

# Managing National Assessment Report

## Te Karaka Area School

June 2022

# FINDINGS OF THIS REVIEW

## Te Karaka Area School

10 June 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 2018.

### 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>	
Senior Management must monitor the completion of external moderation action plans and evaluate the effectiveness of outcomes to resolve issues.	Within 12 months
<b>Credible assessment practice to meet ākonga needs</b>	
Ensure that all entries made have a reported result or the entry is withdrawn if the ākonga does not have an adequate assessment opportunity.	Within 12 months
Ensure that data files are submitted to NZQA in a timely manner and that external entries are accurate	Within 12 months

## **For consideration**

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

- ensuring kaiako identify ākonga requiring special assessment conditions to complete assessment opportunities and allocate resourcing that supports this
- engaging in piloting of reviewed Achievement Standards to prepare for future assessment opportunities
- designing appropriate formats to engage ākonga to support their understanding of assessment procedures



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2 August 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 September 2018 Managing National Assessment Report**

The September 2018 Managing National Assessment Report identified ongoing inconsistent practice around delivering and completing standards on offer in assessment programmes, which resulted in students having insufficient credits to gain NCEA qualifications. Not all kaiako were fulfilling their professional responsibilities towards the school's documented assessment and moderation practices, including completing assessment processes in a timely manner.

Te Karaka Area School was required to:

- have appropriate procedures for managing assessment processes (CAAS Guidelines 2.6i)
- follow-up external review recommendations and findings (CAAS Guidelines 3v)

The first action item has been addressed. Through the process of self-review, the Tumuaki and Principal's Nominee identified that there was a lack of capability in their senior school staff to deliver standards-based assessment. The school has developed staff capability through targeted professional development for assessment, regular meetings to discuss programmes of learning and moderation, and the establishment of working relationships with other schools. Staff now develop individual learning programmes for students which cater for their interests, abilities, and needs using achievement and unit standards they are confident to assess.

The school has made considerable progress in addressing the second action item, indicating the developing capacity to self-review and effectively manage credible assessment practice.

**External moderation processes and response to outcomes** Since assuming responsibility, the current Principal's Nominee has put in place an internal moderation system which will strengthen external moderation processes and outcomes.

In 2021 the previous Principal's Nominee left the school prior to the school's moderation month. Several key staff members also left. The new Principal's Nominee was unable to easily access work for moderation which resulted in the moderation materials being submitted well after the due date with outcomes for all standards being reported as materials not received. However, at the school's request, the late submissions were sent to the moderators with half of the samples having a consistent outcome.

The Principal's Nominee has since put systems in place which ensure that moderated work is securely stored both physically and digitally. Assessment tasks are marked, and strategically selected samples of work are verified by kaiako from other schools before grades are reported. Work is submitted for external moderation as soon as it has been moderated. The Principal's Nominee monitors the completion of the process and has developed a process to follow up on inconsistent outcomes.

It is important that the internal moderation processes that the Principal's Nominee has put in place become embedded practice for all kaiako. This will mean that internally moderated student work is available at all times for external moderation regardless of staff changes so that the school does not find itself in the situation it did at the end of 2021.

In 2018 and 2019 all standards selected were submitted for external moderation with the majority having consistent outcomes. The school did not submit standards for external moderation in 2020 due to the impact of the Covid disruption.

## 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)*

**Developing kaiako understanding of credible assessment practices** The Tumuaki and the new Principal's Nominee are developing the ability of kaiako to follow credible assessment practices. Since the 2018 Managing National Assessment Review the school has had several staff changes which resulted in kaiako and the Principal identifying that there was limited ownership of following expected credible assessment processes due to a lack of curriculum and assessment knowledge.

During the review it was evident that with new leadership from the Tumuaki and Principal's Nominee, kaiako are taking ownership of their assessment practices. They meet regularly to discuss programmes of learning which best suit the needs of their students. Through professional development kaiako now have a clearer understanding of the requirements for credible assessment because expectations and clarification of the processes to ensure that the evidence they collect is valid, authentic and verifiable are more explicit. School leaders should consider developing a plan to sustain their assessment practices. The plan could include updated assessment policy documents including the staff handbook, a clearly defined induction process for new kaiako and shared responsibility amongst current kaiako of moderation processes.

