

# **Managing National Assessment Report**

## **Te Waha o Rerekohu Area School**

**September 2022**

## FINDINGS OF THIS REVIEW

### Te Waha o Rerekohu Area School

14 September 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 2021.

#### Actions and considerations

##### Agreed actions

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

Action	Timeframe
<b>External and internal review</b>	
Responses to external moderation and action plans will be monitored for completion	Immediate

##### For consideration

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

- Submitting all external moderation digitally



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3 November 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 Managing National Assessment Report** The school has addressed the agreed action from the last MNA report. Assessment information is current and communicated regularly to ākonga, kaiako and whānau.

**External moderation processes and response to outcomes** Kaiako respond in a timely manner to external moderation, documenting responses and action plans. These are kept in a central folder which can be accessed by the Principal's Nominee. However, they are not monitored for completion by the Principal's Nominee to ensure that the appropriate actions have been implemented, and that the issues have been addressed. Responses could include support provided through Pūtake and the use of external subject specialists to support assessors where necessary, so that tasks are modified appropriately so that future assessment judgements are consistent.

External moderation processes are followed by kaiako who select standards for moderation and store moderated material in a secure central location. There have been issues with physical materials going missing in transit so the school should consider submitting online moderation material in a digital format.

### 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)*

**Responsive to ākonga learning needs and well-being** The Tumuaki and kaiako analyse data to identify areas in the learning programme which need to be improved or strengthened.

As part of self-review, the school recently conducted a survey to gather whānau voice about whether ākonga learning needs are being met and to indicate whether there are further learning opportunities they would like the school to provide. A large percentage of whānau responded and results indicated that overall, they believe the school is performing well in supporting their ākonga. Ākonga have individual learning plans and are supported within the whānau culture of the school. These individual learning plans are modified where necessary, taking into account ākonga qualifications aspirations. Consultation with whānau also leads to amended individual learning programmes. Kaiako also review learning programmes based on results and data at the end of each year to ensure that they are providing the best and most appropriate opportunities for their ākonga.

## Credible assessment practice to meet ākonga 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)*

**School-wide consistent assessment practice** Kaiako are aware of and apply current assessment policy and processes including authenticity requirements, missed

and late assessment policy, resubmissions, and privacy. This ensures consistency of practice and the delivery of credible assessment.

**Development of effective systems for monitoring and supporting ākonga learning** The school tracks student progress in NCEA through a detailed traffic light system which kaiako, whānau kaiako and ākonga regularly check. This may trigger changes to individual learning programmes after targeted learning conversations.

**Pathways for ākonga** The school ensures that ākonga aspirations and pathways are catered for through the provision of specific learning content and assessment whether it be within the school or through Te Aho o te Kura Pounamu.

Te Waha o Rerekohu Area School is situated in a remote rural location. This impacts on the school's ability to attract kaiako who are capable of teaching in Level 2 to 3 specialist subjects. Localised curriculum contexts such as iwi and hāpu history are used to provide authentic learning experiences and allow the community to play a positive and significant part in ākonga learning. In addition, the school engages with external providers like the local Trades Academy.

**Digital assessment opportunities** The school will be well-placed for digital assessment when the RAS changes take effect. The school's participation rates in digital external assessment have steadily increased over the last three years. They expect to increase participation further.

## **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)*

**Internal moderation processes assure senior leadership team all reported results are credible** The Principal's Nominee effectively monitors the completion of internal moderation for all standards where results are reported. Kaiako consistently follow the required grade verification processes to ensure credible results are reported.

Kaiako use an internal moderation sheet to record completion of each step of the process. Sufficient and purposeful grade verification of assessment decisions is completed and recorded by other kaiako within the school, or by kaiako from other schools to ensure that grades awarded are credible. Commentary about why grades were agreed on or not is recorded and is important to provide evidence that grades reported are credible. The Principal's Nominee reports results to NZQA once completed moderation documentation is submitted to them. Moderated ākonga work is currently stored in a central location to ensure samples of student work are available for external moderation. The school should consider storing moderated material in a digital format so it can be submitted for external moderation through the application.

## **Appendix 1: Effective Practice**

### **Effective assessment practice to meet the needs of ākonga**

**Te Waha o Rerekohu Area 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 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to open opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Te Waha o Rerekohu Area 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 Waha o Rerekohu Area 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 Waha o Rerekohu Area 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
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- 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 Waha o Rerekohu Area 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 Waha o Rerekohu Area School reports accurate achievement data by:**

- 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 Waha o Rerekohu Area 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 Waha o Rerekohu Area 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 Waha o Rerekohu Area 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, 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

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Kaiako in Charge of:
  - Physical Education
  - Te Reo Māori
  - Tikanga
- three ākonga.

There was a report-back session with the 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

