

Managing National Assessment Report

Te Kura Whakapūmau i te Reo Tuturu ki Waitaha

September 2019

What this report is about

This report summarises NZQA's review of how effectively Te Kura Whakapūmau i te Reo Tuturu ki Waitaha:

- 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 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
- *Te Kura Whakapūmau i te Reo Tūtuhi ki Waitaha, NCEA Assessment Procedures – Student handbook, 2019*
- *Te Kura Whakapūmau i te Reo Tūtuhi ki Waitaha, NCEA Assessment Procedures – Staff handbook, 2019*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Teacher(s) of:
 - English
 - Māori Performing Arts
 - Mathematics
 - Mau Rākau
 - Te Reo Māori
 - Te Reo Rangatira
- three students.

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.

SUMMARY

Te Kura Whakapūmau i te Reo Tuturu ki Waitaha

17 September 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 Whakapūmau i te Reo Tuturu ki Waitaha has a strong culture of self-review that ensures credible assessment practice is maintained and that the assessment needs of ākonga are met.

Individualised, differentiated, culturally responsive programmes with relevant contexts, allow ākonga to present their best evidence for achievement. The kura is committed to ensuring that ākonga can pursue their chosen future pathways and this is supported through the provision of effective careers advice to all ākonga from Year 10 onwards. Academic achievement continues to improve.

The Principal's Nominee's leadership ensures there is consistent school-wide assessment practice.

Robust internal moderation processes assure senior management that only credible results are reported to NZQA. Responses to external moderation outcomes are documented and action plans are developed when issues are identified. The Principal's Nominee monitors that planned actions are completed and necessary changes in practice implemented. Recent external moderation agreement rates between teachers and NZQA moderators have been sound, reflecting credible internal moderation practice and effective response to external moderation.

Student voice and achievement data from a range of sources are used to reflect on, and develop, assessment programmes. Data is regularly submitted to NZQA and its accuracy is enhanced through regular checking of results by kaiako, ākonga and senior managers. This close monitoring of achievement data enables the kura to intervene where ākonga are at risk of not achieving qualifications and to provide encouragement as needed.

A range of communication systems are in place to assist kaiako, ākonga and whānau with their understanding of the NCEA qualification and kura assessment policies and procedures. Kaiako wharekura work closely with senior managers to ensure consistency of practice across the wharekura. The kura is confident that results submitted to NZQA are robust, reliable and credible.

Areas for improvement

There are no agreed action items. Some other steps for the school to consider are detailed in the body of the report.

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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 2.6iv, 3iv-3v)

Action Items from 13 October 2016 Managing National Assessment Report

There were no required or agreed action items in the 2016 Managing National Assessment Report.

Response to external moderation outcomes Te Kura Whakapūmau i te Reo Tūturu ki Waitaha has robust processes for responding to external moderation feedback. These include all teachers responsible for moderated work, meeting with the Principal's Nominee to discuss the effectiveness of internal moderation practice. Where necessary, response actions and time frames for their completion are identified which may include changing verifiers, seeking professional development and extending professional networks. These processes reinforce kaiako understanding of the standard and further ensures assessment credibility at the kura.

The Principal's Nominee monitors that planned actions are completed and necessary changes in practice implemented. Recent external moderation agreement rates between teachers and NZQA moderators have been sound, reflecting credible internal moderation practice and effective response to external moderation.

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 Tumuaki drives a strong culture of review across the whole kura. Strong internal review processes also inform improved assessment practice within the wharekura. Key changes that have improved achievement outcomes since the last Managing National Assessment review include:

- embedding digital assessment pedagogy and online moderation practice
- strengthening engagement with the wider school community, involving whānau in strategic planning and goal setting
- promoting professional conversations led by the Principal's Nominee at fortnightly hui to ensure consistent practice, particularly as kaiako wharekura and ākonga numbers continue to grow
- modifying assessment programmes in response to disturbances caused by building developments within the kura grounds
- introducing a kāhui approach to verifying some subjects next year
- introducing kaiako hui at the end of each term to review the year to date and make changes for the following term, including modifying assessment plans

- requiring all courses to have the bulk of internal assessment completed by the end of Term Two so that most students have experienced success early in the year and to cater for big kaupapa events such as *Manu Korero*.

