

# Managing National Assessment Report

## Te Kura Mana Māori o Whangaparaoa

Haratua 2018

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Mana Māori o Whangaparaoa:

- 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, in combination with the most recent Education Review Office report, 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; 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 2018* (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 enhancing 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Kura Mana Māori o Whangaparaoa NCEA Student Handbook 2018*
- *Te Kura Mana Māori o Whangaparaoa NCEA Assessment and Moderation Kaiako Handbook 2018*
- samples of course outline for Years 11, 12 and 13.

The Tūmuaki Whakawhānaungatanga Kura met with the Principal's Nominee, three students, and kaiako for English, Pangarau, Pūtaiao, Raranga, Te Reo Māori and Te Reo Rangatira.

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, next steps and to agree on any action required.

# SUMMARY

## Te Kura Mana Māori o Whangaparaoa

### 17 o ngā rā o Haratua 2018

#### 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 three years.

This review was rescheduled from 2017 with the Kura's agreement because of changes in the NZQA Managing National Assessment review calendar.

#### What the kura is doing well

Te Kura Mana Māori o Whangaparaoa has developed a range of effective practices to meet student assessment needs. The kaiako spoken with discussed how they are working together to mentor and meet student assessment needs by gathering evidence in a range of ways and adapting contexts to make them more relevant to the students.

The majority of senior students achieve the NCEA qualification appropriate to their year level within a single year. Success is also enjoyed at each year level by those students who require a second year to complete a qualification. This achievement/attainment can be partly attributed to the effective procedures the kura has put in place for monitoring student progress and the steps it takes to support students who are at risk of not meeting qualification requirements.

Kaiako have a good understanding of the requirements for internal and external moderation. All kaiako use thorough processes to ensure that work is critiqued and verified by appropriately qualified colleagues and are making good progress towards a better understanding of standards through the opportunities in professional development now available to kaiako.

Data analysis and the greater use of student voice to inform self-review, allow kaiako to reflect on current programmes and inform future course design. Student entries and the reporting of results are complete, timely and accurate. The progress for each NCEA student is monitored and tracked effectively, enabling students to meet learning goals and personal expectations.

Te Kura Mana Māori o Whangaparaoa is to be commended for its on-going commitment to ensuring the credibility of assessment for national qualifications. Kaiako assess learners in a variety of ways so that students' best achievements are recognised. Kaiako and whānau work collaboratively to ensure learners have the academic qualifications and relevant work experience to prepare for future career aspirations.

Sharing of NCEA information with whānau via information evenings, regular kura reports home and NCEA assessment newsletters highlights assessment practices for

parents and whānau. These approaches also provide clarity for parents and whānau understanding of consistency in assessment 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 2.6iv, 3iv-3v)*

**Action Items from 5 May 2015 Managing National Assessment Report** The agreed items from the last report have been actioned. A process for monitoring the completion of internal moderation before results are sent to NZQA has been developed and is consistently followed. The tracking of external moderation to document and respond to historical patterns and identify issues of moderation has also been initiated. Course outlines have been modified to include the literacy and numeracy information.

These developments indicate the improved capacity of the kura to quality assure and review and improve its assessment practices.

**Response to external moderation outcomes** Response to issues identified in external moderation outcomes are documented and actively monitored by the Principal's Nominee. All Lead Kaiako in each Learning Area share with senior management external moderation outcomes for their respective Learning Area, including the documented planned actions to rectify any issues. Outcomes are then discussed with senior management as part of the annual Learning Area self-review audit. This provides senior management and kaiako with an historical summary of concerns and completed actions, which is utilised as an effective framework for ongoing review and improvement.

### 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 has demonstrated an ongoing commitment to building an effective culture of self-review to ensure credible assessment practices and meet the individual needs of each student. Internal evaluation provides a continuing impetus for innovation and change. In response, a number of assessment strategies have been introduced to improve current practice and enhance student achievement. These include:

- expanding vocational pathways using external providers in the Trades Academy and Gateway programmes
- identifying opportunities to further support students to have achievement success by providing tutorial assistance through extra tutorials, noho-based wānanga study and additional classes scheduled by kaiako
- providing professional development for all kaiako to make learning visible by using learning intentions and success criteria which make NCEA assessment opportunities more accessible and transparent for a greater range of students
- establishing a mentor programme for all NCEA students through the kaiako and Wharekura which uses data to track individual progress and inform each student's personal goals

- reviewing assessment policy to better reflect the kura assessment systems aligned with its vision towards Te Whānau-ā-Apanuitanga identity, language and culture.

