

# **Managing National Assessment Report**

**Te Paepae o Aotea**

**June 2024**

## FINDINGS OF THIS REVIEW

### Te Paepae o Aotea

26 June 2024

### 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 2022.

No significant issues with the school's management of national assessment were found. The school's own review mechanisms allow them to identify and respond to most issues.

As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

## Actions and considerations

### Agreed actions

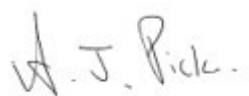
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
<b>External and internal review</b>	
Monitor and evaluate the effectiveness of action plans in response to external moderation outcomes	To support the 2024 moderation round and ongoing
<b>Credible assessment practice to meet student needs</b>	
Ensure all results for the purpose of derived grades are reported to NZQA	Prior to the exam round annually

### For consideration

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

- Updating the staff and student handbook to include information on reviews and reconsiderations for externally assessed NCEA standards and New Zealand Scholarship subjects.



Amanda Picken  
Manager  
School Quality Assurance and Liaison

12 August 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)*

This is the first Managing National Assessment Report for Te Paepae o Aotea and there are no prior actions to address.

**External moderation response to outcomes and processes** The school needs to develop a robust process to monitor and evaluate the effectiveness of action plans developed in response to external moderation outcomes. The Principal's Nominee provides a template to the Senior Learning Designers requiring them, or those overseeing the course, to compare the external moderation report with the assessor's judgements. This comparison helps assessors develop an appropriate plan to resolve identified issues. The school provides support, such as professional development with subject associations as needed.

Evaluating the effectiveness of the action plans in response to external moderation should be the next step. This will ensure that any changes made have produced the required outcome to improve assessor judgements. It is recommended that evaluation of the actions undertaken is not done through resubmitting standards for external moderation the following year, but instead by accessing existing assessor support available through subject associations, Pūtake, or subject experts from another school. Completing this next step will help ensure changes become embedded, and other standards can be requested for external moderation.

### Internal review

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

The school has a strong focus on review and continuous improvement to best meet the needs of its students. Effective leadership has fostered a supportive and inclusive learning environment that supports teachers to take ownership of credible assessment and moderation practice.

**Analysis of programmes by all staff ensures a responsive and inclusive curriculum** An analysis of student achievement data, incorporating student voice, is collated continuously by teaching staff and reviewed annually by the Senior Learning Designers and senior leaders. In response, the school has created a timetable that suits the needs of its students.

Taupaenui is a partial line on the timetable that allows students to self-select subjects of interest that do not fit into the main timetable, such as, Kapa Haka, electronics, and work-ready courses. Students interviewed liked the flexibility, noting that it offered them alternative options to explore. They also found the assessments linked to Taupaenui to be relevant and meaningful. The effectiveness of Taupaenui and its continuance will be evaluated in the school's annual evaluation of its programmes.

### Implementing the NCEA change programme and co-requisite requirements

Te Paepae o Aotea engaged in three pilot Level 1 standards in 2023 and feel this has prepared them for full implementation this year. The school also felt there had been improved student engagement in assessing the dedicated co-requisite unit

standards from 2023. Professional learning opportunities on integrating numeracy into daily teaching and learning have been held for all teachers by school specialists. How this approach can work for literacy is being worked through.

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

### **Reporting quality assured practice external grades for use as derived grades**

The school must provide quality assured grades to NZQA for use as derived grades from practice external assessments. This will ensure that all students have access to a grade if their external examinations are disrupted. There was evidence of a process to record the verification or justification processes used by learning areas to quality assure grades, ensuring practice exams are based on valid and standard-specific evidence. However, other than one subject area, derived grades were not submitted in 2023 and it may be that a discussion with the School Management System vendor is required.

**Academic mentoring and tracking of student achievement** In order to ensure each student has a personal plan to gain appropriate NCEA qualifications, the school has introduced Whānau time to support and strengthen academic mentoring and tracking of student achievement. Whānau time allows whānau teachers to connect with their students, provide space for students to track their progress through the school's student management system, and remind students about school processes as per the student assessment handbook. Students felt having time specifically for monitoring their achievement and reflecting on what was going well for them was worthwhile and helped keep them focused.

