

# Managing National Assessment Report

## Te Wharekura o Arowhenua

August 2022

# **FINDINGS OF THIS REVIEW**

## **Te Wharekura o Arowhenua**

**4 August 2022**

### **Consent to assess confirmed**

This review found that the school is effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021*.

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.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

## Actions and considerations

The kura agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Ensure the Principal's Nominee follows up the process of moderation.	Before the next External Moderation submission
Transfer all storage of ākongā evidence to an online folder for easier access to all kaiako and for external moderation purposes, and ensure the electronic link for digitally submitted external moderation is available for the moderator to access the ākongā evidence	Before the next External Moderation submission
Ensure that all standards on the moderation plan have material submitted for moderation, and proactively follow up with the teachers whose work is not available to make sure that it is provided	Before the next External Moderation submission



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25 October 2022

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## External and internal review

### External review

*Evidence of external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)*

#### **Action Items from 14 September 2017 Managing National Assessment Report**

Te Wharekura o Arowhenua has completed the agreed action items. The Internal Moderation Cover Sheet is now reconciled with actual practice, as confirmed by comments from the kaiako when interviewed in the MNA Review. In 2021 in all but one subject area, ākonga have been withdrawn from standards where no assessment has taken place. This provides clarity to ākonga about how they are tracking towards attainment of a qualification, with accurate entry and result information. The kaiako and ākonga NCEA handbooks are up to date and current in content, supporting consistent practice amongst kaiako in the kura.

**External moderation processes and response to outcomes** The Principal's Nominee needs to track all external moderation through the steps laid out in the kura's policy and procedures.

Assessment material needs to be available for external moderation as it runs risk to the credibility of reported results if there is no external moderation of them. In 2021 there were six standards where no materials were submitted. Ākonga in those courses may not be receiving the correct results and may miss out on a qualification, or have a qualification awarded where they have not actually met the standard.

The Principal's Nominee is planning to transition to a digital form of submission to make the process easier for kaiako to prepare ākonga evidence and submit it. All relevant electronic links need to be made available to the moderators in conjunction with submissions.

In all instances of external moderation, the Principal's Nominee expects an action plan to be created by kaiako to address the issues outlined by the external moderator. It is vital that the PN tracks this process to the end, ensuring that all comments from the external moderator have been taken into consideration and that, where necessary, kaiako have made adjustments and changes to their processes. Then the PN tracks the progress of the actions and monitors the kaiako throughout the process, supporting them when needed.

### Internal review

*Evidence of 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)*

**Weekly staff meetings focused on NCEA** Te Wharekura o Arowhenua has regular professional learning development sessions for kaiako to analyse current topics and be notified of any deadlines for NCEA matters, and to evaluate any new ideas and initiatives. These initiatives have seen a rise of academic achievement in recent years to a 100% pass rate for NCEA Level 2 and 3 in 2021. This is instrumental in supporting kaiako to be up to date with practice and confident in their assessment processes.

The Principal's Nominee leads all NCEA kaupapa and supports kaiako with procedural details and assessment practice as the need arises by working alongside them and monitoring the processes. The PN is planning on training another kaiako in the PN role to develop leadership in assessment from within the younger generation of kaiako in the kura. The Tumuaki sees it as an important role to professionally develop their kaiako in all aspects of assessment practice, but more importantly to build leadership within the kura

**New kaiako induction** The kura is linking with the Te Rūnanga Nui network of kura to train their own kaiako. TRN are offering development opportunities for the kura and its kaiako to focus on assessment best practice.

New kaiako arrive at the kura with an understanding of their subject areas, but much effort is put into preparing them with skills for the classroom due to the importance of assessment. The kura has primary trained kaiako teaching in the wharekura too, so in those situations the Tumuaki identifies which learning areas the kaiako have expertise in to best fit the needs of the ākonga. All new kaiako are given a wide range of support in curriculum development and teaching material preparation. They are also inducted into Te Aho Matua principles if they are not raukura of a Te Runanga Nui kura already. Te Aho Matua principles of education puts the ākonga at the centre of education, ensuring that they are given every opportunity to reach their best efforts, whether that be through learning or assessment.

