

# **MANAGING NATIONAL ASSESSMENT REPORT**

**Te Kura Māori  
ā Rohe o Waiohau**

**September 2016**

### **Managing National Assessment Review**

**The purpose of reviewing the management of national assessment is:**

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 2016* (Assessment Rules); and

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.

**The review has three components:**

The annual external moderation of assessment materials and of teacher grade judgements for student work selected by the school's random-selection process.

A random sampling of aspects of assessment systems and data for review or audit on an annual basis.

A visit to review each school's assessment systems at least once every four years.

### **Managing National Assessment Report**

**This report summarises NZQA's evaluation of how effectively the school:**

has addressed issues identified through the three components of 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

manages and makes use of assessment-related data

maintains the currency of assessment policy and procedures, and communicates them to staff, students and families.

In preparing this report, the School Relationship Manager met with the Principal's Nominee and Kaiako in Charge of English, Pangarau, Performing Arts, Te Reo Māori and Te Reo Rangatira

The school also provided pre-review information and the following documents:

*Te Kura Māori ā-Rohe-o Waiohau NCEA Kaiako Handbook 2016*

*Te Kura Māori ā-Rohe-o Waiohau Student NCEA Handbook 2016.*

There was a report-back session with the Principal and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies and next steps and to agree on any action required.

# OVERVIEW

## Te Kura Māori ā Rohe o Waiohau

### 1 September 2016

Te Kura Māori ā-Rohe-o Waiohau ko tōna oati pūmau o te kura he ōhākī, he mana whakarere iho nā Te Kooti Arikirangi Te Turuki me ngā whakapaparanga tīpuna. Ko ngā mauri e waru a Te Kooti, he taonga whakarere iho, hai whakaora i te tangata, hai ārahi i te tamaiti.

#### Areas of strength

Te Kura Māori ā-Rohe-o-Waiohau has effective procedures to ensure credible assessment meets the needs of its taura.

The wharekura's assessment practices are robust and consistent across the kura. Assessment evidence is gathered through a variety of strategies including written, oral and portfolios. The Principal's Nominee has reviewed programme design to ensure they offer assessments to meet a range of student abilities and needs across the wharekura.

The kura has developed good internal moderation practices to ensure the reporting of credible results. The kaiako are required to provide a copy of the Internal moderation cover sheet to the Principal's Nominee when the verification process is completed. The Principal's Nominee ensures that there is appropriate follow up and response to the outcome of external moderation.

The kura uses a wide range of methods to ensure that assessment-related information is effectively communicated to kaiako, taura and their whānau. The taura, their whānau, and kaiako have a common understanding of assessment practice, moderation, and data management as needed. The Principal's Nominee is responsive and proactive in managing national assessment.

#### Areas for improvement

To improve its management of assessment for qualifications, the wharekura should:

- reconcile completed internal moderation sheets with actual practice to ensure senior management are confident that all reported results are quality assured.
- identify those taura who are entitled to Special Assessment Conditions and financial assistance, to reduce barriers to fair and equitable outcomes
- create a standardised format for course outlines, to provide students with consistent and complete assessment information.

#### Next Steps

**No significant issues** This review did not identify any significant issues that would prevent the wharekura from meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*.

**Agreed action** However, NZQA and senior management agree on the following action to further refine assessment practices. Senior management undertakes to:

- identify those taura who are entitled to Special Assessment Conditions and financial assistance, to reduce barriers to fair and equitable outcomes
- investigate the use of digital tools and the identification and collection of naturally occurring assessment evidence.
- use individual assessment plans to track taura progress and ensure the completion of qualifications
- reconcile completed Internal Moderation Cover Sheets with actual practice to ensure all reported results are quality assured
- review and report NCEA achievement through the outcomes of individual assessment plans
- ensure taura are provided with sufficient assessment information about each of their courses

**Next Managing National Assessment review** Based on the outcome of this assessment systems check, it is anticipated that the next Managing National Assessment review will be conducted within three years.

Kay Wilson  
Manager  
School Quality Assurance and Liaison

22 December 2016

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

# FINDINGS OF THIS REVIEW

## Response to External and Internal Reviews

### Previous external reviews

*Evidence was sought that external review recommendations and findings have been appropriately and effectively addressed. (CAAS Guidelines 3v)*

The Action Items from the 9 November 2012 Managing National Assessment report have been addressed except the action to complete a kura-wide analysis of NCEA student achievement. They were also required to ensure numeracy requirements are met and document the response of the kura to the outcomes of external moderation.

**External moderation** Well-documented evidence indicates that the kura is responding to issues identified through the external moderation outcomes.

The most recent external moderation for Te Kura Māori ā Rohe o Waiohau was September 2015 and materials for six standards were required. Moderators approved the assessment materials for five of the standards as being at national standard. Materials for one standard needed to be modified and contextualised.

### Internal review

*Evidence was sought that the kura was 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 provided evidence of an improving capacity to undertake its own review of the effectiveness of its assessment practice for its wharekura students.

Recent initiatives include:

- developing individual assessment plans for each taura
- collaboration between subject kaiako to gather evidence that contributes to achievement in more than one standard.

### No action required

No issues with the school's response to NZQA external reviews and its self-review of assessment systems and practice were identified during this review.

