

Managing National Assessment Report

Te Aho o Te Kura Pounamu

March 2023

FINDINGS OF THIS REVIEW

Te Aho o Te Kura Pounamu

22, 24, 28, 30 and 31 March, and 3 April 2023

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 2022.

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 highly 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 2022.

Actions

No action required

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



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14 May 2023

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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 25 and 27 June and 3 and 5 July 2018 Managing National Assessment Report Te Aho o Te Kura Pounamu has addressed the three agreed actions identified in the last review.

Changes made to the way in which the school communicates with ākonga support consistency of practice and the reporting of credible results. Summer School ākonga are explicitly informed of the conditions of assessment. Measures to check the authenticity of ākonga work and reassessment opportunities are built into online communications and reinforced in discussion between the kaiako and ākonga.

Breaches of assessment rules are documented in a central, secure register. Senior leaders monitor the extent, nature, and resolution of the breaches, informing changes to prevention strategies to help ensure school-wide effective practice.

The Qualifications Manual for kaiako has been updated to reflect current practice on the quality assurance of derived grades and to include tertiary pathways results reporting and subcontracting arrangements with non-consented schools. All kaiako have access to the same clear, comprehensive information about school and NZQA processes which supports consistent practice.

External moderation response to outcomes and processes The school has effective, thorough, and timely processes to respond to external moderation.

Kaiako Matua review external moderation reports and where appropriate, query and appeal outcomes to assist professional understanding through clarification of the standard, task, or grade boundaries. Rōpū leaders along with kaiako, collaboratively discuss changes and lead the actions to resolve identified issues.

The Principal's Nominee (Kaiarotake Matua – Mātauranga) confirms the completion of all changes and monitors the effectiveness of agreed actions. She annually reports external moderation results to senior leadership and together they evaluate the impact of changes for expected improvement within rōpū. The Kaiako Matua or Principal's Nominee, with support from the Regional Leaders of Learning pro-actively supports kaiako with professional learning to improve practice.

Historical high levels of kaiako judgements consistent with the standard reported in NZQA, and Workforce Development Council moderation feedback, reflect the quality of summative assessment at the subject level, the school's robust internal moderation processes and effective response to external moderation feedback.

External Review NZQA found the school demonstrated effective assessment practice in the delivery of Summer School programmes. In 2021 Te Aho o Te Kura Pounamu's Summer School was part of NZQA's investigation into the level of risk that "catch-up" assessment and late results posed to the credibility of the NCEA qualification and the award of University Entrance.

Ākonga undertook a coherent programme of learning, which required completion of the school's learning activities and formative assessment tasks before the summative

assessment opportunity was provided. Results were based on authentic evidence including regular online interaction with the ākonga and use of a plagiarism checker tool. Contact with the school of enrolment confirmed that a further assessment opportunity had not been offered in the standard, submitted work was not previously marked and the result reflected the ability of the ākonga.

Evidence of effective quality assurance was the high levels of consistency with the standard in the sample of Summer School work selected for moderation.

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)

Self-review is continuous, purposeful, and embedded practice. Evidence-based internal review uses multi-layered and comprehensive data interrogation, and consultation with ākonga, kaiako and whānau. The school's review measures the effectiveness of changes made and informs innovation and strategic priorities, contributing to improvements in ākonga engagement and attainment.

Distributed leadership, collaboration, and shared ownership across every level of the school supports the inter-connected self-review processes and management of change. Each organisational level of the school meets regularly to discuss ākonga progress and any issues identified. The Principal's Nominee has strong connections to the senior leadership team who support where needed and take ownership of issues, as appropriate. The school's approach has facilitated the development of assessment best practice to meet ākonga needs and promote learning and achievement.

The Principal's Nominee, new to the role in 2021, is committed to school-wide understanding, consistency, and ownership of NCEA processes. She regularly reviews and leads Kaiako Matua improvements in school procedures and kaiako practice, promoting responsibility for credible assessment practice and quality assurance at all levels of the school. Kaiako participating in the review appreciated the Principal's Nominee's knowledge and willingness to guide and support them.

