

Managing National Assessment Report

Te Wharekura o Maniapoto

3 July 2019

What this report is about

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

- 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 2019* (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 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 each 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Wharekura o Maniapoto New Zealand Qualification Framework Rules and Procedures* (Staff Handbook)
- *Te Wharekura o Maniapoto* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Teachers in Charge of:
 - Business and Mathematics
 - English and History
 - Health and Physical Education
 - Māori Performing Arts, Te Reo Māori and Te Reo Rangatira
- three students.

There was a report-back session with the acting Tumuaiki 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.

Background

The current Principal's Nominee has been in the kura since the beginning of Term 2. She is the third Principal's Nominee in the last year and has used her secondary school experience and strong professional connections to quickly implement proven assessment and moderation systems. These will need to be embedded to ensure the credibility of assessment at Te Wharekura o Maniapoto. The acting Tumuaiki is fully committed to ensuring assessment systems continue to develop.

SUMMARY

Te Wharekura o Maniapoto

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Significant issues found

This review found significant issues that the school must address to meet the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

The next Managing National Assessment review will be conducted within three years with a return visit within 18 months to check that these issues are being addressed and that quality management of assessment for qualifications has improved.

The issues are:

- a need to ensure systems allow effective response to external review, regardless of changing personnel
- a need for external examination entries to be made by the 1 September deadline to ensure personalisation of papers
- poor external moderation outcomes, including a significant number of *Materials Not Received*.

Actions required to address significant issues

In order to address these issues, the school must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)
- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*).

Areas for improvement

Te Wharekura o Maniapoto has experienced unsettled leadership in recent years, including three different Principal's Nominees and a change of Tumuaki in the last year. This has impacted on the consistency in quality management of assessment for qualifications and subsequently the kura has experienced:

- poor external moderation outcomes
- a lack of coherent assessment
- entries and results being submitted after the published due dates.

Agreed action

The school agreed that the following actions will improve the quality of its assessment systems. These are to:

- embed effective internal moderation practice to ensure assessment results are credible
- reduce the number of late internal entries from 2019 onwards.

What the school is doing well

Te Wharekura o Maniapoto, under new leadership, has thoroughly reviewed its systems for managing national assessment for qualifications, introducing new procedures and practices which, when embedded, should have a positive impact on assessment credibility. Regular reporting of results to NZQA and full submission of ākongā evidence for external moderation in 2019, to date, are positive signs that the new procedures and practices are having an immediate impact.

Assessment is designed to provide with the opportunity to present their best work. Kaiako assess ākongā when they are ready, at the appropriate level and using a planned and manageable integrated approach, where possible. A broader base of core subjects has been introduced with the goal of increasing opportunities for achieving subject and course endorsements.

Results are reported to NZQA on a regular basis as the Principal's Nominee receives grades and evidence of completed internal moderation from the classroom kaiako. A response-to- external-moderation form has been introduced which kaiako will use in 2019 to respond to moderator feedback.

A recently held hui introduced whānau and ākongā to new NCEA practices and procedures, which have been developed by the Principal's Nominee and other senior managers. Whānau and ākongā were educated and empowered to further develop their understanding and senior managers could share their vision of assessment in the wharekura.

Senior managers at Te Wharekura o Maniapoto are confident that recent changes to the way assessment for national qualifications is managed, will enhance the credibility of practice at the kura. The kura is now focussed on embedding this practice.

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FINDINGS OF THIS REVIEW

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

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2vi, 3iv-3v)

Action Items from 27 October 2016 Managing National Assessment Report

One agreed action item has not been completed In the 2016 review, the kura agreed to manage the accuracy of external entries. However, the problem has continued, and in 2018, over thirty percent of the external entries for Te Wharekura o Maniapoto were made after the 1 September deadline. Late external entries mean ākonga receive external examination papers that are not personalised with their own identification features, including their national student number and bar code. This manual process makes the papers more difficult to track, and therefore more likely to be lost, creates extra work for the examination centre manager and Principal's Nominee, and causes anxiety for the ākonga.