**Self-review and professional discussion to build capability for kaiako** The Tumuaki and Principal's Nominee have instigated deliberate and considered professional learning for kaiako to ensure that assessment practice is robust. Communication with kaiako and ākonga to clarify assessment procedures is consistent, regular and clear. In response to a review of external moderation feedback which identified issues with assessor judgments, the school has also developed working relationships with other secondary schools in the area to strengthen kaiako curriculum knowledge and assessment practice

## 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)*

**Raising ākonga achievement through individual programmes of learning** Te Karaka Area School has a small number of ākonga enrolled in NCEA programmes. The ākonga learning needs are catered for through individual programmes of learning which include a local curriculum focus, Trades Academy courses and education outside the classroom reflect the vocational pathways of the students and support them to engage in learning and assessment. Although some activities are not assessed for NCEA, they are essential for ākonga well-being. There has also been a lot of work to develop the school's local curriculum in partnership with mana whenua.

Ākonga achievement is used to inform planning and course design which reflects ākonga needs, not subject knowledge. The ākonga we spoke with explained that they choose to be at Te Karaka Area School because it is a small whanau-based

school that provides learning opportunities which cater to their needs and interests. They are not restricted to prescribed courses of study which may not be relevant to meeting their future aspirations. Ākonga are assessed when ready. This meets the needs of ākonga as many of them have things happening outside of school which impact on them.

Ākonga have the opportunity to achieve sufficient credits to achieve NCEA and clearly understand the structure of the qualification. The main issue kaiako face is engaging ākonga to complete programmes to gain sufficient credits for the award of a qualification. Ākonga feel supported by their kaiako when making decisions about their learning programmes and future pathways.

**Extend good practice in meeting ākonga needs** The school is encouraged to consider within the next year how they will raise kaiako awareness of special assessment conditions entitlements for students. This will ensure that where appropriate ākonga receive support to ensure they have the best learning and assessment opportunities. Special assessment conditions can provide extra help for otherwise capable ākonga in addressing various barriers to achievement in assessments for NCEA.

The extent to which engaging in pilots as part of the NCEA Change Programme and Review of Achievement Standards will enable the school to prepare for future assessment opportunities on a digital platform is also something that the school should consider.

To help ensure ākonga are aware of what's required to gain an NCEA qualification, what happens when rules are breached, resubmission and reassessment opportunities, rules around authenticity and appeals, the school should review ways in which this information is communicated to ākonga. This will ensure that ākonga receive information about the rules in a form that is appropriate for them and this will therefore help them to retain the information.

**Reporting results for all entries** The school must improve its data management processes so that all assessed results are reported to NZQA in sufficient time for the award of qualifications. In 2021 65 percent of internal results were not recorded by kaiako and this was not identified by the previous Principal's Nominee. The school needs to ensure all entries have a reported result or that the entry is withdrawn if the ākonga has not had an adequate assessment opportunity. All results need to be reported because an ākonga may miss out on a grade, standard or qualification for which assessment has happened. A monitoring system to ensure that there are no entries without results will help ensure teachers keep markbooks up to date. Ākonga will be able to monitor their results more confidently if they are as accurate and up to date as possible. In 2021 49 percent of student results were reported after the final date for data submission. This is an issue, as some ākonga may miss out on certification which might prevent them from taking the next steps in their preferred pathway. The school should ensure that data files are submitted in a timely manner so that NZQA holds up-to-date data. Robust systems need to be put in place to manage external entries.

## **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 practices have been strengthened** Since 2021 the Principal's Nominee has established more effective processes and procedures for internal moderation. These processes are monitored by the Principal's Nominee. Samples of assessor judgements are verified by subject specialists from other schools. This is effective practice because it connects teachers into a community of professional practice and helps build a stronger understanding of the national standard. Internally moderated standards are submitted for external moderation as soon as they are available. This means that kaiako may get more timely feedback on their assessor judgements. This might then assist with forward planning for assessment next year by highlighting areas in which PLD might be necessary. All moderated work is stored in the Principal's Nominee's office and copies are kept digitally. This is important to ensure that requested materials are available to be submitted for external moderation. Kaiako meet regularly to discuss assessment practice and results.

The Principal's Nominee has clarified internal moderation expectations and has developed robust procedures which are monitored for completion to ensure the reporting of credible results for all standards and this should improve external moderation outcomes.



# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

**Te Karaka 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 and extending the school's Consent to Assess if required
- 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 [targeted] 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 Karaka 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 students / 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 Karaka 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 Karaka 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

## **Effective management and use of assessment-related data**

**Te Karaka 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 Karaka 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
- 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 ākonga and their whānau about assessment**

### **Te Karaka 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, [such as the holding of parent gatherings].

### **Te Karaka 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 Karaka 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, 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
- Kaiako Handbook, Managing National Assessment, Te Karaka Area School 2022 (Staff Handbook)
- Curriculum Policy Te Karaka Area School

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako in Charge of:
  - English
  - Visual Art/Physical Education
  - Technology
  - Mathematics
- one ākonga.

There was a report-back session with the Tumuaiki 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.