

Managing National Assessment Report

Te Kura-ā-lwi o Whakatupuranga Rua Mano

September 2019

What this report is about

This report summarises NZQA's review of how effectively Te Kura-ā-lwi o Whakatapuranga Rua Mano:

- 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 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 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 Kura-ā-Iwi o Whakatapuranga Rua Mano - Ngā Tukanga Arotake, Aromatawai, Aromātairua* (NCEA Assessment Handbook for kaiako, ākongā and whānau)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the:

- Tumuaki
- Principal's Nominee
- Lead Teacher from Kauwhata
- Teacher in Charge of:
 - English
 - Hauora
 - Wānanga Studies.

There was a report-back session with the Tumuaki 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 was appointed to the role in early 2018. She and the Tumuaki have recently resigned and will not be at the kura in 2020. At the time of this review, their replacements have not been appointed.

SUMMARY

Te Kura-ā-Iwi o Whakatapuranga Rua Mano

4 September 2019

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 two years with a return visit early in 2020 to check that internal moderation issues have been addressed and that the overall quality management of assessment for qualifications is on track with the new Tumuaki and new Principal's Nominee.

The issues are:

- inconsistent internal moderation practice across the wharekura, leading to poor overall external moderation outcomes
- a significant number of 'materials not received' in the 2018 external moderation round
- risk to the management of assessment for national qualifications due to impending changes in leadership.

Actions required to address significant issues

In order to address these issues, the school must:

- comply with external moderation requirements of NZQA and SSBs (*CAAS Guidelines 2.6iv*)
- ensure student work is adequately stored to meet moderation requirements (*CAAS Guidelines 2.6vi*).

Areas for improvement

The Principal's Nominee has worked hard to encourage good practice and has introduced robust internal moderation procedures for kaiako wharekura to follow. These have proved to be effective for those kaiako who have followed them. The kura intends to embed these procedures, including documenting response actions where external moderation outcomes are poor.

This review identified that multiple people were publishing results data to NZQA. This means that monitoring quality assurance, a role carried out by the Principal's Nominee, may not have occurred. The kura has agreed to provide professional development to reinforce the school's procedures for publishing results to NZQA. This will assure senior leaders that results published by the kura are credible and robust.

The NCEA kaiako booklet needs to be updated to reflect current practice. The kura has agreed to update information and ensure that the contents are understood by all kaiako wharekura, including new kaiako in 2020. Suggestions for the review are discussed in the communication section of this report.

Agreed action

The school agreed that a number of actions will improve the quality of their assessment systems. These are to:

- embed effective internal moderation practice
- embed the practice of documenting external moderation response actions to enhance internal assessment credibility
- reinforce to kaiako the school's procedures for publishing results to NZQA
- include recommended changes in the NCEA kaiako handbook and provide access to all kaiako wharekura for 2020.

What the school is doing well

Te Kura-ā-Iwi o Whakatapuranga Rua Mano appointed a new Principal's Nominee at the beginning of 2018. Since her appointment, with changing personnel and responsibilities, she has developed and introduced systems that have had an immediate positive impact on managing assessment for qualifications. The Principal's Nominee is respected in her role.

The kura aims to ensure that it is meeting the assessment needs of all ākonga wharekura through a Māori medium context. New ākonga, with limited reo Māori, are transitioned to the total immersion environment through the provision of remedial reo Māori lessons. A range of practices is in place to ensure that assessment programmes enable ākonga to pursue their academic goals.

The kura is progressing with its use of digital tools for gathering achievement evidence. Senior managers encourage the use of digital technology in all aspects of assessment.

Communication strategies are varied and used effectively to share relevant information with ākonga and whānau. These include biannual whānau kaiako interviews and noho marae at the beginning of each year for ākonga.

During this review it was evident that there was a clear focus on enhancing assessment and moderation practices to raise credibility. Actions taken by senior managers in the last two years should enable the kura to achieve this objective. New systems need time to embed and it is important that the new leaders in 2020 continue with them.

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18 December 2019

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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 16 June 2016 Managing National Assessment Report No significant issues were identified in the 2016 review. The three agreed action items have been addressed.

Response to external moderation outcomes The kura had a significant number of assessment materials which were not received by the NZQA external moderators in 2018. It is the responsibility of the kura, under *CAAS Guidelines 2.6vi*, to ensure work is adequately stored to meet moderation requirements. External moderation provides an assurance that internal moderation processes are effective. The poor rate of submission in 2018 means that the effectiveness of kura processes cannot be evaluated.

The Principal's Nominee has put in place systems that senior managers believe will ensure all assessment materials will be available for external moderation in 2019. All kaiako are now required to:

- complete the *Internal Moderation Cover Sheet*
- ensure all evidence is stored physically and/or digitally where appropriate.

In combination with more robust internal moderation procedures, discussed later in the moderation section of this report, the kura is in a good position to meet NZQA's requirements in 2019.

