

# **Managing National Assessment Report**

**Murupara Area School**

**September 2023**

# FINDINGS OF THIS REVIEW

## Murupara Area School

19 September 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 effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted in two years.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2019.

## Actions

### 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>	
Embed the response to external moderation process and ensure the identified issues are resolved	Within 12 months
<b>Credible assessment practice to meet taurira needs</b>	
Create opportunities for professional learning for kaiako to engage with digital assessment	Immediate
Report results for all internal standards or withdraw entries as appropriate	Immediate by 1 December
Document and monitor the quality assurance of practice exam grades for use as derived grades as needed	Immediate

<b>Internal moderation to ensure the reporting of credible results</b>	
Embed the current internal moderation processes and continue to develop support structures for kaiako	Within 12 months

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14 November 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 August 2019 Managing National Assessment Report** The school has made considerable progress in addressing the action items from the previous report. Timely completion of action plans in response to issues identified in external moderation reports has been a focus for the Principal's Nominee because of recent poor outcomes from some subject areas. Progress towards addressing the other actions is discussed in the body of the report.

**External moderation response to outcomes and processes** The school recognises the need to strengthen the effectiveness of responses to external moderation issues and improve external moderation outcomes. To effect the required change, the Principal's Nominee is working closely with kaiako to develop action plans in response to feedback from external moderation. There has been one learning area which has been of concern over recent years. Through constant support and monitoring of steps being taken to improve assessor capability, there has been an overall small improvement this year of external moderation results and materials not submitted for moderation is no longer an issue.

**Exam Centre Quality Assurance Check** The 2022 Quality Assurance check of the school's examination centre sent to the school identified that there were a number of issues that needed to be addressed immediately. The school has taken action to address all issues.

### 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)*

Murupara Area School has faced challenges in its leadership and assessment capability. This small school is undergoing significant change in 2023. The Acting Tumuaki stepped into the role some months ago and prior to that was the Principal's Nominee. The school currently has a Limited Statutory Manager in place who is working towards the appointment of a new Tumuaki. The school is also working closely with the Education Review Office.

Through the process of self-review, the Acting Tumuaki has identified that there is a lack of experience and understanding in some of their senior school kaiako to deliver standards-based assessment. The school is developing staff capability through targeted professional development for assessment such as NZQA's learning management system, Pūtake, regular meetings to discuss programmes of learning, and effective moderation processes, and the establishment of working relationships with other schools.

**Review tool for NCEA** To support kaiako in their understanding and ownership of the assessment process the Acting Tumuaki and Principal's Nominee are developing a self-review tool for assessment. The tool focuses on the analysis of data results progression, monitoring and tracking taura progress and embedding literacy and numeracy strategies in all learning areas. It is envisioned that the collaborative tool will encourage rich professional discussion about assessment practice and raise

kaiako confidence as assessors. The school is also reviewing several of the current assessment practices and processes to ensure that tairua learning and assessment needs are met.

Currently Hub Leaders analyse results and prepare annual reports for the School Board. The reports include data analysis for tairua in years 9 to 13 and goal setting based on their analysis. Leaders ensure all achievement data is available and reported to the Board. The review tool will streamline the analysis process to ensure that meaningful relevant information is collected to inform course development and strategic planning.

## **Credible assessment practice to meet tairua needs**

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)*

**Monitoring tairua progress** Sound processes are in place to monitor tairua achievement progress towards personal goals and qualification completion. Hub Leaders track student attainment throughout the year and conduct tairua whakamua hui once a term to discuss progress. This year processes have been put in place to encourage tairua to login to the NZQA website to check their results. Tairua interviewed report that they check their results regularly. Through the monitoring process tairua have been identified as at risk of not achieving the qualification and as a result hui have been held with them and their whānau to discuss alternate pathways that will give them the opportunity to achieve success. Effective monitoring of tairua progress helps ensure they have access to future educational, vocational and employment opportunities.

**Special Assessment Conditions** The school has not identified tairua who require special assessment conditions. They are working closely with the Resource Teacher of Learning and Behaviour to ensure the school has mechanisms and processes in place to identify tairua who require support and plan to provide this support in the future for both internal and external assessments. This will ensure tairua have appropriate access to assessment opportunities.

**Collaborative approach to assessment for tairua** The school has a number of supports in place to ensure that assessment practice meets the needs of tairua. Kaiako and whānau meet regularly to discuss courses and pathways which address the learning styles and aspirations of tairua. Trades Academy, Gateway programmes and academic courses form integrated pathways for tairua so they can achieve success. Kaiako scaffold learning and use this as an indicator for when tairua are ready to be assessed. Kaiako are currently working with a Ministry of Education advisor to embed literacy and numeracy strategies in the courses they offer. This approach will support tairua to meet these changed requirements of the qualification.

