

# Managing National Assessment Report

## Pacific Advance Secondary School

May 2022

# FINDINGS OF THIS REVIEW

## Pacific Advance Secondary School

20 May 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2021.

### Actions and considerations

#### Agreed actions

The school agreed that this action will improve the quality of their assessment systems and practice for national qualifications. This is:

Action	Timeframe
<b>Internal and external review</b>	
Submit external moderation for a range of standards where evidence of student work has been gathered	August 2022 external moderation round



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1 August 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 3 July 2018 Managing National Assessment Report** The item identified for action to clarify for kaiako the management of resubmission, missed assessment and further assessment has been addressed. Reassessment opportunities are now managed to NZQA requirements.

The 2018 report identified further areas for consideration and improvement. The need for continual upskilling of kaimahi in NCEA processes and ākongā-centred assessment practices has been resolved. As noted in the Internal Review section of the report, a newly appointed Principal's Nominee now leads the school's assessment and quality assurances processes, allowing the Co-Principals to focus on the school's strategic initiatives.

Senior leaders continuously highlight assessment best practice with kaiako and collaboratively work to improve practice when inconsistencies occur. Professional learning, for example on feedback/feedforward in 2021, and external support through Kahui Ako, subject associations and colleagues in other schools has developed kaiako experience and confidence as assessors. Senior leaders have supported kaiako to strengthen strategies to ensure the authenticity of ākongā work, emphasising to both kaiako and whānau to not over-guide ākongā with their assessments.

Embedding consistent assessment practices has also been enhanced by more stable staffing with kaimahi turnover reducing.

**External moderation processes and response to outcomes** The school and NZQA identified the agreement rates of assessor judgements between kaiako and NZQA moderators between 2017 and 2019 were below expectation in several subject areas and needed to be improved. This was a direct consequence of the lack of experience of some kaiako in assessing against achievement standards. To support improved practice, an NZQA School Relationship Manager and NZQA Moderator led a workshop to assist with understanding of standards-based assessment and the steps required for effective internal moderation.

As agreed by NZQA, no external moderation was submitted in 2020 and 2021 due to Covid-19 disruptions. During this period the school made extensive use of Evidence Gathering Templates to record the evidence of student achievement. Direct student evidence was not required to be collected.

Following this year's moderation round, the Principal's Nominee will review each moderation report and discuss with kaiako any concerns that have been identified. She will monitor agreed actions through to completion. Senior leaders will evaluate the impact of changes for expected improvement and provide support as required.

External moderation is an indication of the robustness of internal moderation processes previously undertaken. As discussed in the Quality Assurance section, the school's focus has been on strengthening internal moderation processes to support kaiako to make assessment judgements consistent with the standard.

## 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)*

Pacific Advance Secondary School has extended their self-review capacity to better meet the academic and pastoral needs of ākonga through engagement in learning and assessment leading to success. Senior leaders work collaboratively with kaiako to continually reflect on where the school is at, and where it needs to be to enable ākonga achievement and well-being. Kaimahi are committed to *Pasifika mo le Pasifika*, to lead learning built on Pasifika values and world view.

The distribution of leadership roles and responsibilities have strengthened the school's ability to effectively deliver the national qualification. The Principal's Nominee role of leading assessment and quality assurance processes has been delegated from a Co-Principal to another member of the senior team. The sharing of this responsibility and workload has helped build kaiako understanding of assessment and moderation practices, ensuring consistency of practice. New leadership structures at village leader level has developed wider ownership within the school, resulting in effective management of curriculum and pastoral matters, the opportunity for professional growth, and improved connection and communication across the school. Kaiako are taking responsibility for ensuring the school's expectations of assessment and moderation practices are being followed.

The school has adopted the model of Anga Talavou to improve student engagement and to support ākonga to attain personal and academic goals. At the centre of this model is relationships; the recognition of the differences in identities of ākonga and quality learning and assessment. Anga Talavou "to live in a beautiful, harmonious way" was instigated in 2019 following kaimahi observation of learning disengagement within Year 10 and 11, triggering a review of student engagement. This was facilitated by Resource Teachers: Learning and Behaviour (RTLB) collecting data through observing kaiako classroom practice. Ākonga and whānau surveys were included. Kaiako undertook professional development on analysing data and knowing the learner, establishing school-wide routines to engage students and differentiate teaching and learning, rather than focusing on student behaviour.

