

Managing National Assessment Report

**Te Kura o Te Whānau a
Apanui**

April 2024

FINDINGS OF THIS REVIEW

Te Kura o Te Whānau a Apanui

4 April 2024

Consent to assess yet to be confirmed

This review found that the kura is not yet effectively meeting the requirements of the Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022.

Historical issues with the management of national assessment in the kura were found. Their review mechanisms have allowed them to identify and respond to most issues.

The kura has put in place assessment systems and practices for national qualifications, which are yet to be evaluated. It was therefore agreed that the next visit will be in 12 months to review these recent changes and the action plan resulting from this review. The next full Managing National Assessment review will be in two years.

Actions and considerations

Agreed actions

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

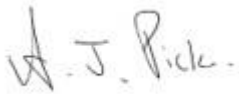
Action	Timeframe
External and internal review	
Meet all NZQA expectations for external moderation including <ul style="list-style-type: none">submitting work for external moderation as requesteddocumenting action plans to address external moderation feedback and monitoring their completion	<ul style="list-style-type: none">Submit external moderation for all standards with results reported in term 2 2024, by the start of term 3 2024.Ongoing for all moderation reports as they are received
Report to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions	February 2025
Credible assessment practice to meet ākongā needs	
Develop kura assessment policy and procedure documents for kaiako and ākongā to ensure a common understanding of kura expectations	Develop in 2024 so that a comprehensive policy document is in place for 2025

Use the student management system to securely record ākonga entries and results and submit these to NZQA at least once a month	Ongoing and immediate
Internal moderation to ensure the reporting of credible results	
Ensure samples of ākonga work are available for submission to NZQA for external moderation by being adequately stored.	Ongoing with the completion of internal moderation.

For consideration

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

- reviewing and evaluating the implementation of new courses.



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 Manager
 School Quality Assurance and Liaison

4 June 2024

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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)

This is the school's first Managing National Assessment Review

The Tumuaki and the Kaitakawaenga ki te Tumuaki are continuing to develop policies, procedures and practice to ensure that assessment of standards for NCEA is robust, all grades reported are credible and ākonga can achieve the qualification. Both are recent appointments to their respective positions. Areas that have been addressed are internal moderation processes and checks, policy development and entry data security. As a small isolated kura they continue to build working professional relationships with other kura in the region to develop kaiako capability and knowledge.

The 2023 Quality Assurance check of the examination centre, sent to the school, identified that the examination centre of the kura is compliant.

Submission of assessed ākonga work for external moderation is a requirement of consent to assess for schools Material for external moderation was not submitted in 2022 and 2023. Work must be submitted for external moderation to ensure that assessor judgements are robust and meet the requirements of standards. External moderation feedback provides the basis for kaiako to evaluate their assessment practice and judgements. Kaiako need to take that feedback onboard and where necessary make changes in their practice and seek support from subject experts or learning tools such as Pūtake. Formal documentation and monitoring ensure that kaiako follow all required processes and actively grow their practice and knowledge. This in turn means that senior leaders can be confident that sound quality assurance practice of kura-based assessment is in place.

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)

Internal review focused on policies and systems The Kaitakawaenga ki te Tumuaki has identified that significant changes in the systems and processes of the kura are needed to ensure assessment practice is clear, regularly discussed, implemented and monitored. The changes if followed and embedded by all kaiako will ensure that credible quality assured results are reported.

Assessment Policy The kura acknowledges that its documented assessment policies need to be updated immediately to ensure that practice is robust and clearly communicated, and NZQA's assessment rules are adhered to by kaiako and ākonga. The kura currently uses generic policies but they need to review and develop their assessment policy with kaiako so all assessors have a clear and common understanding of what it means, how it should be applied and why it is important to ensure that consistent good assessment practice happens across the school. Once completed these policies will form the foundation for NCEA communications for ākonga and their whānau whether it be a physical or digital ākonga handbook. Currently the Kaitakawaenga ki te Tumuaki ensures ākonga are kept up to date with initial hui at the beginning of each year, whānau evenings and as required.

