

# **Managing National Assessment Report**

## **Te Kura Kaupapa Māori o Kaikohe**

**Pipiri 2018**

## What this report is about

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

- 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 kura achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2018* (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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Kaiako Handbook, TKKM o Kaikohe 2018*
- *NCEA Student Information, TKKM o Kaikohe 2018*
- Various Wharekura documents
- a TKKM o Kaikohe course outlines for Years 11, 12 and 13.

The Tūmuaki Whakawhanaungatanga Kura met with the Principal's Nominee, three students, and kaiako for Art, English, Mathematics, Te Reo Māori and Pūtaiao, and the Career Adviser.

There was a report-back session with the Tūmuaki 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 o Kaikohe

13 June 2018

### 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 kura is doing well

Te Kura Kaupapa Māori o Kaikohe has sound assessment practices ensuring that results reported to NZQA for national qualifications are credible. The kura delivers programmes and courses that meet the learning needs of a diverse range of students.

Assessment practice was consistent across the kaiako who participated in the review and was evident in the understanding students displayed about school procedures. The kura has improved the flexibility of their assessment practice since the previous review. Data analysis has informed implementation of changes.

Internal moderation practice is effectively managed kaiako-wide. Kaiako interviewed demonstrated a clear understanding of the kura's moderation processes and could readily provide documented evidence that internal moderation is happening. External moderation outcomes are monitored by the Principal's Nominee, and kaiako complete an action plan to resolve issues identified by moderators. Evaluated outcomes of completed actions are reported to Senior Management through their Pūrongo-a-Kura.

Principal's Nominee and kaiako meet regularly to reflect and record student achievement to evaluate the effectiveness of their courses and inform future changes to course design. This is reported to Senior Management in the Pūrongo-a-Kura. The Principal's Nominee has effective data management processes to ensure accurate entries and results are reported to NZQA.

The kura uses many methods to inform students and the whānau about NCEA related matters, including hui-ā-kura, mātua/whānau information evenings, whānau hui, and access to the kura student management system through the parental portal. Students who participated in the review were knowledgeable about how to achieve a NCEA qualification and kura assessment policy and processes.

### Areas for improvement

The review of kura documentation found some aspects of assessment policy needs reviewing and updating on a regular basis. Documentation should be updated annually to reflect current practice. This includes the use of standard-specific evidence for derived and emergency grades, storage of samples of student work for external moderation, the requirements for physical and digital external moderation and procedures for dealing with breaches of assessment rules.

**Agreed action**

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

- review and update documentation to reflect current practice.

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June 2018

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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 5 June 2014 Managing National Assessment Report** There were no items requiring action from the 2014 report.

**Response to external moderation outcomes** The kura has very high rate of agreement of assessor judgements between kaiako and NZQA moderators. The Principal's Nominee and kaiako create timely action plans in response to moderation outcomes when issues are identified. All kaiako are required to report on their responses and actions to external moderation feedback in the Pūrongo-a-kura assuring senior management that identified issues have been addressed.

### Internal review

*Evidence for the school is 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)*

Senior management has effective systems and processes to monitor and review NCEA assessment practices and how these impact on student achievement progress. The Pūrongo-a-kura, Kura Annual Report, produced for the Principal and Board of Trustees, forms the basis for informing the kura's strategic goals such as "Kei a ia ngā mātauranga, ngā pukenga, te āhua me ngā tohu kia whai tōna ake huarahi ako" These include:

- limiting the number of credits offered in courses to better focus on quality learning and assessment to manage student stress from assessment workload
- improving the flexibility of assessment practice in courses such as Papa Taiao to better meet the needs of students in STEM
- providing kaiako with professional development to improve assessment outcomes for students through NCEA best practice workshops
- introducing a careers hub to align student pathways with subject choices
- The kura's self-review has formed initiatives such as modular and thematic programmes and the use of external providers such as Te Papa Taiao to ensure student assessment needs are met.

These initiatives reflect a strategic focus on kura wide improvement evidenced in consistent practice and management structures that encourages all kaiako to participate in assessment and self-review processes.

### 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 2018 5.5)*

### **Te Kura Kaupapa Māori o Kaikohe has effective processes and procedures for meeting the assessment needs of their students by:**

- using class profiles to identify student ability and match them to appropriate assessment pathways
- using a range of methods during assessment to gather evidence of achievement
- providing differentiated assessment programmes within courses and across classes in the same subject
- scaffolding and contextualising assessment tasks so that they are more relevant and better engage student interest
- collecting kura-based data to support applications for students identified as needing special assessment conditions, and providing appropriate support
- extending assessment opportunities by using external providers to deliver:
  - courses the kura is unable to offer
  - assessment against individual standards related to career pathways
- assessing when ready, where appropriate.

### **Te Kura Kaupapa Māori o Kaikohe has effective processes and procedures for:**

- managing missed and late assessment
- ensuring derived grades are based on valid, authentic and standard specific evidence
- managing student workloads by limiting the number of credits offered per course
- ensuring credible assessment through consistent kura-wide assessment practice on resubmissions and further assessment opportunities
- meeting the requirements of the Privacy Act 1993.