## Assessment Practice

*How does the school's assessment practice allow for the effective management of assessment for national qualifications? (CAAS Guidelines 2.5v-vii, 2.6, 3)*

### **Te Kura Māori ā Rohe o Waiohau has effective processes and procedures for:**

- ensuring credible assessment through consistent kura-wide practice for late and missed work, re-submissions, and further assessment opportunities
- modifying course design to meet the abilities, interests, and aspirations of taura.

**Te Kura Māori ā Rohe o Waiohau has effective processes to meet the assessment needs of taura** In addition to the courses offered within the wharekura it has established links with external providers to develop vocational courses to provide a wider range of assessment pathways for taura.

However, to reduce barriers to fair and equitable assessment the kura is encouraged to investigate using kura-based evidence for those taura who require special assessment conditions. This will remove any financial impediment to accessing this assistance.

**Gathering evidence from a variety of sources** Learning areas in the kura are increasingly collecting evidence for assessment opportunities from several sources. However, to further engage taura and cater for a range of learning needs the kura should investigate the use of digital tools and collecting naturally occurring evidence.

**Importance of developing individual assessment plans** When developing an assessment plan the kura should take into consideration the taura context, their learning and achievement goals, assessment schedule, qualitative information on the taura and results reported by the Principal's Nominee. The individualised assessment plan should be used to track taura progress and ensure qualifications are completed.

### **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:

- identify taura who are entitled to Special Assessment Conditions to reduce barriers to fair and equitable outcomes
- investigate the use of digital tools and identification and collection of naturally occurring evidence
- use individual assessment plans to track taura progress and ensure the completion of qualifications.

## Moderation

*How effectively does school internal and external moderation assure assessment quality? (CAAS Guidelines 2.6, 3)*

### **Te Kura Māori ā Rohe o Waiohau has effective processes and procedures for managing:**

- internal moderation including:
  - ensuring any new or amended assessments are critiqued before use
  - engaging with suitably-qualified subject specialists, both within and from outside the kura, to verify student work
  - recording completion of the internal moderation process for each standard
  - supporting staff in professional development opportunities including release time for internal moderation meetings
  - storing student work for external moderation purposes
  - oversight by the Principal's Nominee
  - following consistent kura-wide strategies to ensure submitted student work is authentic.
- external moderation including:
  - using a valid random selection process when needed
  - responding effectively to the moderator's findings
  - 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** Assessed work is overseen by the Principal's Nominee, with no grades reported to NZQA until she is satisfied internal moderation procedures have been followed correctly. However, it is critical for the kura to continue to review moderation practices and ensure work is critiqued and verified by appropriately qualified kaiako.

**Monitoring of internal moderation needs to be strengthened** All completed internal moderation cover sheets are submitted to the Principal's Nominee when completed, and then results are reported. However, to give senior management confidence that all reported results have been quality assured, the Principal's Nominee should reconcile completed *Internal Moderation Cover Sheets* with the samples of taura work moderated by each learning area.

### **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:

- reconcile completed *Internal Moderation Cover Sheet* with actual practice to ensure all reported results are quality assured.

## Data Quality and Use

*How effectively does the school manage and make use of assessment-related data?*  
(CAAS Guidelines 2.6, 2.7, 3)

### **Te Kura Māori ā Rohe o Waiohau effectively:**

- manages assessment-related data by:
  - timely reporting of results to NZQA
  - ensuring all taura and kaiako verify that their entries and results are accurate
  - the Principal's Nominee ensuring that the recording of results is accurate
- makes use of the following assessment-related data:
  - Key Indicators, to ensure errors are found and correct external provider codes are recorded
  - assessment results, to analyse and track progress of individual taura and review assessment programmes.

**Reporting of NCEA taura achievement** Kaiako complete an annual review of results in their subject area. However, due to the small number of taura, the kura should focus on the analysis of results for each individual taura.

The assessment plan and the outcomes should be summarised for the effectiveness of reporting and reviewing kura NCEA assessment practices.

**Regular monitoring and tracking of taura in kura hui** Data analysis helps ensure taura are on track to achieve their qualifications goals. There is an opportunity for the kura to use this data to better identify priority learners and provide appropriate resourcing to meet their needs.

**Financial assistance and fee payments** Non-payment of fees may be a barrier to having a qualification awarded, as only credits that have been paid for are able to be counted toward a qualification. To ensure all credits achieved by taura count, the kura should encourage all whānau who may be eligible, to apply for financial assistance.

### **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:

- review and report NCEA achievement through the outcomes of individual assessment plans
- encourage the uptake of financial assistance to remove barriers to the award of a qualification.



## Communication

*How effectively does the school maintain the currency of assessment policy and procedures, and communicate them to staff, and students and their families?*

(CAAS Guidelines 2.4i(f), 2.4v, 2.6, 2.7ii, 3)

**Te Kura Māori ā Rohe o Waiohau has effective processes and procedures for:**

- regularly updating and communicating assessment policy and procedures to kaiako, taura and their whānau
- including NCEA information and support as part of the induction programme for new staff
- ensuring taura can use their Learner login and are familiar with the NZQA website.

**Adopt a common format for course outlines** Kaiako present course information to taura at the start of the year. The format and information contained in these differ. It is good practice for course outlines to follow a common template. This makes them consistent, recognisable and easy to understand for taura and mātua.

### 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, taura and their whānau. Senior management undertakes to:

- ensure taura are provided with sufficient assessment information about each of their courses.