

Managing National Assessment Report

Te Pi'ipi'nga Kakano Mai I Rangiātea

October 2021

What this report is about

This report summarises NZQA's review of how effectively Te Pi'ipi'nga Kakano Mai I Rangiātea:

- 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 2021* (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
- *Kaupapa Here, Āhutatanga Aromatawai NCEA O TPKMIR 2021 (staff handbook)*
- *Various BOT policies and procedures*
- a sample of course outlines for Tau 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of Faculty/Department for:
 - English
 - Pūtaiao / Pānga
 - rau
- Tokorua ngā tauira.

There was a report-back session with the Tumuaiki 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 Pi'ipi'nga Kakano Mai I Rangiātea

29 October 2021

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 two years.

Previous Significant Issue Addressed

The 2018 Managing National Assessment review found that there was a need for assessments to be completed on a regular basis throughout the year, so that achievement data can be reported in a timely and accurate manner, allowing the kura to monitor achievement progress, support programme development and effectively guide taura towards their preferred future pathways. At the time, results were not transferred from pouako mark books on a regular basis and many assessments were not conducted until late in the year. NZQA put in place the following agreed action point; to develop an assessment calendar to be followed by all pouako to support the practice of reporting internal assessment results on a regular basis.

Following this MNA Review, NZQA are satisfied that the actions taken by the kura have addressed the significant issue.

What the kura is doing well

The kura is based on a whānau concept where key stakeholders are included in decisions around teaching and assessment programmes and pathway discussions. The nature of a small kura, however, means that the options for a range of learning areas being available are limited, but as much as possible, rangatahi have their views taken into consideration. The philosophy of the kura is based on the principles of Te Aho Matua where the taura look into the unique features of Taranakitanga, that capture the embodiment of their tupuna and what is important to their rohe and their iwi.

What is more important to the wider kura community is the hauora of its rangatahi in preparing them for their academic futures. Following the 2020 Covid 19 nation-wide lockdown, the kura changed its approach to how it delivered content in the 2021 nation-wide lockdown to focus more on kura-kāinga life balance and placed less pressure on taura to complete work. They introduced flexibility into their model to give rangatahi and whānau confidence that they would be able to complete what was in front of them, instead of forcing them to feel the pressure on academic assessments and other educational activity. Kaiako have established good relationships with whānau, therefore able to develop better kāinga-kura partnerships and collaboration to further support achievement.

The Tumuaki and Principal's Nominee have established systems to ensure credible assessment and quality assurance processes. This includes an assessment calendar which takes in all of the planned assessments throughout the year, together with

other kura based activities and iwi run events in order to gain balance for kaiako, tauira and their whānau. These processes are clearly outlined in the kaiārahi handbook and orally reinforced to tauira through relevant opportunities including all discussions looking at student pathways.

Because tauira numbers are small, the focus is on individual tauira engagement and achievement against their personal goals and assessment programmes. Tauira receive individualised support from kaiako who monitor their progress and change programmes and practice to address tauira need. It is imperative for the kura to use its close relationship with its tauira to continue to provide an accurate picture of academic achievement rather than rely on statistical reports, which will not accurately illustrate a trend with so few students in the sample.

The kura provides access to external providers to supplement subject options for tauira who wish to utilise it.

Rangatahi interviewed for the review clearly articulated a knowledge of NCEA, and an adequate understanding of their own pathways and how to access assessment opportunities.

Areas for improvement

As a next step the kura should develop and embed a sustainable system of responding to external moderation outcomes in order to strengthen the consistency of kaiako grade decisions and to ensure the reporting of credible results.

Kaiako should develop action plans based on the responses from External Moderation to address issues identified. These action plans must be monitored by the Principal's Nominee and changes evaluated for the expected improvements by the Tumuaki.

Some other steps for the kura to consider are detailed in the body of the report.

Agreed action

The kura agreed that the following action will improve the quality of their assessment systems. This is to:

- develop and embed a sustainable system to respond to external moderation outcomes.

