

# Managing National Assessment Report

## Te Aute College

July 2022

# FINDINGS OF THIS REVIEW

## Te Aute College

29 July 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.

This MNA Review was originally planned for 2020 but with the agreement from the kura was postponed until now due to Covid 19 restrictions.

### Actions and considerations

#### Agreed actions

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

Action	Timeframe
<b>Credible assessment practice to meet ākongā needs</b>	
Monitor the completion of internal moderation processes to ensure that all results reported are credible.	By the end of 2022

### **For consideration**

To extend good practice in meeting ākonga needs and supporting assessment practice, the school is encouraged to consider within the next year:

- Complete implementing a digital storage system for storing ākonga evidence so it is accessible to all kaiako for the purpose of verification and external moderation submissions.
- Develop digital assessment processes to prepare kaiako and ākonga for the NCEA Change Programme.



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August 30, 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 June 2018 last Managing National Assessment Report** Since the review in 2018, Te Aute College has completed the agreed action items. All Significant Issues have been addressed. Guidelines around purposeful selection for verification in the NCEA staff guide have been developed. Kaiako continue to undertake professional development to reinforce the kura's credible assessment practice. Kaiako are involved in an on-going updating of ākongā NCEA assessment guides through subject course outlines and information booklets. Kaiako have NCEA slots in staff meetings where individual ākongā progress is monitored and discussed in order to ensure ākongā are on track towards their academic goals.

**Response to external moderation processes and outcomes** In 2021, 38% of external moderation outcomes required kaiako to follow up due to inconsistent outcomes. In 2022 it was 43% of outcomes that were either Not Consistent or Not Yet Consistent. Kaiako have been made aware that moderation queries and appeals are available within the moderation app. for the purpose of clarification when they receive such outcomes from moderators. In order to further the effect of using the functions available, kaiako are encouraged to use them more. This will lead to a more effective response and ultimately an improvement in their understanding of the moderator's comments.

Courses and Standards used can vary year on year, due to most ākongā being on Individual Learning Plans, so even though the Principal's Nominee closely monitors the completion of action plans which outline the kaiako's intention and strategy to address the moderator's concerns and comments, there is not always a continuation of the same Standards being assessed each year.

Te Aute College has had a new Principal's Nominee since 2021 so a lot of what was institutionalised knowledge is now being documented for all kaiako to be able to access this information. To that end, the kura now has a documented process in place to ensure that all kaiako take responsibility for their own internal verification processes as well as uploading of external moderation. In 2021 the kura had a 62% consistency rate with assessor judgements, so far in 2022 with the standards that have had their moderation completed, the rate is 57%. It is important that under the new Tumuaki and through the Principal's Nominee, external moderation is continually monitored to ensure it is constantly being improved and that kaiako understanding and ownership of their own processes are further developed over time.

### 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)*

The kura has gone through some leadership changes in the past 2 years which has led to the Board and staff taking a step back and conducting a thorough self-review of their processes. During the review, the Acting Tumuaki outlined the steps being taken to reassess the situation with the intention of bringing stability and a strength in

procedure to endure the new in-coming leadership team. This self-review has been successful because it has discovered the kura's weaknesses and provided them with a purpose to move towards.

**Weekly professional development sessions** Te Aute College has regular PLD sessions for kaiako where NCEA assessment and moderation processes are reviewed. These sessions take an informal structure due to the very small teaching staff in the kura but are focused on building capability and ownership in assessment and moderation processes. Recently these sessions have included moderation systems to bring all kaiako in-line with the documented processes put in place by the new PN, growing capacity amongst the kaiako and ownership of their own processes. The acting Tumuaki is building leadership amongst the staff so when the new Tumuaki starts there will already be in place a level of expertise in the staff.

**Cross-curricular assessment** Kaiako are working towards more integration of learning areas to help address ākongā need and make the learning more engaging through localised curriculum and ākongā input into content. Leadership by the PN to expand this practice is positively being undertaken by kaiako with one example being from Biology and Physical Education where they combined to look at the biology behind passing a ball.

