

# **Managing National Assessment Report**

## **Central Regional Health School**

**August 2024**

# FINDINGS OF THIS REVIEW

## Central Regional Health School

14 August 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 highly 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

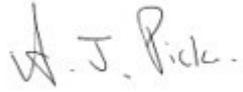
The school agreed that an action will improve the quality of their assessment systems and practice for national qualifications. This is to:

Action	Timeframe
<b>Credible assessment practice to meet student needs</b>	
Continue to review processes to ensure that Memoranda of Understanding are established with all relevant providers and that students' results received from these providers are submitted to NZQA	Prior to any course being delivered by providers

#### For consideration

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

- Extending the school's consent to assess to incorporate additional standards that may be of value to students, particularly at Te Au Rere a te Tonga.



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27 September 2024

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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 10 and 11 May 2018 Managing National Assessment Report**

One of the two action items from this previous report has been effectively addressed while the school should consider additional steps to fully address the second action item. The NCEA handbook is now current and fit for purpose. A process is in place to reconcile Memoranda of Understanding with reported results using other provider codes but there have been some gaps in the effectiveness of this procedure. This is discussed further in this report.

**External moderation response to outcomes and processes** The school has developed an effective process to respond to any concerns raised in external moderation reports.

Almost all assessment that is reported using the school's provider code occurs at Te Au Rere a te Tonga and, as a result, most samples of work submitted for external moderation come from students at this facility. The subject areas covered are mainly Core Skills, Literacy, Numeracy, Tikanga and Physical Education.

External moderation outcomes display a very good consistency rate between the assessment judgement of teachers and the standard. If a concern is raised in an external moderation report, the response to that concern is managed by the Principal's Nominee and the Deputy Principal who is responsible for this site. They discuss the concern with the relevant teachers, coordinate a response to the concern and ensure that any actions to be taken are effectively completed. In the context of this school, this is an effective process and provides confidence to Senior Leaders that these concerns are being addressed appropriately.

### 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)*

Successful self-review is based both on a thorough and consistent understanding of required practices and on an evaluation of the effectiveness of these practices over time. Disruption to self-review processes raise the risk that areas of concern will neither be identified nor addressed, and ongoing improvement will stall.

Three different staff members have held the position of Principal's Nominee over the past three years. Although assessment and moderation practices have generally been maintained to NZQA's requirements over this period, it is a challenge for the school to maintain this consistency when this important leadership role regularly changes. Senior Leadership appreciates this risk and, as a result, has offered to confirm the current Principal's Nominee in this role for an extended period to mitigate this risk.

Self-review processes occur in ways that are appropriate to the particular context of the school. Whole school reviews follow an annual schedule with an executive summary being provided to the Board of Trustees.

The Principal's Nominee holds annual review conversations with each Team Leader to ensure consistency in teachers' understanding of required NCEA procedures across all sites. This focusses on assessment practice, the recording and reporting of results to NZQA and appropriate moderation practices at sites where this is applicable.

The focus on individualised support for students fosters a self-reflective staff attitude that was evident in the teachers interviewed during this review. Team Leaders meet each term to reflect on the suitability of programmes being offered and all staff meet together at least once a year. Regular meetings are held with host schools and Te Aho o Te Kura Pounamu to ensure support for students remains appropriate. Contact is also maintained with Northern and Southern Regional Health Schools to share common practice.

## **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)*

**Meeting students' individual needs is a priority** A feature of the school is the exceptional and commendable level of commitment shown by teachers and school leadership to meet the individual needs of students. The staff and student handbook refers to a "one size fits one" model and this encapsulates the approach taken. Individual Plans (IPs) are an essential tool in this process.

At Te Au Rere a te Tonga, students have often experienced prolonged educational failure and disconnection, and teachers understand the need to develop trusting relationships which are essential to a refreshed educational journey for these young people. Many students also struggle with cultural disconnection and helping them to rebuild this identity is fundamental to the overall aim of the programme and to the students' long-term wellbeing. Uncertainty about the length of time students will be at the facility also complicates the planning of appropriate programmes. A focus for teachers is setting students up for their next step once they have left the facility. Teachers understand the value of early success and will often seek out a unit standard which a student may be able to readily achieve. Otherwise, formal assessment in standards is a secondary, but important, activity. Besides offering a range of standards (mainly unit standards) that are assessed by Te Au Rere a te Tonga teachers, outside providers are also used to provide specialised training and assessment, for example in forklift driving. These approaches are entirely appropriate for students at Te Au Rere a Tonga.

At other school sites, students are usually still enrolled at their host school but require specialised support due to their health-related needs. Teachers appreciate the importance of understanding the complete needs of students and of matching the nature of support provided to these needs, be they medical, educational or other. The nature of the support varies to include assistance with schoolwork at the host school, dual enrolment in subjects at Te Aho o Te Kura Pounamu and attending courses with outside providers. The overall programme of support for each student is highly individualised.

A notable example of the lengths the school will go to support students is the Level 3 Psychology course provided for a single student. This was a significant area of interest for the student, but the course was not offered by Te Aho o Te Kura Pounamu. With the support of senior leadership, an experienced teacher developed and taught this subject to the student with significant support from the New Zealand

Association of Psychology Teachers. Internal moderation procedures, using an outside verifier, were appropriately followed. The long-term outcome for this student is that she has now progressed into tertiary study in this subject.