Most assessor judgements, from work that was submitted in 2018, were consistent with the moderator. Where judgements were not consistent, a response to external moderation process was followed. This involved hui with the Principal's Nominee to document response actions which were carried out within agreed timeframes. The next step is to evaluate effectiveness of the actions in improving assessor judgements.

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)

Senior managers identified that, due to personnel changes in the wharekura, inconsistent internal moderation practice in some subjects, has had a negative impact on the credibility of assessment in recent years. This is reflected in poor overall external moderation outcomes for the October 2018 round. Senior managers also identified that quality assurance processes carried out in other subject areas had a positive impact on external moderation outcomes.

To enhance credibility of internal assessment practice across the wharekura changes have been made to practice that include:

- improving support systems for new kaiako to NCEA
- updating the internal moderation policy
- increasing focus on assessment and moderation processes at kaiako wharekura meetings
- providing professional development to ensure all kaiako understand the expectations of the kura
- the Principal's Nominee checking on completion of all steps of moderation prior to publishing results to NZQA.

These responses demonstrate the increasing capacity of the kura to make appropriate responses to identified issues or risks. It also provides evidence of an improving capacity on the part of the kura to undertake its own review of the effectiveness of its assessment practice for its ākongā wharekura.

Required action

The following action is required to ensure effective response to external reviews and/or its self-review of assessment systems and practice. The school must:

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

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 Kura-ā-lwi o Whakatupuranga Rua Mano has effective processes and procedures for meeting the assessment needs of their students by:

- assessing ākonga based on their ability, not year level, where appropriate
- providing remedial reo Māori lessons so that new ākonga with limited skills can be assimilated into the total immersion learning environment
- having protocols for when ākonga sit external examinations at the off-site examination centre which include:
 - visiting the centre prior to the external examination period
 - meeting early at the kura on the day and leaving as a group
 - facilitating pre-examination karakia
 - providing a pēke taputapu for each ākonga which includes their pens, identification details and examination admission slips
 - the Principal's Nominee accompanying ākonga to the centre to support them and examination supervisors immediately prior to, and after the examination
- supporting them to achieve the necessary literacy and numeracy requirements
- promoting digital assessment opportunities to complement developing pedagogies
- providing differentiated assessment within courses and multi-level classes
- assessing when ready where appropriate.

Te Kura-ā-lwi o Whakatupuranga Rua Mano has effective processes and procedures for:

- managing missed and late assessment
- investigating appeals through a process that is fair and transparent
- ensuring standard-specific evidence is available for derived grades
- meeting the requirements of the *Privacy Act 1993*.

Valid assessment The Principal's Nominee has shared best practice with kaiako using material from a range of credible sources, including the NZQA website. This has enabled her and other kaiako wharekura to engage in assessment practice that is valid and fit-for-purpose ensuring it:

- is fair for all ākonga including consistent practice for extensions, resubmissions and missed and late assessments
- is at the appropriate curriculum level and standard
- allows ākonga to produce evidence in a variety of ways, including visual and oral presentations.

This assures the kura that assessment practice is consistent, valid and meeting ākongā needs.

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 2019 6.4b)

Te Kura-ā-lwi o Whakatapuranga Rua Mano has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued
- ensuring bench-mark exemplars and external moderation reports are stored to assist with making future assessment decisions.

Te Kura-ā-lwi o Whakatapuranga Rua Mano has effective processes and procedures for managing external moderation by:

- selecting samples of mahi ākonga for external moderation to NZQA requirements.

Effective internal moderation processes introduced The Principal's Nominee has introduced clearly articulated internal moderation processes which are expected to have a positive impact on the credibility of assessment across the wharekura. These processes include:

- critiquing assessment tasks before they are used
- the mandatory use of the *Internal Moderation Cover Sheet* for all assessed standards
- all NCEA kaiako connecting with subject experts from beyond and/or within the kura to verify assessor judgements
- storing all ākonga assessment evidence in digital and/or physical formats so they are available for external moderation if needed.

As current processes have been introduced recently by the Principal's Nominee, they have yet to be fully embedded. Senior managers have promoted wharekura-wide expectations through kaiako wharekura meetings and the Principal's Nominee has provided one-on-one training so that all kaiako are aware of the processes.

External moderation feedback was encouraging for kaiako who followed these processes in 2018. To improve moderation practice across the whole wharekura all kaiako need to adhere to the new processes.

Documenting response actions The kura has started to document its response actions where external moderation feedback is poor and to review their effect. This will allow the kura to make improvements, where needed, and subsequently enhance internal moderation practice. Senior managers have agreed to embed the practice of documenting external moderation response actions to enhance internal moderation credibility.

Improved storage systems needed Te Kura-ā-lwi o Whakatapuranga Rua Mano did not have an adequate system for storing mahi ākonga in 2018 and, subsequently was unable to submit 62 percent of requested material for external moderation.

