

Managing National Assessment Report

**Te Wharekura o
Maniapoto**

May 2024

FINDINGS OF THIS REVIEW

Te Wharekura o Maniapoto

14 May 2024

Consent to assess confirmed

This review found that the kura 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 kura's management of national assessment were found. The kura's own review mechanisms allow them to identify and respond to most issues.

As a kura 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

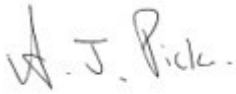
The kura agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Further improve external moderation outcomes, focussing on Level 2 and 3 for 2024	By the end of the current external moderation round
Credible assessment practice to meet ākongā needs	
Ensure that a written agreement is in place for all outside providers of standards for assessment	Prior to the delivery of a relevant course by an outside provider
Internal moderation to ensure the reporting of credible results	
Request that one standard from each Level 1 subject is added to the moderation plan for 2024	By Term 3 2024

For consideration

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

- establishing a link between the SENCO and NZQA's SAC team to discuss the SAC application process.



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School Quality Assurance and Liaison

30 July 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 27 May 2022 Managing National Assessment Report This report highlighted a significant issue which related to poor external moderation outcomes resulting from inconsistent internal moderation processes. The kura was required to comply with external moderation requirements (CAAS Guidelines 2.6iv). In addition, the kura was to ensure that internal moderators have subject-specific knowledge and an understanding of standards-based assessment. The kura has taken effective steps to address these issues as detailed below.

External moderation response to outcomes and processes The Principal's Nominee has developed an effective process to ensure that kaiako respond to external moderation report outcomes and take the action needed to address any issues raised in the reports.

On receipt of a moderation report, all kaiako are required to complete an external moderation response form which details the issues that have been identified and the actions needed to correct any concerns. These are lodged with the Principal's Nominee and also form the basis of discussions with kaiako to ensure that required actions are implemented.

The positive impact of this process is evident when reviewing the 2023 external moderation outcomes. In 2022, 42% of samples submitted were determined to be consistent with the standard and 42% of samples submitted were not consistent with the standard. By 2023, the percentage of samples that were consistent with the standard had improved to 50% with the percentage of samples not consistent with the standard more than halved to 19%. Only one standard had materials not submitted. This is commendable progress over a year.

A challenge for the kura is to continue with these positive improvements and to strive to increase the percentage of outcomes that are consistent with the standard whilst reducing the percentage of outcomes that are not consistent.

It is appropriate to judge overall progress in 2024 by the outcomes received for samples of work submitted for only Level 2 and 3 standards. In 2024, a number of the samples to be externally moderated will come from the Level 1 standards introduced this year which will be new for everyone, and it is to be expected that moderation outcomes may vary as a result.

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)

Following receipt of the 2022 report detailing a significant issue relating to moderation, the kura leadership conducted a review and developed an action plan to address these concerns. This action plan was appropriate and effective as seen by the positive progress that has been made in improving moderation outcomes and reflects positively on the capability of the kura to respond to identified concerns. The Board of Trustees required the kura leadership to regularly report on progress being

made to resolve the issue. This was an appropriate response to an important issue impacting on the credibility of results being reported to NZQA.

The action plan included the need for kaiako to register the name of their designated verifier with the Principal's Nominee at the start of the year to ensure the suitability of the verifier and encouraging the holding of meaningful conversations about the credibility of the grades being considered. The outcomes from external moderation reports were also to be shared with verifiers. The use of external verifiers was encouraged and the development of relationships with other kura was supported. Kaiako would have been provided with professional learning opportunities if needed.

Kaiako are also required to provide an annual variance report which focusses on the achievement of ākongā in their subject areas. These are discussed with the Principal's Nominee and forms part of a report to the Board. In this way, achievement levels are visible at all levels, kaiako are accountable for outcomes and this data is used to modify programmes where needed.

Credible assessment practice to meet ākongā 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 the individual needs of ākongā The kura makes every effort to meet the individual needs of ākongā even with the limited access to kaiako who are experienced in delivering NCEA subjects. This commitment to student success is commendable.

The academic programme for ākongā is built around the three subjects in which the kura has experienced kaiako. These subjects are English, Te Reo Māori and Te Ao Haka. A significant commitment is also being made to support ākongā to achieve the corequisites by participation in the Te Reo Matatini and Te Pāngarau assessments.