Anga Talavou is in its early stages due to Covid-19 lockdown interruptions in 2020 and 2022, resulting in inconsistent time onsite with the students. This year's focus is to co-design with ākonga the steps and practices towards becoming a Vā Lelei student (green light, engaged learner).

In 2022, the school's next step to enhance student engagement will be through the development of Hala, an indigenised, Pacific-centred local curriculum. The Hala/Ara/Ala - a pathway/journey to success – involves a school wide, indigenous themes or contexts approach to teaching, learning and assessment. This thematic approach enables kaiako to integrate assessments across subjects, minimising over-assessment of ākonga. Subjects have been repurposed, such as Environmental Science now focusing on Tangata Whenua and Pacific knowledge, values and cultural practices.

### **Credible assessment practice strengthened from extended lockdown periods**

Senior leaders indicated that the disruptions of Covid-19 helped kaiako innovate and consolidate their assessment practice, to ensure ākonga were best supported to provide quality assessment evidence. The school's intention is to continue to use the

strategies that worked well during distance learning to further support students learning and assessment work back at school.

Throughout each lockdown, the school provided accessible learning and support to ākongā. Kaiako held lessons late in the evenings and throughout the weekend, or shared a recorded lesson, to accommodate ākongā attending to whānau needs during the day. The school's high-level support for whānau resulted in high levels of ākongā engagement during periods of distance learning.

The school designed assessment opportunities during distance learning as part of a coherent programme of learning. Kaiako used valid, innovative and varied ways to recognise evidence of ākongā achievement, and extensively used the Evidence Gathering Templates provided by NZQA to accumulate evidence of ākongā achievement, collected over a period of time. Progressive evidence gathered by kaiako towards assessment included verbal questioning, class work, plans and drafts, ākongā reflections and tweets, photographs or videos of work in progress or performance of a practical task and detailed checklists of observed performance. Interviewed kaiako indicated that the school-wide and collaborative use of these templates increased their understanding of evidence, specific to and covering all aspects of the standard.

Kaiako also considered their strategies to check the authenticity of student work were strengthened, such as reviewing the revision history on the online platform. They were also able to provide appropriate immediate, mostly oral, feedback and feedforward advice for ākongā to further progress their learning. Kaiako held assessment on-site where the integrity of an assessment could be compromised if undertaken remotely, or required a practical component with specialised equipment, under strict Covid-19 protocols.

Pacific Advance Secondary School is strategically well-positioned to raise student achievement in the unique context of the school. The school's focus on providing integrated, contextualised based learning and quality teaching and assessment systems support ākongā learning styles, goals and aspirations. The impact of the changes will be measured by ākongā engagement and educational success over time.

## Credible assessment practice to meet ākongā 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)*

**Mana Kaiārahi Pastoral Care underpins school-wide ethos** The well-being of ākongā is a priority. The Tū Tangata programme nurtures the whole person (physically, emotionally and spiritually) so they can be confident in their Pasifika identity and values and succeed in their chosen educational pathway. Strong relationships across all levels of the school are key to this success.

Ākongā are grouped in four villages to connect, grow and be empowered in their culture. Village parents and pastoral teams provide village based academic and pastoral support. Within the villages kaiako have a group of ākongā that they look after throughout their Year 9 to 13 schooling.

Senior leaders and village parents build positive relationships with home. This relationship has a positive impact on ākongā achievement as families are active participants in the ākongā school life. High talanoa (communication) with whānau also provides an opportunity to build understanding of NCEA requirements.

The school has improved pastoral tracking and monitoring of ākongā at risk of not progressing on their pathway. Kaiako work together supporting ākongā to achieve a minimum of 14 credits in each subject and collaboratively adapt programmes, as appropriate.

