākonga.

There was a report-back session with the Tumuaki and 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.

Background

Te Wharekura o Manaia is a special character Wharekura, affiliated to Ngā Kura-ā-Iwi o Aotearoa and dedicated to the revival and survival of the four main local contributing iwi - Ngāti Maru, Ngāti Tamaterā, Ngāti Whanaunga and Ngāti Pūkenga.

Pukewhakatara one of the many local ancestral mountains is the name used to encapsulate the nine principles of the Wharekura that guide the ākonga, kaiako and whānau in all aspects of mātauranga underpinned by te reo Māori me ōna tikanga.

SUMMARY

Te Wharekura o Manaia

07 August 2019

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 management of national assessment by the Wharekura were found. The review mechanisms of the Wharekura 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

Cultural and iwi specific NCEA learning programmes and opportunities are interwoven into the Marau-ā-Kura that Te Wharekura o Manaia provide to enhance ākonga achievement and support them to reach their academic and intellectual potential.

The Wharekura aphorism, “Ko Moehau kei waho, ko Te Aroha kei roto, ko Tikapa te moana, ko Hauraki te whenua, ko Marutuahu te tangata” affirms ākonga autonomy and challenges them to be authentic, grounded and intelligent decision makers. Kaiako at the Wharekura use local contexts and kaumatua knowledge to enhance assessment programmes to better engage ākonga.

Self-review of quality assessment processes has been an effective tool for the Wharekura. On a weekly basis in hui kaiako, senior management and kaiako discuss and refine internal processes to make ongoing improvements to assessment practice.

Effective internal moderation is an embedded process. Kaiako critique tasks, use experts to verify samples of student work and document the process. The Principal's Nominee, with the support of kaiako, monitors the quality of internal moderation processes and the credibility of results reported to NZQA.

External moderation outcomes are discussed and documented. If issues arise, kaiako are encouraged to seek external support from a subject expert. An action plan is then developed, documented, monitored, and signed off on completion.

At the beginning of each year the Wharekura reflects upon and analyses data to inform self-review, allowing kaiako to design meaningful courses and programmes for ākonga. Kaiako assist ākonga to track their progress, to help meet their learning goals and personal expectations.

Te Wharekura o Manaia is dedicated to the success of its ākonga and recognises mātua and whānau involvement as an integral part of that success. Mātua and whānau conference with the Principal Nominee through one-on-one interviews to discuss ākonga goals and aspirations. This has been effective for the Wharekura and has enabled a collective effort towards supporting ākonga needs in assessment. These discussions inform the Principal's Nominee and kaiako of the changes needed to improve assessment and kura-wide understanding and consistency of practice.

Areas for Improvement

The Wharekura has identified that it needs to develop processes to identify and make applications for ākongā who could benefit from special assessment conditions to reduce barriers to fair assessment for learners.

Senior management and kaiako also need to develop processes to identify and make applications for ākongā who may qualify for a derived or unexpected event grade.

The Wharekura is encouraged to explore other contexts within which to offer ākongā courses that cater to their assessment needs and academic pathways. In addition, self-review has signalled that the Wharekura needs to better manage the assessment timetable to meet ākongā assessment needs.

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Kaihautū
Whakaū Kounga me te Takawaenga

4 October 2019

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FINDINGS OF THIS REVIEW

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

External review

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

Action Items from 24 August 2016 MNA Report The agreed action item from the last report has been addressed. Senior managers have simplified the language used in the kaiako handbook to ensure understanding by kaiako.

This provides evidence of the capacity of the Wharekura to review and improve its assessment practices.

Response to external moderation outcomes Issues identified in external moderation reports are shared and discussed in kaiako meetings by all kaiako. This approach enables all kaiako to be aware of and offer suggestions to improve kura-wide external moderation outcomes. The Principal's Nominee and kaiako discuss how to rectify issues and an action plan is developed. This often involves the advice of external subject experts. The outcomes of this process are then shared with all kaiako in their self-review. This helps develop kaiako understanding and is an effective framework for ongoing self-review and improvement.

This process needs to be monitored by senior management to ensure that the actions taken effectively address the identified issues.

Internal review

Evidence for 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)

The Wharekura continues to commit to building an effective culture of reflective practice and evaluating internal processes to ensure credible assessment and meeting the needs of its ākongā. These include:

- aligning NCEA assessment to iwi-specific contexts to support ākongā to reach their academic and intellectual potential
- using local contexts and kaumātua knowledge to enhance assessment programmes to better engage ākongā
- conferencing one-to-one with whānau to discuss ākongā goals and aspirations in NCEA.

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 assessment practice of the Wharekura meet the needs of its ākongā?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 5.5)

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

- using local contexts to adapt assessments to engage ākongā
- providing courses and developing individualised assessment that reflect ākongā aspirations, interests, abilities and needs
- engaging with outside providers to offer vocational courses that the Wharekura cannot offer
- gathering digital and hard-copy evidence of achievement

Te Wharekura o Manaia has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide practice for:
 - missed and late work, including extensions
 - resubmissions
 - further assessment opportunities
- managing authenticity through a shared understanding of process and strategies for kaiako and ākongā.