A number of ākongā in Year 12 and 13 have not yet achieved an NCEA qualification because they have not yet gained the numeracy requirement as a result of not achieving in the Te Pāngarau assessment. The kura is offering these students a special programme in Mathematics which will enable them to complete the numeracy requirement. This is a good example of tracking ākongā achievement and providing bespoke programmes to meet their needs.

Formal relationship with outside providers must be established The kura must ensure that they have a current memorandum of understanding or NZQA-approved subcontracting arrangement with all providers who are delivering or assessing standards with the results being reported to NZQA. This will ensure that these results are credible.

The kura is making use of a number of outside providers to offer courses and standards for ākongā for which the kura does not hold consent to assess or does not have the qualified kaiako to deliver. These provide good options for ākongā and supports them to meet their qualification and longer term career goals.

However, before any programme involving the assessment in NCEA standards by an outside provider commences, the appropriate written agreement must be signed, and a copy lodged with the Principal's Nominee who should oversee this process. These documents will record the responsibilities for teaching, assessment and moderation, and other related matters. In the absence of an agreement, the results from

standards assessed in these programmes may not be credible and may not be accepted by NZQA thus disadvantaging the ākonga concerned.

The Principal's Nominee should seek the advice of the School Relationship Manager to ensure that the appropriate memoranda of understanding and sub-contracting arrangements are in place for all courses.

Support for students with learning needs The kura is very focussed on meeting the needs of ākonga and has an approach to teaching and learning that enhances inclusion. However, there may be ākonga who would benefit from special assessment conditions (SAC) when they complete assessments as these may mitigate some barriers to fair assessment that some ākonga may face. The kura's SENCO could be encouraged to contact NZQA's SAC team to discuss the SAC application process.

Support for kaiako The kura leadership has an appreciation of the need to support kaiako in the teaching and assessment requirements for NCEA. With only a small number of kaiako having experience of teaching at NCEA level, this support is vital to ensure that grades reported are credible. The kura has engaged the services of an experienced advisor to support kaiako and also has access to specialist advice in preparing ākonga for the corequisite assessments. This is good practice that will ultimately enhance outcomes for ākonga.

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)

It is apparent that the 2024 external moderation plan does not currently contain at least one of the new Level 1 standards in each subject area being offered by the kura. This is a requirement and the Principal's Nominee must liaise with the School Relationship Manager to amend the plan accordingly.

The expectation is that samples for external moderation must be submitted to NZQA as soon as possible after the assessment, marking and internal moderation processes have been completed. This is to provide timely feedback on these new standards to kaiako. At the time of this review, no ākonga results for internal assessments had yet been submitted to NZQA.

As mentioned in the external review section above, the kura developed a moderation action plan in response to the previous Managing National Assessment report. This plan identified that robust internal moderation processes were a prerequisite for positive external moderation outcomes and indicated a number of steps to be taken to strengthen the verification of results for internal standards.

As a result of this plan, internal moderation practices have improved. Kaiako interviewed had a clear understanding and appreciation of the need for completing robust internal moderation with appropriate verifiers to ensure the submission of credible results. They also appreciated that these practices lead to improving their own capacities as assessors.

In the past two years, two kaiako have undertaken responsibilities as external moderators for NZQA which has enhanced their understanding of these processes

and requirements. This is good practice and their feedback has been helpful to other kaiako at the kura.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of ākonga

Te Wharekura o Maniapoto has 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 kura 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
- identifying and providing support for ākonga at risk of not achieving.

Te Wharekura o Maniapoto 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 Wharekura o Maniapoto 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 ākonga 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 Wharekura o Maniapoto 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
- 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

Te Wharekura o Maniapoto 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 Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Te Wharekura o Maniapoto 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 ākongā 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.

Effective communication to inform staff, and ākongā and their whānau about assessment

Te Wharekura o Maniapoto has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- ensuring ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā 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 ākongā success.

Te Wharekura o Maniapoto assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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 Wharekura o Maniapoto:

- 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, 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 *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 kura provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *New Zealand Qualifications Framework Rules and Procedures, Te Wharekura o Maniapoto, 2022 (Kaiako Handbook)*
- *Academic Booklet, Te Wharekura o Maniapoto, 2024 (Ākonga Handbook).*

The School Relationship Manager met with:

- the Principal's Nominee
- Kaiako of:
 - Mathematics
 - Te Ao Haka
 - Te Reo Māori
 - Te Reo Matatini
- Three ākonga.

There was a report-back session with the Tumuaiki 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.