Managing National Assessment Report

Te Rangi Āniwaniwa

Oketopa 2023

FINDINGS OF THIS REVIEW

Te Rangi Āniwaniwa

11 Oketopa 2023

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*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

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

Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
Internal moderation to ensure the reporting of credible results			
3.1b	*monitor internal moderation*	Senior management is required to have a monitoring process that ensures the results they report have been subject to an internal moderation process	Immediate

Actions

Agreed actions

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

Action	Timeframe
External and internal review	
To strengthen the moderation process to address external moderation inconsistencies.	Immediate

Internal moderation to ensure the reporting of credible results	
Review the effectiveness of internal verification moderation process.	Immediate

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07/12/2023

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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 1 Noema 2019 Managing National Assessment Report The kura has not addressed the external moderation action items from the last Managing National Assessment review. The kura needs to strengthen internal moderation practice by ensuring a subject specialist verifies samples of ākonga work. A follow up system must be put in place to monitor that identified issues are addressed and are not recurring.

External moderation response to outcomes and processes   The kura must strengthen their external moderation by monitoring and evaluating the issues that are identified in external moderation feedback. Action plans are being documented in response to external moderation outcomes. However, the Principal's Nominee needs to monitor the appropriateness of kaiako responses and whether the action taken addresses the issue identified.

Only once in the past five years has more than sixty percent of samples of ākonga work submitted for external verification been confirmed as consistent with the standard. This outcome raises concerns about the quality of internal moderation processes that are discussed later in this report.

The Principal's Nominee and management also need to identify trends in subjects where moderators have identified patterns of poor levels of consistency with the standard. The Principal's Nominee should provide guidance to kaiako to help develop effective responses. Pūtake (NZQA's Learning Management System) can be used for professional learning and external moderators should be queried about avenues to support kaiako progress and kaiako judgement. Kaiako understanding and the confidence at making decisions at grade boundaries will improve using this approach.

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)

Individualised pathway programmmes   A careers advisor has been appointed to assist the ākonga with academic pathways and applying for scholarships to attend further tertiary education. The advisor collaboratively develops with Tau 13 ākonga a coherent programme of study to meet their specific learning and assessment needs, to reflect their aspirations. Ākonga feedback indicated that pathway planning was effective and kaiako help them to track their progress towards their attainment goals. Kaiako also provide ākonga with clear guidelines on what improvement is needed, including resources available to assist with pathway planning, tertiary and careers information.

The kura has completed a review of assessment to make sure that ākonga are achieving University Entrance and their chosen pathway. The Kaiwhakahaere meets regularly with kaiako to discuss the needs of the ākonga and to ensure that the

learning and assessment needs of ākonga are well met. This is reflected in the good achievement rates each year. This effective practice ensures that ākonga have access to their intended education, vocational and employment opportunities.

Preparation for the introduction of the new standards   Kaiako are participating actively in pilots to become familiar with the new achievement standards. Kaiako are integrating literacy and numeracy across all subject areas to develop a passion for these skills and competencies and to strengthen ākonga to become more proficient. The kura approach will help ensure ākonga are well placed to attain this requirement of the qualification.
Kaiako need more support to strengthen their understanding of the NCEA changes and standards and they are attending upcoming professional development to assist in this area.

Ākonga have also engaged in digital external assessment in recent years across a number of subject areas although not yet at large scale. This adds to the overall level of the kura preparedness for the digital first approach of the changed qualification. This level of preparation provides confidence in the kura readiness to manage the upcoming changes to NCEA.

Credible assessment practice to meet ākonga needs

Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Designing interesting and interactive programmes   Ākonga are stimulated and motivated in the learning and assessment activities that are provided for them. Kaiako plan and work collaboratively to integrate marau within the topic for the wahanga providing interest for ākonga. Activities are also made relevant to their cultural background enticing them to participate actively in what is required to provide assessment evidence for the standard. Some of these activities include Te Ao Haka, mihi and tikanga during powhiri setting and Te Reo used at Prize-giving's and speech competitions. This makes the process of evidence gathering for assessment easy to capture in a variety of settings and supports ākonga to achieve their personal and qualification goals.

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, TEO's assessing Achievement Standards and Candidates 2023)

Concerns raised in the 2019 report remain about whether some verifiers are suitably knowledgeable subject experts. Grade verification must be strengthened in a number of subject areas to confirm that all results awarded from assessment of standards are adequately quality assured Improvement in these subject areas is essential to ensure reported grades are credible as the trends of inconsistent assessor grades with the standards identified in external moderation are ongoing.

Closer monitoring by the Principal's Nominee of verification practice and quality of verifier feedback would also support improvement in kaiako grade judgement.

Internal moderation procedures are clear and there are kura-wide processes that are easily followed by kaiako. These processes were shown to the reviewer during discussions. Internal moderation documentation and ākonga work are stored on a digital platform.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Rangi Āniwaniwahas effective processes and procedures for meeting the assessment needs of its ākonga by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga interests, needs, abilities and aspirations

- broadening assessment opportunities by engaging with external providers to offer courses the school is unable to offer

- using formative assessments and checkpoints to provide on-going feedback and feedforward information so ākonga can present their best standard-specific evidence of achievement

- assessing ākonga when they are ready

- using a range of methods for collecting assessment evidence, to meet ākonga needs

- providing opportunities for digital assessment including digital exams

- engaging in Review of Achievement Standards pilots to prepare for future assessment

- identifying and providing support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

Te Rangi Āniwaniwa has effective processes and procedures for:

- managing missed or late assessment

- managing resubmission and further opportunities for assessment

- investigating ākonga appeals of assessment decisions

- investigating possible breaches of assessment rules

- monitoring the authenticity of ākonga work using a range of strategies

- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work

- safeguarding ākonga privacy in the issuing of ākonga results.

Effective internal and external moderation to assure assessment quality

Te Rangi Āniwaniwa 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 grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes

Te Rangi Āniwaniwa has effective processes and procedures for managing external moderation by:

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

Effective management and use of assessment-related data

Te Rangi Āniwaniwa effectively uses assessment-related data to support achievement outcomes for ākonga by:

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

Te Rangi Āniwaniwa 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 ākonga and kaiako checks of entries and results at key times during the year
- ensuring low levels of late external entries, and internal entries with no results
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

Effective communication to inform kaiako, and ākonga and their whānau about assessment

Te Rangi Āniwaniwa has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications 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

- celebrating ākonga success, such as the holding of parent gatherings.

Te Rangi Āniwaniwa 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 effectivelyTe Rangi Āniwaniwa:

- 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 kaiako, ākonga and whānau.

Why we review how schools are managing national assessment

The purpose of a Managing National Assessment review is:

- to confirm, in combination with the most recent Education Review Office report, that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) in order to maintain their consent to assess; and

- to help schools achieve valid, fair, accurate and consistent internal assessment according to the requirements of the *Assessment (including Examination) Rules for Schools with Consent to Assess 2023* (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
- *Kaiako Handbook, Managing National Assessment, Te Rangi Āniwaniwa 2023*
- *Ākonga Handbook, National Qualifications, Te Rangi Āniwaniwa 2023*.

The School Relationship Manager met with:

- the Principal's Nominee/ Kaiako of Chemistry
- Kaiako of:
  - Mathematics
  - Tikanga-ā-iwi
  - Te Reo Māori
- four 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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2022.