

Managing National Assessment Report

Te Wharekura o Mauao

Here-turi-koka 2019

What this report is about

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

- has addressed issues identified through NZQA's Managing National Assessment review and through the internal review of the wharekura
- 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 kaiako, ākonga and whānau.

The summary section evaluates the overall effectiveness of the wharekura and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for wharekura managers.

Why we review how kura 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 kura 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 2019* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- requiring action from the kura where an issue is identified that significantly impacts on the kura meeting the requirements of their *Consent to Assess*
- agreeing action with the kura where an issue has been identified that could become significant if not addressed
- making suggestions for the kura to consider to enhance good assessment practice.

What this review includes

The review has three components:

- The annual external moderation of the internal assessment of the kura.
- A check on specific aspects of assessment systems on an annual basis.
- A check on the assessment systems of the kura 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 wharekura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Te Wharekura o Mauao – Ngā kōrero whakamōhio mō ngā ākonga me ngā whānau e pā ana ki te NCEA 2019* (Ākonga and Whānau Handbook)
- *Te Wharekura o Mauao – Tohu Mātauranga Information and Procedures NCEA/NZQA Kaimahi Handbook 2019* (Staff Handbook)
- *Kura Pakeke Tau 11-13, Ngā Kaupapa Ako mō te Tohu Mātauranga 2019* (a sample of course outlines for Years 11, 12 and 13).

The Tumuaki Whakawhanaunga Kura met with:

- the Kaitakawaenga Wharekura
- Tumuaki Tuarua – Tumu Ako, Hītori
- Kaiako in charge of:
 - Te Reo Māori
 - Toi/Whakairo
 - Te Reo Pākehā
 - Pāngarau
 - Careers
- three ākonga.

There was a report-back session with the Tumuaki, Tumuaki Tuarua and Kaitakawaenga Wharekura 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 Mauao

29 Here-turi-koka 2019

Consent to assess confirmed

This review found that the wharekura is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. No significant issues with the wharekura management of national assessment were found. The review mechanisms of the wharekura 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 wharekura is doing well

“Kia tū rangatira au i te ao,” the driving aphorism motivating Te Wharekura o Mauao in its pursuit to equip and prepare its ākonga to “stand independently and succeed in the world.”

Self-review of assessment practices and quality assurance processes is ongoing for the wharekura. Recent focus has been on designing individualised programmes across subjects to meet the learning and assessment needs of all ākonga.

The wharekura models’ high expectations in its pursuit of embracing its ākonga and unlocking their potential. Focussing on ākonga-centred assessment programmes through individual learning plans ensures learning programmes are tailored to best suit their needs and allows ākonga to follow their passions, their whatumanawa and assessment needs.

Guidance on credible assessment practice is shared through regular kaiako hui where professional conversations occur around assessing ākonga. Discussion includes broadening evidence gathering so that best achievements are recognised and supported to reach their own ‘tihi o angitū’, the pinnacle of success. Senior managers reflect on moderation as a tool to improve quality assessment, clarification of assessment standards, and to ensure positive external moderation outcomes. The wharekura has reviewed the internal moderation process and introduced a number of changes to make it more robust to ensure credible results are reported to NZQA. The effectiveness of this review is yet to be realised given its recent implementation this year.

The wharekura analyses and evaluates data annually to inform teaching and learning programmes for ākonga and validate assessment processes.

The wharekura has a range of communications systems to help kaiako, ākonga and whānau to develop a shared understanding of assessment procedures and practice.

Areas for improvement

While some ākonga requiring special assessment conditions are supported with their assessment opportunities, all ākonga requiring these conditions have not been identified. Kaiako understanding of derived grades needs strengthening and processes developed within the wharekura to allow standard specific evidence to be gathered before these results are reported.

Senior management should monitor that internal moderation is completed for all internal assessment standards where results are reported to have confidence that these results are credible. Samples of ākongā work should be centrally stored to facilitate this process.

Improving kaiako, ākongā and whānau understanding of certificate and course endorsements will ensure ākongā are provided with enough opportunities and motivation to attain these qualifications.

Some kaiako in the wharekura have expressed their readiness for digital submissions of internal moderation, this could be an avenue for the wharekura to consider.

Data checking processes can be further developed to ensure there are no late external entries. Timing for uploading of ākongā grades by kaiako or managers to the NZQA website needs closer monitoring to enable ākongā to track their progress regularly.

The wharekura has identified the need to update kaiako and ākongā handbooks as these are outdated and do not reflect current practice. The information around special assessment conditions in the ākongā handbook is inaccurate.