## 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)*

**Robust internal moderation monitoring has been implemented** The Principal's Nominee has strengthened monitoring of internal moderation. This deliberate shift is in response to external moderation feedback and to confirm that all standards assessed have been quality assured before results are reported. Senior leaders can gain confidence that through this monitoring process expectations of internal moderation are being met and that results reported are credible.

Monitoring of internal moderation by senior leaders will contribute to improvements in external moderation outcomes. The school has made explicit the relationship between internal and external moderation to improve staff ownership and understanding of this link. Interviewed kaimahi acknowledged their shared responsibility for effective internal moderation, support of the shift to a streamlined system and valued monitoring to ensure consistent practice.

The Principal's Nominee has provided kaiako with clarification of the school's internal moderation requirements. She reconciles the samples of student work with internal moderation cover sheets for all standards in each subject.

The school provides support for teachers to improve practice, as required. For example, the Principal's Nominee has recommended grades awarded to student work be verified by a different teacher. The Principal's Nominee has required centralised physical storage of all assessment materials to embed good practice. The intended next step is to share ownership by developing a school-wide digitally storage system. This approach will also support digital external moderation submissions and strategic selection of standards for monitoring by the Principal's Nominee.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of ākonga

**Pacific Advance Secondary School has effective processes and procedures for meeting the assessment needs of their 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 and extending the school's Consent to Assess if required
- 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
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga 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.

**Pacific Advance Secondary School 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades
- safeguarding ākonga privacy in the issuing of ākonga results.

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

**Pacific Advance Secondary School has effective processes and procedures for managing internal moderation by:**

- ensuring assessment tasks are critiqued prior to use to ensure they are fit for purpose
- using clarification documents, exemplars, verification notes and professional learning opportunities to inform assessment judgements
- using 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.

**Pacific Advance Secondary School has effective processes and procedures for managing external moderation by:**

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

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

**Pacific Advance Secondary School effectively uses assessment-related data to support achievement outcomes for ākongā by:**

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā 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.

**Pacific Advance Secondary School reports accurate achievement data by:**

- ensuring that data files are submitted to NZQA in a timely manner so that NZQA holds up-to-date data
- checking Key Indicators and NZQA reports to identify and resolve any errors
- conducting 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 kaiako, and ākonga and their whānau about assessment**

**Pacific Advance Secondary School has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, to ensure they remain fit for purpose
- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- 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, as needed
- celebrating students' / ākonga success.

**Pacific Advance Secondary School 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 Pacific Advance Secondary School:

- has addressed issues identified through NZQA's Managing National Assessment review and through the school's own internal review
- manages assessment practice for national qualifications
- manages internal and external moderation
- makes use of and manages assessment-related data
- maintains the currency of assessment policy and procedures, and communicates them to staff, ākongā 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 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:

- 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
- *2022-2025 Marautanga o PASS, Pacific Advance Secondary School (Vision Statement Schemes and Course Outlines)*
- *Pacific Advance Secondary School Policies: Assessment, Curriculum and Student Achievement, Distance Learning, Feedback and Feedforward to Students: Monitoring and Marking, Student Assessment and Achievement*
- *2021 Analysis of Variance Annual Report, Pacific Advance Secondary School 2022*
- *Covid-19 Protection Framework Protocols and Updates, Pacific Advance Secondary School*
- *Assessment Procedures and Staff Handbook, Pacific Advance Secondary School*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
  - English/Pacific Studies
  - Financial Literacy/Mathematics
  - Health and Physical Education
  - Mathematics
  - Music/Lea Faka-Tonga
  - Samoan
  - Science
  - Visual Arts/Graphics/Dance/ Media
- three ākonga.

There was a report-back session with the Tumuaki and Principal's Nominee at the end of the review visit to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.

## Background

Pacific Advance Senior School was established in 2015 as a Partnership School. With the discontinuation of Partnership Schools, the school transitioned to Pacific Advance Secondary School (PASS) in 2019 as a new Designated Special Character School. PASS is the first Pasifika for Pasifika secondary school in Aotearoa New Zealand. The school provides education to ākonga from Year 9 to 13.