Teachers at Te Au Rere a te Tonga expressed an interest in being able to teach and offer assessments in some unit standards for which the school does not currently hold consent. The school leadership should consider extending the school's consent to assess to incorporate additional standards that may be of value to students and are within the school's ability to assess.

**Consistency of assessment practice maintained** The school maintains an impressive consistency of assessment practice across multiple sites and settings. The three Deputy Principals each hold responsibility for specific sites and this organisational structure with devolved responsibility supports consistency and is an appropriate approach. The Principal's Nominee uses a variety of methods to share expected practice, professional learning opportunities and expected schoolwide processes via face-to-face meetings with staff, regular written communications and a shared Teams space. This approach provides confidence that teachers are up to date with current expectations and follow the school's and NZQA's requirements to assure credible assessment.

**Process to establish Memoranda of Understanding must be reviewed** The school must continue their review of processes for establishing Memoranda of Understanding with outside providers to ensure that these exist in all circumstances where these providers are being used and to ensure that all results achieved by students are appropriately reported to NZQA. This will ensure that results reported are credible and that all student results are submitted to NZQA.

At most of the school's sites, the use of outside providers who offer courses designed to meet the individual needs of students is an important component of the assessment programme of the school. The Principal's Nominee has already taken steps to ensure that Memoranda of Understanding are in place whenever these courses are offered and to maintain a central record of the relevant documents. She has also checked results records from providers in the recent past and has discovered some results that were not reported to NZQA at the time the assessment occurred. She has undertaken to now report these results. This is a thorough and appropriate response. As student enrolment at the school is transitory, timely reporting of results to NZQA is important to ensure that students receive the credits that they are due.

Maintaining these processes and documents over multiple sites is a challenge. The Principal's Nominee is encouraged to continue to review these processes to ensure that senior leadership can be confident that Memoranda of Understanding have been established at each school site where this is appropriate and that all results from outside providers are reported to NZQA in a timely manner.

## **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)*

**Internal moderation practices are appropriate** At most sites, teachers are not assessing students directly but are supporting learning that is being assessed by the

students' host schools, Te Aho o Te Kura Pounamu or outside providers. As a result, internal moderation does not usually occur at these sites. A notable exception is the Psychology course mentioned earlier in this report. In this case, appropriate internal moderation practices were followed.

Teachers do assess at Te Au Rere a te Tonga and, at this site, internal moderation processes occur according to NZQA's expectations with the outcomes of verification being appropriately recorded. As the number of students being assessed in a particular standard at a single point in time is quite low, almost all student work is shared by the assessing teacher with a colleague to be verified. These robust practices provide confidence to senior leadership that these results are credible when reported to NZQA.

## **Appendix 1: Effective Practice**

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

**Central Regional Health School 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 to offer courses the school is unable to offer
- 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

**Central Regional Health School 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**

**Central Regional Health 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 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.

**Central Regional Health School 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
- using external moderation outcomes to evaluate the effectiveness of internal moderation processes.

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

**Central Regional Health School 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
- reporting to the Principal and Board of Trustees annually.

**Central Regional Health 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

## **Effective communication to inform staff, and students and their families about assessment**

**Central Regional Health School has effective processes and procedures for:**

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

**Central Regional Health School assists common understanding of assessment practice by:**

- communicating assessment information
- 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 Central Regional Health 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, 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
- *Student & Teacher Information Booklet, Central Regional Health School, 2024* (Staff and Student Handbook)
- *Assessment Policy, Central Regional Health School, 2023*
- *Curriculum Delivery Policy, Central Regional Health School, 2023.*

### The School Relationship Manager met with:

- the Principal's Nominee
- three Deputy Principals – each responsible for a specific school site
- a teacher from the Manawatu school site
- a teacher from the Hawkes Bay school site
- two teachers from Te Au Rere a te Tonga (Palmerston North).

There was a report-back session with the Principal, two Deputy Principals 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

The Central Regional Health School is one of three health schools in New Zealand, with the other two being the Northern Health School and the Southern Health School.

The school is based in Wellington and provides programmes for students across multiple sites in the lower half of the North Island covered by Capital and Coast, Hutt Valley, Wairarapa, Midcentral, Whanganui and Hawke's Bay District Health Boards under Health New Zealand/Te Whatu Ora, Te Whare o Rangatuhi (Regional Rangatahi Adolescent Inpatient Services), Nga Taiohi (National Secure Youth Forensic Inpatient Mental Health Services), and Hikitia te Wairua (Intellectual Disability Compulsory Care and Rehabilitation Service).

The school plays a crucial role in ensuring that students from years 0 to 14 with high health needs in these specified regions have access to quality education tailored to their individual health needs. The focus of the school is to provide equitable education opportunities, through the design and delivery of personalised learning programmes.

There are an additional two sites at Oranga Tamariki residences: Te au Rere a te Tonga (Youth Justice Centre, Palmerston North) and Epuni Care and Protection (Lower Hutt).