These examples demonstrate that Te Kura Whakapūmau i te Reo Tūtuhi ki Waitaha makes effective use of self-review to identify on-going improvement in assessment practice and procedures. The review process is supported by reflective leadership from senior management and increasing shared ownership by all kaiako.

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 Whakapūmau i te Reo Tuturu ki Waitaha has effective processes and procedures for meeting the assessment needs of their students by:

- identifying ākonga with career aspirations requiring Level 3 Mathematics or Science and planning for its provision, as needed
- using online internal and external assessment practice to match the digital teaching and learning pedagogies of the kura
- providing differentiated assessment within courses and offering alternative standards to align with ākonga readiness
- assessing when ready, as appropriate and having multiple tasks available in subjects to support this practice
- identifying ākonga career aspirations through targeted mentoring, and tailoring individualised programmes to match, including the use of outside providers
- using real-life events and learning contexts that appeal to ākonga interests for NCEA assessment
- recognising prior skills and knowledge when assessing ākonga.

Te Kura Whakapūmau i te Reo Tuturu ki Waitaha has effective processes and procedures for:

- assisting ākonga to present authentic work by using a range of suitable strategies during the assessment process, including close supervision, knowing ākonga well and one-on-one conferencing during project work
- managing missed and late assessments, further assessment opportunities and student appeals of assessment decisions
- complying with the requirements of the *Privacy Act, 1993*
- ensuring authentic standard specific evidence is available for derived grades.

Education plans based on individual goals The kura is committed to ensuring that ākonga who leave at the end of Year 13 can pursue their chosen future pathways. Formal careers guidance from Year 10 encourages ākonga to set future pathway and academic achievement goals for themselves. This is supported through the provision of careers advice to all ākonga during the Whakawhanaungatanga Noho, held at the beginning of each year. All graduates from 2018 have moved on to further study or training towards their future goals. Senior managers remarked that through working closely with whānau and all kaiako to understand ākonga aspirations, they can tailor assessment to best meet their 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 Whakapūmau i te Reo Tūtuhi ki Waitaha has effective processes and procedures for managing internal moderation by:

- having all assessment materials critiqued prior to use to ensure they are fit-for-purpose and provide ākongā with the opportunity to present evidence at all grade levels
- using subject specialists from within and beyond the kura to verify grades awarded for mahi ākongā
- storing benchmark exemplars and encouraging kaiako to keep verification notes to inform future assessment decisions
- requiring kaiako wharekura to document the completion of all steps of their moderation processes on an *Internal Moderation Cover Sheet*
- developing the practice of having mahi ākongā verified online
- having the Principal's Nominee collect and check hard copies of all cover sheets to reconcile kaiako completion of internal moderation processes prior to reporting results to NZQA.

Te Kura Whakapūmau i te Reo Tūtuhi ki Waitaha has effective processes and procedures for managing external moderation by:

- selecting samples of mahi ākongā to NZQA requirements
- ensuring samples of student work are provided by being adequately stored as evidenced by 100 percent digital submission in 2018 and 2019.

Kura benefiting from embedded digital external moderation processes Te Kura Whakapūmau i Te Reo Tūtuhi ki Waitaha has embedded processes for submitting all external moderation material using the digital submission option in the moderation application tool. Safe and secure digital storage processes have been developed, which means that all assessment folders, including mahi ākongā, are accessible to the Principal's Nominee and available for digital submission to NZQA if needed. The Principal's Nominee can then benefit from the many advantages of the digital submission option which include:

- submitting moderation materials any time prior to the submission date
- being able to check the status of submitted material
- receiving timely feedback from the moderators
- being able to query decisions online
- being able to develop response action plans in the same calendar year so that changes can be made, where necessary, prior to the same standards being assessed the following year.