Prioritise ongoing improved data management Accurate and credible ākonga results must be regularly recorded and submitted to NZQA every month. The kura now has systems in place to ensure ākonga results are recorded in the student management system. During the move from the old kura site to the new one, ākonga results were lost. This resulted in well-below average statistics for NCEA 2023 and necessitated an in-depth review of data management systems to ensure ākonga are not disadvantaged in the future. The Kaitakawaenga ki te Tumuaki now monitors the input of all results and ensures data files are submitted to NZQA on time. Ākonga regularly login to NZQA to check their results which is a mechanism put in place to prevent the loss of results happening again.

Reports to the Board of Trustees Ākonga participation and achievement in NCEA should be regularly evaluated to ensure that the kura is meeting ākonga learning and assessment needs. Reporting could include ensuring ākonga have enough credits in courses to achieve a qualification, an analysis of individual standard results and the success of courses. The Kaitakawaenga ki te Tumuaki currently prepares point in time reports on ākonga achievement to the recently elected Board. The Board and senior leaders are yet to develop mechanisms to report ākonga achievement in NCEA which will lead to future strategic planning and decision making that provide ākonga with opportunities to achieve success.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

Courses allow ākonga to achieve As there have been a number of newly developed courses the kura should consider conducting a review in twelve months to determine whether they are meeting the needs of ākonga. Ākonga should have the opportunity to achieve a qualification that best allows them to meet their aspirations.

Kaiako develop individual learning plans which allow ākonga to achieve their goals and an NCEA qualification within their particular iwi and hapu contexts. The kura has developed a relationship with a local community organisation which gives ākonga access to completing learning which allows them to gain a driver's licence. The kura also has a kaiako qualified to teach a building and construction course. Mathematics and numeracy learning is integrated into this course. Kaiako and ākonga regularly check results and progress towards achieving NCEA with whānau kaiako having responsibility for monitoring ākonga achievement and progress.

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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)

New internal moderation processes The Kaitakawaenga ki te Tumuaki has set clear expectations for all kaiako to follow the internal moderation processes of the kura. During the review all kaiako were able to clearly articulate what the processes are and produced evidence of completed steps. The process includes kaiako working

with kaiako from other schools. This system allows kaiako to interact with other subject teachers and will build their confidence and capability as assessors of standards.

Kaiako use shared effective practice to quality assure grades for internal assessment. Prior to assessments, activities are critiqued to ensure they are fit for purpose and allow ākonga to achieve the standard through the kaiako buddy system which is also used for verification of grades. All steps in the moderation process are documented using an internal moderation cover sheet. The Kaitakawaenga ki te Tumuaki checks that all steps have been completed before grades are entered.

The kura uses an online teaching and learning platform which will enable them to store moderated material digitally. This will ensure that work selected for external moderation will be available and accessible when required.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of

Te Kura o Te Whanau a Apanui has effective processes and procedures for meeting the assessment needs of its 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
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams

Te Kura o Te Whanau a Apanui 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
- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Kura o Te Whanau a Apanui 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 ākongā 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 Kura o Te Whanau a Apanui has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of ākongā work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate

Effective management and use of assessment-related data

Te Kura o Te Whanau a Apanui effectively uses assessment-related data to support achievement outcomes for ākongā by:

- monitoring and tracking ākongā progress
- gathering ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards

Te Kura o Te Whanau a Apanui 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 ākongā 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 ākongā and their whānau about assessment

Te Kura o Te Whanau a Apanui has effective processes and procedures for:

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- 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 Kura o Te Whanau a Apanui 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 Kura o Te Whanau a Apanui:

- 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 2022* (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 *NZQA Assessment Rules for Schools, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024*.

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 about their self-review
- Assessment Policy – Te Kura o Te Whānau a Apanui
- Pre-visit feedback forms from kaiako

The School Relationship Manager met with:

- the Kaitakawaenga ki te Tumuaki/ Tumuaki Tuarua
- Kaiako in Charge of:
 - Building and Construction
 - English
 - Mathematics
- three ākonga.

There was a report-back session with the Tumuaki Tuarua /Kaitakawaenga ki te Tumuaki 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.