Kay Wilson
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School Quality Assurance and Liaison

2 January 2022

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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 Item from August 2018 Managing National Assessment Report The agreed item from the 2018 MNA Review has been actioned. The kura complies with transferring student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted. The significant issue has been resolved but further steps to ensure effective response to external moderation are outlined in the response to external moderation section.

Response to external moderation outcomes

The kura identified that the consistency of assessor judgements can be further improved by strengthening the response to NZQA external moderation feedback.

It is essential that the kura address moderation outcomes before an assessment standard is next assessed. In order to improve future moderation outcomes and strengthen assessor judgements, the kura should act on the feedback from moderators for all Not Yet Consistent and Not Consistent outcomes.

The importance of submitting work for moderation The NZQA requirement to submit assessed material for external moderation provides a clear indication of the effectiveness of kura practices. The kura will be able to evaluate the effectiveness of their responses to 2021 external moderation when they receive the outcomes of the 2020 external moderation round.

To comply with all external moderation requirements, the kura needs to demonstrate that its responses to external moderation feedback are effective. As process to by which the Principal's Nominee can monitor this is required.

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)

Te Pi'ipi'nga Kakano Mai I Rangiātea has developed a system of self-review. Assessment processes are reviewed annually through wānanga including whānau. The change processes are evaluated and actioned when appropriate. This has led to a variety of improvements strengthening the kaupapa of the kura and whakaaro of the education being delivered at the kura even though there has been high turnover of kaimahi in recent years.

The kaiako wharekura closely monitor opportunities that would benefit their taura offered by external providers and introduce courses and subjects to complement taura study programmes.

The Tumuaki tracks taura academic progress and ensures that subjects are chosen to fit the pathway goals of the taura, adjusting programmes to remove identified barriers to taura success.

This approach meets ākonga needs by providing meaningful pathways and assists them to realise their personal achievement aspirations.

Recent developments include the:

- Managing National Assessment Improvement Action Plan, following the 2018 MNA Review which outlined the areas where the kura needed to develop systems and who was responsible for implementation

It is evident that work has been done to put systems in place for kaiako to apply to their quality assurance practice. However, there is still a need for this to be embedded into regular practice by the kaiako, resulting in a kura not dealing with all the areas of assessment necessary. Providing professional development focused on staff engagement in the process would bring about an improvement in credible assessment and academic opportunities for ākonga, and also work satisfaction for pouako alike.

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 2021 5.1 – 5.7)

Te Pi'ipi'nga Kakano Mai I Rangiatea has effective processes and procedures for meeting the assessment needs of their students by:

- using taura profiles to identify academic ability
- providing individualised assessment for each taura within courses
- using checkpoints to provide effective feedback and feedforward before an assessment event
- designing courses with learning contexts that are authentic, engage student interests and reflect the Taranakitanga mātauranga
- assessing when ready.

Te Pi'ipi'nga Kakano Mai I Rangiatea has effective processes and procedures for:

- using a range of strategies to ensure taura work submitted is authentic
- meeting the requirements of the *Privacy Act 2020*.

Small taura cohort at wharekura allows for individualised learning The kura provides taura with personalised learning and assessment programmes.

The small taura numbers at the kura allow the kaiako to know exactly where each taura is at with their study and what they need to complete to meet their individual academic goal. Goals are established at the beginning of the year through discussions with the whānau.

Seeking Te Reo Māori able cluster groups is a challenge The kura was a part of the Kāhui kaiako o Taranaki but chose to move away from the group due to there being no one suitable to help with the moderation of their units of work written in Te Reo Māori. Currently, kaiako use a range of contacts to have their work checked, but the kura is away that this is something they need to work on to further strengthen their assessment practices.

For consideration

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

- developing strategies to connect with other Te Aho Matua kura Māori to address the shortfall in a suitable cluster group
- developing strategies to connect with Ako Panuku for similar PLD
- forge a link with neighbouring Spotswood College for similar assessment assistance rather than going further afield to non-school based verifiers.

