

Managing National Assessment Report

Te Aratika Academy

May 2021

What this report is about

This report summarises NZQA's review of how effectively Te Aratika Academy:

- 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, students and families.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 2021* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider enhancing 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 four 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 pre Managing National Assessment report
- *Assessment and Moderation Handbook, Te Aratika Academy 2021*
- *Student Handbook, Te Aratika Academy 2021*
- *Te Aratika Academy Strategic and Annual Plan 2020-2022 v1.4 March 2021*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- the BOT Chairperson
- Teachers of:
 - Business Studies/NZ Certificate in Infrastructure Works - Level 2
 - English/History
 - Sciences/Visual Art
 - Waka Ama /Hauora
- three students.

There was a report-back session with the Principal, Principal's Nominee and BOT Chairperson 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.

Background

Te Aratika Academy has been operating as a designated character school since the beginning of 2019. It was previously a newly established partnership school. The school focuses on the effective engagement in learning of Year 11 to 13, Māori males who have not succeeded in mainstream schools.

This is the school's first Managing National Assessment review. The return cycle of all newly consented schools with no significant issues is two years, to provide the opportunity for assessment practice and quality assurance systems to be embedded. There will be a return visit within twelve months to check on progress with the action items in the NCEA Assessment Agreed Action Plan 2021. (see Appendix 1)

SUMMARY

Te Aratika Academy

21 May 2021

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within two years.

What the school is doing well

Since its inception as a designated character school in 2019, Te Aratika Academy (TAA) has been building capacity to provide its students, who have not previously experienced success at school, the opportunity to achieve qualifications that put them on a strong pathway to their future. The school's mission is to produce *Men of Valour* through its shared vision of the TAA graduate as a young man who has a positive sense of well-being, is confident and competent, and is culturally connected as Māori.

From 2019 to 2020, the numbers of students achieving a NCEA qualification improved significantly with 80% and 100% of year 12 and 13 students respectively gaining their Level 2 or 3 NCEA qualifications. Most students graduate work ready with their New Zealand Certificate in Infrastructure Works (Level 2) qualification. Although students' programmes strongly support a vocational pathway, University Entrance attainment was 83% in 2020 and several students have opted for university or other tertiary study.

Teachers work collaboratively to ensure their students' experience at school is positive and productive; socially, emotionally and academically. Student progress is regularly tracked and reported on through each student's holistic Individual Learning Plan (I.L.P.) This document expresses each student's qualifications and career goals, strengths and weaknesses, threats and opportunities and challenges within their social environment. Pou Whenua meet each term with all students and their whānau to check on progress and adjust each student's ILP where appropriate.

The school's STEM focus is predominantly realised through the technology focus in the Infrastructure Works course, which offers 50 credits towards the New Zealand Certificate in Infrastructure Works (Level 2) over a three year period. Most credits are gained in weeklong blocks where the students gain hands-on experience, on a real world work site, setting them up to be work ready when they leave school.

Teachers use the flexibility of the qualification's framework and standards-based assessment to facilitate student success. Assessment takes place when individual students are ready, allowing them to progress at their own pace. Programmes are increasingly focused on cross-curricular, locally contextualised, project-based learning; supported by assessment in context, with evidence gathered in a variety of forms, appropriate to each student.

Areas for improvement

One of the challenges the school leadership faces to ensure credible assessment practice and maintain quality assessment is to attract and retain experienced subject specialists.

External moderation feedback shows closer management and monitoring of authenticity is needed in an environment that encourages co-operative group approaches, project-based assessment and assessment when students are ready.

The school needs to clarify for staff the requirements for managing resubmissions, missed assessments and further assessment opportunities and update staff and student handbooks accordingly.

It is important for the school to design targeted Professional Learning hui to enable teachers to become confident, credible assessors. The Principal is currently undertaking a formal teaching qualification, so she is better positioned to monitor and lead credible assessment practice.

Agreed action

The school agreed that a return visit within twelve months to check on the implementation of the following actions (see Appendix 1) will improve the quality of their assessment systems. These are to:

- have appropriate procedures for managing assessment processes, including the management of missed assessment, further assessment and resubmission opportunities
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient
- identify, support and monitor students with Special Assessment Conditions entitlements
- develop procedures to ensure that internal moderation is adequately monitored by senior management, that documentation reflects actual practice and ensure that only results that have been subject to the internal moderation process are reported to NZQA
- follow-up external review recommendations and findings
- evaluate the effectiveness of follow up to external moderation in resolving any identified issues
- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted
- have the necessary consent to assess prior to assessment taking place
- keep programmes outside base scope of assessment current with industry requirements
- ensure there is an annually updated Memorandum of Understanding with each external provider
- ensure all documentation reflects that all students have Individual Learning Plans
- provide adequate and appropriate information to teachers, staff, and whānau on the procedures that must be followed in the assessment of standards by the school.

