

Managing National Assessment Report

Te Wharekura o Arowhenua

September 2017

What this report is about

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

- 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 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, in combination with the most recent Education Review Office report 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 2017* (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 Wharekura o Arowhenua Tukanga NCEA mō ngā Kaiako – Staff Procedures Handbook 2017* (Staff Handbook)
- *Te Wharekura o Arowhenua Te Pukapuka Tukanga-ā-Ākonga NQF 2017* (Student Handbook)
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with the Principal's Nominee and Kaiako in Charge of English, History/Te Reo Māori/Te Reo Rangatira and Pāngarau.

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 Wharekura o Arowhenua

14 September 2017

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 Wharekura o Arowhenua has made significant progress over recent years to ensure it manages national assessment processes which enable credible results to be reported to NZQA. Self-review is effective, allowing systems to be modified, in response to identified issues.

Assessment practice is effective with ākonga-centred assessment programmes offering a variety of standards from a range of providers to meet their assessment needs. Digital assessment tools are being increasingly used to better engage with NZQA's digital assessment and moderation work streams.

The response of the kura to external moderation feedback is effective, with improved external moderation outcomes over recent years. Kaiako practise online moderation, with external verifiers where appropriate, to counter the challenges of isolation from other kura.

The kura has effective processes in place to ensure that standard entry files are uploaded to NZQA in a timely manner, that Memoranda of Understanding with outside providers are in place, that achievement data is used to individualise assessment programmes, and that NZQA fees are paid on time.

A range of effective communication structures are in place such as regular hui with whānau and ākonga to help ensure that the kura community are engaged and appropriately informed about assessment for national qualifications.

Areas for improvement

Senior managers have agreed to set deadlines by which kaiako are to confirm which optional standards will be used to assess ākonga in their individualised programmes. This will give ākonga certainty over their assessment programmes and ensure they have sufficient opportunities to achieve their academic goals.

Some inconsistencies were identified in the way kaiako completed the *Internal Moderation Cover Sheets*, therefore the Principal's Nominee has agreed to monitor completion more closely, ensuring all sections are completed fully and to reconcile documentation with actual practice. This will give the kura greater confidence in the effectiveness of its moderation processes.

To encourage greater engagement and shared understanding of NCEA and the processes of the kura for managing national assessment, the Principal's Nominee has agreed to modify the kaiako and ākonga NCEA handbooks to include recommended changes, using language that is relevant to the respective audiences.

Agreed action

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

- closely monitor completion of the *Internal Moderation Cover Sheet* and reconcile this documentation with actual practice
- withdraw ākonga from standards where no assessment has taken place
- review and update the kaiako and ākonga NCEA handbooks.

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9 January 2018

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FINDINGS OF THIS REVIEW

How effectively has the school 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 10 June 2015 Managing National Assessment Report There were no action items in the 2015 report.

Response to external moderation outcomes External moderation outcomes have improved over recent years, with the agreement rate between kaiako and moderators increasing from 76 to 85 percent between 2014 and 2016. This improvement reflects the effectiveness of the response to external moderation processes in the kura, where response-actions may include targeted professional development for kaiako such as online Best Practice Workshops, finding new verifiers and developing networks with other subject specialists. It also reflects strengthened internal moderation processes.

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)

Te Wharekura o Arowhenua continues to effectively manage assessment for national qualifications. It uses self-review to improve assessment practice and respond to challenges.

The cancellation of the Kaupapa Ara Whakawhiti Mātauranga, which enabled video distance learning delivered by Māori speaking subject experts is one such challenge. These experts assessed ākonga at assessment wānanga held at their own kura. This was an embedded assessment practice which, over recent years, was accessed by many ākonga from Te Wharekura o Arowhenua. In response to its cancellation, the kura has:

- recruited kaiako who have more than one area of expertise at NCEA level
- strengthened its relationship with local secondary schools and tertiary providers to extend the range of subjects that can be offered to its ākonga
- strengthened relationships with kaiako from other kura to mutually enhance internal moderation capacity
- developed the capacity to have its own assessment material verified online and in return, the capacity to digitally verify material from other kura

The capacity to respond to change in this way exemplifies how Te Wharekura o Arowhenua continues to develop processes that enable it to maintain credible assessment and moderation practices.

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 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 Wharekura o Arowhenua has effective processes and procedures for meeting the assessment needs of their students by:

- working closely with ākonga and whānau to map individual learning and assessment pathways beyond kura
- negotiating assessment deadlines with ākonga and facilitating catch-up wānanga, where appropriate, to support ākonga centred assessment and reduce the need for further assessment opportunities
- offering a menu of optional standards in core subjects
- having kaiako that teach in both the wharekura and kura teina, enabling a smooth transition to NCEA in some subjects
- using outside organisations, including other local schools and tertiary providers to extend the range of assessment opportunities
- promoting assessment opportunities using digital tools to meet ākonga preferences
- ensuring literacy and numeracy achievement is tracked by ākonga and kaiako
- providing differentiated assessment within courses as appropriate.

