

# Managing National Assessment Report

## Te Pā o Rākaihautū

27 Haratua 2022

# FINDINGS OF THIS REVIEW

## Te Pā o Rākaihautū

27 Haratua 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.

### Actions and considerations

#### Agreed actions

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

| Action   | Timeframe                                      |
|--|--|
| External Review<br>To ensure external moderation processes can be completed<br>-submitting requested material for external moderation by providing access to digital folders to external moderators<br>-establishing a process for addressing issues arising out of external moderation reports<br>-monitoring that these are improving outcomes | Before the next External Moderation submission |
| Internal Review<br>To avoid late entries in external assessment, ensure there is a system where more than just the PN has access to upload entry data  | Immediately                                    |

### **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:

- amend the Board of Trustees Assessment Policy to provide a complete overview of the kura's assessment practices for NCEA.



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15 July 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 22 August 2019 Managing National Assessment Report**

Internal moderation processes have been strengthened following the outcome of the last MNA review and systems have been refined since the previous Principal's Nominee left the kura. This has been accomplished through consistent messaging from the Senior Leadership Team, professional discussions amongst kaiārahi and the pairing of kaiārahi with appropriate subject experts for assessment materials and grade verification.

Te Pā o Rākaihautū's monitoring of internal moderation cover sheets has been rigorous to ensure all moderation steps are completed. This provides senior leaders with confidence that assessments are fit for purpose and provide opportunities for pononga to present achievement evidence at all levels.

The other area of required improvement was documenting processes for responding to external moderation outcomes following the self-review of internal moderation practices and kaimahi PLD which led to a lift in confidence for the kaimahi when assessing pononga.

The kura have set themselves the task over the next 12 months of completing a formalised external moderation process. It is vital that this process is put in place and is set up to be sustainable. This will see that moderation outcomes go directly to kaiārahi followed by a formal documented discussion with the PN. This process will end in an agreed set of actions to be put in place in order to ensure credibility of assessment tasks and judgments.

**External moderation processes and response to outcomes** However, the kura has not been able to reverse the trend of poor external moderation outcomes over the past five years. These outcomes are below the kura's and NZQA's expectations and must be addressed.

There are two issues to be addressed; the very high instance of assessor judgements being inconsistent with the standard, and the high number of moderation materials not received by moderators.

In 2021 the kura received a significant number of Materials Not Received outcomes from external moderation. The PN identified that this outcome is due to not making access links to evidence of pononga work accessible to NZQA moderators, resulting in materials not being available for moderation.

The kura need to ensure that samples of pononga work are adequately stored and appropriately shared with external moderators. The PN understands this issue and solution, which is immediately achievable through changing the settings in their cloud storage drive.

The PN understands the importance of monitoring the submission process as it will lead to more consistent external moderation outcomes. Furthermore, he should support kaiārahi to take ownership of their own pononga material so that he can

focus on monitoring the process of submissions of both internal and external moderation material.

## **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 kura has developed a culture of self-review through leadership of the PN and then expanded to the kaiārahi, ownership and capability of assessment practice and quality assurance processes. As a consequence, the kura is well placed to consider its actions to address the issues identified with external moderation processes.

**Late entries in 2021** In 2021, the kura submitted 39 percent of entries to NZQA after the deadline. The current PN outlined that this happened between the previous PN leaving the kura and his appointment, and that the kura did not realise the error until the 1 September deadline had passed. It is vital these entries, which may include specific requests from the kura for translated papers or details needing to be relayed to the ECM for SAC requirements, are submitted in a timely manner. The Kaiurangi and PN have assured NZQA that they have put a structure in place to avoid this happening again. This new system should include a mechanism that ensures that more than just the PN has access to upload entry data.

**Refining of internal moderation processes** Through self-review the kura had identified areas in the moderation processes that needed attention; these centred around using subject expert verifiers and the storage of pononga evidence. The previous PN started this process in order to quality assure grades. The recently appointed PN intends to further strengthen the current internal moderation put in place under the previous PN over the next 12 months. The PN can ensure by checking that internally moderated work has followed these steps and supporting kaiārahi to find verifiers if the need is there. He will refine the process by developing a written step by step guide of each quality assurance process for kaiārahi to follow. The PN and Kaiurangi will use this next external moderation feedback as an indication that these changes have had a positive effect.

This will secure the processes no matter who is the PN in the future, taking away the need for one person to be responsible for each step and replacing it with a process that all kaiārahi can adopt and integrate into their own practice. It will allow kaiārahi to take ownership of their practice and will help to embed sustainable quality assurance procedures.

**Integration of kaupapa** Te Pā o Rākaihautū is based on kura kaupapa principles. The kura develops integrated courses, devolving them from the traditional subject silos, for the purpose of creating a more pononga centric curriculum. These coherent programmes of learning and assessment meet pononga needs, through a series of thematically linked modules of work, based on the Atua Matua Framework. This framework validates Mātauranga Māori while centred around the teachings of Rākaihautū.