The kura needs to follow-up external review recommendations and findings by ensuring that external entries for all candidates are made by 1 September. To achieve this will require close monitoring of ākonga progress and ability so that kaiako can identify appropriate external standards in advance of the September deadline. This will also ensure that ākonga have enough time to prepare well for their respective external examinations.

Response to external moderation outcomes External moderation outcomes have been poor in recent years, including a significant number of *Materials Not Received*. The current Principal's Nominee has introduced new processes which need to be embedded by all assessors across the wharekura. These include a system for responding to external moderation feedback. To date, response actions undertaken by interviewed kaiako include finding new verifiers, participating in Best Practice Workshops and re-evaluating standards used. Senior managers are confident that reinforcing new expectations will impact positively on assessment and moderation quality in the wharekura.

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 new Principal's Nominee identified that prior to her arrival at the beginning of Term 2 this year, assessment and moderation processes were either not understood or not consistently applied. There was limited monitoring and management of some aspects of assessment process, in combination with questions about the coherency of programmes and their ability to lead ākonga towards their future pathways. Recent positive review outcomes include:

- shifting to a wider base of six core subjects, from Year 11 onwards, to enhance ākonga opportunities to gain subject and course endorsements

- introducing Mathematics at senior levels to make achievement in a Level 3 Science, Technology, Engineering, Mathematics (STEM) subject possible for ākongā
- making standardised templates available online, including application forms for extensions, and derived grades, an internal moderation cover sheet, moderation feedback forms and templates for results analysis to streamline systems and support consistent wharekura-wide practice
- introducing individualised assessment programmes and closer mentoring by kaiako, for all ākongā wharekura, to cater for their future aspirations
- introducing a mandatory internal moderation process using the *Internal Moderation Cover Sheet* to document it before reporting final results to NZQA and ensuring the process is well-understood
- developing shared assessment timelines, which will help teachers stay on track with their assessment programmes, provide continuity from one year to the next and enhance the ability of senior managers to monitor the progress of assessment for national qualifications
- implementing a process where, as part of exit procedures, kaiako who leave must leave physical evidence of moderated ākongā assessment on kura premises and where relevant, in a shared drive if evidence is held digitally.

These changes to assessment and moderation practice, based on self-review, reflect the school's capacity to identify and respond to risk. Some of these changes will take time to embed as assessment culture evolves to better meet the expectations of the new senior management team and NZQA.

Te Wharekura o Maniapoto leaders are confident that systems they now have in place, including self-review, will enhance the credibility of their assessment and moderation practices.

Required action

The following action is required to ensure effective response to external reviews of assessment systems and practice. The school must:

- follow-up external review recommendations and findings (*CAAS Guidelines 3v*).

How effectively does the school's assessment practice meet the needs of its students?

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 Maniapoto has effective processes and procedures for meeting the assessment needs of their ākonga by:

- providing wānanga outside of normal school hours for ākonga to complete assessments
- promoting individualised assessment that includes assessing ākonga at a level that suits their ability
- assessing ākonga when they are ready and withdrawing standards, if appropriate
- using integrated assessments which reinforce the learning and help reduce assessment workload for ākonga.

Te Wharekura o Maniapoto has effective processes and procedures for:

- gathering evidence of achievement through a range of assessment methods
- ensuring resubmissions and further assessment opportunities are clearly understood and applied consistently by kaiako and ākonga
- meeting the requirements of the *Privacy Act 1993*.

Increased potential for subject and course endorsements The kura has introduced a policy where senior ākonga are assessed against internal and external standards for at least six different subjects. This change, in response to feedback from whānau, has increased the amount of potential course and certificate endorsements available to all ākonga. It is also designed to motivate ākonga wharekura to aspire towards higher achievement levels and to broaden potential future pathways.

The success of this initiative will need to be reviewed over time as there is a potential for over-assessment, which could lead to increased kaiako and ākonga workload and impact wellbeing. This effect could be reduced through further developing the integrated assessment approach within the wharekura.

For consideration

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

- developing integrated assessment strategies to address possible workload and wellbeing issues for kaiako and ākonga.

