

Managing National Assessment Report

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti

October 2017

What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti:

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

The summary section evaluates the kura'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 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 2017 (Assessment Rules)*.

What this review includes

The review has three components:

- The annual external moderation of the kura's internal assessment.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the kura's assessment systems at least once every four years.

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 on action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura to consider enhancing good assessment practice.

How we conducted this review

The review includes examination of documentation from a range of sources and interviewing key stakeholders.

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Prior to the visit the kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *TKKM o Te Kawakawa Mai Tawhiti kaiako handbook on Assessment Procedures for NCEA*
- *TKKM o Te Kawakawa Mai Tawhiti Information on NCEA – February 2017*
- a sample of course outlines for Years 11, 12 and 13.

Te Tūmuaki Whakawhanaungatanga kura met with the Tūmuaki, Principal's Nominee, kaiako for Te Reo Māori, Te Reo Pākehā, Te Reo Rangatira, and Tikanga-ā-Iwi.

There was a report-back session with the Tūmuaki 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 Kaupapa Māori o Te Kawakawa Mai Tawhiti

18 October 2017

Consent to assess confirmed

This review found that the kura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the kura's management of national assessment were found. The kura'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.

What the kura is doing well

There has been a concerted effort by the Tumuaki, Principal's Nominee and kaiako to monitor more effectively the quality of the internal moderation process which ensures credibility of results reported for NCEA.

Internal moderation procedures are understood and followed by kaiako. Student work is stored securely, and this allows the kura to fully comply with requests for external moderation and provides kaiako with access to benchmarked samples for future decisions.

Accurate data is sent to NZQA in a timely manner. This is evidenced through a low number of late entries and errors. Results are analysed by kaiako and used to report to senior management, as a basis for reflection on the previous year's programme and to inform future teaching, planning and assessment in the Wharekura.

Effective communication ensures consistent kura-wide understanding of NCEA assessment practice. Regular whānau hui and interaction ensure students are kept up to date with requirements and expectations for NCEA. The student handbook is written in clear language for them to understand. The course outlines describe the necessary assessment information for students across their subjects, ensuring consistency of understanding kura-wide.

Areas for improvement

The kura needs to follow up more regularly on their moderation feedback and outcomes. The kura also needs to improve kaiako understanding of the requirements for derived grades, and gathering of evidence for this and emergency grades needs some attention from the kura.

Action Items

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

- ensure that programme review is undertaken on a regular basis
- ensure evidence gathered to report derived and emergency grades is standard-specific, authentic and quality assured
- ensure any verifier used for the internal moderation of student work is a subject specialist with recent standard-specific knowledge.

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19 December 2017

NZQA

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FINDINGS OF THIS REVIEW

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

External review

Evidence found that external review actions have been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3v)

Action Items from 6 May 2015 MNA Report There were a number of agreed items from this first MNA report for the kura:

- document the review processes of the kura for stakeholders
- ensure that visual evidence is recorded in a viewable format so that it is available for moderation purposes
- review and clarify all key assessment practices and Assessment Rules to ensure there is consistent application by kaiako
- formally document the monitoring of student progress towards meeting both literacy and numeracy requirements and University Entrance so that regular reports can be easily presented to kaiako, whānau and the Board of Trustees
- document responses to the findings of external moderation
- document statistical findings in a way that can be easily presented to the kaiako, whānau and the Board of Trustees
- arrange ESAA login for kaiako and encourage students to register for a Learner login
- update the kaiako, student and whānau assessment handbooks as required.

These items have been actioned by the kura and robust processes implemented to help in maintaining their consent to assess.

Response to external moderation outcomes Monitoring systems for kaiako responding to external moderation are in place. The kura needs to review its verifiers for internal moderation, and ensure moderation feedback is received in a timely manner. Feedback from the 2017 external moderation submission should form the basis for the kura self-review on the effectiveness of its internal moderation.

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)

Where issues with assessment processes are identified by external review, the kura has processes that allow it to make changes that lead to improvements in assessment practice. There was, however, little evidence found that a regular programme of self-review is used to identify where improvements could be implemented. For example, the processes and procedures for moving to digital assessment, including the storage of digital assessment material could be developed.

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:

- ensure that programme review is undertaken on a regular basis.

How effectively does the kura's assessment practice meet the needs of its students?