Identifying and supporting ākongā for Special Assessment Conditions The Wharekura has made no special assessment conditions applications for ākongā to date but is aware that a number of ākongā in the junior school could be eligible. When these ākongā begin assessment for qualifications, the Wharekura should apply to NZQA for special assessment conditions for them, using the evidence it has collected to identify learning needs.

Reporting Derived and Unexpected Events Grades The Wharekura is aware of the situations in which they might apply for a derived or an unexpected event grade for their ākongā but has not routinely engaged with this process in the past. It is developing processes to ensure derived and unexpected event grades are based on authentic standard-specific evidence from practice examinations or other appropriate assessment and is aware that assessment tasks from public sources must be modified before use.

Catering to ākongā assessment needs Self-review of practice within the Wharekura is ongoing to ensure it delivers assessment of a range of academic and other standards that meet ākongā needs and engages them with culturally appropriate contexts. Senior management and kaiako hui weekly to discuss and refine improvements to internal assessment practice to ensure it is current and consistent.

In 2019 for the first time ākongā were provided the opportunity to participate in and access assessment opportunities through the context of Kapa Haka. This approach could be extended into other areas to provide a wider range of appropriate assessment contexts for ākongā that meet their assessment needs and academic pathways.

Ākonga interviewed understood Wharekura assessment processes including the importance of meeting deadlines. However, the inclusion of Kapa Haka into the current assessment timetable could have been better managed for ākonga to reduce pressure on them.

Agreed Actions

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- apply for Special Assessment Conditions for potentially eligible ākonga
- ensure derived and unexpected events grades are based on authentic, standard specific evidence
- explore other contexts within which to offer ākonga courses that cater to their assessment needs and academic pathways.

How effectively does the school's internal and external moderation of the Wharekura assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2019 6.4b)

Te Wharekura o Manaia has effective processes and procedures for managing internal moderation by:

- critiquing assessment activities to ensure they are fit for purpose and modified
- using subject specialists to verify samples of ākonga work
- documenting the steps of their moderation processes on an Internal Moderation Cover Sheet
- monitoring the completion of internal moderation before submitting results to NZQA

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

- selecting samples of student work for external moderation, when class size necessitates this, using a selection process that meets NZQA requirements
- ensuring samples of ākonga work are available, if required by being adequately stored and the Principal's Nominee knowing their location
- responding effectively and timely to external moderation issues including encouraging kaiako to query or appeal reports if required
- using standard clarifications, exemplars, previous verification notes and professional learning opportunities to support assessor judgements.

Digital Submission of moderation material In 2018, the kura submitted all standards for external moderation digitally. This reflects the strategic aim of senior management for all ākonga to be assessed using digital tools. Kaiako strategically request standards for external moderation, have digitally submitted work moderated and monitor outcomes.

Sound process for addressing external moderation outcomes External moderation outcomes are consistently positive with high agreement-rates over the years. In general, consistently high external moderation outcomes provide evidence for the robustness of the internal moderation processes within the Wharekura.

External moderation outcomes are discussed and documented. If issues arise, kaiako are encouraged to seek external support from a subject expert. An action plan is then developed, documented, monitored, and signed off on completion. To ensure consistency over time and support ongoing high agreement rates, kaiako are also working to embed current internal and external moderation processes.

No action required

No issues with the school's internal and external moderation were identified during this review.

How effectively does the Wharekura manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Wharekura o Manaia effectively uses assessment-related data to support achievement outcomes for students by:

- kaiako annually analysing comparative and longitudinal ākonga achievement data and reporting this to senior management
- annually reporting to the Tumuaki and Board of Trustees an analysis of NCEA data, to inform strategic goals and actions
- kaiako reviewing achievement data to modify, as needed, the appropriateness of individual learning plans
- monitoring ākonga assessment data to identify those at risk of not meeting qualifications so that appropriate support can be provided.

Te Wharekura o Manaia reports accurate achievement data by:

- ensuring entries submitted to NZQA have a reported result or are withdrawn as appropriate
- timely and regular reporting of results to NZQA
- using the NZQA Key Indicators to identify and resolve data issues
- assisting ākonga to use their NZQA Learner Login to check and confirm the accuracy of results reported.

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 Wharekura communicate to inform kaiako, and ākonga and their whānau about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Wharekura o Manaia has effective processes and procedures for:

Communicating NCEA information assessment policy and procedures through:

- reviewing kaiako and ākonga handbooks to ensure they are consistent and current
- communicating assessment policy and procedures to kaiako, ākonga and whānau using a range of methods and media
- supporting kaiako new to the kura to understand assessment procedures at the kura
- ensuring that ākonga are provided with sufficient assessment information about each of their courses.
- senior management and kaiako discussing and refining internal processes on a weekly basis in hui kaiako to make ongoing improvements to assessment practice

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

- building capacity by kaiako taking more responsibility to manage NCEA processes
- ākonga indicating that NCEA assessment practices by all kaiako were consistent
- introducing one-to-one whanau conferencing with the Principal's Nominee to discuss ākonga progress and achievement in NCEA.

Developing consistent assessment practice Senior management have been developing communication strategies to ensure NCEA assessment practice is consistent kura wide. Kaiako and ākonga handbooks are current and written in accessible language, appropriate to their audience.

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.