

Managing National Assessment Report

Te Puke High School

August 2022

FINDINGS OF THIS REVIEW

Te Puke High School

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

Actions and considerations

No action required

The school has no action items relating to the quality of their assessment systems.



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18 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 19 October 2017 Managing National Assessment Report Te Puke High School has addressed the two action items from the previous report. Results are reported correctly as required by the Assessment Rules. Sound internal moderation processes are in place as discussed later in this report.

External moderation processes and response to outcomes Te Puke High School has effective processes in place to ensure that responses to external moderation are appropriate and inform future assessment practice. Leaders of Learning work with kaiako to create and document action plans. The Principal's Nominee then monitors the plans to ensure that they are followed through. Kaiako use externally moderated standards where the ākonga work is has been reported as consistent with the standard as benchmarks. Where feedback relates to assessor judgments, support is provided by Leaders of Learning through connecting kaiako with mentors, and subject associations. The school also should consider encouraging the use of the online modules in Pūtake to support kaiako understanding of assessment.

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)

Te Puke High School is part of a strong Kāhui Ako and as such reviews its practices and policies on a regular basis to ensure they are meeting the needs of ākonga in their unique community. Ownership of assessment policy and practice is nurtured in the school through the leadership structure. Leaders of Learning meet fortnightly to discuss, review and debate school policies and procedures. Leaders of Learning feel that they are leaders within the school and are developing capability within their respective learning areas through ongoing discussions with kaiako about internal moderation and external moderation feedback.

The junior school curriculum is undergoing significant changes as they move away from a highly integrated approach. It is hoped that the revised curriculum will better prepare ākonga for the learning and assessment for NCEA. This has come about because of data gathered from ākonga and whānau through recently conducted surveys. Ākonga and their whanau indicated that they found course content to be confusing and were therefore unsure as to what the learning outcomes were. The school is committed to adapting their practice to meet the needs of their community.

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)

Courses designed to meet individual ākongā needs The use of mātauranga Māori, and local curriculum contexts has been positive for all members of the school community because their learning is authentic and relevant to their individual needs as members of the Te Puke community.

In each Learning Area courses offer a minimum of ten credits and ākongā are encouraged to sit external assessments. Ākongā then have enough credits in their learning programme to allow them to achieve the qualification and external assessment gives them the opportunity to gain a course endorsement.

The school also has a Rūmaki class to support and enhance learning for ākongā Māori. This means ākongā have fair and equitable access to learning and assessment opportunities through a Māori Kaupapa learning environment and using Te Reo Māori as the language of instruction.

Ākongā who are engaged in NCEA are supported through a number and variety of support systems. Progress toward the qualification is monitored by both kaiako and ākongā. Ākongā use the student management system to track their progress and there is a high login rate to NZQA. Ākongā can use both systems to monitor their results to ensure that they are accurate. Ngā Puna kaiako monitor ākongā progress regularly and discuss progress with them. Ākongā who are at risk of not achieving the qualification are identified, mentored, and supported by assigned kaiako. Tautoko Day at the end of each term is dedicated to senior ākongā where kaiako are available to give them additional learning support to enable them to complete assessments. Kaiako find these days to be effective in supporting ākongā learning and achievement. Students also report that they are effective. These systems allow ākongā to have a clear picture of their progress in achieving both their aspirations and the qualification. Ākongā success is celebrated through whānau evenings, assemblies, prize giving and within form classes.

External moderation processes are effective The Principal's Nominee monitors external moderation processes to ensure they are consistent across all learning areas. Leaders of learning select six pieces of work at grade boundaries to be submitted for external moderation.

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)

Robust internal moderation monitoring has been implemented. Internal moderation processes are well established and are followed consistently across learning areas. Assessment materials are critiqued by subject experts before using the internal moderation cover sheet. A selection of ākongā work is moderated in a variety of ways, including panel marking, by kaiako within the learning area and by kaiako from other schools. In some areas moderation meetings take place where

grade boundary pieces of work are discussed in detail and a consensus is reached. Comments as appropriate are recorded on the internal moderation cover sheet. The Principal's Nominee monitors internal moderation processes through meetings with Leaders of Learning. These processes are in place to ensure that reported results are credible.

Accessibility of internally moderated ākonga work Each learning area has a digital storage facility, and a shared digital file is accessible by the Principal's Nominee so that they can monitor internal moderation progress and processes. Some learning areas store their moderation physically in their departments. This means that moderated material is available to be sent for external moderation.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Puke High School 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
- 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing [targeted] support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide [open] opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Te Puke High School has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- 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 Puke High School 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 Puke High School has effective processes and procedures for managing external moderation by:

- ensuring samples of ākonga work are available for submission by being adequately stored
- 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 Puke High School 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 Puke High School 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
- conducting ākonga and kaiako checks of entries and results at key times during the year

- ensuring low levels of late external entries, and internal entries with no results
- 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 Puke High School 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 ākonga success

Te Puke High School 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 Puke High School:

- 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
- *Staff Assessment Handbook, Te Puke High School*
- *Assessment and Reporting Information Guidelines for Senior Students and Parents*
- *Curriculum and Student Achievement Policy*
- Te Puke High School's Policies Document
- Learning Areas' Pre-Review Information Sheets

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum/Assessment
- Leaders of Learning for:
 - Arts
 - English
 - Languages
 - Mathematics Education
 - Physical Education and Health
 - Science
- three ākonga.

There was a report-back session with the Deputy Principal 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.