

Managing National Assessment Report

Te Wharekura o Te Rau Aroha

July 2019

What this report is about

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

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review of the kura
- 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 kaiako, ākonga and whānau.

The summary section evaluates the overall effectiveness of the kura and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for kura managers.

Why we review how kura are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm that kura 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 kura 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 kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on assessment systems of each of the kura 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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *New Zealand Qualifications Authority Handbook for Teachers of Te Wharekura o Te Rau Aroha 2019* (Staff Handbook)
- *New Zealand Qualifications Authority Handbook for Students of Te Wharekura o Te Rau Aroha 2019* (Student Handbook)

The Tumuaki Whakawhanaungatanga Kura met with:

- the Kaitakawaenga Wharekura
- the Tumuaki Tuarua – Curriculum/Assessment
- Kaiako in Charge of:
 - Hangarau
 - Hākinakina
 - English
 - Te Reo Māori
 - Tikanga-ā-lwi
- three students.

There was a report-back session with the Tumuaki, Tumuaki Tuarua and Kaitakawaenga Wharekura 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 Wharekura o Te Rau Aroha

31 July 2019

Significant issue found

This review found a significant issue that the kura 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 one year to check that the issue is being addressed and that quality management of assessment for qualifications has improved.

The issue is:

The kura has not adequately addressed the agreed action item in the 2016 Managing National Assessment review to:

- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii)
- adequately address Action Items from the previous MNA review (CAAS Guidelines 3v).

The kura had addressed the issue of providing external moderation to NZQA in 2017 but this process has not been maintained in 2018. As a consequence, the kura is not able to effectively respond to external review findings which causes the third significant issue.

- comply with external moderation requirements of NZQA and SSBs.

Actions required to address significant issues

In order to address these issues, the kura must:

- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii)
- comply with external moderation requirements of *New Zealand Qualifications Authority and Standard Setting Bodies* (CAAS Guidelines 2.6iv)
- adequately address Action Items from the previous Managing National Assessment review (CAAS Guidelines 3v)

Areas for improvement

The review identified a significant issue concerning the submission of samples of ākonga work for external moderation and the monitoring of the completion of actions plans to address issues identified by NZQA moderators.

The kura has implemented an internal moderation process this year and look to sustain systems they have in place so they are robust.

Senior managers have identified that some ākonga may benefit by being supported with Special Assessment Conditions. They intend investigating applying for these conditions using school-based evidence.

In 2018, the kura had a number of internal results that were not reported to NZQA. Submission of results to NZQA needs to be more timely and submitted at least once a month after the 1 April.

To enable ākonga to have an accurate view of their NCEA progress, the kura should encourage ākonga to use their NZQA login, this will also enable ākonga to apply for reconsiderations, reviews and final certificates when results are released.

Agreed actions

- ensure that data files are submitted to NZQA each month after the 1 April to support the accurate and timely management of data
- ensure that internal entries are reported with a result or withdrawn, as appropriate
- ensure entries for external examinations are made by the 1 September to allow for personalisation
- ensure ākonga work is stored adequately and results reported when kaiako leave the kura.

What the kura is doing well

Te Wharekura o Te Rau Aroha uses personalised programmes to meet the needs of their ākonga, supporting them to transition from kura into work, or further education. This is achieved within a culturally enriched context which engages ākonga in achieving. Ākonga are assessed when ready and are offered courses through external providers.

The kura has recently reviewed and implemented Internal Moderation processes to ensure all standards assessed have credible results reported.

This year a student management system has been introduced to allow the effective management of data and the monitoring and tracking of ākonga progress.

The kura has a strong relationship with the whānau with whānau hui held monthly to discuss ākonga progress. Kaiako meet on a weekly basis where NCEA issues and good practice are discussed with the aim of enhancing practice within the kura. This forms the basis of effective tracking of ākonga achievement and is an effective means of communication with whānau.

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24 Mahuru 2019

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FINDINGS OF THIS REVIEW

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

Action Items from 12 October 2016 Managing National Assessment Report

There are three significant issues identified that date back to the first Managing National Assessment Report in 2015 that have either not been implemented by the kura or their implementation has not been sustained.

The 2015 Managing National Assessment Report required the kura to:

- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii)
- comply with external moderation requirements of NZQA and SSBs including:
 - submitting materials for the standards selected for external moderation in 2014 along with the standards selected for 2015 by due date (CAAS Guidelines 2.6iv)

The 2016 Managing National Assessment Report required the kura to:

- ensure internal moderation is adequately monitored by senior management (CAAS Guidelines 2.6iii)
- adequately address Action Items from the previous MNA review (CAAS Guidelines 3v).