The findings of Dr Wayne Ngata through the Sports NZ initiative looking at Māori perspectives on drivers and implications of change, is leading the integration of hākinakina throughout the daily life of the pononga. This together with their lunches in school are based on life in a traditional Pā situation, teaching pononga the value of tikanga Māori in a naturally occurring way, while also providing for healthy living and

a more sustainable hauora strategy for pononga academic achievement. The kaiurungi believes that this philosophic approach to education will lead to deeper investment from kaiārahi into their practice and a more confident assessment attitude from pononga.

The Kaiurungi has led kaiārahi PLD through an internal review of how best to deliver content to pononga and how to assess it effectively, with the purpose of empowering kaiārahi to take ownership of their own learning areas. He looked into kaiārahi knowledge of a range of learning areas, their passions, and interests. He wanted to increase the subject areas available to pononga as there was a need to widen pononga opportunities to match their future aspirations. This is intended to feed into how integrated courses can be formed, and to ensure that pononga are led by pakeke who know their curriculum well. The ultimate goal is to have pononga successful in gaining qualifications.

## **Credible assessment practice to meet pononga 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)*

**Accuracy of details relayed to stakeholders** Kaiārahi provide their pononga with accurate NCEA information, through the PN but also from their own professional development. Kaiārahi ensure up-to-date specifications are confirmed before assessment occurs. Pononga are entered into standards in a timely manner. Kaiārahi need to seek standard specific grade verification and then report the grades to NZQA.

Kaiārahi need to follow assessment best practice in order to come into line with the kura's assessment expectations and professional learning, supported by the PN. This would ensure pononga understand how to achieve with Merit and Excellence as a part of the teaching of the course. Exemplars are currently used, but not extensively, giving pononga confidence to craft and deliver their own response when ready.

**Individual Learning Plans (ILPs) are key to pononga academic achievement** To meet their goals and aspirations, Te Pā o Rākaihautū ensure pononga have varied options available via ILPs providing a clear pathway to success. Whānau are involved in this process of establishing goals and are also kept up to date with progress, milestones achieved and any changes to programme pathways.

The small number of pononga in the wharekura makes it easy for the kaiārahi NCEA to know well the progress, strengths, and weaknesses of each pononga without a more formal structure of Deans, or Academic Advisors. This means monitoring of pononga progress is easy to achieve, allowing for more flexibility for pononga to adjust their learning programmes in order to achieve the most coherent pathway possible. It is vital that kaiārahi also monitor whether pononga programmes limit pathways and access to qualifications so not to miss out on credible opportunity for success.

## **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)*

**Kaiārahi professional learning needed on digital submission processes**

Currently, kaiārahi utilise in-kura kaimahi to internally moderate their grades in most occurrences, but also use their links to the Waitaha Māori Teachers Association and the kāhui ako to access other opportunities to have their moderation checked. However, it is vital that the kura cast their net wider and make professional links with other kura Māori or local high schools where appropriate, to ensure that they are using the best possible standard and grade verifiers for internal moderation.

Internal moderation uses the standard cover sheet and is stored in physical folders. The kura is moving to an online digital system of storing evidence and kaiārahi will be upskilled on how to open their pononga evidence folders ready for external moderators to access the evidence, leaving the checking process to the PN.

These steps will then provide access to external feedback on their assessor decisions for the sample of standards selected for external moderation and external validation of the robustness of the new systems they are putting in place.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of pononga

**Te Pā o Rākaihautū has effective processes and procedures for meeting the assessment needs of their pononga by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on pononga 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
- assessing pononga when they are ready
- using a range of methods for collecting assessment evidence, to meet pononga needs
- ensuring kaiārahi are aware of individual pononga with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Te Pā o Rākaihautū has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- monitoring the authenticity of pononga work using a range of strategies
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding pononga privacy in the issuing of pononga results.

## Effective internal and external moderation to assure assessment quality

**Te Pā o Rākaihautū 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 pononga work
- using grade verifiers from outside the school

**Te Pā o Rākaihautū has effective processes and procedures for managing external moderation by:**

- ensuring samples of pononga work are available for submission by being adequately stored
- selecting sufficient samples of pononga 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 Pā o Rākaihautū effectively uses assessment-related data to support achievement outcomes for pononga by:**

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

**Te Pā o Rākaihautū 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 pononga and kaiārahi 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

**Effective communication to inform staff, and pononga and their whānau about assessment**

**Te Pā o Rākaihautū has effective processes and procedures for:**

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

- ensuring pononga receive outlines for courses they undertake
- supporting pononga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on pononga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiārahi new to the school through an induction programme to understand school and NZQA assessment processes.

**Te Pā o Rākaihautū assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for pononga
- informing pononga about suitable learning pathways
- supporting pononga 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 Pā o Rākaihautū:

- 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, pononga 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
- Te Pā o Rākaihautū, Curriculum and Student Achievement Policy
- *Kaiārahi, Assessment Procedures and Policies Booklet*
- *Tau 11 Pononga Booklet*
- *Tau 12 Pononga Booklet*
- *Tau 13 Pononga Booklet.*

The School Relationship Manager met with:

- the PN
- Kaiurungi
- Kaiārahi of:
  - English
  - Mathematics
  - Science
  - Te Ao Haka
- Tokorua ngā pononga.

There was a report-back session with the Kaiurungi and PN 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.