Te Wharekura o Arowhenua has effective processes and procedures for:

- managing missed and late assessments and providing further assessment opportunities and resubmissions, as appropriate
- developing kaiako competencies around the use of digital tools for assessment
- ensuring ākonga evidence of achievement is authentic
- ensuring valid authentic standard-specific evidence is available for derived grades
- meeting the requirements of the *Privacy Act 1993*

Increasing use of digital tools for assessment The kura is developing strategies for gathering digital evidence of ākonga achievement by using a variety of digital tools. This evolving practice is being trialled by kaiako wharekura with a view to increasing the amount of digital evidence collected across the wharekura. It will enable the kura to better engage with NZQA's digital assessment and moderation work streams and it will also ensure that ākonga can be assessed in a way that better suits the emerging digital pedagogies of the kura.

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 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 Wharekura o Arowhenua has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- ensuring that all wharekura kaiako use the *Internal Moderation Cover Sheet*
- using subject specialists from within and beyond the kura to verify a purposefully selected sample of mahi ākongā
- promoting digital verification by and for other kura, as appropriate, to counter the challenges of isolation from other kura
- kaiako wharekura keeping benchmark exemplars of moderated mahi ākongā to support future grade judgements.

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

- selecting samples of mahi ākongā for external moderation randomly to NZQA requirements and ensuring their secure storage
- ensuring that assessment material, which is born digitally, is securely stored so that it can be submitted digitally for external moderation, if required.

Moderation cover sheets at varying stages of completion At the time of this review, a small number of completed *Internal Moderation Cover Sheets* were available from the interviewed kaiako. Kaiako also presented partially completed cover sheets, representing student assessments yet to be completed. This was due to the portfolio or research nature of outstanding assessments or to work that was yet to be verified by subject experts from outside of the kura. All cover sheets are stored in the Principal's Nominee's office and updated by kaiako as appropriate. Kaiako are aware of their responsibility to internally moderate every standard before results are reported to NZQA.

While most *Internal Moderation Cover Sheets* were satisfactorily completed, some inconsistencies were identified with others, such as the critiquing section not being fully completed. Accepting incorrectly completed cover sheets impacts on the credibility of the Principal's Nominee's own monitoring of the internal moderation process. Therefore, the Principal's Nominee has agreed to monitor completion more closely to ensure that:

- all assessment tasks have been critiqued by another kaiako prior to use and that evidence of this has been documented
- verification has been done by a subject specialist with standard-specific knowledge
- conversations between the kaiako and verifier have been documented, particularly where the verifier has disagreed with the kaiako.

This refined process will then enable the Principal's Nominee to reconcile the correctly-completed *Internal Moderation Cover Sheets* with actual practice, giving senior managers confidence that all results reported to NZQA are credible.

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:

- closely monitor completion of the *Internal Moderation Cover Sheet* and reconcile this documentation with actual practice.

How effectively does the school 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 Wharekura o Arowhenua effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
 - analysing ākonga achievement to modify and develop individual assessment programmes
 - analysing assessment-related data and reporting it to the Board of Trustees and wider whānau
 - ensuring ākonga can access financial assistance where appropriate
- **reports accurate achievement data by:**
 - assisting ākonga to check reported results through using their NZQA Learner logins
 - maintaining current memoranda of understanding with outside providers and reporting their results in a timely manner
 - checking Key Indicators to ensure only consented standards are assessed.

Not reporting results An unacceptable number of ākonga did not have entries withdrawn for standards they did not attempt in 2016. This was mainly due to entries being made in courses with optional standards, which were subsequently not used to assess all ākonga. Kaiako also over-estimated the number of standards that could be assessed in individual programmes.

Senior managers have reviewed the entry processes and now target standards. They have agreed to withdraw ākonga from standards where no result is reported due to the standard not being assessed. These processes will give ākonga certainty around their assessment programmes and ensure they have sufficient entries to achieve their academic goals

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:

- withdraw ākonga from standards where no assessment has taken place.

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

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

Te Wharekura o Arowhenua has effective processes and procedures for:

- ensuring ākonga receive outlines in both hard copy and digital formats for all courses they undertake
- communicating assessment policy and procedures to kaiako, ākonga and their whānau by:
 - holding regular NZQA related hui with whānau throughout the year
 - facilitating whānau-kaiako interviews
 - regular hui kaiako where assessment and moderation processes are discussed.

Te Wharekura o Arowhenua assists common understanding of assessment practice by:

- supporting new kaiako with an induction programme explaining the assessment and moderation systems of the kura
- checking that kaiako, ākonga are following processes through hui wharekura and ākonga meetings
- knowing that ākonga understand what they need to achieve in order to gain a qualification, through discussion with kaiako mentors
- informing kaiako about assessment best practice and providing opportunities to discuss changes.

Kaiako and ākonga NCEA guides must be updated annually The kaiako and ākonga handbooks need to be updated annually to ensure that information is current. At the time of the review, they were not updated to reflect changes that have occurred in recent years. Senior managers have agreed to:

- change any reference to 'Compassionate Consideration' to 'Derived Grades' as appropriate
- update the sections on 'Further Assessment Opportunities' in the kaiako and ākonga NCEA handbooks to clearly differentiate between the provision of 'Resubmissions' and 'Further Assessment Opportunities'
- remove any reference to 'National Certificates' that no longer exist.

The Principal's Nominee has agreed to review and modify the kaiako and ākonga NCEA handbooks to include recommended changes, using language that is relevant to the respective audiences. Relevant language will encourage greater engagement and shared understanding of NCEA and the processes of the kura for managing national assessment by all stakeholders.

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, students and families. Senior management undertakes to:

- review and update the kaiako and ākonga NCEA handbooks.