Managing National Assessment Report

Tai Wānanga

August and September 2022

FINDINGS OF THIS REVIEW

Tai Wānanga

19 August and 21 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 these actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
maintain continual communication and collaboration between sites to provide consistent assessment practice	Immediate and ongoing
Credible assessment practice to meet taiohi needs	
develop and use a process to collate and monitor the quality assurance of derived grades	For the 2022 derived grades submitted to NZQA
embed the process to ensure entries have a result, or are withdrawn	Immediate and by 1 December data file submission

For consideration

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

- producing a guide of the responsibilities and tasks of the Principal's Nominee for use when required

- continuing to support taiohi to create and use their Learner login to access the available functions.

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March 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 19 September 2018 Managing National Assessment Report
Tai Wānanga have addressed the significant issue from the previous report.

The school was required to follow-up external review recommendations and findings (CAAS Guidelines 3v) and implement a process to follow up external moderation feedback and to monitor the effectiveness of responses. The school's changed processes are outlined in the External Moderation section of the report.

Tai Wānanga has resolved four of the six agreed action items. The school has established a process to identify and apply for taiohi to use Special Assessment Conditions, to provide access to fair assessment. The Principal's Nominee has clarified with kaitiaki the storage requirements of material to ensure taiohi work is available for external moderation. Data management has been strengthened to ensure the timeliness and accuracy of entries and results reporting, in line with NZQA requirements. The kaitiaki handbook has been updated to support kaitiaki understanding of school and NZQA assessment practice and help ensure consistency of application.

The school's investigation and implementation of ways to ensure consistency of understanding and process between the two sites has been partially resolved as discussed in the Internal Review section of the report.

The school also needs to annually ensure all internal entries to NZQA have a result reported, or are withdrawn as appropriate by 1 December.

External moderation processes and response to outcomes   The school has established effective processes to respond to external moderation feedback when the assessor judgements are not consistent with the standard. The approach is consistent across the school for the subjects currently being assessed. Kaitiaki are required to document self-reflection and actions taken to address identified issues prior to the standard being assessed again. This supports kaitiaki to further understand the standard and informs changes to assessment tasks and grade decisions. This changed focus has strengthened internal moderation processes, including improved access to student work for external moderation through digital storage.

The Principal's Nominee evaluates the changes for improvement in external moderation outcomes and identifies areas where additional support needs to be provided.

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 Principal's Nominee is committed to improving assessment practice and quality assurance systems and lead improvements in these areas to maintain the credibility of the NCEA qualification. To strengthen assessment practice, the school has developed a process to identify, follow up and monitor new and ongoing issues. Kaitiaki document the assessment-related issue and share this information with the Principal's Nominee. She provides feedback support to guide kaitiaki's development of the actions required to respond to the issue. The Principal's Nominee ensures kaitiaki undertake the actions to resolve the concern.

The school considers it has developed kaitiaki ownership and capability in assessment practice and quality assurance, including the monitoring of internal moderation processes.

Covid response meets taiohi needs   As a response to COVID disruptions the school set up google classrooms to enable continued engagement of their taiohi. The staff were committed to ensuring that learning and assessment needs were being met, including through modifying teaching and assessment programmes, assessing taiohi when they were ready and by using different modes of assessment, as appropriate.

Examination centre removes barriers   In 2021, the school became an examination centre and delivered end of year examinations. This reduced barriers for taiohi sitting external exams as they are familiar with, and comfortable in their own school environment. Taiohi feedback indicated this change had a positive impact to support their success and achievement.

School focus on strengthening literacy and numeracy competencies and participation in digital assessment in response to NCEA Change Programme requirements   The school is using a Literacy and Numeracy programme designed to provide opportunities to support taiohi to achieve these requirements of the qualification currently and in the future. Collaborative teaching within the school has created more conducive learning for taiohi as they have one to one kaitiaki support to achieve success.

The school has been involved in digital end-of-year exams. They have identified that their familiarity with NZQA's digital platform will support the digital first approach of the NCEA Change Programme and provide the opportunity to resolve any issues with student access and their IT infrastructure.

Strengthening consistency between the two sites   The Principal's Nominee and the Deputy Principal are collaboratively strengthening the communication between the two sites. Regular and clear communication will improve consistency of assessment practice and effective review of data, to support taiohi achievement and the credibility of results. An annual wānanga and discussions are held with the kaimahi for this purpose, together with the sharing of good practice to best meet student's needs.

Credible assessment practice to meet taiohi 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)

Programme design supports taiohi engagement and achievement   The school designs individual learning plans to best meet the teaching and assessment needs of all taiohi. The school promotes a holistic model of education with the goal of nurturing taiohi to be confident and healthy in mind, body, and spirit, to foster high academic success.

Tailored programmes are based on taiohi interests, qualification goals and career aspirations. Taiohi have the opportunity to undertake passion-based learning across all subjects that is centred on a kaupapa such as Rangatiratanga.

Kaitiaki make innovative use of the learning management system to capture taiohi engagement in learning and assessment including a goal component focused on each of the school's three pou; *Kia Tū, Kia Ora, Kia Māori*. To further motivate taiohi and enhance their engagement, taiohi learning and success is celebrated at whānau evenings.

Effective use of student achievement data   The school has a new digital tracking system and a school-wide academic progress board. These ensure that taiohi achievement information is up-to-date and that overall achievement progress is available to both taiohi and kaitiaki. The Principal's Nominee, kaitiaki and taiohi know exactly how taiohi achievement is tracking and what is needed to gain a pathway into employment or tertiary education.

