

# **Managing National Assessment Report**

**Apii Enuamanu**

**August 2024**

## FINDINGS OF THIS REVIEW

**Apii Enuamanu**

**12 - 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 effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within two years.

## **Actions and considerations**

### **Agreed actions**

The school agreed that the following 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>	
Update the student handbook, so that students are aware of all their rights and entitlements	Before the beginning of next year

### **For consideration**

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

- adding an action plan template to the existing moderation response form
- informing the external verifier and Subject Advisor of external moderation outcomes.

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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 24 - 26 August 2022 Managing National Assessment Report**

Only two of the four action items from the 2022 report have been effectively addressed.

- The school was required to monitor and evaluate the completion of moderation action plans. Teachers now complete a form in response to feedback from external moderation, which is discussed with the Principal. The inclusion of an action plan template in the response form still needs developing though no action plans were required in response to external moderation in 2022 and 2023.
- Due to the Principal having to act as Principal's Nominee until the new Principal's Nominee was appointed, linking department review to wider school assessment review has been delayed until the end of 2024.
- The Principal's Nominee has developed a spreadsheet to ensure that accurate entries and results are submitted to NZQA.
- Teachers have changed their processes for collecting evidence for derived grades so that they meet NZQA requirements. This process as well as the improvements to external moderation and tracking entries and results are discussed further in this report.

**External moderation response to outcomes and processes** External moderation feedback is highly valued for the professional development that it provides. Teachers complete a form in response to feedback. Last year the Principal monitored the completion of responses to external moderation and met with teachers to discuss their feedback and review. No issues were identified in this review that required an action plan. In 2024, a new Principal's Nominee was appointed, and the following refinements are suggested to further strengthen this process.

When an action plan is required, it needs to be documented. The action plan could be included in the school's moderation response template that currently exists and all teachers complete. This will allow the Principal's Nominee to monitor that the plans are completed, implemented and to follow up those that are outstanding.

Sharing external moderation outcomes that are Not Consistent or Not Yet Consistent with the verifier and the appropriate Subject Advisor from the Cook Islands Ministry of Education will also help to improve assessment understanding and judgements, so that they may be able to provide support. Adding these steps to the school's external moderation process would help to ensure that there is continuous improvement, assessor and moderator agreements rates remain high, and credible results continue to be reported.

### 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 positive culture of review embedded in its meeting and review structures and uses this effectively to make ongoing improvements to assessment for qualifications. Teachers and senior leaders meet on a regular basis in formal and informal meetings to discuss student progress, assessment practice and any identified issues. An end of year review is completed by all learning areas, which involves discussion with senior leaders during the review. The next step being implemented at the end of 2024 is including this discussion in a school-wide review to provide a strategic overview of possible future needs and improvements.

**Improving literacy and numeracy outcomes of students** Apii Enuamanu has effectively used data to identify and make school-wide changes focused on improving student literacy and numeracy skills. Test results using the Progress and Consistency Tool (PaCT) and achievement data from the 2023 literacy pilot highlighted the need to strengthen student capability to meet the requirements for the NCEA co-requisite assessments. Staff review of this data identified that a school-wide approach was needed to address this issue. In response, the school now begins teaching English at Year 1 when previously it was at Year 4. This is to ensure that their skills have developed sufficiently by the time they reach Year 10. The focus on the junior school will mean that students are better prepared when they reach Year 10, and the school is now more proactive in its approach.

The teaching programmes for Cook Islands Māori and English have also been aligned, so that they cover the same skills concurrently. This allows the teachers to complement each other's subject area and reinforce student learning. This approach is helping students to learn English in particular, as it is a second language for most students. Literacy and numeracy skills are also included in all subject area teaching and learning programmes, so that student learning is contextualised. This cohesive approach is good practice and will help to ensure the future needs of the students are being met.

## **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)*

Apii Enuamanu has sound assessment practices that are consistent across the school. Senior leaders can be confident that teachers have a good understanding of NCEA assessment practices that lead to credible results.