Agreed action

NZQA and senior managers agree on the following actions to further refine assessment practices. Senior managers undertakes to:

- apply for Special Assessment Conditions for all eligible ākongā
- ensure evidence collected to report derived grades and unexpected event grades is based on standard specific evidence
- strengthen internal moderation processes through monitoring by senior managers to ensure all reported results are credible
- provide a centralised secure storage space for all ākongā assessments ready for external moderation
- report internal results in a timely manner to allow ākongā to track their progress throughout the year
- withdraw ākongā from internal standards when no adequate assessment opportunity has not been provided
- update kaiako and ākongā handbook and ensure that NCEA and NZQA information is accurate.

Kay Wilson
Kaihautū
Whakaū Kouna me te Takawaenga

3 October 2019

NZQA

0800 697 296

www.nzqa.govt.nz

FINDINGS OF THIS REVIEW

How effectively has the wharekura 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 March 2015 Managing National Assessment Report The action item of developing assessment statements for all subjects in the previous review has been addressed. The second action item has been partially completed. Kaiako have professional conversations on valid strategies for gathering evidence of ākonga achievement but these approaches have yet to be published in the kaiako handbook.

Response to external moderation outcomes External moderation outcomes continue to improve, with the agreement rate between kaiako and moderators increasing from 62 percent to 86 percent from 2017 and 2018. This improvement reflects the effectiveness of the response to external moderation processes in the kura and more robust internal moderation processes. Response-actions include targeted professional development for kaiako such as kaiako feedback and feedforward in hui, changing verifiers, developing networks with other subject specialists and attending Best Practice Workshops.

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)

Te Wharekura o Mauao continues to effectively manage assessment for national qualifications. It uses self-review to improve assessment practice and meet the needs of ākonga. Self-review has identified the need for improvement and strengthening of these processes, and next steps in this process. These are discussed in the report. Internal evaluation provides a continuing push for innovation and change, so that ākonga are supported to present their best evidence of achievement.

Effective self-review has informed the transformation from traditional subject-based teaching and learning programmes to a richer, more contextually relevant, and broader curriculum that weaves together several curriculum areas into passion learning projects known as Whatumanawa. This provides the platform for how teaching and learning programmes are delivered within the wharekura and ascertains ākonga self-selected goals, aspirations and career pathways

No action required

No issues with wharekura response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the assessment practice of the wharekura meet the needs of its ākonga?

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

- designing programmes of learning that are focussed on their interests, needs and abilities
- where appropriate, assessing ākonga when they are ready
- extending assessment opportunities by offering vocational and trade-based courses.

Te Wharekura o Mauao has effective processes and procedures for:

- ensuring the authenticity of ākonga work submitted for assessment
- providing one further opportunity for assessment when appropriate
- efficiently managing NZQA external examinations
- supporting kaiako to collect a range of evidence of achievement, particularly using digital technology and naturally occurring evidence.

Identifying and supporting ākonga for Special Assessment Conditions The wharekura has made some special assessment conditions applications to NZQA for ākonga to date but is aware that more ākonga in the wharekura could be eligible. The wharekura should use the evidence it has collected to identify ākonga learning needs to make applications to NZQA. This will ensure these ākonga have access to support for all assessments for national qualifications to allow them to reach their full potential.

Reporting Derived and Unexpected Events Grades The wharekura is aware of the situations in which they might apply for derived or unexpected event grades for their ākonga but have not routinely engaged with this process in the past. It is developing processes to ensure derived and unexpected event grades are based on authentic standard-specific evidence from practice examinations of other appropriate assessment.

Understanding of certificate and course endorsements Kaiako and ākonga interviewed were not able to confidently explain certificate or course endorsements. Understanding of endorsement requirements will motivate ākonga to achieve and be awarded qualifications that reflect their abilities. Endorsements are also used to support applications to tertiary providers, and some can have monetary awards. Wharekura wide understanding will be developed through kaiako hui, whānau hui or professional learning development such as Best Practice Workshops.

Providing feedback of assessment results to ākonga once assessment has occurred Ākonga strongly expressed the need for feedback of results after an assessment has occurred. Ākonga want feedback on what they needed to do to ensure attainment of credits and completion of assessments. Processes around this practice should be developed to ensure ākonga are well informed of their NCEA

progress and attainment throughout the year to support their abilities being recognised.

Agreed action

NZQA and senior managers agree on the following action to improve the management of assessment for national qualifications. Senior managers undertake to:

- apply for Special Assessment Conditions for all potentially eligible ākonga
- ensure opportunities are provided for standard specific, valid and verifiable derived and unexpected events to be gathered
- provide kaiako, ākonga and whānau with information on certificate and course endorsements.

For consideration

To extend good practice in meeting ākonga needs and supporting assessment practice, the wharekura is encouraged to consider:

- provide consistent feedback of NCEA assessment results to ākonga after each assessment has occurred.

How effectively does the wharekura assure quality through internal and external moderation?

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

- ensuring assessment materials are critiqued prior to use
- using subject specialists to verify selected samples of ākonga work
- ensuring kaiako understand the internal moderation expectations and process of the wharekura and NZQA.

