

# Managing National Assessment Report

## Enuamanu School

August 2022

# FINDINGS OF THIS REVIEW

## Enuamanu School

24 – 26 August 2022

### 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 2021*.

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.

At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2020.

### 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 completion of external moderation action plans to support the effectiveness of internal moderation	In response to 2022 external moderation feedback
Introduce a follow up process to link department reviews to wider school assessment review	For the start of 2023
<b>Credible assessment practice to meet student needs</b>	
Develop a more systematic approach to checking that accurate student entries and results are submitted to NZQA	Immediately
Develop practice examination procedures that meet NZQA guidelines for derived grade evidence	Immediately

#### For consideration

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

- scheduling a regular review of staff and student assessment information to ensure that it remains current and fit for purpose

- sharing the results of external moderation with national verifiers to support both the teacher and the verifier to improve their understanding of the standard.



Kay Wilson  
Manager  
School Quality Assurance and Liaison

19 October 2022

**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)*

#### **Action Items from the 3 May 2018 Managing National Assessment Report**

Enuamanu School has made progress on the two agreed actions in the 2018 report. They have identified students who may be eligible for special assessment conditions and provided support for students who have been willing to accept it. Further assistance from the Cook Islands Ministry of Education would help the school to complete applications for students with learning needs.

NCEA information handbooks were updated in response to recommendations in the 2018 report and have been revised regularly since then, including the provision of student information in both Cook Islands Maori and English. The school could consider scheduling an annual review of staff and student assessment information to ensure that it remains current and fit for purpose.

**External moderation processes and response to outcomes** the Principal's Nominee should collate external moderation response forms and track and evaluate the completion of action plans needs for expected improvements. This would support teachers who are sole teachers of their subject to determine their next steps, including accessing queries, appeals, and subject-specific support. The school could also consider sharing their external moderation feedback with the Cook Islands Ministry of Education verifiers to support the ongoing improvement of this internal moderation process.

Teachers value external moderation for the feedback provided and use it to improve their assessment practice before assessing the standard again. When external moderation reports are returned, teachers complete a response form, describe any issues identified by the moderator and consider actions to address them. External moderation feedback indicates that the majority of the school's assessor decisions are consistent with the standard.

### 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 Enuamanu School senior curriculum is constantly reviewed for its responsiveness to student needs and how well it prepares students for their next step. School leaders and teachers are proactive in seeking opportunities for their students to achieve results that help them to attain their academic and employment goals. NCEA assessment matters are regularly discussed in staff briefings and occasionally in more formal Quality Management System meetings. This includes the learning and assessment needs of individual students and determining a shared understanding of strategies that work for them. Each teacher reviews her own subject to this end and adapts the assessment programme accordingly. For example, teachers are now assessing using a range of modes of evidence for internal assessments to support students to gain a range of presentation skills as well as

meeting the requirements of assessment standards. This includes digital, verbal, written and naturally occurring evidence from classwork.

**Reviewing assessment practices and student achievement** The review of assessment practices is ongoing and student-centred but needs to be more systematic. A follow up process to link department review to wider review of school assessment policy and goals would assist in identifying where systems, practices and training could be improved. Teachers reflect on school-wide and subject goals when completing their NCEA department reviews at the end of the year, including sections on assessment practice, and on student results. These review documents are currently filed by the Principal's Nominee. School-wide achievement goals include the Cook Islands Ministry of Education goal for all students to earn at least 15 credits in Maori, and to earn a minimum of 50 Level 1 credits to prepare them for their next steps in education and employment.

**Preparing for the implementation of the NCEA Change Programme** Teachers and leaders are involved in ongoing discussions both within the school and with the Cook Islands Ministry of Education about how the new standards will be introduced and the associated implications for assessment practice and school courses. The school is participating in pilot assessments for Cook Islands Maori and Literacy in 2022. The intention is for students to complete the pilot external assessments digitally if the network access on Atiu permits. Teachers are enthusiastic about continuing with these pilots in 2023 and engaging with others if possible. Teachers are keen to access any subject-specific and assessment practice support that is available which will leave the school well placed to support student achievement with the new standards.