Another example of this integrated learning is the ongoing development of the Ngā Poutama framework. This framework uses prior knowledge to engage ākongā. The kura incorporates a variety of Standards that can be used to acknowledge this prior knowledge by ākongā in areas of Te Reo Māori me ōna tikanga, as well as a reflection of the Anglican values held by the kura.

## **Credible assessment practice to meet ākongā 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)*

**Access to external providers** Te Aute College is a rural kura with a wealth of nature resources in the surrounding area, including local rivers and forests, and surrounding farmland. It is also close enough to the Napier city facilities for ākongā to have the best of both worlds in regard to wide access to external providers to offer ākongā subject based learning that the kura cannot provide internally.

**Flexibility in Individual Learning Plans (ILP)** Any changes in pathways or study programmes can easily be catered for due to most NCEA ākongā being on an ILP. The flexibility of the system at the kura has allowed ākongā to refine their study programmes and make changes when aspirations and goals change. Kaiako regularly meet with ākongā to monitor and track academic progress. Ākongā spoken to at the review appreciated this support and were able to clearly outline who the key staff are who can assist them with their goals and time management.

**Equity in assessment** The new leadership team will need to look to improve technology in the kura to develop digital assessment in order to prepare kaiako and ākongā for the new NCEA Change Programme which is digital first in practice. The kura has limited access to a reliable Wi-Fi network and suitable devices for ākongā to sit digital exams en masse. Senior Management will need to ensure kaiako are upskilled in digital assessment before the complete roll out of Level 1 in 2024.

Along with that, kaiako who were spoken with at the review outlined how they currently use the technology they have access to, with the purpose of offering a variety of assessment mediums to ākongā.

## **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)*

**Strengthen the monitoring of internal moderation processes** Monitoring the completion of internal moderation processes is needed to ensure that all grades reported to NZQA have been quality assured. Currently, the PN works with each individual kaiako to ensure they are clear on the expectations and of their role in the process of assessment in the kura, each kaiako follows the check sheet designed by the PN to monitor progress through the process. Kaiako interviewed, indicated they were taking ownership of this process which was developing their capacity to ensure the reporting of credible results.

To strengthen the process the PN should implement on-going monitoring to identify and address any issues with the verification of tasks. Continued support of kaiako is needed to embed this process.

The PN recognised, when she took up the role in 2021 that there was a need to move storage systems for ākongā evidence to a digital format and has started this transition. It is important that this process is completed as soon as possible to avoid dual systems existing and the risk that ākongā evidence gets lost between the two systems.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākongā

**Te Aute College has effective processes and procedures for meeting the assessment needs of their ākongā by:**

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

**Te Aute College has effective processes and procedures for:**

- managing resubmission and further opportunities for assessment
- monitoring the authenticity of ākongā work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākongā privacy in the issuing of ākongā results.

## Effective internal and external moderation to assure assessment quality

**Te Aute College 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 ākongā work
- using grade verifiers from outside the school.

**Te Aute College has effective processes and procedures for managing external moderation by:**

- selecting samples of ākongā 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 Aute College 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 Commissioner an annual analysis of NCEA achievement to inform strategic goals and actions.

### **Te Aute College reports accurate achievement data by:**

- checking NZQA reports such as the Key Indicators 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 Aute College 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.

### **Te Aute College assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways



- supporting ākonga 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 Aute College:

- 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, ākonga 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
- *Te Aute College, Assessment Manual, March 2022* (Staff Handbook)
- *NCEA Information Booklet (NZQA)*
- *Te Aute College, Student Assessment and Achievement (Trust Board policy document 2022)*.

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
  - English
  - Mathematics
  - Physical Education
- Tokorua ngā ākonga.

There was a report-back session with the Acting 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.