How effectively does the school's internal and external moderation 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 Maniapoto has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- using a kāhui approach to moderation where there are multiple subject experts in the kura such as in Te Reo Rangatira
- using subject specialists from within and beyond the kura to verify mahi ākonga
- conducting online verification of grades in some subjects with a view to extending this practice over time
- documenting assessment and moderation practice using the *Internal Moderation Cover Sheet*
- monitoring the completion of internal moderation before transferring results to NZQA from 2019.

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

- utilising the online digital submission of mahi ākonga where appropriate
- having a response-to-external-moderation form so kaiako can learn from moderator feedback
- selecting samples of student work to NZQA requirements.

Effective moderation practices introduced The new Principal's Nominee has clearly articulated processes which will have an immediate impact on the credibility of assessment and moderation practice within the kura.

The ongoing response of the new senior management team has been thorough and includes:

- mandatory use and storage of the *Internal Moderation Cover Sheet* and mahi ākonga for all assessed standards
- all NCEA kaiako connecting with subject experts from beyond the kura to verify kaiako assessor judgements
- regular reinforcement of moderation processes by the Principal's Nominee to promote kaiako understanding
- secure storage protocols for all physical and digital evidence so it is available for external moderation, including when kaiako leave the kura.

These changes to the school's internal moderation processes represent real progress for Te Wharekura o Maniapoto. An immediate positive outcome is that all external moderation material was submitted in advance of this year's July external moderation round.

However, due to poor external moderation outcomes in recent years, including a significant number of Materials Not Received, the kura needs to demonstrate it can comply with the external moderation requirements of NZQA. To support this action, senior managers have also agreed to embed the new quality assurance processes, which they are confident will improve their external moderation outcomes.

Required action

The following action is required to improve the school's internal and external moderation to assure assessment quality. The school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)

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:

- embed effective internal moderation practice to ensure assessment results are credible.

How effectively does the school 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 Maniapoto effectively uses assessment-related data to support achievement outcomes for students by:

- analysing achievement to support the development of future programmes and to develop appropriate programmes that enable ākonga progress towards future academic and vocational pathways.

Te Wharekura o Maniapoto reports accurate achievement data by:

- kaiako checking results data before the Principal's Nominee transfers it to NZQA
- submitting results data regularly to NZQA, as assessment and internal moderation processes have been completed
- encouraging kaiako and ākonga to check entries and results data for accuracy once reported.

Late internal results reported to NZQA in 2018 The kura had a high number of internal results reported to NZQA after the 1 December deadline in 2018. The facility to enter late results after this date and up until the end of February the following year, is intended for exceptional circumstances only. All schools are expected to transfer results information to NZQA regularly throughout the year and the new Principal's Nominee has managed this effectively since her arrival. Late internal entries in 2018 were mainly due to a misunderstanding around the purpose of the late results entry facility and senior managers have agreed to ensure the number of late internal entries is reduced from 2019 onwards.

NZQA aims to maintain the most accurate record of results for all candidates, based on the most up-to-date information and this objective is compromised when late results are entered by schools and kura. It is important that all kaiako at Te Wharekura o Maniapoto adhere to the published assessment deadlines of the kura. This will ensure that final, accurate results and qualifications are available to all ākonga on results-release-day, in mid-January of the following year, reducing the likelihood that they miss out on places in their chosen next endeavour.

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:

- reduce the number of late internal entries from 2019 onwards.

How effectively does the school's communication inform staff, and students and their families about assessment?

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

Te Wharekura o Maniapoto has effective processes and procedures for:

- ensuring student course outlines are available to all ākonga
- communicating assessment policy, procedures and achievement through a range of strategies including reports and parent interview evenings
- providing hard-copy and online assessment documentation for kaiako and whānau as appropriate
- reviewing communications to ensure they are fit for purpose and current.

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

- informing kaiako about assessment best practice and providing opportunities to discuss changes
- promoting student understanding of what they need to achieve in order to gain a qualification.

New guides and assessment statements explained at hui Senior managers facilitated a hui in Term 2 to inform whānau and ākonga about NCEA assessment. They presented the newly updated ākonga and kaiako NCEA guides as well as subject assessment statements. The purpose of the hui was to explain new processes and to involve whānau in the assessment culture of the wharekura. This hui has empowered whānau to support their tamariki with assessment and allowed the new Principal's Nominee to share her vision of assessment in 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.