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

- encouraging kaiako to suggest appropriate standards to be considered for inclusion in the moderation plan.

Monitoring the completion of internal moderation by senior management To ensure all internal results reported to NZQA are credible senior management should reconcile internal moderation cover sheets with actual practice and discuss any issues with the completion of internal moderation with Kaiako. Reconciliation would only be required with a sample of standards from each subject area. This process will provide them with confidence that standards where results are reported have been moderated and allow discussions on the suitability of internal and external verifiers.

Consider developing a process for digital submission of internal moderation materials Currently the wharekura submits all materials for external moderation physically. The addition of a process for submitting evidence that is developed digitally in NZQA's external moderation application should encourage greater ownership of digital process across the wharekura.

Maintaining process for storing of assessment materials The wharekura has developed better processes for securing assessment materials in a centralised storage space. This process is being developed further to ensure assessment materials are reliably available for external moderation.

Agreed action

NZQA and senior managers agree on the following action to improve the internal and external moderation of the wharekura to assure assessment quality. Senior managers undertake to:

- strengthen internal moderation processes through monitoring by senior managers to ensure all reported results are credible
- provide a centralised secure storage space for all ākonga assessments ready for external

For consideration

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

- support for digital submission of external moderation materials
- develop a system of securely storing assessment material born digitally for digital submission for external moderation, if required.

How effectively does the wharekura 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 Wharekura o Mauao effectively uses assessment-related data to support achievement outcomes for ākonga by:

- monitoring ākonga progress towards NCEA achievement
- ensuring results are verified and accurate prior to reporting to NZQA
- 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.

Te Wharekura o Mauao reports accurate achievement data by:

- maintaining current Memoranda of Understanding with outside providers and reporting their results in a timely manner.

Reporting results to allow ākonga to track their progress Ākonga at the wharekura are encouraged to track their NCEA progress through access to the NZQA website. This allows ākonga to take responsibility for their academic success. Ākonga interviewed for this review felt that this process was non-existent because of the untimely entry and reporting of results to NZQA.

Removing internal standards not being assessed In 2016, the percentage of non-reported internal results was 14 percent, and this has increased to 23 percent over the last two years. Courses with optional standards and, an over estimation of standards for individual programmes contribute to internal standards with no results. When an adequate assessment opportunity has not been provided, ākonga should be withdrawn from internal standards.

Agreed action

NZQA and senior managers agree on the following action to improve the management and use of assessment-related data. Senior managers undertake to:

- report internal results in a timely manner to allow ākonga to track their progress throughout the year
- withdraw ākonga from entries when an adequate assessment opportunity has not been provided.

How effectively does the wharekura communicate to inform kaiako, and ākonga and their whānau about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Wharekura o Mauao has effective processes and procedures for:

- using a variety of media to regularly communicate assessment policy and procedures to kaiako, ākonga and their whānau
- engaging mātua, and ākonga and their whānau to engage in the NCEA process throughout the year
- supporting kaiako new to the wharekura through an induction process.

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

- informing kaiako about assessment best practice and providing opportunities to discuss changes in kaiako hui
- ensuring ākonga to understand what they need to achieve to gain a qualification, through discussions with kaiako and mentors
- facilitating whānau and kaiako interviews.

Gathering of evidence of ākonga achievement Although it is evident that the wharekura have creative and multiple strategies of gathering evidence like utilizing the google suite for example, the whare is yet to document these strategies in the kaiako handbook. This was one of the action items identified in the 2015 Managing National Assessment report.

Kaiako and ākonga NCEA and NZQA guides must be accurate and reviewed annually Managers need to ensure that NCEA and NZQA information distributed to kaiako, ākonga and whānau are accurate, such as information on special assessment conditions. The wharekura should look to rectify this information using the NZQA websites information as its point of reference to ensure accuracy and current information.

A positive outcome from this identification is that the wharekura could then address all the rules and procedures in both the kaiako and ākonga handbook.

“Whanake te tai” to engage mātua and whānau Engaging whānau is an important aspect to the success of ākonga. Te Wharekura o Mauao hosted a Kapa Haka evening where ākonga performed in selected groups to present their views of Tangaroa, guardian of the sea and to empower ākonga in understanding who they are as a descendant of their ancestors. This evening proved to be successful as relationships were built and strengthened, which allowed conversations around ākonga progress to naturally occur. This highlights the importance of relationships between the wharekura, mātua and whānau in the success of ākonga in NCEA and their future aspirations.

Agreed action

NZQA and senior managers agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to kaiako, ākonga and whānau. Senior managers undertake to:

- document valid strategies for gathering evidence of ākonga achievement in the kaiako handbook
- update kaiako and ākonga handbook and ensure that NCEA and NZQA information is accurate.