Provide clear and comprehensive information for kaitiaki   The Principal's Nominee acknowledges that they need to produce a guide outlining the responsibilities and tasks of the Principal Nominee for staff to be able to access when required. This will help to alleviate any issues that arise with the management of assessment for qualifications. The kaitiaki could refer to the handbook themselves to build their ownership of assessment practice, or to follow process when the Principal's Nominee is absent.

Processes needed for monitoring the assurance of derived grades   To meet quality assurance requirements, Tai Wānanga needs a procedure to collate and monitor results submitted as potential derived grades. The Principal's Nominee will need to develop a system to monitor that examination tasks are critiqued to ensure they are fit for purpose, and that grades are verified before they are submitted to NZQA. These expectations and requirements mirror NZQA external examinations to ensure the validity of results.

Increase student use of their Learner logins   Tai Wānanga have identified that taiohi need to know how to create their Learner login account to access NCEA information and functions on the NZQA website. Learner login rates have been low. Taiohi know kaitiaki can give them their credit and assessment information using the school's good tracking and communication systems but is not always an accurate and current reflection of the entries and results held by NZQA from which qualification attainment will be calculated.

Accessing their Learner login allows students to check their entries and results, apply for reconsideration and reviews for external assessments, and order certificates and their Record of Achievement. This access will also prepare them for digital examinations as the login is used to access the examination platform.

Internal entries must have a result reported or be withdrawn   The school must ensure that entries are withdrawn in the student management system where students have not had an adequate assessment opportunity for the standard, to reflect the taiohi's intended assessment programme. Internal entries do not have reported results in many subjects. The level of results was minimal in 2019 and 2019 but rose considerably in 2021. The Principal's Nominee needs to require kaitiaki to identify and resolve entries without result issues before the 1 December deadline. This will ensure that student assessment records are accurate.

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)

Effective internal moderation ensures the credibility of results   Effective school-wide processes for internal moderation ensure practices are consistent across kaitiaki learning areas on both sites. This provides senior leaders with confidence that results reported to NZQA are credible.

The school has clearly defined moderation steps and centralised digital and physical systems to store student work. The Principal's Nominee sets clear expectations for kaitiaki to complete each step in the internal moderation process. She monitors the completion of internal moderation documentation to ensure quality assurance has taken place.

Through discussion with kaitiaki, it was evident that there is strong communication and kaitiaki understanding of the internal moderation processes within single-teacher departments. Kaitiaki grade judgements are strengthened through ongoing feedback and feedforward discussion at regular staff meetings, including across both sites as applicable Kaitiaki get subject specific teachers from other schools to verify their work and attend cluster groups for professional development to improve their assessor judgements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of taiohi

Tai Wānanga has effective processes and procedures for meeting the assessment needs of their taiohi by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on taiohi 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 taiohi can present their best standard-specific evidence of achievement
- assessing taiohi when they are ready
- using a range of methods for collecting assessment evidence, to meet taiohi needs
- ensuring kaitiaki are aware of individual taiohi with special assessment conditions entitlements, and resourcing their support
- identifying and providing [targeted] support for taiohi 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.

Tai Wānanga has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating taiohi appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of taiohi work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where taiohi have had an adequate assessment opportunity but have submitted no work
- safeguarding taiohi privacy in the issuing of taiohi results.

Effective internal and external moderation to assure assessment quality

Tai Wānanga 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 taiohi 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.

Tai Wānanga has effective processes and procedures for managing external moderation by:

- ensuring samples of taiohi work are available for submission by being adequately stored

- selecting sufficient samples of taiohi 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

Tai Wānanga effectively uses assessment-related data to support achievement outcomes for taiohi by:

- monitoring and tracking taiohi progress

- evaluating the effectiveness of assessment programmes to ensure these allow taiohi to meet their assessment goals, and inform changes to courses and standards offered

- gathering taiohi voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

- reporting to the Principal / Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tai Wānanga 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 taiohi and kaitiaki checks of entries and results at key times during the year

- ensuring low levels of late external entries

- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

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

Tai Wānanga has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose

- ensuring taiohi receive outlines for courses they undertake

- supporting taiohi to monitor their achievement

- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year

- reporting on taiohi progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement

- supporting kaitiaki new to the school through an induction programme to understand school and NZQA assessment processes

- celebrating taiohi success, such as the holding of whānau gatherings.

Tai Wānanga assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for taiohi

- informing taiohi about suitable learning pathways

- supporting taiohi 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 Tai Wānanga

- 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, taiohi 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
- Kaitiaki Handbook, Managing National Assessment, Tai Wānanga 2022 (Staff Handbook)
- Taiohi Handbook, National Qualifications, Tai Wānanga Handbook).

The School Relationship Manager visited at Tū Toa and Tai Wānanga campuses and met with:

- Principal's Nominee
- Deputy Principal Tū Toa and Tai Wānanga
- Kaitiaki of:
  - English
  - Mathematics
  - Physical Education
  - Science
  - Technology
  - Te Reo Māori
  - Visual Arts
- three taiohi.

There was a report-back session with the 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. The Tumuaki was engaged with taiohi at an external event.

Background

Tai Wānanga is a designated character school currently operating two sites; Tai Wānanga based in Ruakura, Hamilton and Tū Toa in Palmerston North. The Principal's Nominee is based in Hamilton. She is supported in this role by the Deputy Principal at Tū Toa, Palmerston North.