Kay Wilson
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School Quality Assurance and Liaison

29 June 2021

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Response to external moderation outcomes The school needs to put in place processes to follow up External Review recommendations and findings. The school submitted fourteen standards for external moderation in 2019 and was exempt in 2020, due to the disruption caused by COVID-19. NZQA moderators assessed grades awarded for five of the fourteen standards as not consistent, or not yet consistent with the standard. Each of the standards not consistent or not yet consistent, requires an action plan to resolve the issues identified by NZQA moderators. A next step for the Principal's Nominee would be to evaluate the effectiveness of the action plans in resolving the identified issues and to manage this situation accordingly.

The pre-Managing National Assessment review in 2019 recommended the use of external verifiers to strengthen teachers' understanding of grade boundaries, while capacity is developed across the group of teachers new to the school.

Response to ERO review findings The 2020 ERO New School Assurance review noted the need for:

- documentation that appropriately supports school practices and aligns with NZQA guidelines
- assessment practice that meets the needs of students
- moderation processes that promote valid and accurate assessment
- aligning the school Charter more closely with te ao Māori beliefs
- strengthening Mātauranga Māori as part of school culture and learning.

Internal review

Evidence for the school using its self-review and evaluation processes to identify to identify areas for on-going improvement in assessment practice and procedures, which are then actioned. (CAAS Guidelines 3iv)

Following the advice of ERO in its 2021 New School Assurance review, several strategic appointments have allowed Te Aratika Academy to refocus on its original intention to embrace Mātauranga Māori by strengthening its ability to provide a context through which te reo Māori and tikanga, as well as the skills and knowledge of the learner can be recognised and expressed in a meaningful way. The school has appointed several new staff for 2021 with NCEA experience, who are well-aligned to the school culture which fosters Māori learning and assessment preferences.

The school is reviewing its processes and making improvements, but this is still in the developmental phase. A key factor affecting credible assessment practice and internal moderation has been staff turnover and the lack of experienced, subject expert assessors and verifiers to inform assessment decisions. The staff will continue to use external grade verifiers while the school leaders focus on building leadership,

ownership and capacity for credible assessment practice schoolwide through regular Professional Learning hui.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for 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)

Te Aratika Academy has effective processes and procedures for meeting the assessment needs of their students by:

- providing each student with an Individual Learning Plan
- negotiating with students the standards to be undertaken in their assessment programme to reflect student's needs, interests and future pathways
- supporting the majority of students to complete their NCEA and the New Zealand Certificate in Infrastructure Works (Level 2) qualifications
- holding three-way whānau/teacher/student interviews each term to review programmes, evaluate student progress and adjust individual learning plans, as required
- integrating learning programmes and allowing varied forms of student evidence to be used for assessment of more than one standard
- targeting literacy and numeracy to assist in the attainment of qualifications
- creating a localised curriculum with a focus on location-based and project-based learning
- supporting university pathways through distance education.

Te Aratika Academy has effective processes and procedures for:

- ensuring a high rate of attendance in order to minimise missed and late assessment
- managing authenticity for missed and late assessment
- meeting the requirements of the *Privacy Act 1993*.

Focus on STEM meets student needs The school tracks the achievement data of its small number of Māori students to promote success in STEM subjects. As a result of the wrap around support students receive, outcomes have improved each year. The school is strengthening its STEM focus through learning and assessment in technology which all students undertake.

Managing authenticity in project-based, contextualised learning and assessment when-ready environments There needs to be guidance from senior leadership to ensure teachers do not compromise authenticity through over-guidance, given the expectation that students are supported to present their best evidence by using scaffolded tasks.

Where students complete work in a group setting, the assessor needs to annotate/record the inputs and outputs of each student, so that a verifier, or NZQA moderator can judge each student's performance against the achievement criteria.

To safeguard authenticity where students are assessed when ready, students who complete the same task for a standard, but complete it at different times, should have their grade and any feedback withheld until the last person has submitted their work. However, if a task produces work of a highly individualised or personalised nature, for example, creative writing, and authenticity is not compromised, then the grade awarded can be shared with the student, following internal moderation.

Clarify with staff appropriate conditions for offering further assessment and resubmission opportunities Some of the teachers and students interviewed for the review did not fully understand the new resubmission rules and further assessment opportunity requirements. These processes need to be clarified for both teachers and students. The decision to offer a resubmission is the teacher's prerogative. Resubmission is not intended for "*taiohi who wish to improve their grade.*" The teacher decides which students at the Not Achieved grade boundary meet the criteria for a resubmission and the only grade that can be awarded from a resubmission is Achieved. The resubmission section in staff and student handbooks needs to be updated to reflect this new rule. A resubmission should only be offered where the teacher judges the student should be capable of discovering and correcting the minor error by themselves.