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 2021 6.4b)

Te Pi'ipi'nga Kakano Mai I Rangiātea has effective processes and procedures for managing internal moderation by:

- kaiako using published clarifications and exemplars to inform their grade judgements during marking
- requiring kaiako to document the steps of their moderation processes, including noting verification discussion and decisions, on the standard *Internal Moderation Cover Sheet*.

Te Pi'ipi'nga Kakano Mai I Rangiātea has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored.

Consistent internal moderation practice needed Following the 2018 review, the kura through the most recent Principal's Nominee have developed a process for internal moderation that, when followed, will provide for quality assessment. Professional development is needed for staff to take ownership of the process and complete the internal moderation steps in a regular and timely manner. Kura wide consistency of moderation would allow for issues to be identified and resolved ensuring there is evidence that results submitted to NZQA are credible. NCEA matters should be addressed at regular hui kaiako so focus can be made on the important NZQA kaupapa at the time.

Networks for kaiako to have their marking verified needs strengthening. Kaiako should use subject experts with standard specific knowledge either from within the kura, within the local community or when needed, kāhui or subject clusters from outside the region. The Tumuaki could assist with this through her Principal contacts at other kura and local high schools.

Once the internal moderation process is embedded practice, the system that the Principal's Nominee has developed to monitor the process should then provide evidence that the results reported to NZQA meet requirements.

Digital storage of submission sample for external moderation required It is essential that the kura adopt a system of storing taura work and evidence electronically. This allows for access to evidence for all kaimahi, and at any time. It also enables for easy submission of External Moderation using electronic links instead of uploading entire taura evidence and class work. A reliable and easy to implement naming protocol for the evidence should also be included in this storage system.

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:

- develop and embed a sustainable system to respond to external moderation outcomes.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- the Tumuaki communicate with other local kura that can provide assistance with the internal moderation process to support kaiako with the verification process

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 Pi'ipi'nga Kakano Mai I Rangiātea effectively uses assessment-related data to support achievement outcomes for students by:

- analysing achievement data and other relevant information to inform kura wide strategic goals

Effective data analysis used to inform strategy The kura effectively analyses and evaluates data for strategic planning and implementation, despite the challenge that the small numbers of ākonga in the NCEA programme pose in providing a constant and consistent set of data. What is available still allows for an accurate comparison of outcomes to support a strategic policy of the Board of Trustees.

Improved data management will support student achievement progress The school needs to establish data management practices and processes, that are regularly promoted and monitored by the Principal's Nominee, to help ensure accurate and timely data is reported to NZQA. While the kura has a data management system in place it is evident that it is yet to be sufficiently embedded within kaiako assessment practices to be effective. It is vital that kaiako are confident with data processes and supported to complete these so that the kura has accurate data to map a pathway forward for ākonga across all subject areas and to strategically plan for future academic years.

Entries and results should be thoroughly checked at all levels of the kura, giving ākonga and whānau the opportunity to match intended assessment programmes with their outcomes and results. This could also lead to the development of other subject areas being available for ākonga to include in their study programmes.

For consideration

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

- developing wharekura based professional development for kaiako to embed internal moderation and external moderation processes into their assessment procedures.

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 Pi'ipi'nga Kakano Mai I Rangiātea has effective processes and procedures for:

- ensuring taura receive outlines for all course they undertake
- communicating assessment policy and procedure
- reviewing communications to ensure they are fit for purpose and current.

Te Pi'ipi'nga Kakano Mai I Rangiātea assists common understanding of assessment practice by:

- checking whether kaiako, and taura are following processes
- informing kaiako about assessment best practice and providing opportunities to discuss changes
- knowing that taura understand what they need to achieve in order to gain a qualification.

Strengthen NCEA practices and ākonga outcomes by building capacity, leadership and ownership The kura needs to strengthen leadership and provide regular communication of NCEA assessment processes to help to clarify expectations and procedures, and promote responsibility for credible assessment practice at all levels of the kura. The following activities would collectively contribute to kura wide consistency, understanding of assessment practice and the NCEA model, and build capacity, leadership, and ownership.

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.