

# **Managing National Assessment Report**

**Te Aratika Academy**

**August 2024**

# FINDINGS OF THIS REVIEW

## Te Aratika Academy

27 - 28 August, 2024

### Significant issues found

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

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within one year to check that these issues are being addressed.

### Required actions to address significant issues

In order to address these issues, the school must:

| CAAS/<br>Rules | Significant Issue<br>identified                               | Issue that must be resolved   | Timeframe        |
|----------------|---|---|------------------|
|                | <b>External and internal review</b>                           |   |                  |
| 3v             | Follow-up external review recommendations and findings        | The school is required to respond to external review findings in the previous MNA report          | Within 12 months |
| 2.6iv          | Comply with external moderation requirements of NZQA and SSBs | The school is required to manage its Moderation Plan to ensure all materials are received by NZQA | Immediate        |

### Actions and considerations

#### 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>  |  |
| Strengthen external moderation follow up and evaluate the effectiveness of actions taken to resolve patterns of inconsistency. | Following receipt of each external moderation report |

|   |                       |
|---|-----------------------|
| Improve the process for storing and sending taiohi work for standards on the current Moderation Plan.                                   | Immediate             |
| <b>Credible assessment practice to meet taiohi needs</b>  |                       |
| Develop processes for identifying taiohi eligible for Special Assessment Conditions and notify or apply to NZQA for their entitlements. | Immediate and ongoing |
| Ensure staff and taiohi NCEA handbooks are current and mirror NZQA's terminology and requirements.                                      | Immediate and ongoing |
| Strengthen the process to withdraw internal entries with no result prior to 1 December.   | Annually              |

### For consideration

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

- providing access for taiohi and whānau to the Student Management System
- ensuring all taiohi have access to practice digital exams prior to the actual assessment and ensuring they have an active Learner Log in.

*A. J. Picken*

Amanda Picken  
Manager  
School Quality Assurance and Support

22 October 2024

**NZQA**

**0800 697 296**

**[www.nzqa.govt.nz](http://www.nzqa.govt.nz)**

## External and internal review

### External review

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

The following action items have been satisfactorily resolved following the school's first Managing National Assessment (MNA) review on 21 May 2021 and a subsequent return visit to evaluate progress on 2 June 2022. The school has demonstrated that assessors and school leaders understand the key principles for delivering credible assessment practice by:

- having appropriate procedures for managing assessment processes, including the management of missed assessment, further assessment and resubmission opportunities
- ensuring assessment processes, decisions and methods are credible and that evidence is valid, authentic and sufficient
- developing procedures to ensure that internal moderation is adequately monitored by senior management, that documentation reflects actual practice and ensuring that only results that have been subject to the internal moderation process are reported to NZQA
- transferring taiohi achievement data to NZQA accurately, on a regular and timely basis and in relation to the scope of consent granted
- having the necessary consent to assess prior to assessment taking place
- keeping programmes outside base scope of assessment current with industry requirements
- ensuring there is an annually updated Memorandum of Understanding with each external provider
- ensuring all documentation reflects that all taiohi have
- Individual Learning Plans
- providing adequate and appropriate information to teachers, staff, and whānau on the procedures that must be followed in the assessment of standards by the school.

However, this review found there are ongoing significant issues in relation to the management, monitoring and evaluation of external moderation. From 2021 to the time of this review, the school has not effectively met NZQA's requirements for:

- following-up external review recommendations and findings, and
- evaluating the effectiveness of follow up to external moderation in resolving any identified issues.

**External moderation response to outcomes and processes** The school needs to improve its processes in this area going forward. Since the 2021 MNA review, the school has not met its obligations consistently to send taiohi work for all of the standards listed on its Moderation Plan. In 2022 and 2023, the school received a high number of Materials Not Received reports due to staff responsible for the submissions being on leave and the failure to send accessible links to student work. Consequently, there has been a lack of meaningful feedback from NZQA moderators on the quality of the school's internal assessment. The purpose of External Moderation is to improve assessment quality and affirm effective assessment practice, which is undermined if the work is not sent.