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

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 5.1 – 5.7)*

**Programmes of learning are focussed on student aspirations** Senior students at Enuamanu School have access to assessments that suit their needs and interests through a range of trades courses that are offered by external providers. The school also offers students the opportunity to follow an academic programme through subject-based achievement standards. The school has Memoranda of Understanding that allow them to offer students assessment pathways into hospitality, building and construction, automotive engineering, plumbing, and electrical engineering careers. The school also works with Te Aho o te Kura Pounamu to offer subjects that it is unable to offer onsite.

Flexible assessment opportunities and small numbers ensure that students are only assessed when ready and that there is a consistent approach to supporting students to achieve each assessment.

**Supporting students to reach their qualification goals** Student assessment information is accessible and clearly explained, to support students to plan their workload and understand what is required to achieve NCEA qualifications. It is available in a document that explains the requirements and school practices in both Cook Islands Maori and in English. Students currently monitor their progress in each course and now that the network permits, they are able to also track their achievement using their NCEA Learner logins. Family members are updated with

student progress and NCEA information in school meetings and reports, through community events in informal settings, as well as in one-to-one meetings as required.

**Monitoring and tracking student entries and results** The school needs a more systematic approach to checking student entries and that results have been submitted to NZQA. This will help ensure that teachers and students are able to check overall progress towards qualifications and that NZQA holds accurate and up-to-date data. Further training in the use of the school's student management system would assist with this, as well as enabling teachers to take more ownership of recording results for their own students.

**Valid evidence gathering for derived grades** Enuamanu School needs to develop practice examination procedures that meet NZQA guidelines. Currently, these assessments are based on previous years' examinations that are publicly available, and therefore students could attempt the assessment having already viewed the assessment schedule. This would invalidate their results.

Systems are needed to ensure that practice exams are modified and critiqued, and grades verified before they are submitted to NZQA as potential derived grades. The school could work with the Cook Islands Ministry of Education to facilitate the quality assurance of these grades.

## **Internal moderation to ensure the reporting of credible results**

*Evidence of internal moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2021 6.4b)*

**Internal moderation processes ensure the validity of grades** Enuamanu School consistently uses the process facilitated by the Cook Islands Ministry of Education to ensure that all assessment materials are critiqued before use so that they are fit for purpose. Similarly, all student work is sent for grade verification by subject experts outside the school. Teachers use an internal moderation cover sheet to document the process, and email this to the Ministry of Education. Internal moderation feedback is used to confirm or change student grades before they are submitted to NZQA.

**Responding to grade verifier feedback** Enuamanu School has a process that has the potential to improve teacher understanding of assessment standards as a result of national verifier feedback, using a moderation response form. Consistent use of this form would assist teachers to use standard-specific feedback to review the assessments used and identify potential next steps.

As a result of discussion during the review, the school is considering sharing the results of external moderation with national verifiers to support both the teacher and the verifier to improve their understanding of the standard.

# Appendix 1: Effective Practice

## Effective assessment practice to meet the needs of students

**Enuamanu School has effective processes and procedures for meeting the assessment needs of their 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
- engaging in Review of Achievement Standards pilots to prepare for future assessment.

**Enuamanu 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
- safeguarding student privacy in the issuing of student results.

## Effective internal and external moderation to assure assessment quality

**Enuamanu 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.

**Enuamanu 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.

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

**Enuamanu School effectively uses assessment-related data to support achievement outcomes for students by:**

- 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

**Enuamanu School reports accurate achievement data by:**

- 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**

**Enuamanu School 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.

**Enuamanu School 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 Enuamanu 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 that schools are effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2021* (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 2022* (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:

- *National Qualification Framework – Assessment for Qualification Handbook, 2022 – Apii Enuamanu*
- *National Qualifications Framework – Students’ course handbook 2022 – Apii Enuamanu*
- *Students Handbook for NCEA Level 1-3 and Year 10, V1, 2022 – Apii Enuamanu*
- *School Assessment Policy – Apii Enuamanu*

The School Relationship Manager met with:

- the Principal
- Principal’s Nominee
- Heads of Department for:
  - Cook Islands Maori
  - English

There was a report-back session with the Principal, Deputy Principal, Principal’s Nominee, and Heads of Department for English and Mathematics 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

Enuamanu School 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 Island Maori, 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. The majority of standards offered are internally assessed.

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