The kura must improve its storage systems to ensure that all assessment material is available. An example of good practice is that assessment material is stored,

immediately after the internal moderation process has been completed whenever results are reported to NZQA. This assures that:

- all assessment evidence is available for external moderation as required
- the kura can request standards for moderation to meet its needs, including to give feedback for new kaiako or about a newly assessed standard
- exemplars are available to support future judgements
- all necessary assessment and moderation expectations have been met.

The new internal moderation processes and implementing reliable storage protocols should ensure that mahi ākongā is available for external moderation, that reported grades are credible and that overall external moderation outcomes reflect actual practice.

Required action

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

- ensure student work is adequately stored to meet moderation requirements. (*CAAS Guidelines 2.6vi*)

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
- embed the practice of documenting external moderation response actions to enhance internal assessment credibility.

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-ā-lwi o Whakatupuranga Rua Mano effectively uses assessment-related data to support achievement outcomes for students by:

- kaiako analysing previous years' achievement data to inform current year programme design
- setting achievement targets and reporting on them to whānau
- kaiako reviewing ākonga progress to identify and support those at risk of not meeting qualification requirements or to provide extra challenge for advanced ākonga.
- analysing data to inform and validate kaiako practice.

Te Kura-ā-lwi o Whakatupuranga Rua Mano reports accurate achievement data by:

- making regular data submissions throughout the year to NZQA
- checking for, and where necessary, correcting errors shown up by the Key Indicators and data file submission reports from NZQA
- reporting results for standards the school has consent for, or against the correct provider codes of outside providers with whom the school holds current memoranda of understanding.

Clarify kaiako wharekura roles and responsibilities Kaiako wharekura need to be aware of their roles and responsibilities regarding the publishing of results data to NZQA. This review found that some results had been published to NZQA before the Principal's Nominee had checked that quality assurance processes had been completed. Kura procedures state that the Principal's Nominee is the person who publishes results data to NZQA. This can only occur once she is satisfied that quality internal moderation practices have been applied. If this step has not been taken, there is a risk that reported results may not be quality assured through the internal moderation process.

To confirm that all results data has been quality assured, senior managers have agreed to reinforce kura expectations for publishing results to NZQA with all NCEA kaiako. Kaiako will be reminded of their internal moderation responsibilities and that, once the Principal's Nominee has checked to ensure quality assurance has occurred, she is the only person to publish results to NZQA. This will give the kura greater assurance that all reported results have been through a robust quality assurance process, ensuring they are valid, credible and robust.

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:

- provide clear instruction to reinforce the school's procedures for publishing results to NZQA.

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-ā-lwi o Whakatapuranga Rua Mano has effective processes and procedures for:

- ensuring ākonga receive outlines for all courses they undertake
- communicating assessment policy and procedure through a range of face to face and online strategies to whānau
- supporting kaiako new to the wharekura.

Te Kura-ā-lwi o Whakatapuranga Rua Mano assists common understanding of assessment practice by:

- facilitating a range of ākonga whānau hui throughout the year, including a noho at the beginning of each year
- informing kaiako about assessment best practice and providing opportunities to discuss changes
- promoting ākonga understanding of what they need to achieve in order to gain a qualification.

NCEA kaiako handbook needs to be updated and shared There is a need to update the NCEA kaiako handbook and share it with all kaiako wharekura. Some interviewed kaiako were only recently aware of the NCEA handbook and its contents. As this review identified changes that need to be made to the handbook, senior managers have agreed to update it and ensure all kaiako can access it. Changes to the new edition will include:

- replacing 'NQF' with 'NZQA'
- checking all wording to eliminate ambiguities and to delete unnecessary repetition of information
- updating external moderation processes to ensure they reflect current expectations of the kura
- removing any mention of 'course completion' and 'estimated results' as they are not appropriate in a standards-based assessment environment
- updating 'missed and late' procedures to reflect actual practice
- deleting unrealistic timeframes and 'due by' dates and times to align with the kura practice of 'assessing when ready'
- including links to relevant assessment information from the NZQA website
- adding new processes developed by the current Principal's Nominee as agreed by senior managers.

These recommended changes will strengthen the school's NCEA documentation and better reflect its current processes for managing assessment for national qualifications. It is good practice to involve all kaiako wharekura in the process of reviewing and updating the handbook for 2020. This strategy will better engage kaiako wharekura and foster common understanding of intended assessment and moderation practices.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- include recommended changes in the NCEA kaiako handbook and provide access to all kaiako wharekura for 2020.

For consideration

To extend good practice in ensuring that information about assessment to ākonga, kaiako and whānau is current and accessible, the school is encouraged to consider:

- involving all kaiako wharekura when updating the NCEA kaiako handbooks
- providing the updated NCEA handbook to all kaiako, including new kaiako to the wharekura
- using the updated handbook to provide professional development to all kaiako wharekura early next year to ensure that kaiako, old and new are familiar with kura expectations.