No action required

No issues with the school's internal and external moderation were identified during this review.

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 Whakapūmau i te Reo Tuturu ki Waitaha effectively uses assessment-related data to support achievement outcomes for students by:

- analysing previous years' achievement data to inform current year course or individual programme design
- setting achievement targets and reporting on them to the Board of Trustees
- publishing results data to NZQA regularly throughout the year
- reporting achievement regularly to whānau
- analysing tracking sheets created for each ākonga and twice-termly discussing their progress towards academic goals and future pathways
- reviewing ākonga progress to identify and support those at risk of not meeting qualifications requirements or those who may require extension.

Te Kura Whakapūmau i te Reo Tuturu ki Waitaha reports accurate achievement data by:

- making regular data submissions throughout the year to NZQA
- ākonga logging on to NZQA to monitor NCEA progress also to identify errors
- checking for, and where necessary, correcting errors shown up by the Key Indicators and data file submission reports from NZQA
- ensuring all entries either have a result reported by the final submission date or are withdrawn, as appropriate
- checking external entries prior to the 1 September data submission to ensure they match with individual ākonga programmes
- reporting results for standards for which the kura has consent, or against the correct provider codes of outside providers with whom the kura holds current memoranda of understanding.

Ākonga achievement tracked and used effectively Effective systems have been introduced to track ākonga progress and help motivate them to achieve. Individual tracking sheets, showing achievement for all internal assessments for each ākonga wharekura are kept and updated by the Principal's Nominee. These are used at progress conversations which take place twice a term between each ākonga and the Principal's Nominee, who is also the Careers Advisor. Ākonga shared that these conversations help keep them on track with their assessments and motivate them to achieve. This is one of the systems put in place since the last review which senior managers believe has supported an increase in ākonga achievement, including 100 percent achievement for Level 3 NCEA in 2018.

No action required

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

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 Whakapūmau i te Reo Tuturu ki Waitaha has effective processes and procedures for:

- ensuring ākonga receive outlines for all courses they undertake
- capturing ākonga and whānau voice on completion of courses to inform change
- reviewing communications on an annual basis to ensure they are fit for purpose and current
- communicating assessment policy and procedure
- communicating ākonga achievement progress on a regular basis.

Te Kura Whakapūmau i te Reo Tuturu ki Waitaha assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- the Principal's Nominee providing targeted guidance to new kaiako around kura assessment expectations as part of their induction
- engaging whānau through a range of strategies including conferences, mātua-kaiako-ākonga interviews and various online communications
- ensuring ākonga understand what they need to achieve in order to gain a qualification
- informing kaiako about assessment best practice and providing opportunities for professional conversations during the fortnightly kaiako wharekura meetings
- the Principal's Nominee attending professional development opportunities, including the NZQA Managing National Assessment and Kura Engagement seminars and updating kaiako as appropriate.

More structured approach to foster deeper understanding The Tumuaki feels deeper understanding and richer conversations would occur, during the regular kaiako wharekura meetings, from a more structured professional development approach. The Principal's Nominee currently has time set aside at these meetings, where she shares key information, however the Tumuaki has now invited her to lead more in-depth discussion around assessment practice and provided more time to do so. This will enable the Principal's Nominee to plan sessions in advance, based on needs that she has identified or requests from kaiako. This will extend the capacity of the kura to ensure:

- credible assessment practice
- consistent understanding of assessment and moderation practice
- key policies and practices can be discussed thoroughly and reinforced

This review recommends this approach as it will further elevate the importance of credible assessment and moderation practice within the kura.

For consideration

To extend good practice in ensuring that information about assessment to students, staff and families is current and accessible, the school is encouraged to consider:

- developing the Principal's Nominee professional development role in the fortnightly kaiako wharekura hui.