**Tracking student entries and results** The school is now effectively tracking the student entries and results. The implementation of an effective process was an agreed action from the 2022 report. All teachers are required to supply a course outline with the standards that will be assessed and the dates for completing them. The Principal's Nominee enters this information into a spreadsheet, monitors the assessments for completion and follows up any overdue assessments with the appropriate teacher. Dates for completed internal and external moderation steps are also tracked on the spreadsheet. The Principal's Nominee now has a complete overview of the internal assessment processes for the school and the ability to quickly identify the stage any assessment is at in the process. This process helps to ensure that all student results are reported and the accurate tracking of student progress.

**Pathways to meet student needs** Students at Apii Enauamanu are provided with pathways to meet their future needs. Programmes and courses are designed to meet the needs of students, whether they choose to stay on Atiu or move abroad.

Academic courses are provided for those who wish to gain University Entrance and Building, Construction and Trades (BCATs) standards are provided for those wishing to develop trade skills. The school has begun working in close cooperation with Atiu Island government to provide work experience for the students doing trades so that they are better positioned to seek employment once they leave school. In 2024, NCEA was included in the Atiu Island government's strategic plan. This is helping to ensure that there is a pathway to employment for students wishing to remain on their island and for the local community to retain young people with skills and academic qualifications.

**Collecting evidence for derived grades** The school has improved its process for collecting evidence for derived grades. Previously, unmodified past papers from NZQA's public website were used for practice exams. Whereas these papers could be used to practise, the results are invalid for derived grade purposes. The school now uses practice exams from subject associations or modified past papers that are quality assured before use. A verifier quality assures the results to ensure they meet NZQA requirements. In 2024, practice exams will be held all at the same time to closer reflect the actual exam experience for students. The school is also introducing a quality assurance template for derived grade assessments to track where papers are sourced, ensure quality assurance processes are followed and identify any gaps.

**School information requires updating** The student handbook requires updating so that students are aware of their rights and entitlements when being assessed for the NCEA. Information on the school's missed and late policy, breaches of assessment and the investigation process, and the right to appeal any decision related to the assessment process needs to be included in the student handbook.

## **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 process improved** The introduction of the Google suite of digital products and improved internet access has strengthened the school's internal moderation process. More assessments are now being conducted digitally and stored in the cloud. This has greatly improved the efficiency of the school's process. Previously, teachers were sending either hard copy material or flash drives to the Cook Island Ministry of Education to distribute to verifiers. Teachers can now email a link to the digital drive containing student work, speeding up the process and reducing turnaround time. This has also improved the efficiency for external moderation submissions. The school provided teachers with professional learning on how to use the Google products for teaching and assessing.

## **Appendix 1: Effective Practice**

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

**Apii Enuamanu 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
- providing opportunities for digital assessment including digital exams
- identifying and providing support for students 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.

**Apii Enuamanu 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**

**Apīi Enuamanu 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.

**Apīi Enuamanu 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.

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

**Apīi Enuamanu 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.

**Apīi Enuamanu 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 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**

### **Apīi Enuamanu has effective processes and procedures for:**

- 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.

### **Apīi Enuamanu 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 Apii Enuamanu :**

- 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 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 for Qualifications Handbook, Apii Enuamanu, 2024* (Staff Handbook)
- *Senior Course Booklet Year 11, Year 12 & 13, Apii Enuamanu, 2024* (Student Handbook).

### The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Heads of Department for:
  - Cook Islands Māori
  - English
  - Mathematics and Science
- three students.

There was a report-back session with the Principal and all NCEA teachers 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

Apii Enuamanu provides secondary education for students in Years 11, 12 and 13 on the island of Atiu in the Cook Islands. The school annually assesses a small number of students for New Zealand national qualifications at Level 1, 2 and 3.

For its Year 12 and Year 13 students, the school endeavours to offer sufficient courses for them to achieve NCEA Level 3 and University Entrance, enabling them to remain on Atiu while they complete their secondary education. For most students, English is their second language.

All students in Years 11 and 12 are assessed against a core group of subjects including Cook Islands Māori, English, Mathematics and Science. The range of trades subjects offered varies according to student pathways interests, including Hospitality, Building and Construction, Electrical Engineering, Automotive, and Plumbing. Most standards offered are internally assessed.

The school is an examination centre for students entered in standards externally assessed by examination.

Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years. The time that elapses between reviews is, therefore, not necessarily an indicator of the effectiveness of the school's management of assessment for national qualifications.