This year the kura has implemented an internal moderation process the details of which are described in the moderation section of this report.

In 2016 the kura had addressed the issue of providing external moderation but this process is not been maintained as described below. These two issues show that the kura is not able to effectively respond to external review findings which causes the third significant issue.

In 2017 and 2018 the kura had no documented evidence of action plans to address issues identified by NZQA moderators. The agreement rate between moderators and kaiako in 2017 was low. In 2018, 18 standards were selected for moderation by no samples of ākongā work were submitted for external moderation.

Senior managers have identified this as an issue and provided evidence during the review of samples of ākongā work that has been internally moderated and were stored ready to be submitted on this year's external moderation plan.

Internal review

Over the last twelve months the kura has been developing capacity to self-review its NCEA practices. Senior managers have pro-actively reviewed their assessment practices and number of initiatives have been introduced to meet NZQA requirements. These include:

- developing an internal moderation process with clearly identified stages of critiquing, verification, monitoring and storage of work
- introducing a student management system to enable the kura to report results in a timely and accurate manner, monitor and track ākongā achievement progress and analyse patterns of achievement by student subjects and cohort

- actively monitoring and tracking ākonga progress to develop appropriate courses that meet ākonga aspirations and abilities

Agreed action

NZQA and senior management agree on the following action to improve the school's response to external review and/or its self-review of assessment systems and practice. Senior management undertakes to:

- adequately address Action Items from the previous MNA review (CAAS Guidelines 3v).

For consideration

To extend good practice in external review and self-review of assessment, the school is encouraged to consider:

- developing capacity for managing national assessment within the school
- sharing ownership of internal review
- developing sustainable review processes.

How effectively does assessment practice of the kura meet the needs of its ākonga?

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 Te Rau Aroha has effective processes and procedures for meeting the assessment needs of their ākonga by:

- providing differentiated assessment within courses and assessing when ready
- using local contexts to adapt assessments from genuine and authentic learning and engage ākonga interests
- supporting kaiako to collect a range of evidence of achievement, particularly through the use of digital technology and naturally occurring evidence
- linking courses and standards to vocational pathways to provide alternative pathways for ākonga
- extending assessment opportunities by using external providers to deliver:
 - courses the kura is unable to offer
 - assessment against individual standards related to career pathways

Te Wharekura o Te Rau Aroha has effective processes and procedures for:

- managing missed and late assessment, resubmissions and further assessment opportunities
- meeting the requirements of the *Privacy Act 1993*
- using a range of strategies to ensure that ākonga work is authentic
- managing entries for external standards and working with a satellite examination centre.

Kaiako and Ākonga Handbook to reflect current expectations The kura ensures credible assessment practices through a Kaiako and Ākonga handbook, although this requires updating to reflect current expectations.

Identifying and supporting ākonga for Special Assessment Conditions The kura has made no applications for ākonga requiring Special Assessment Conditions to date but is aware that a number of ākonga could qualify. The kura supports ākonga who have learning difficulties through personalising learning plans, however.

Senior managers agree that the kura should investigate using the Resource Teaching of Learning and Behaviour to help identify ākonga who have barriers to accessing fair assessment opportunities.

Using this information, the kura could apply to NZQA using school-based evidence for approval for these ākonga to be provided with Special Assessment Conditions with appropriate resourcing.

For consideration

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

- identifying ākonga requiring Special Assessment Conditions and provide adequate resources to support these students to access fair assessment.

How effectively does the internal and external moderation of the kura 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 Te Rau Aroha has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use and samples of student work are verified by a subject expert
- documenting assessment and moderation practice using the *Internal Moderation Cover Sheet*
- monitoring the completion of internal moderation before submitting results to NZQA.

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

- selecting samples of ākongā work randomly to NZQA requirements
- changing their process this year to help ensure that samples of ākongā work are provided for external moderation by being adequately stored.

Internal moderation has been strengthened During the review evidence was provided of effective internal moderation processes being developed and implemented this year. Senior management had identified that due to capacity issues and lack of ownership internal moderation processes were not completed by a number of kaiako.

All standards where results were reported had internal moderation cover sheets that recorded critiquing and verification processes by subject experts. All samples of ākongā work were stored centrally and results not reported until the internal moderation was completed.