Evidence found that assessment practice is meeting student needs (CAAS Guidelines 2.5v-vii, 2.6 I & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 5.5)

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti has effective processes and procedures for meeting the needs of their students by:

- providing clear guidance around assessment methods, evidence gathering and assessment opportunities, based on kaupapa developed by the kura and reflecting its unique character
- ensuring they have an opportunity to provide authentic work for assessment
- development of Individual Education Plans (IEP) to reflect a taura ability, aspiration and interests
- using class profiles to identify ability, and matching assessment opportunities to suit
- encouraging the use of naturally occurring evidence from a variety of contexts to engage students' in learning.

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti has effective processes and procedures for credible assessment:

- ensuring the authenticity of student work submitted
- managing missed and late assessment, further assessment opportunities and appeals.

Emergency and derived grade process Consistent understanding of the evidence requirements for reporting emergency and derived grades is required. Evidence gathered to report derived and emergency grades must be standard-specific, authentic and quality assured. Public tasks must be modified, commercial tasks kept secure and the grades awarded for student work must be justifiable. (See NZQA *Circular 2015/25*).

Agreed action

NZQA and senior management agree on the following action to improve the management of assessment for national qualifications. Senior management undertakes to:

- ensure evidence gathered to report derived and emergency grades is standard-specific, authentic and quality assured.

How effectively does the kura's internal and external moderation assure assessment quality?

Evidence found that internal and external moderation are ensuring assessment quality (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2017 6.4b)

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti 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 kaiako
- recording the completion of moderation processes on an *Internal Moderation Cover Sheet*.

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti has effective processes and procedures for managing external moderation by:

- ensuring material for all standards is adequately stored so that it is available if requested for external moderation
- providing kaiako with access to the NZQA External Moderation Application so they can view completed reports.

Review the appropriateness of verifiers used Kaiako will need to establish relationships with new external verifiers to help ensure appropriate grades are reported for students. The purpose of verification is to confirm that the grades reported to NZQA are at the national standard. Considering the low agreement rate in some areas between NZQA external moderators and the grades awarded by the school after verification, the appropriateness of the verifiers selected should be reviewed.

Effective monitoring of internal moderation Senior management conduct an annual audit for each learning area which includes checking internal moderation processes, including that kaiako have completed changes for external moderation.

Agreed action

NZQA and senior management agree on the following action to improve the kura's internal and external moderation to assure assessment quality. Senior management undertakes to:

- ensure any verifier used for the internal moderation of student work is a subject specialist with recent standard-specific knowledge.

How effectively does the kura manage and make use of assessment-related data?

Evidence found that data management and use supports student achievement outcomes (CAAS Guidelines 2.6v, 2.7i-iii)

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - regularly monitoring and tracking student achievement in kaiako hui
 - identifying target and priority learners and resourcing support to meet their needs
- **reports accurate achievement data by:**
 - timely reporting of results to NZQA
 - having kaiako carry out regular checks against mark books and kaiako classroom folders to ensure the accuracy of data recorded
 - ensuring all entries have a reported result
 - reconciling memorandum of understanding with reported results to ensure the correct external provider code is used

Using data reports to support and monitor student achievement The kura has developed effective processes to track student achievement progress. Data reports are produced on a regular basis to inform the Principal's Nominee and kaiako about the progress of NCEA students.

Data also informs the planning, development and design of teaching and assessment programmes across the year and helps kaiako develop strategies to support students to meet their goals and complete qualifications.

No action required

No issues with the kura's management and use of assessment-related data were identified during this review.

How effectively does the kura's communication inform staff, and students and their families about assessment?

Evidence found that kura communication ensures understanding about assessment (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7iib)

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti has effective processes and procedures for:

- ensuring students receive course outlines that contain subject specific assessment information
- communicating assessment policy and procedure to whānau
- meeting and disseminating information for whānau to better understand the requirements of NCEA
- reviewing communications to ensure they are fit for purpose and current.

Te Kura Kaupapa Māori o Te Kawakawa Mai Tawhiti assists common understanding of assessment practice by:

- informing teachers about assessment best practice and providing opportunities to discuss changes
- having professional discussions to share good assessment practice and develop organisational capability
- knowing that students understand what they need to achieve in order to gain a qualification, through one to one mentoring support with kaiako
- the student handbook being written in clear language for students to understand.

Good communication and regular hui The Principal's Nominee holds regular hui with kaiako to discuss NCEA issues and updates documentation to reflect current practice. Interviews with kaiako and students indicate that over the past year the kura has made significant changes through targeting student achievement to ensure consistent understanding of NCEA assessment. Regular hui between the Tūmuaki, Principal's Nominee, kaiako and student have supported the development of this understanding.

No action required

No issues with the way in which the kura maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review.