**Credible assessment practices to be developed or strengthened** A number of assessment practices need to be improved to ensure tairua have access to fair and credible assessment. The school has not participated in digital assessment to date. This means that they may not be prepared for assessing the new standards in 2024. Senior leaders will need to develop a strategy to engage kaiako in professional learning around digital assessment in the very near future to build confidence and familiarity with the digital platform.

The school should develop a process to quality assure practice examination tasks and results to ensure they are credible and can be applied as derived grades if

required. There is evidence that some learning areas do this, but the process needs to be actioned and documented for all examinations. The Principal's Nominee must have in place a system to monitor the quality assurance processes to meet NZQA requirements. The derived grade process also requires documenting in the staff assessment handbook.

Kaiako should report a not achieved result for taura who have had an adequate assessment opportunity but have submitted no work. Where taura have not had an adequate opportunity to be assessed their entry in the standard should be withdrawn. The Principal's Nominee has been working with kaiako in this area and data shows the percentage of results not recorded has decreased but can be improved further. Accurate entries and results reporting supports monitoring of taura achievement and reflects their intended assessment programme.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)*

The school is strengthening their internal moderation processes to improve practice. Currently kaiako follow internal moderation processes which include critiquing of assessment tasks before use, verification of results by kaiako both in the school and externally and completion of cover sheets. Taura numbers are low which means that all taura work is submitted for external moderation for selected standards.

External moderation results with lower levels of consistency with the standard from the last two years have highlighted an issue with the storage of moderated work and the need for support of assessors. The Principal's Nominee has addressed the issue of storage and accurate verification over the last year by entering grades when she receives the moderated material from kaiako. This has resulted in all selected standards being available for external moderation. It has also allowed her to check verification to ensure that verifiers are subject experts. This has been an ongoing issue for the school because of the lack of accessibility to external verifiers. The Principal's Nominee, working with kaiako, is developing a network with teachers from other schools.

The Principal's Nominee has also been working with kaiako to develop their understanding of standards-based assessment by having them engage with Pūtake modules and work with experienced teachers from other schools. This has resulted in an improvement in external moderation results. The school needs to continue support to ensure that kaiako confidence is developed further, enabling assessor judgments to be assessed at the standard. Embedding effective moderation process will encourage kaiako ownership of the assessment and moderation practice.

## **Appendix 1: Effective Practice**

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

**Murupara Area School has effective processes and procedures for meeting the assessment needs of its tairira by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on tairira 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 tairira can present their best standard-specific evidence of achievement
- assessing tairira when they are ready
- using a range of methods for collecting assessment evidence, to meet tairira needs
- identifying and providing support for tairira at risk of not achieving literacy and numeracy or their qualification goals.

**Murupara Area School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating tairira appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of tairira work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity
- safeguarding tairira privacy in the issuing of tairira results.

## **Effective internal and external moderation to assure assessment quality**

**Murupara 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 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.

**Murupara Area School has effective processes and procedures for managing external moderation by:**

- ensuring samples of tauria work are available for submission by being adequately stored
- selecting sufficient samples of tauria work to NZQA requirements
- 
- 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**

**Murupara Area School effectively uses assessment-related data to support achievement outcomes for tauria by:**

- monitoring and tracking tauria progress
- evaluating the effectiveness of assessment programmes to ensure these allow tauria to meet their assessment goals, and inform changes to courses and standards offered
- gathering tauria voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Tumuaki and School Board an annual analysis of NCEA achievement to inform strategic goals and actions.

**Murupara Area 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 tauria and kaiako 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 taura and their whānau about assessment**

### **Murupara 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 taura receive outlines for courses they undertake
- supporting taura to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on taura 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 taura success, such as the holding of whānau gatherings.

### **Murupara Area School assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for taura
- informing taura about suitable learning pathways
- supporting taura to understand what they need to achieve to gain a qualification.

## Appendix 2: Overview

### What this report is about

This report summarises NZQA's review of how effectively Murupara 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, taura and whanau.

### 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) 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
- *Staff Assessment Handbook 2023, Murupara Area School*
- *Student Assessment Guide 2023, Murupara Area School*
- *NZQF Assessment Procedures, Murupara Area School*

### The School Relationship Manager met with:

- the Principal's Nominee
- the Acting Tumuaki
- Kaiako in Charge of:
  - English
  - History
  - Mathematics
  - Physical Education
  - Science
  - Tikanga
- three taura.

There was a report-back session with the Acting Tumuaki 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