**Assessment information for staff and students** The Staff Evaluation Reporting Manual and Student Assessment Handbook effectively communicates assessment information and school procedures in clear and accessible language. This enables students and their whānau to follow school and NZQA processes correctly and the requirements needed to obtain a qualification.

During the interviews, students were able to articulate the requirements for obtaining a qualification and the university prerequisites. However, they displayed some hesitation when asked about the procedures and steps involved when requesting a review or reconsideration of an external assessment. Reviews and reconsiderations would benefit from being included in both the staff and student manuals in order to ensure clarity, provide consistent guidance and enhance the understanding of the process for all parties involved.

## 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)*

**Robust processes and monitoring of internal moderation** The school's internal moderation processes ensure all results reported to NZQA are quality assured. This is critical for maintaining the quality, integrity and credibility of the school's assessment practices and, by extension the qualifications awarded to students. Processes followed by all Senior Learning Designers ensure the completion of internal moderation, and monitoring includes checks of internal moderation cover sheets, teacher's strategic selection of student work for grade verification, review of assessor grades and moderation discussion.

Subject areas engage with subject experts from across the region by:

- belonging to their subject association
- seeking external professional development to support the verification of assessment judgements, and
- utilising NZQA's Learning Management System, Pūtake, to enhance the integrity of internal assessment.

This provides the Principal's Nominee and senior leaders with assurance that internal moderation procedures are completed by all subject areas, and results reported are credible.

## **Appendix 1: Effective Practice**

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

**Te Paepae o Aotea has effective processes and procedures for meeting the assessment needs of its students by:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on student 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 students can present their best standard-specific evidence of achievement
- assessing students when they are ready
- using a range of methods for collecting assessment evidence, to meet student needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- identifying and providing support for students at risk of not achieving literacy and numeracy or their qualification goals.

**Te Paepae o Aotea has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating student appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of student work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where students have had an adequate assessment opportunity but have submitted no work
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

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

**Te Paepae o Aotea 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 student 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 Paepae o Aotea has effective processes and procedures for managing external moderation by:**

- ensuring samples of student work are available for submission by being adequately stored
- selecting sufficient samples of student work to NZQA requirements
- responding effectively to external moderation outcomes and providing support for assessors where appropriate
- monitoring and documenting actions taken to address external moderation feedback.

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

**Te Paepae o Aotea effectively uses assessment-related data to support achievement outcomes for students by:**

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

**Te Paepae o Aotea 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 student and teacher 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 students and their families about assessment**

### **Te Paepae o Aotea has effective processes and procedures for:**

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring students receive outlines for courses they undertake
- supporting students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on students' progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

### **Te Paepae o Aotea assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for students
- informing students about suitable learning pathways
- supporting students 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 Paepae o Aotea:**

- 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.

### 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 on their actions and self-review since the last Managing National Assessment report
- *Assessment Evaluation Reporting Manual*, Te Paepae o Aotea. 2024 (Staff Handbook)
- *Student Assessment Handbook*, Te Paepae o Aotea, 2024. (Student Handbook)

### The School Relationship Manager met with:

- the Principal's Nominee
- Senior Learning Designer for:
  - English
  - Health & Physical Education
  - Languages
  - Mathematics
  - Science
  - Social Studies
- three students.

There was a report-back session with the Principal's Nominee at the end of the review visit, and with the Principal on Monday 1 July 2024, to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.

## Background

This is Te Paepae o Aotea's inaugural Managing National Assessment review. The school opened in January 2023, replacing a school in the suburb of Hawera. Assessment against standards on the New Zealand Qualifications Framework occurred in 2023 with the Year 11, 12 and 13 cohort. Once an elected Board of Trustees has been established, reporting will be shared with this group.