A further assessment opportunity can only be offered after further learning has taken place. The availability of a further assessment opportunity is dependent on it being manageable and practicable for the school, and this can be determined on a standard by standard basis. The further assessment opportunity must be offered to all students entered for that standard in their ILP, regardless of the grade that they achieved. Students do not need to take up the opportunity.

A student who is "*wilfully absent*" or does not avail themselves of the opportunity to submit work for the first attempt at a standard, should not be offered access to a further assessment opportunity and should receive a Not Achieved grade. Further information regarding NZQA's practice and procedures for managing resubmissions and further assessment opportunities can be found in NZQA's Mythbuster publications numbered four and five on the NZQA website.

To ensure credible assessment through consistent school-wide assessment practice on late and missed work, the school must ensure that authenticity is not compromised when a student resits a missed or late assessment. It is recommended that the Principal's Nominee manages and monitors of all missed or late assessment to ensure these assessments are valid, authentic and verifiable.

Identify those eligible for Special Assessment Conditions The school is yet to make any applications for students to access entitlements to Special Assessment Conditions but has prioritised this for the upcoming twelve months.

Agreed actions

NZQA and senior management agree on the following actions to improve the management of assessment for national qualifications. Senior management undertakes to:

- have appropriate procedures for managing assessment processes, including the management of missed assessment, further assessment and resubmission opportunities
- ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient
- identify, support and monitor students with Special Assessment Conditions entitlement.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)

Te Aratika Academy has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use
- ensuring suitable subject specialists external to the school are used to verify grades awarded to a sample of student work, given that in nearly all subjects, there is only one teacher in the school
- using the *Internal Moderation Cover Sheet* to record evidence of moderation practices having been completed
- submitting results to NZQA only after internal moderation cover sheets have been checked and signed off by the Principal's Nominee.

Te Aratika Academy has effective processes and procedures for managing external moderation by:

- selecting samples of student work for external moderation randomly to NZQA requirements
- submitting externally moderated work digitally so they receive timely feedback and to ensure materials are received by NZQA moderators
- ensuring samples of student work are available for external moderation by being adequately stored.

Requirements for purposeful selection and sufficiency currently met Most student work is submitted for verification. As the roll grows, or the numbers attempting a particular standard increase, then teachers need to select work for verification on grade boundaries to inform assessor awareness and understanding of where the boundaries for each grade sit, and to help manage the workload of verifiers.

Develop teacher's capability for verification of internal moderation Staff members' ability to verify grades awarded to student work as part of the quality assurance for internal moderation will depend upon factors such as the verifier's subject specialisation, their depth of experience as an assessor, their record of recent, consistent feedback from external moderation and the availability of good quality grade boundary exemplars. Use of external verifiers is recommended until teachers develop the expertise to verify the work of others meets NZQA's requirements.

Monitor internal moderation practice and procedures The Principal's Nominee should have procedures in place to check that internal moderation documentation can be reconciled with actual practice. Annual checks of where materials are stored are recommended and *Internal Moderation Cover Sheets* should be collected and checked before results are sent to NZQA.

Follow up to external moderation Where moderators find grades awarded to a standard is not consistent or not yet consistent, the school should create an action plan on its *Response to External Moderation* form to resolve the issues identified by NZQA moderators. Following this, the Principal's Nominee should evaluate how effective the action plan was in resolving the issues identified in the external moderation report.

Agreed action

NZQA and senior management agree on the following action to improve the school's internal and external moderation to assure assessment quality. Senior management undertakes to:

- develop procedures to ensure that internal moderation is adequately monitored by senior management, and ensure that only results that have been subject to the internal moderation process are reported to NZQA
- follow-up external review recommendations and findings.
- evaluate the effectiveness of follow up to external moderation in resolving any identified issues.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Te Aratika Academy effectively uses assessment-related data to support achievement outcomes for students by:

- using assessment tracking sheets to keep teachers and school leadership, whānau and students engaged in student progress
- providing the Board of Trustees with a termly update on each student's progress toward their qualification's goals.

Te Aratika Academy reports accurate achievement data by:

- only making an entry in an internally assessed standard when a result is reported
- sending datafiles to NZQA regularly which allows for timely checking.

Annually update Memoranda of Understanding with external providers and ensure results are reported with the correct Provider Code Te Aratika Academy extends the number of subjects it is able to offer by using a range of external providers and accessing distance education alternatives. It is imperative that the school maintains an annually updated, centrally held Memorandum of Understanding (MOU) with each external provider and reconciles the provider codes with the results reported.

