

Managing National Assessment Report

Tauraroa Area School

May 2022

FINDINGS OF THIS REVIEW

Tauraroa Area School

31 May 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.

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 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 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	
Monitor responses to external moderation feedback and the effectiveness of the actions taken to address the issues identified.	Immediate.
Credible assessment practice to meet student needs	
Review the <i>Staff NCEA Assessment Handbook</i> to ensure it is current.	Ready for start of the year.
Update <i>Student NCEA Guide</i> to include changes to resubmission and course endorsement.	Immediate.
Develop strategies to further improve student use of NZQA's Learner Login.	Immediate.
Internal moderation to ensure the reporting of credible results	
Review expectations for learning areas about the completion and documentation of internal moderation processes and how these will be monitored.	Ready for start of the 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 University Entrance and Vocational Pathways information to course outlines
- reviewing course outlines for any barriers to possible future pathway options for students
- identifying students prior to year 11 who may benefit from special assessment conditions
- flagging students eligible for special assessment conditions in Student Management System.



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2 August 2022

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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 5 July 2018 Managing National Assessment Report

Tauraroa Area School has addressed the action items from the 2018 report. The assessment information for students is now in a concise document and available on the school website for easy access by students and whānau. Student use of the NZQA Learner Login is increasing and continues to be an area of focus. Teachers are aware of the importance of keeping student results private.

External moderation processes and response to outcomes Learning areas discuss any issues identified in external moderation feedback, making changes as required. The next step is for the Principal's Nominee to monitor how effective these changes have been in addressing the issues. He has encouraged all staff to access Pūtake for further support when making assessor judgements.

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 senior leadership team has implemented regular Heads of Department and Deans meetings, providing a forum for reviewing school processes and having collaborative discussions about assessment and how to best meet student needs. Staff new to the school have shared their skills and experiences, adding fresh perspectives when considering new initiatives. The school's ongoing review and development of the CARE programme (Careers, Academic Mentoring, Relationships First and Extra English) for Years 11, 12 and 13 students, which has improved the communication of NZQA information to students, is a good example of this.

Teachers are recording estimated credits in the new School Management System, KAMAR. This, along with tracking attendance, achievement progress and engagement, has improved the identification of students at risk of not gaining a qualification. Parents are involved with helping to support interventions to address concerns early in Term 2, resulting in better outcomes for these students.

The school continues to review the vocational programmes offered to ensure they support the different pathways students are interested in. Future developments include an engineering workshop, upgrade to Food Technology and Science areas and further development around sustainable farming courses.

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)

Review of assessment information The Principal's Nominee needs to review the information contained in the *Staff NCEA Assessment Handbook* to ensure it accurately reflects the school's expectations of teacher practice in all learning areas. Recent changes to resubmission and course endorsement need to be communicated to students and staff immediately and updated in both the staff and student handbooks before these documents are next published. This will ensure students and staff are aware of the implications of these policy changes.

Use of special assessment conditions To give teachers the opportunity to trial possible special assessment conditions and gather school-based evidence on the effectiveness of these before the students start higher stakes assessments for NCEA, the school should identify students who may be eligible for these conditions prior to year 11. Applications can be made from late September for Year 10 students, ready for use from Year 11 when they begin assessment for qualifications.

Teachers report that students with an approved entitlement are well supported. A system for 'flagging' their entitlement in the Student Management System would be a good next step, ensuring teachers are aware of students and the special assessment conditions required for all internal and external NCEA assessments.

Suggestions to improve course outlines The addition of information regarding a course meeting the requirements for University Entrance and standards linked to Vocational Pathways would further support student pathway choices. The school could review the types of courses offered and any prerequisite requirements to ensure these are not a barrier to student pathways.

The current course outlines follow a standard format, making them easy for students to understand.

Support students to register for and use their NZQA Learner Login Teachers should support students during the CARE programme to register for and access their NZQA Learner Login regularly, encouraging students to check their entries and results and ensure these have been reported by the school accurately. Students can also use their login to access their marked examination booklets, make requests for review and reconsideration of external examinations, and order certificates and a Record of Achievement. Students familiar with using their learning login will be well prepared for when the school has the capacity to engage with more digital examinations, hopefully at the end of this year.

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)

Review of internal moderation processes The Principal's Nominee is reviewing the school's expectations for the completion and documentation of internal moderation processes and how these will be monitored. This will ensure processes continue to be robust and consistently applied in all learning areas.

Most teachers are recording brief notes on the reasons for assessment decisions as part of the verification process. This assists with future judgements and helps assure the Principal's Nominee that the process is sound. All teachers should be encouraged to do this and could be included as part of the internal moderation monitoring process.

Teachers provided evidence of the connections they have with colleagues both within the school and other schools to verify samples of their assessor judgements. Discussions are held both face-to-face and by email. Most teachers are selecting the samples purposefully for verification to include work at grade boundaries as required. This good practice encourages a robust process and could also be checked as part of the monitoring process.

The Principal's Nominee recognises the need for a school-wide system for storing work produced digitally, guaranteeing it is accessible by him and others when needed. As the school increases its online capacity, a system that is easy for learning areas to use will be important, ensuring past work is available for reviewing benchmark samples and accessing work for external moderation requirements.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tauraroa Area School has effective processes and procedures for meeting the assessment needs of their students by:

- 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
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- 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.

Tauraroa Area School has effective processes and procedures for:

- managing missed or late 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 and unexpected event grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tauraroa Area 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.

Tauraroa Area 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.

Effective management and use of assessment-related data

Tauraroa Area School effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking student progress
- gathering student voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tauraroa Area 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
- conducting student and teacher 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.

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

Tauraroa Area 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.

Tauraroa Area 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 Tauraroa Area 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 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 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:

- information on their actions and self-review since the last Managing National Assessment report
- *Staff NCEA Assessment Handbook, Tauraroa Area School 2022* (Staff Handbook)
- *Student NCEA Guide, Tauraroa Area School 2022* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Associate Principal
- Heads of Department for:
 - English
 - Physical Education
 - Mathematics
 - Science
 - Social Sciences
- Teacher in charge of Gateway and STAR
- three students.

There was a report-back session with the Associate Principal and Principal's Nominee at the end of the review, to highlight good practice and areas for improvement, with suggested strategies, next steps, and to agree on any action required.