Senior management indicated that self-review is supported by a kura-wide ownership of quality NCEA assessment practice. Robust discussion on assessment issues has informed effective self-review and change, contributing to the school enjoying consistently high levels of NCEA student achievement by meeting student needs.

Effective self-review allows the kura to focus on its Te Whānau-ā-Apanuitanga identity, language and culture and highlights the collaborative leadership and the capacity of the kura to maintain best practice, improve assessment processes and meet its strategic goals.

**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 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 2018 5.5)*

### **Te Kura Mana Māori o Whangaparaoa has effective processes and procedures for meeting the assessment needs of their students by:**

- providing differentiated assessment within courses
- using a transparent process for students to appeal assessment decisions
- holding mentoring conversations with students and providing course guidance and relevant assessment pathways leading towards qualifications, certificates and endorsements
- facilitating the collection of naturally occurring evidence from thematic contexts as part of personalised learning programme.

### **Te Kura Mana Māori o Whangaparaoa has effective processes and procedures for:**

- ensuring evidence for derived grades is standard-specific
- ensuring consistent kura-wide practice on late and missed work, extensions, resubmissions and further assessment opportunities
- using a range of strategies to ensure student work submitted is authentic
- efficiently managing NZQA external examinations
- meeting the requirements of the *Privacy Act 1993*.

### **Kaiako mentors collaborate across the wharekura in support of students**

Collaboration between kaiako mentors and other subject specialists to develop assessment opportunities that assess multiple standards in one project context facilitates personalised learning. As students have an input into these contexts, this approach also increases engagement.

### **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 for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2018 6.4b)*

### **Te Kura Mana Māori o Whangaparaoa has effective processes and procedures for managing internal moderation by:**

- ensuring assessment activities are set to the national standard by having modified or new assessments critiqued by another teacher
- using subject specialists to verify Kaiako marking on a purposefully selected sample of graded student work
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet*
- keeping benchmark exemplars to inform future assessment decisions.

### **Te Kura Mana Māori o Whangaparaoa has effective processes and procedures for managing external moderation by:**

- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored
- using a response form to document actions undertaken to address issues identified in external moderation reports.

**Robust internal moderation monitoring processes** Following the recommendation from the last Managing National Assessment review, senior management have developed an effective process to monitor the completion of internal moderation and ensure all reported results are quality assured. The Principal's Nominee reconciles the Internal Moderation Cover Sheet with actual practice by annually reviewing each subject's, kaiako and standard internal moderation process. In this way, senior managers are able to check and monitor their internal moderation process is robust.

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

### **Te Kura Mana Māori o Whangaparaoa effectively:**

- **uses assessment-related data to support achievement outcomes for students by:**
  - using NCEA data to inform Kāhui Ako course and programme design to meet the interests, aspirations and abilities of all students
  - actively encouraging students to use their NZQA login and student portal on the student management system to take responsibility for monitoring their progress
  - reconciling Memorandum of Understanding with the provider codes of reported results.
- **reports accurate achievement data by:**
  - timely reporting of results to NZQA
  - ensuring entries submitted to NZQA have a reported result or are withdrawn as appropriate
  - using the NZQA Key Indicators to identify and resolve data issues.

**Kaiako mentors use data to inform student progress** The kura has developed a very effective mentoring system using current NCEA data to inform student goal setting, career pathways and the current progress to complete qualifications.

All NCEA students are assigned a kaiako (mentor) who they meet with weekly to discuss their progress and preparedness for upcoming assessment opportunities. Students interviewed for this review acknowledged their appreciation of the work kaiako do with them to support their NCEA achievement. This process further supports the kura's vision of students taking ownership of their own assessment.

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

### **Te Kura Mana Māori o Whangaparaoa has effective processes and procedures for:**

- reviewing communications to ensure they are fit for purpose and current
- using a variety of media and modes to regularly communicate assessment policy and procedures to kaiako, students and their whānau
- supporting kaiako new to the school through an induction process involving senior management and kaiako from each learning area
- managing student workloads through the publication of an assessment calendar.

### **Te Kura Mana Māori o Whangaparaoa assists common understanding of assessment practice by:**

- actively encouraging teachers to gain assessment experience and understanding by becoming NZQA markers and moderators
- knowing that 0students understand what they need to achieve in order to gain a qualification through regular whānau and kaiako hui to update progress.

**Better Communication between Kura and Home** The kura plan and maintain regular contact with home via information evenings, kura reports home to whānau and the sharing of key NCEA assessment in a newsletter. This enables whānau to keep up to date with assessment policy and practice in the kura. It also provides an opportunity for whānau to better clarify assessment practice in the kura and how this impacts on students and their achievement in NCEA.

### **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.