

# Managing National Assessment Report

## Te Kura Kaupapa Māori ā Rohe o Māngere

May 2019

## What this report is about

This report summarises NZQA's review of how effectively Te Kura Kaupapa Māori ā Rohe o Māngere:

- 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, ākonga 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 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 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
- *Wharekura Kaiako NCEA handbook, Te Kura Kaupapa Māori ā Rohe o Māngere* (Staff Handbook)
- *a sample of course outlines/ Ākonga and Whānau Assessment Guidelines for Years 11 and 12*

The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki Tuarua– Curriculum/Assessment
- Tumuaki
- Kaiako of:
  - History
  - ICT
  - Mathematics/Science
  - Te Reo Rangitira/Media
- three ākonga.

There was a report-back session with the Tumuaki, Tumuaki Tuarua 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 ā Rohe o Māngere

2 May 2019

### 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

Te Kura Kaupapa Māori ā Rohe o Māngere focusses on ākonga achievement. This is underpinned by a collaborative approach among kaiako who know each individual ākonga and are committed to meeting their needs.

The kura has the capacity to respond effectively to review, to improve and embed NCEA assessment practices, that enable school-wide consistency and ownership. This has led to them offering a range of learning and assessment opportunities for ākonga. Self-review has led to Kaiako personalising courses to ākonga needs and gathering achievement evidence as a natural by-product of their skills and knowledge being developed.

Assessment processes are well-managed, and practices are uniform across the subject areas participating in this review. The kura uses data effectively to inform course delivery improvements and changes to standards being assessed. A range of academic and vocational opportunities are offered to provide relevant and engaging pathways for ākonga, including through outside providers and other kura. The kura offers flexible learning times to address the learning needs of ākonga and their achievement.

Internal moderation processes are well understood and consistently applied by kaiako. The Principal's Nominee and kaiako discuss external moderation outcomes and develop action plans which the Principal's Nominee monitors for completion. These activities provide senior management with confidence that results reported to NZQA are credible.

The kura uses data to track achievement progress of all NCEA ākonga and to identify those at risk of not achieving a qualification. Effective monitoring of ākonga progress towards personal goals occurs through discussions at regular kaiako meetings.

The kura effectively communicates assessment policy and procedures to ākonga, kaiako and whānau. Regular sharing of best practice occurs at meetings together with informal professional dialogue are valued by kaiako as opportunities to discuss assessment issues. Similarly, conversations between kaiako, ākonga and whānau support understanding of ākonga progress, assessment pathways and procedures.

## **Areas for improvement**

The kura should consider self-selecting standards for external moderation. This will positively impact on the external moderation agreement rate of the kura as ākonga work will be available for standards selected for external moderation. It will also provide them the opportunity for informative feedback on standards of most interest to the school.

Data management needs strengthening so that standard entries are withdrawn where they are not assessed, and results are reported to meet NZQA deadlines. This will support accurate tracking of ākonga progress and timely reporting of achievement in the kura.

Documentation needs to be updated to reflect current practice.

## **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:

- ensure that sufficient randomly selected material is adequately stored and available for external moderation
- increase the monitoring of achievement
- withdraw entries where ākonga have not had an adequate assessment opportunity
- report results to NZQA in a timely manner
- update the kaiako and ākonga /whānau NCEA handbooks to reflect actual practice.

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17 June 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 2.6iv, 3iv-3v)*

#### **Action Items from 17 August 2016 Managing National Assessment Report**

Te Kura Kaupapa Māori ā Rohe o Māngere has addressed the agreed action from the 2016 report. All kaiako ensure that the kura's process for verification of kaiako-based grade judgements is followed.

**Response to external moderation outcomes** External moderation agreement rates are below the kura expectations as standards selected by NZQA for which the kura holds no recent assessment material have not been removed from the moderation plan. An action plan has been put in place to ensure all standards available for selection have results available.

The kura has sound processes to follow up on external moderation outcomes. The Principal's Nominee discusses with kaiako all standards where an issue is identified by the moderator. The Kaiako develops an action plan to resolve concerns and the Principal's Nominee monitors for completion.

### 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)*

The kura systematically reviews assessment programmes and processes and focusses on raising ākonga achievement by broadening pathways and meeting individual ākonga needs. It is informed by data analysis including consultation with kaiako, whānau and ākonga.

A number of learning and assessment strategies have been introduced as a result of internal review. These include:

- designing courses to better meet individual ākonga needs
- providing scaffolded teaching, learning and assessment opportunities
- assessment opportunities being a natural by-product of the learning rather than driving it
- supporting each student through regular tailored conversations on preparedness for upcoming assessment opportunities and how to manage assessed workloads
- offering University Entrance pathways to meet the career aspirations of individual ākonga
- exploring how students can access a greater range of STEM subjects.

These strategies show Te Kura Kaupapa ā Rohe o Māngere has the capacity to self-review NCEA assessment practices and develop responses that impact positively on student achievement outcomes.

**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 2019 5.5)*

### **Te Kura Kaupapa Māori ā Rohe o Māngere has effective processes and procedures for meeting the assessment needs of their ākonga by:**

- using checkpoints, feedback and feedforward, to assist ākonga to present their best evidence of achievement
- using a range of strategies to ensure authenticity of ākonga work
- gathering school-based evidence to support ākonga applications for special assessment conditions
- collecting evidence in a variety of ways
- kaiako meeting with ākonga to personalise learning and assessment programmes
- assessing ākonga when ready, as appropriate.

