

Managing National Assessment Report

Te Kura o Kokohuia

May 2018

What this report is about

This report summarises NZQA's review of how effectively Te Kura o Kokohuia:

- 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 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 school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Staff Handbook - Policies and Procedures for the Assessment of NCEA and Unit Standards, 2018* (Staff Handbook)
- *Student Handbook - Policies and Procedures for the Assessment of NCEA and Unit Standards, 2018* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee and Pouako in Charge of English/ /Manaaki Kai, Māori Performing Arts/Te Reo Māori, Pāngarau, Tikanga-ā-iwi and Toi/Hākinakina.

There was a report-back session with the Paearahi, Principal's Nominee and other subject leaders 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 o Kokohuia

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

What the school is doing well

In 2017, Te Kura o Kokohuia appointed a new Principal's Nominee and some experienced NCEA pouako to work in the wharekura. These appointments recognise the importance of having experienced pouako NCEA in the wharekura and have led to an immediate positive impact on managing assessment for qualifications.

The kura works hard to ensure that it is meeting the assessment needs of all taura wharekura through a Māori medium context. A range of practices is in place to ensure that assessment programmes enable taura to pursue their academic goals and that qualifications gained are credible and robust.

The kura is progressing rapidly with its use of digital tools for gathering achievement evidence. Senior managers encourage the use of digital technology in all aspects of assessment and moderation, enabling Te Kura o Kokohuia to take full advantage of NZQA's digital assessment and moderation work streams.

Moderation cover sheets are completed for all standards before assessed results are reported to NZQA. The cover sheets assist senior management to monitor internal moderation. Pouako response to external moderation feedback is thorough and senior managers check that response action-plans are carried out. These processes enhance the credibility of assessment and moderation practice at the kura and have led to improved external moderation outcomes over the last three years.

All pouako wharekura are responsible for managing their own subject data on the taura management system and for checking results the Principal's Nominee has reported to NZQA. By involving all pouako wharekura and encouraging shared responsibility, the accuracy and timeliness of data is enhanced and pouako capacity strengthened.

The kura has a range of effective communication systems for ensuring understanding about assessment including hui kanohi-ki-te-kanohi, a whānau facebook page and information booklets. Pouako wharekura meet regularly and enjoy a culture where robust professional discussion occurs resulting in credible wharekura-wide assessment practice.

The Principal's Nominee is respected in his role. He works in partnership with senior managers to ensure the credibility of assessment and moderation practice at Te Kura o Kokohuia.

Areas for improvement

Pouako and taura check on academic progress through the small base classes that operate in the wharekura. This is done on an ad hoc basis. To enhance practice, senior managers will consider formalising the practice of checking on academic progress through base classes to ensure all taura are on track towards achieving their qualifications.

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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 being appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 23 September 2016 Managing National Assessment Report

No significant issues were identified in the 2016 review, and all agreed action items from have been completed.

In agreement with senior managers, a two year return review timeframe was put in place in 2016, to allow the kura to fully embed newly established assessment and moderation practices.

Response to external moderation outcomes The kura has an effective process for response to external moderation that was implemented last year. Response to external moderation forms are completed by pouako in a kāhui structured approach through the pou hui. These are signed by the Principal's Nominee and the pouako responsible and filed digitally. External moderation outcomes for 2017 were much improved on previous years, reflecting positive change in wharekura-wide assessment and moderation practice.

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 Paearahi appointed a new Principal's Nominee at the start of 2017 and with a new team of pouako wharekura, systems and practices around assessment and moderation are much improved. Pouako wharekura have license to develop assessment in recognition of their own unique skills and ability to work effectively at wharekura level. Courses have been designed with sufficient credits for all tairā to gain qualifications, including endorsements. This has allowed Year 12 tairā to gain NCEA Level 2, in 2017, despite being non-participants for NCEA Level 1 in 2016.

Other improvements resulting from recent internal review include:

- tailored courses which meet student needs and pouako strengths
- increased use of outside providers for assessment, to better align with tairā and whānau aspirations
- a renewed emphasis on gathering naturally occurring evidence and using real life contexts outside of the classroom such as videoing tairā while they are preparing kai at a hui
- embracing digital technology in assessment and moderation and supporting its use by all pouako wharekura and tairā
- trialling an integrated assessment programme, *He Uri nā Maru*, which includes credits from multiple subjects for Year 11 tairā, as a model for further development at all levels

These improvements reflect a growing culture of effective self-review under the guidance of the new Principal's Nominee and a collegial, progressive pouako wharekura team.

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 2017 5.5)

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

- promoting digital assessment opportunities to better meet assessment preferences
- facilitating wānanga with taura and whānau to complete assessment programmes
- negotiating assessment deadlines with taura, where appropriate, to support taura-centred assessment
- providing integrated assessments:
 - within a single subject, such as speaking and writing standards in Te Reo Māori
 - within the designed programme, *He Uri nā Maru*, which consists of standards from Hākinakina, Te Reo Māori, English, Manaaki kai, Tikanga-ā-iwi and Mathematics
- gathering naturally occurring evidence on video and checklists through kura-wide kaupapa such as manaaki manuhiri, pōwhiri, kapa haka and hākinakina events, to support a range of standards
- offering courses that can be achieved with endorsement
- using feedback, feedforward and one-on-one conferencing for research and portfolio assessments, reducing the need for further assessment opportunities.