Organisational changes to support strategic priorities Te Aho o Te Kura Pounamu has introduced changes in the leadership structure to deliberately focus on their strategic aims. An example of this was the introduction of Regional Leaders of Learning in 2019 to foster localised curriculum and assessment initiatives and strengthen delivery in the regions. A key role of these leaders is working alongside Kaiako Matua to develop and support the leadership and integration of learning delivery and best assessment practice.

The school has developed a real-time reporting database drawn from the NZQA data files. This graphical tool is highly valued and extensively used by kaiako and kaimanaaki to identify attainment and assist planning of learning pathways specific to individual ākonga needs. The database is also effective in identifying immediate needs and developing appropriate learning pathways and assessment plans for Summer School ākonga.

Innovative assessment practice to enhance Māori achievement The school uses culturally responsive practices to engage and support Māori achievement, based on Kaupapa Māori principles and universal design for learning and

assessment. Kaiako are committed to strengthening connections with whānau and the continual improvement of future learning and assessment opportunities.

Coupled with knowledge of the learner, kaiako strive to optimise learning and assessment opportunities. Each learner has agency over their learning, including a cultural context that is authentic to them, and the mode of assessment where possible, from a large pool of standards. Evidence is collected across more than one, often multi-level standards, cross-curricular connections are strengthened, and assessment outcomes are timely shared. A highly collaborative team approach effectively using the kaiako and kaiāwhina as the pivotal resource underpins positive engagement and outcomes. Evidence of the success of this approach is kaiako assessing in pairs a suite of kapahaka standards for a large group of Ara Poutama Aotearoa men and women in 2022.

Other approaches to enable Māori inclusion and achievement within Te Ara Pounamu, the school's local curriculum, include a full immersion programme, providing resources in te reo Māori and the capacity for ākonga assessment evidence to be submitted in te reo Māori. The school also hosts NZQA NCEA me te Whānau evenings which are well attended and favourably received. These interactions have fostered ākonga engagement in learning and greater whānau understanding of the NCEA qualification and processes.

Preparation for delivery of the NCEA Change Programme Te Aho o Te Kura Pounamu is well positioned for an effective transition to the NCEA Change Programme. The school is very aware and has responded to the significant impact of the changed qualification in terms of resourcing, the administrative workload, logistical planning, and school-wide future planning.

The school's engagement with the NZQA digital platform has enabled scrutiny of their IT infrastructure and the provision of ākonga access including creating and delivering their own digital practice exam for Level 1 English on the NZQA platform, and piloting Review of Achievement Standards subjects and the co-requisite Common Assessment Activities.

The school is using their research and the findings from the co-requisite pilot to understand what ākonga readiness looks like to inform future teaching and learning, to strengthen ākonga literacy and numeracy competencies and build ākonga confidence in their knowledge and skills.

Te Ara Whakamua, *the Pathway Forward* involves groups of subject kaiako from across the school collaborating, and reflecting on the NCEA Change Programme *Big Ideas*, including planning and mapping how to improve current assessment practice and develop best design for online delivery. Kaiako have reviewed existing rōpū resources and subject materials on the Ministry of Education to develop assessment materials for the new standards. Where available, kaiako have engaged with external expert groups. Ministry of Education Accord / Teacher Only Days are used for information sharing and planning.

Te Aho o Te Kura Pounamu' strategic priorities are actioned through a dynamic and strong culture of self-review for continuous improvement. The school has the capability to effectively deliver credible assessment and respond to ākonga learning and assessment needs. Senior leaders can be confident that improvements in assessment and quality assurance practices will be identified and applied. This has enabled the school to move beyond compliance to adopt innovation and understand purposeful delivery of credible assessment and robust quality assurance.