The MOU should state whether the school, or the external provider, reports the results and what the provider code is for each external provider. Any results sent to NZQA without a Provider Code will automatically default to the school's Provider Code and may be erroneously entered onto the school's external moderation plan. The review raised the issue that a result can only be awarded where there is a pre-approved sub-contracting arrangement in place between the school and an unconsented body.

Encourage all students to use their Students and Learners' Login The school is encouraged to continue to review and improve the process for supporting students to register and use their NZQA Students and Learners' Login. This login is the definitive way for students to check that entries and results have been reported accurately, make requests for review and reconsideration of external examinations, to login to Digital Online Exams and to order Certificates and Records of Achievement. A useful Student Login PowerPoint can be found under Seminars for Principal's Nominees on the NZQA website.

Agreed action

NZQA and senior management agree on the following action to improve the management and use of assessment-related data. Senior management undertakes to:

- transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted
- have the necessary consent to assess prior to assessment taking place
- keep programmes outside base scope of assessment current with industry requirements
- ensure there is an annually updated Memorandum of Understanding with each external provider.

For consideration

To extend good practice in managing and making use of assessment-related data, the school is encouraged to consider:

- encouraging all students to register for and use their Students and Learners' Login.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Te Aratika Academy has effective processes and procedures for:

- ensuring students receive consistently formatted course outlines for all the courses they undertake
- reporting on student achievement appropriately and regularly to staff, the school community, students and their whānau, including home visits to discuss student progress
- supporting teachers new to the school
- promoting school success and providing NCEA updates through a variety of channels.

Te Aratika Academy assists common understanding of assessment practice by:

- checking whether teachers, students and parents are following processes
- knowing that students understand what they need to achieve in order to gain a qualification.

Adequate, accurate, consistent and up-to-date assessment information for stakeholders The school manages the delivery of standards to meet students' Individual Learning Plans, so the staff and student handbooks should reflect this unique aspect of the school's programme delivery.

The school should review the staff and student handbooks to include information on the requirements for Course and Certificate Endorsement, University Entrance and Scholarship. In addition, the information in the student handbook should align with that of the staff handbook and be written in a student-friendly, accessible style.

Agreed action

NZQA and senior management agree on the following action to maintain the currency of assessment policy and procedures, and communicate them to staff, students and families. Senior management undertakes to:

- ensure all NCEA documentation reflects that students have Individual Learning Plans
- provide adequate and appropriate information to teachers, staff, and whānau on the procedures that must be followed in the assessment of standards by the school.

Appendix 1

Te Aratika Academy NCEA Assessment Agreed Action Plan 2021

| Item | Responsibility | Date Completed |
|--|----------------|----------------|
| Assessment Practices | | |
| <ul style="list-style-type: none"> have appropriate procedures for managing assessment processes, including the management of missed assessment, further assessment and resubmission opportunities. (CAAS Guidelines 2.6i) | | |
| <ul style="list-style-type: none"> ensure assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient (CAAS Guidelines 2.6ii) | | |
| <ul style="list-style-type: none"> monitor students with Special Assessment Conditions entitlement (Assessment Rules for schools with Consent to Assess 2020, 5.5) | | |
| Moderation | | |
| <ul style="list-style-type: none"> develop procedures to ensure that internal moderation is adequately monitored by senior management, that documentation reflects actual practice and ensure that only results that have been subject to the internal moderation process are reported to NZQA (Assessment Rules for schools with Consent to Assess 2020, 6.4(b)) | | |
| <ul style="list-style-type: none"> follow-up external review recommendations and findings. (CAAS Guidelines 3v) | | |
| <ul style="list-style-type: none"> evaluate the effectiveness of follow up to external moderation in resolving any identified issues | | |
| Data | | |
| <ul style="list-style-type: none"> transfer student achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted (CAAS Guidelines 2.7iii) | | |
| <ul style="list-style-type: none"> have the necessary consent to assess prior to assessment taking place. (CAAS Guidelines 2.6v) | | |
| <ul style="list-style-type: none"> keep programmes outside base scope of assessment current with industry requirements (CAAS Guidelines 2.5vii) | | |

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|--|--|--|
| <ul style="list-style-type: none"> ensure there is an annually updated Memorandum of Understanding with each external provider | | |
| Communication | | |
| <ul style="list-style-type: none"> ensure all NCEA documentation reflects that students have Individual Learning Plans | | |
| <ul style="list-style-type: none"> provide adequate and appropriate information to teachers, staff, and whānau on the procedures that must be followed in the assessment of standards by the school | | |