This review found there was no clear process, nor documentation, for carrying out follow up to Not Consistent, or Not Yet Consistent external moderation reports. Consequently, the Principal's Nominee has agreed to create a clearer process for the follow up of external moderation, including monitoring progress and evaluating effectiveness. The school now has a response form to record the actions the school will take to resolve issues identified by NZQA moderators. The same form enables them to record the effectiveness of any action plans following any future assessment of the standard. The reports and action plans need to be stored together by year, preferably online for improved accessibility.

Moderation required by External Providers for industry assessment standards has been sent and has been consistently effective.

The Education Review Office is facilitating and supporting the engagement of Ngati Kahungunu, who have co-designed Learner's Outcomes for Success Indicators based on priorities in the Ngati Kahungunu Mātauranga Strategy. Te Aratika Academy and the other schools involved have been utilising ERO tools to strengthen their internal evaluation capabilities.

## **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)*

Te Aratika Academy needs to address its significant issue and action items, outlined in this report, by strengthening its self-review processes. School leadership through the Principal's Nominee should establish clear expectations on the assessment and moderation process teachers are required to follow that are monitored and reviewed through robust quality assurance processes

The school's ability to deliver ongoing consistent, credible assessment practice and improve achievement outcomes is contingent upon it improving the capability and retention of its teachers. Since the last Managing National Assessment review, the school has struggled to attract and retain suitably qualified teachers. Consequently, this puts some aspects of credible assessment practice at risk. Unless the school can grow the capability of its Pou Ārahi and distribute leadership of assessment practice to teachers in charge of subjects, the implementation of sustainable practices for continued improvement of student achievement outcomes will continue to be compromised.

The school is developing teacher capability by ensuring that induction is well-supported, and continuing, through regular hui with all Pou Ārahi. New and beginning Pou Ārahi are supported to complete their teaching qualifications and to gain full registration. They are coached and mentored through all aspects of their assessment for qualifications and are given access to external professional support where the school cannot provide that level of expertise in a particular subject. Shared ownership of moderation and assessment processes school-wide can only be developed when Pou Ārahi have enough experience to carry out higher level internal quality assurance and support the Principal's Nominee's drive for credible assessment for NCEA. The challenge for the school, as it was at the last review, is to attract and retain suitably qualified staff who can work successfully with its taiohi. In the interim, school leaders use external providers and Te Aho o Te Kura Pounamu (Te Kura) to deliver standards and courses the school is unable to offer.

Most of the school's assessment is internally assessed and heavily weighted towards the use of Unit Standards. At the end of each academic year, the Tumuaki presents a thorough analysis of the school's NCEA achievement data and an Analysis of Variance to the Board of Trustees. They report on the academy's successes, challenges and plans for improvement.

The school's focus is to provide its taiohi with a *Platform for Change*, so they are *Life Ready* and *Career Ready*. The school's "work-based curriculum" engages its Māori and Pacific taiohi who graduate with two qualifications: NCEA Level 2, or higher, and the NZ Certificate in Infrastructure Works Level 2 (IWL2). Many leavers use their IWL 2 for leverage into building and construction trades. School leaders are committed to delivering identified outcomes in taiohi ILPs, encouraging and supporting their aspirations for immediate employment or their pursuit of tertiary or university pathways. The school has a growing roll and plans to establish a twin campus for girls on land adjacent to the boys' academy.

The school's 2024-2025 Strategic Plan reaffirms the nature of the schools' designated character, that is, to:

- provide an English-medium learning environment for Māori and Pacific males that acknowledges and celebrates their heritage
- ensure taiohi have individualised learning plans that are developed with their career aspirations in mind
- encourage taiohi to contribute positively to their whānau, community and society as a whole.

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

### **Create access for taiohi and whānau to the Student Management System**

Taiohi at Te Aratika Academy each have an Individual learning Plan (ILP) and a personalised programme. They and their whānau rely heavily on the Principal's Nominee to provide regular as well as unscheduled updates on progress towards qualifications. To improve agency for taiohi and whānau and enable them to track taiohi progress themselves, the school is advised to create a portal to the Student Management System (SMS).

**Create a NCEA assessment calendar** The school currently delivers very little formal NCEA assessment in the first half of the year. Consequently, there is an increased risk of taiohi missing out on a NCEA because they may not complete sufficient credits before the end of the school year. The school is advised to make entries by 1 May for all NCEA assessment that taiohi are likely to undertake in a school year. This will improve visibility for taiohi themselves and their whānau on how their qualifications goals can be achieved.