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 2023 6 - 11)

Multiple means of engagement support each ākongā with their progress and attainment goals through diversified individualised pathways, including with external providers.

Extensive support for ākongā Every full-time ākongā is assigned a kaimanaaki and subject kaiako to support their learning and assessment needs. Kaimanaaki offer ākongā pastoral support, including developing their goals and learning pathways through My Korowai. Kaiako provide ākongā with academic expertise and counselling for their learning and assessment needs. Kaiāwhina are employed in non-teaching roles in every region to connect with ākongā and further encourage ākongā engagement. To support engagement and achievement, data is continually gathered through My Te Kura and observations of kaiako and kaimanaaki. Building positive relationships with kaimahi and providing clear, step-wise, actionable feedback are integral components towards ākongā achievement success. Ākongā interviewed valued the positive relationships with kaiako and the support provided that enabled them to demonstrate their best evidence achievement.

Kaiako and kaimanaaki focus on removing barriers to achievement, supporting ākongā to attain literacy and numeracy requirements, and progress towards qualification completion or meeting entry requirements of tertiary courses, as appropriate. Improving attainment rates for these measures is evidence of the effectiveness of this approach. As a next step the school has identified the need to extend engagement practices with dual enrolled ākongā. Further training of personnel who support ākongā with special assessment conditions is also underway, to provide a consistent approach and an experience that is conducive to supporting achievement.

Differentiated learning and assessment programmes support ākongā engagement and achievement Two examples of school-wide projects to strengthen engagement with ākongā are Huinga Ako and Leaving to Learn. Huinga Ako are regular face to face or online opportunities in the local community for ākongā to meet up with kaiako and kaimanaaki, and other ākongā. Ākongā who participated in this review reported enjoying this opportunity to socialise with their peers, develop life skills, participate in team and confidence building skills, and celebrate achievement. Kaiako and kaimanaaki indicated that numbers participating were consistent or improving, evidence of the value of these meetings. Leaving to Learn is learning beyond the classroom which includes collaborating on Big Picture passion and social action projects.

Support for Tokelauan learners and kaimahi An additional area where the school supports ākongā learning and assessment needs is the weekly delivery of online classes in four subjects to Tokelau ākongā. Pathways in both achievement and unit standards are available to ākongā, together with derived grade external assessment provisions. Tokelauan kaiako sit in on these classes and Te Aho o Te Kura Pounamu kaimahi are actively involved in upskilling kaiako in standards-based assessment practice.

Highly effective data management systems Te Aho o Te Kura Pounamu's commitment to the effective management of assessment data enables complete, accurate and timely results to be reported to NZQA. Established data management

practices and processes address the challenges of ākonga transitory enrolments or gaps in schooling and ensures the removal of barriers to awarding qualifications or delayed engagement in further study or employment.

The Principal's Nominee's active building of collegial working relationships with schools of enrolment has improved the process of results reporting. Schools now understand it is their responsibility to report results for dual-enrolled ākonga. Te Aho o Te Kura Pounamu anticipates this role may be expanded to manage the assessment of the Literacy and Numeracy | Te Reo Matatini me te Pāngarau co-requisite.

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 2023 11c.)

Internal moderation is effectively quality assured at all levels of the school.

Robust processes and monitoring of internal moderation Kaiako critique and modify assessment material as necessary before use to ensure assessment is valid.

For every standard assessed each year, a sufficient sample of each kaiako's grade judgements is strategically and purposefully selected for verification. Kaiako document their verified grades on the online form and the resultant spreadsheet is stored in a secure electronic file. The judgements of all external Summer School assessors are verified, to confirm grade judgements are at the standard.

Kaiako Matua facilitate hui to support kaiako within their rōpū to understand the requirements of the standard, and to ensure consistent assessment practice and outcomes across ākonga cohorts. These rōpū leaders are responsible for annually confirming to the Principal's Nominee that kaiako have met the school's internal moderation requirements, through completion of the annual internal moderation declaration.