With the introduction of a robust internal moderation process this year, the kura will have available all standards for their current external moderation round and have indicated they will develop action plans to address inconsistent outcomes.

It is a requirement of a school's consent to assess that material selected for external moderation is submitted as requested. This is to assure that grades awarded are valid and consistent with the standard. Te Wharekura o Te Rau Aroha submitted some work in 2017 but nothing was submitted in 2018. I am confident that all samples requested for external moderation this year 2019 will be submitted.

The kura needs to ensure that its processes going forward meet NZQA's requirements not completing this poses a risk to the kura and the qualifications that its ākongā achieve.

Action plans need to be developed for external moderation outcomes Senior managers are aware that they need to address issues identified by NZQA moderators for external moderation. These action plans should clearly identify the issues identified in moderation reports and the actions taken to address these outcomes. Actions could include reviewing tasks, changing verifiers, seeking

professional development support or requesting further out of cycle external moderation for a subject.

The completion of these moderation plans should be monitored by senior management for completion and effectiveness, and outcomes reported to the Principal and Board of Trustees.

Required action

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

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

How effectively does the kura 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 Te Rau Aroha effectively uses assessment-related data to support achievement outcomes for ākonga by:

- informing assessment programme design so that the standards offered match ākonga strengths and interests
- monitoring ākonga academic progress to identify learners at risk of not achieving their goals
- annually reporting to the Tumuaki and Board of Trustees an analysis of NCEA data, to inform strategic goals and actions
- celebrating ākonga achievement through ākonga awards and recognition.

Te Wharekura o Te Rau Aroha reports accurate achievement data by:

- reconciling results from external providers with which they hold a current *Memorandum of Understanding*, to ensure results are reported with the correct provider codes.

Timely and accurate reporting of results The kura has introduced a Student Management System this year to allow the more effective management of data including the timely and accurate reporting of results.

In 2018 entries and results to NZQA were not reported monthly. The kura data profile indicated that one fifth of all internal entries were not reported with a result or withdrawn as appropriate by the 1 December deadline. A high number of external entries were also made to NZQA after personalisation of examination materials. As a consequence, these materials are handled manually outside of the automated process, introducing the possibility of human error.

Ākonga monitoring their own achievement progress It is recommended that the kura encourage ākonga to monitor their progress towards achieving NCEA using the learner login. The learner login will allow individual ākonga to track their progress, confirm their final results and apply for reconsiderations and reviews for externals and order certificates.

Agreed action

NZQA and senior managers agree on the following action to improve the management and use of assessment-related data. Senior managers undertakes to:

- ensure that internal entries are reported with a result or withdrawn, as appropriate
- ensure that entries for external examinations are made by the 1 September to allow for personalisation.

For consideration

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

- encouraging ākonga to monitor their progress using the NZQA learner login and NCEA application.

How effectively does the kura communicate to inform kaiako, and ākongā and their whānau 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 Te Rau Aroha has effective processes and procedures for:

Communicating NCEA information assessment policy and procedures through:

- Kaiako and Ākongā Handbooks
- Mātua, Kaiako interviews twice a year
- informing kaiako of updates to the NCEA information throughout the year via emails and hui kaiako
- reporting on ākongā progress towards qualifications
- supporting kaiako to understand the kura assessment policy and procedures

Te Wharekura o Te Rau Aroha assists common understanding of assessment practice by:

- informing kaiako through a number of publications about assessment best practice and providing opportunities to discuss changes
- holding meetings with kaiako, ākongā and whānau to inform them of kura assessment policies and procedures.

Matariki to engage with whānau Te Wharekura o Te Rau Aroha uniquely engages mātua, whānau and the community by hosting a Matariki event. Mātua, whānau and community are invited to stay overnight at the kura where they experience the principles of whanaungatanga, manaakitanga and kotahitanga.

The purpose of the event is to build and strengthen relationships through participation in purposefully planned culturally enriched activities and to collaborate in initiatives to support ākongā achievement progress. NCEA assessment expectations and pathways are discussed within this context.

Storing of ākongā work and reporting results when kaiako leave the kura

The kura currently has no process to ensure that ākongā work is stored adequately and results reported when kaiako leave the kura. Senior managers need to know where work is stored before kaiako leave the kura so it is readily available for external moderation. The results also need to be reported to NZQA before kaiako leave to ensure they are on the *Record of Learning* of the ākongā.

Agreed action

NZQA and senior managers agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, ākongā and whānau. Senior managers undertakes to:

- ensure ākongā work is stored adequately and results reported when kaiako leave the kura.