### **Te Kura Kaupapa Māori ā Rohe o Māngere has effective processes and procedures for:**

- providing valid opportunities for resubmission and further assessment opportunities, as appropriate
- ensuring kaiako report a 'not achieved' grade where ākonga have had an adequate assessment opportunity but submitted no work
- meeting the requirements of the *Privacy Act 1993* in issuing ākonga results and using ākonga work as exemplars.

**Relationships with external providers support ākonga needs** The kura emphasis is on meeting individual ākonga need in subject choices and course selection. They use a wide range of external tertiary providers to broaden ākonga choice including, Computer Studies through Techorium, Tourism and Māori Tourism.

Kaiako also collaborate with other Te Kura Kaupapa Māori in Tāmaki to offer greater choice in academic subjects using subject expertise within other kura.

The kura offers flexible and blocked learning time which supports ākonga to pursue their learning interests. An example of this flexibility is overnight wananga focusing on preparing ākonga for assessments with in-depth learning. These kaiako led wananga are well supported by ākonga and their whānau and are successfully raising ākonga achievement as evidenced by improved NCEA results.

### **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 Kaupapa Māori ā Rohe o Māngere has effective processes and procedures for managing internal moderation by:**

- ensuring assessment materials are set to the national standard by having modified or new assessment materials critiqued by another kaiako
- using subject specialists to verify samples of ākongā work
- recording the completion of moderation processes on an Internal Moderation Cover Sheet before results are reported
- monitoring the completion of moderation processes by the Principal's Nominee.

### **Te Kura Kaupapa Māori ā Rohe o Māngere has effective processes and procedures for managing external moderation by:**

- selecting samples of ākongā work randomly to NZQA external moderation requirements
- ensuring samples of ākongā work are provided for external moderation by being adequately stored.

**Focus on reducing workload by considering verification requirements for sufficiency** The kura should consider providing staff with further guidance on sufficient grade verification by the strategic selection of ākongā work. Strategic selection has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of ākongā work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of ākongā assessed.

**External moderation feedback to support professional learning** The kura is encouraged to self-select standards for external moderation. This will provide constructive feedback from the moderators and confidence to kaiako that the assessments they develop are valid and at the standard.

**Materials not received for external moderation** A significant amount of student assessment evidence was not submitted for external moderation in 2018. Evidence for results that are reported to NZQA needs to be adequately stored in case it is required for external moderation purposes. Standards requested in 2018 were reported by the kura in 2017, so sufficient material should have been available on request for external moderation. The kura has agreed to ensure that sufficient randomly selected material is adequately stored according to the newly documented procedures of the kura. This will ensure that evidence is available when requested for external moderation so that the internal moderation practices of the kura can be effectively evaluated and enhanced.

**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:

- ensure that sufficient randomly selected material is adequately stored and available for external moderation.

**For consideration**

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

- self-selecting external moderation standards to support kaiako assessment judgements.

## 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 Kaupapa Māori ā Rohe o Māngere effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- tracking the progress of individual ākonga through regular kaiako meetings
- the Board of Trustees reviewing their annual achievement goals and to developing ongoing strategic direction.

### **Te Kura Kaupapa Māori ā Rohe o Māngere reports accurate achievement data by:**

- ensuring all NZQA fees are paid on time and ākonga can access financial assistance where appropriate
- supporting ākonga to check results reported to NZQA using their Learner login
- reporting results against the correct code of external providers with which the kura holds a current memorandum of understanding.

**Data analysis to inform change** Data analysis is effectively used to inform good practice and self-review for kaiako, senior leadership and the Board of Trustees. This is reflected in enhanced kura assessment protocols such as facilitating wananga learning, where appropriate. Kaiako also reflect on ākonga achievement, evaluating the effectiveness of assessment programmes. This leads to adjusting standards, assessment tasks and contexts to reflect ākonga needs and interests.

**Data management needs strengthening** This review found that approximately one third of entries did not have results submitted to NZQA in 2018. This meant that some ākonga were not awarded qualifications upon the release of final results in mid-January. As all results should be reported to NZQA by 1 December, the Principal's Nominee has agreed that monitoring of achievement will be increased and that, where necessary, standards which are not assessed, will be withdrawn leading up to the submission deadline. This action will ensure that all ākonga are awarded the qualifications they have academically achieved.

### **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:

- increase the monitoring of achievement
- withdraw entries where ākonga have not had an adequate assessment opportunity
- report results to NZQA in a timely manner.

## **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 Kura Kaupapa Māori ā Rohe o Māngere has effective processes and procedures for:**

- ensuring ākonga receive outlines for all courses they undertake
- communicating assessment policy and procedure to ākonga and their whānau by holding NCEA hui throughout the year.
- supporting teachers new to the kura through an induction programme run by the Principal's Nominee and the Tumuaki Tuarua
- communicating assessment policy and procedures to kaiako through regular kaiako hui and email updates.

### **Te Kura Kaupapa Māori ā Rohe o Māngere assists common understanding of assessment practice by:**

- providing opportunities for kaiako to discuss assessment best practice
- ensuring ākonga understand what they need to achieve in order to gain a qualification.

**Handbooks require review** The kura documentation needs to be updated to reflect actual practice. Thorough editing of the handbook would produce a user-friendly, concise, and appropriate document, covering key information pertinent to the school practice. Both the kaiako handbook and the ākonga / whānau NCEA handbooks should be relevant and accessible to their respective audiences.

### **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, ākonga and whānau. Senior management undertakes to:

- update the kaiako and ākonga /whānau handbooks to reflect actual practice.