**Reporting accurate taiohi entries and results to NZQA** The school must ensure that accurate data file submissions are made to NZQA on a regular and timely basis. Accurate data is essential in monitoring and tracking taiohi progress, evaluating the effectiveness of their assessment programmes, and enabling taiohi to make informed decisions about their assessments. The Principal's Nominee must check Key Indicators regularly to ensure that any data errors, such as incorrect provider codes or lack of consent to assess are addressed as they occur, and to monitor submitted entries and results. The school should not bank any results from one year and report them in a subsequent year. Course endorsement rules require all assessment for a course endorsement to be derived in a single school year.

**Assessment is highly personalised through Individual Learning Plans (ILPs)** ILPs meet needs of each individual and the capacity of the Pou Ārahi to deliver the standards. Each individual ILP should list all the assessment standards the taiohi is entered into, their credit value and the anticipated assessment date of each standard. Once the bulk of entries is sent to NZQA, the school can create a whole school assessment calendar, which reflects NZQA's Key Dates and ensure there are no bottlenecks or conflicts with other events on the school calendar. A school assessment calendar will enable Pou Ārahi to complete assessments in a timely manner and reduce the risk of any taiohi not gaining their planned NCEA goals in a given year. The school will need to remove any internals without a result before 1 December.

**Identify taiohi eligible for Special Assessment Conditions** The school roll has increased and with that growth school leaders have identified they have more taiohi with diverse needs. The school needs to identify and provision eligible taiohi with Special Assessment Conditions to reduce barriers to success. The school can submit school-based evidence to NZQA and use the notification pathway for those in Year 11. Support for making applications for taiohi in Years 12 and 13 can be made by contacting the School Relationship Manager.

**Engagement in digital online assessment** The school is undertaking the online Common Assessment Activities, so taiohi can gain their NCEA co-requisite. At the time of the review, most taiohi had not logged in with their Learner Login nor undertaken the practice activities. Taiohi need this preparation to ensure a smooth experience on the day of their assessment. The date of the most recent taiohi login can be checked through the Key Indicators area of the school's Provider Login.

**Ensure NCEA handbooks are current and mirror NZQA's terminology and requirements** The Taiohi and Pou Ārahi handbooks have been refreshed and updated. However, the information relating to the selection requirements for external moderation do need to be updated to reflect NZQA's current requirements.

## 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)*

**Effective monitoring of internal moderation** Internal Moderation is monitored closely, with a checklist provided for Pou Ārahi new to NCEA assessment to follow to ensure that the critiquing process is thorough and that assessors access all of the available assessor supports.

Since the last review, the Principal's Nominee, now the newly appointed Tumuaki, has effectively overhauled assessment and internal moderation practices and procedures to ensure that taiohi work is valid, authentic and verifiable. She has formed alliances with subject experts in other Hawkes Bay schools for use as external verifiers and all verifiers need to be approved by her before they moderate the taiohi work. However, the moderation cycle is not complete unless a sample of taiohi work is sent for external moderation. This enables the school to know whether the improvements made to the internal moderation process have led to improved assessor grade judgements.



# **Appendix 1: Effective Practice**

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

**Te Aratika Academy has effective processes and procedures for meeting the assessment needs of its 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 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
- providing expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for taiohi at risk of not achieving literacy and numeracy or their qualification goals
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Te Aratika Academy 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
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding taiohi privacy in the issuing of taiohi results.

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

**Te Aratika Academy 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.

## **Effective management and use of assessment-related data**

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

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

**Te Aratika Academy 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
- 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 taiohi and their whānau about assessment**

**Te Aratika Academy has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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 Pou Ārahi new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating taiohi success.

**Te Aratika Academy assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for whānau 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 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, 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 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 *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 on their actions and self-review since the last Managing National Assessment report
- *TAA Assessment and Moderation Handbook 2024* (Pou Arahi Handbook)
- *Taiohi and Whanau Handbook 2024*. (Taiohi Handbook)
- *Te Aratika Strategic Plan 2024-2025*.

The School Relationship Manager met with:

- the Principal's Nominee/Tumuaki
- one Pou Ārahi
- two taiohi.

There was a report-back session with the Tumuaki/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.

## 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 9 to 13, Māori and Pacific males who have not succeeded in mainstream schools.