## **Credible assessment practice to meet ākonga needs**

*Evidence of 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)*

**Students have access to a wide range of subjects and pathways selection** The kura is offering a wide variety of learning and assessment through their own kaiako and external providers to meet the needs of their ākonga. Ākonga have a set of core subjects which they all take, then one of two subjects that they select, based on their own goals and aspirations. Integrated courses are created by the kura and administered in a way that means each ākonga is able to achieve their own set of standards towards gaining a qualification. Te Wharekura o Arowhenua accesses external providers to offer ākonga subject based learning that the kura cannot provide internally.

Kaiako offer Independent Learning Plans for ākonga to enable them to achieve their pathways and aspirations. In order to be able to offer and deliver these subject areas, the kura has connections with many external providers and community organisations.

The kura accesses the local iwi who provide an Environmental Course where the principles of kaitiakitanga are embraced. Other integrated learning or contextual learning opportunities include Te Reo Māori and Pūoro, Pāngarau and Building, Mau Rākau and PE.

Field Māori standards are being offered as the basis of the Te Reo Māori course which allows ākonga who have come from outside the kura to be confident in Te Reo Māori, allowing them to focus on the areas where they need the most attention.

Ākonga spoken to at the MNA review expressed appreciation to the kaiako who accommodate their choices.

**Communication processes robust** Kaiako and whānau work closely together to ensure ākonga are supported in their choices and pathways.

The kaiako use an online discussion platform to monitor and discuss ākonga assessment tracking in a timely and current manner. In order for the best advice to be provided, whānau are regularly kept in the loop about progress of assessments and tracking of credits. This has been successful in notifying whānau of any changes to NCEA.

## Internal moderation to ensure the reporting of credible results

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Internal verification processes need strengthening** The kaiako use mostly in-kura resources for internal grade verification. Due to the geographical location of the kura, there are not many opportunities for kaiako to meet with other kaiako from wharekura face to face or to meet in a kāhui style for sharing ideas. The Tumuaki is currently in discussions about the sharing of verification and moderation resources with other South Island wharekura and how this could take place online or through other innovative methods. In some cases, the kaiako in the kura are being practical and accessing teaching networks from kura auraki in the Murihiku region of Invercargill. One example of this is in the maths learning area, but other learning areas are encouraged to do the same

**Digital storage of ākongā evidence needed** The Principal's Nominee has a system of physical folders in a filing cabinet in her office, where all ākongā evidence which has gone through the internal moderation process is stored. Kaiako put ākongā work in the filing cabinet once all aspects of the internal moderation sheet are completed. The Principal's Nominee recognises the need to move to a digital folder system so kaiako have constant access to all documents and materials and in order to prepare external moderation easily. This will be completed in two steps, firstly, training a kaiako with digital expertise to take up the PN role and then to provide all NCEA kaiako with PLD in uploading and storing relevant ākongā evidence.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

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

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations
- broadening assessment opportunities by engaging with external providers and extending the school's Consent to Assess if required
- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer
- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs.

**Te Wharekura o Arowhenua has effective processes and procedures for:**

- managing resubmission and further opportunities for assessment
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

## Effective internal and external moderation to assure assessment quality

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

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākonga work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

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

- selecting sufficient samples of ākonga work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Te Wharekura o Arowhenua effectively uses assessment-related data to support achievement outcomes for ākonga by:**

- monitoring and tracking ākonga progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākonga to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākonga voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Te Wharekura o Arowhenua reports accurate achievement data by:**

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

## **Effective communication to inform staff, and ākonga and their whānau about assessment**

**Te Wharekura o Arowhenua has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākongā success.

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

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā to understand what they need to achieve in order to gain a qualification.

## Appendix 2: Overview

### 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, ākongā and whānau.

### 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 effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (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 2022* (Assessment Rules).

### What are possible outcomes

Outcomes may include NZQA:

- identifying the effectiveness of the school's review processes, assessment practice and quality assurance
- 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's consideration 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 five 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.
- Various assessment schedules and information booklets (Ākonga information)

The School Relationship Manager met with:

- the Principal's Nominee
- Tumuaki
- Kaiako of:
  - Hākinakina
  - Ingarihi
  - Pūoro
  - Te Reo Māori
- Tokorua ngā ākonga.

There was a report-back session with the 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.

## Background

Located in the city of Invercargill, Te Wharekura o Arowhenua is the sole kura Māori in the Murihiku Southland region.