Te Kura o Kokohuia has effective processes and procedures for:

- managing missed and late assessment and providing further assessment opportunities and resubmissions, where appropriate
- developing pouako capability in creating and delivering standard-specific, valid and authentic practice assessments during the school year, to support derived grade applications should the need arise
- dealing with breaches of assessment rules in a fair manner, following the principles of natural justice
- ensuring taura evidence of achievement is authentic
- meeting the requirements of the Privacy Act 1993.

Effective use of digital technology supports taura assessment Te Kura o Kokohuia effectively uses digital technology to support taura assessment. The kura provides computers to all taura wharekura and development opportunities for pouako to improve their use of digital assessment technologies. Taura provide evidence, including digital portfolios, word-processed research assignments, digital journals and diaries, and video and photography to demonstrate their understanding of a standard. Senior managers support the use of digital tools for gathering evidence as this aligns assessment practice in the kura with its developing teaching and learning pedagogies and their vision for *Te Āmua Ao*.

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 supporting assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Te Kura o Kokohuia has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- ensuring that all wharekura pouako understand the procedures and expectations of internal moderation, including their use of the *Internal Moderation Cover Sheet*
- all pouako using subject specialists from within and beyond the kura to verify marked work
- the Principal's Nominee monitoring assessment and moderation through reconciling pouako documentation with practice
- pouako wharekura keeping benchmark exemplars of moderated mahi taura to support with future grade judgements.

Te Kura o Kokohuia has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- the Principal's Nominee storing assessment materials, in case they are required for external moderation
- ensuring that assessment material born digitally, is securely stored and appropriately labelled so that it can be submitted digitally for external moderation.

On track to submit all external moderation digitally The kura expects that all external moderation will be digitally submitted to NZQA in 2018. Sufficient evidence is being gathered by all pouako for all standards required in this year's external moderation round. To ensure digitally stored material is fit-for-purpose, the Principal's Nominee is exploring digital verification of graded work, using pouako within the kura and key contacts at other kura for internal verification purposes. Positive outcomes from this practice will assure senior managers that digitally submitted material is both credible and verifiable, allowing Te Kura o Kokohuia to engage effectively with NZQA's digital assessment and moderation work streams.

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 o Kokohuia effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - ensuring all NZQA fees are paid on time
 - identifying academic strengths to support the development of appropriate assessment programmes for individual taura as capacity allows
 - tracking progress towards gaining qualifications through base classes
- **reports accurate achievement data by:**
 - pouako checking all entries on key dates, informing the Principal's Nominee when standards are to be withdrawn and sharing responsibility for final reported results
 - submitting grades in a timely manner
 - maintaining current memoranda of understanding with outside providers
 - checking Key Indicators to ensure only consented standards are assessed and that data errors are corrected.

Checking reported results in base classes will support accuracy Ensuring that all taura wharekura regularly check their reported results during base classes will give senior managers greater assurance that results data they submit to NZQA is accurate and timely and that taura are on track to achieve their qualifications. Currently, this practice occurs in an ad hoc manner.

The kura has pouako mentors attached to small base classes, which meet daily. In these base classes, taura wharekura are encouraged to check results reported to NZQA using their Learner logins.

A formal approach to checking results in base classes will assure senior managers that all taura wharekura are regularly checking their results to ensure accuracy.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- formalising the practice of regularly checking reported results to NZQA in base mentor classes.

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 Kura o Kokohuia has effective processes and procedures for:

- ensuring taura receive outlines on a common template for courses they undertake
- supporting new pouako wharekura to the kura
- providing taura and whānau assessment information through the whānau facebook page
- communicating assessment policy and procedures to staff, taura and their whānau through, for example:
 - holding regular NZQA related hui with whānau throughout the year
 - facilitating whānau-pouako interviews
 - regular hui pouako where assessment and moderation processes are discussed.

Te Kura o Kokohuia assists common understanding of assessment practice by:

- discussing kura procedures and taura expectations in the classroom and during base classes
- informing pouako wharekura about assessment best practice and providing opportunities to discuss changes through regular pou rua hui
- fostering a collaborative and collegial approach among pouako wharekura encouraging constructive debate and professional discussions, which leads to better understanding.

Digital assessment systems developing Pouako wharekura are engaging fully with digital technology and gradually developing their own systems for doing so.

There is a growing need to document best practice in the pouako wharekura NCEA handbook. As various pouako work their way through procedures that are repeated, such as modifying and storing assessment tasks, storing assessment material, checking for authenticity and digitally verifying mahi ākongā, standardised process documentation can be developed. This will enhance the credibility of assessment and moderation practice at Te Kura o Kokohuia and provide systems that will save time and ensure consistent, reliable practice.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- developing a section in the pouako wharekura NCEA handbook on digital assessment and moderation practice that reflects current best practice.