**Flexible assessment practices meeting student needs** Since the previous review, flexibility in assessment practice has improved to better meet the needs of students. Kaiako have managed this through students and kaiako co-constructing courses with the standards to be undertaken, offering optional standards for extending students, and students determining contexts for assessments to reflect interests and their cultural background. All kaiako who participated in the review demonstrated flexible assessment programmes to meet student needs.

**Strategic Goal to lift achievement for all students** The kura has a strategic goal to lift the achievement of its students and many kaiako are aligning their subject area goals with this direction. Students requiring extra support for NCEA are identified using data gathered during Years 9 and 10. The appointment of a kaiako with a focus encompassing careers, professional development and effective pedagogy has led to alternative methods to written assessments, such as using oral evidence and digital

tools, to better meet the needs of students. Subjects are now taught through a modular and thematic approach incorporating various assessment methods. The kura's analysis of this initiative indicates that this is having a positive impact on student engagement and consequent assessment outcomes.

**No action required**

No issues with the kura'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 2018 6.4b)*

### **Te Kura Kaupapa Māori o Kaikohe has effective processes and procedures for managing internal moderation by:**

- documenting the internal moderation process by using a standard *Internal Moderation Cover Sheet*
- ensuring all assessment materials are critiqued prior to use
- kaiako reviewing standard clarifications, and using NZQA and kura exemplars to improve assessor judgements
- requiring kaiako to monitor that internal moderation is happening in their subject areas and ensure it is completed and documented for all standards assessed prior to reporting results to NZQA
- keeping benchmark exemplars and verification notes to inform future assessment decisions
- the Principal's Nominee and Senior management reviewing moderation processes for each subject during their three-year Managing National Assessment review cycle.

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

- selecting samples of student work for external moderation randomly to NZQA requirements
- ensuring samples of student work are provided for external moderation by being adequately stored
- kaiako creating and documenting action plans in response to external moderation feedback, discussing these where required with the Principal's Nominee, and monitoring that this is completed.

**Focus on reducing workload by considering verification requirements for sufficiency** Kaiako assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements. However most of those interviewed verify more samples of student work than NZQA requires.

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 student 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 students assessed. The kura should consider providing staff with further guidance on sufficient verification by the strategic selection of student work.

### **No action required**

No issues with the kura'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 Kaupapa Māori o Kaikohe effectively:

- **uses assessment-related data to support achievement outcomes for students by:**
  - informing assessment programme design so that the standards offered match student strengths and interests
  - identifying Year 9 and 10 students who need additional literacy and numeracy support to access Level 1 when in Year 11
  - identifying students at risk of not achieving a NCEA qualification and providing appropriate support
  - enabling kaiako to track, monitor and mentor students in their progress toward NCEA qualifications and personal goals
  - reporting annually to the Tūmuaki and Board of Trustees with an analysis of NCEA achievement, to inform strategic goals and actions.
- **reports accurate achievement data by:**
  - reconciling results from external providers with which they hold a current Memorandum of Understanding, to ensure results are reported with the correct provider codes
  - reporting results to NZQA on a timely and regular basis
  - ensuring all students attest that their entries and results have been entered correctly
  - actively encouraging students to monitor their progress using the student portal on the student management system, the NZQA learner login
  - ensuring a low number of late entries for external examinations.

**Strategic goals informed through data analysis** Data analysis is informing evidence-based changes to assessment practice to improve achievement outcomes. The Pūrongo-a-kura, Kura Annual Report, produced for the Principal and Board of Trustees, forms the basis for informing the kura's strategic goals such as "Kei a ia ngā mātauranga, ngā pukenga, te āhua me ngā tohu kia whai tōna ake huarahi ako". This has led to change in standards offered in courses, the number of credits on offer and the balance of credits between internal and external assessments. It is expected that the informed changes to the learning programme will engage and support students to achieve.

### No action required

No issues with the kura'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 Kaupapa Māori o Kaikohe has effective processes and procedures for:**

- ensuring students receive outlines for all course they undertake
- informing kaiako of updates to NCEA information throughout the year via emails and kaiako hui
- reporting on students' progress towards qualifications, including providing online access to the information held on the kura's student management system
- widely distributing information on financial assistance to cover all students who are eligible
- supporting new kaiako to the kura in understanding assessment policy and procedures through an induction programme.

### **Te Kura Kaupapa Māori o Kaikohe assists common understanding of assessment practice by:**

- informing kaiako about assessment best practice and providing opportunities to discuss changes
- holding hui-a-kura to inform students of kura assessment policies and procedures and how to gain a NCEA qualification
- improving whānau understanding of NCEA and assessment procedures through targeted evening hui, such as the regular monthly whānau hui.

**Documentation should be reviewed annually** To reflect current practice, kura documentation should be reviewed and updated annually. In the staff handbook, the following assessment practices need updating:

- derived and emergency grade requirements, and replacing the term "compassionate consideration"
- the use of kura-based evidence for identifying students requiring Special assessment conditions and providing the conditions for internal assessments
- breaches of the rules of assessment, including the investigation process which should be based on the principles of natural justice
- external moderation guidelines for the storage of material.

### **Agreed action**

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, students and whānau. Senior management undertakes to:

- review and update documentation to reflect current practice.