The Principal's Nominee regularly undertakes a random check of a sample of standards across rōpū, reconciling internal moderation records with ākonga work and assessment materials. The Principal's Nominee reports to senior leadership on compliance and professional expertise across the school. These annual reviews provide a transparent account of the comprehensiveness of moderation processes.

Professional learning supports accuracy of assessor judgements Where identified, internal moderation issues are addressed. The rōpū leader informs the Regional Leader of Learning and the Principal's Nominee of concerns, who facilitate further opportunities for improvement in practice, as needed. Further verification occurs by the Kaiako Matua where kaiako judgements are not consistent with the standard. Using an internal panel to review the work of disputed grades, panel group benchmarking of samples, NZQA support via Pūtake and participation in online NZQA Best Practice Workshops are approaches taken by the school to strengthen internal moderation practice. Kaiako are also encouraged to establish external links with colleagues in other schools, subject associations, and subject advisers to maintain their understanding of the standards.

Interviewed kaimahi acknowledged their shared responsibility for effective internal moderation. Selecting the majority of standards for external moderation to clarify the standard or assessor judgments is evidence of this good practice.

Senior leadership can be confident that results reported are credible because internal moderation procedures are complete and rigorous across the school.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Aho o Te Kura Pounamu 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 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing 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.

Te Aho o Te Kura Pounamu 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 Aho o Te Kura Pounamu 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
- 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 Aho o Te Kura Pounamu has effective processes and procedures for managing external moderation by:

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient 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 Aho o Te Kura Pounamu effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā 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 Aho o Te Kura Pounamu 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 ākongā and kaiako checks of entries and results at key times during the year
- ensuring internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform staff, and ākongā and their whānau about assessment

Te Aho o Te Kura Pounamu has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā 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 Aho o Te Kura Pounamu assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and 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 Aho o Te Kura Pounamu:

- 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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards, and Candidates 2023*.

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
- *NCEA and NZQF Qualifications Manual 2023, Te Aho o Te Kura Pounamu* (Kaiako Handbook)
- *National Certificate Student Guide 2023, Te Aho o Te Kura Pounamu* (Ākonga Handbook)
- *Kōwhiri Choice 2023, Te Aho o Te Kura Pounamu* (Course Selection Guide)
- *Assessment for Learning Procedures*
- *2022 Annual Reports on Examinations, External Moderation and 2023 Internal Moderation and External Moderation and Internal Moderation Processes.*

The School Relationship Managers met with:

- the Principal's Nominee
- Regional Manager Reorua Kura
- Kaiako Matua for
 - Art History
 - Kaupapa Māori
 - Māori Performing Arts
 - Mathematics
 - Spanish
- Kaiako of:
 - Biology
 - English (3 kaiako)
 - Japanese
 - Mathematics
 - Media Studies
- three ākonga.

There was a report-back session with the Deputy Chief Executive – Curriculum and Deputy Chief Executive – Learning Delivery 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.

Background

Te Aho o Te Kura Pounamu provides distance education programmes for ākonga entered for NCEA assessment as full-time ākonga or ākonga of other secondary schools dual enrolled with the school.

The number of ākonga enrolled in NCEA courses fluctuates during the year as ākonga transfer between the school and other secondary schools, complete the credits they require for a qualification, gain employment, move into full-time study, or disengage in the process. All ākonga are on a personalised learning pathway and are offered assessment opportunities, when ready.

Te Aho o Te Kura Pounamu also offers a Summer School for ākonga to earn additional credits to progress to further education or employment, and programmes of study for New Zealand domestic students overseas.

Over time, the enrolled ākonga body has become more diverse. A large proportion of ākonga are at-risk or disengaged. These ākonga have complex social circumstances, psychological needs, or have not been able to succeed at their local school. Many ākonga have a history of low engagement with education prior to enrolment.