

Managing National Assessment Report

Taupo-Nui-A-Tia College

September 2022

FINDINGS OF THIS REVIEW

Taupo-Nui-A-Tia College

2 September 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 2020.

Actions and considerations

No action required

The school has no action items relating to the quality of their assessment systems.



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24 November 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 3 May 2017 Managing National Assessment Report All four actions from the previous report have been addressed.

From the previous report it was identified that students were being assessed against a large number of credits which had an impact on student and teacher workloads. Courses have been reviewed and are based on core knowledge. Assessment now meets a threshold of fourteen credits. Pastoral and learning leaders regularly share course information so that teachers can monitor individual student entries. This approach ensures students have access to sufficient opportunities which will allow them to achieve the qualification.

Assessment deadlines are set to ensure adhering to the assessment programme listed in a course outline is practical, enables students to achieve the standard and can be managed by the teacher. This gives flexibility for assessment when the teacher believes students are ready. The school's policy is clearly outlined in assessment documents.

The school has developed processes to ensure faculties meet internal moderation requirements and respond to external moderation issues.

External moderation processes and response to outcomes Heads of Faculty respond in a timely manner to external moderation feedback. The Principal's Nominee tracks all external moderation submissions, reports responses and action plans on a digital spreadsheet which is regularly updated. Heads of Faculty discuss reports with teachers and when needed, work with assessors and through subject associations to provide appropriate support and guidance. The next step in the process is for the Principal's Nominee to track the effectiveness of interventions to improve assessor consistency and better tailor any support.

External moderation of standards indicates that there is a high level of consistency between assessor judgements and the standard, as reported by external moderators.

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)

Culturally responsive pedagogy embedded in school practice Over a number of years Taupo-Nui-A-Tia College has been on a journey through the various iterations of Te Kotahitanga to inform school-wide self-review and strategic direction. As a consequence, students have learning opportunities which support their interests, aspirations and chosen pathways.

The pedagogy of Kia Eke Panuku drives critical reflection and self-review in the school. Classroom observations, targeted professional learning and community voice enable senior leaders to have robust discussions with Heads of Faculty and teachers about courses, assessment, well-being and support for students.

Regular focused discussion about learning and assessment Data informs discussion on student achievement at all levels of the school. Students and their achievement are the focus at the school.

Through the school's strong leadership structure, the Academic Dean, Deans and Heads of Faculty use data generated by software to facilitate Evidence to Accelerate discussions. The Academic Dean discusses NCEA progress with Heads of Faculty and works with them to evaluate their courses. Senior managers meet regularly with Heads of Faculty who also meet as a team. This structure allows all staff the opportunity to evaluate whether learning and assessment is meeting the needs of students and therefore improving learning outcomes.

Heads of Faculty interviewed report that systems encourage ownership of curriculum development.

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)

Students have access to fair and equitable assessment Students requiring additional support are well catered for, including students who require barriers to fair assessment to be removed. Priority learners requiring additional learning support are identified and data outlining their needs is shared across teachers, faculties and pastoral systems. The Academic Dean develops a modified NCEA programme that ensures students have adequate support structures in place during the year. These include providing special assessment conditions, where appropriate. Whānau of priority learners are informed of the support being provided to their student.

Strong community connections support learners The school is involved with a number of community groups and initiatives including a very strong Kāhui Ako which promotes student engagement and enhances achievement. Teaching writing skills in schools across the Kāhui Ako to develop student competency in literacy skills, is an example of the whole community working together. Matauranga Māori is incorporated into contexts for learning and is supported by an across-schools teacher who co-ordinates a professional learning programme. This provides culturally inclusive contexts for students that are relevant and engaging. Heads of Faculty use localised curriculum contexts and resources in the community to achieve the same outcome.

Students enabled to progress at their own pace with the wrap around support of their learning network The strong focus on individual programme pathways ensures learning is relevant for students. Through learning conversations with students, where guidance is given based on qualification goals and career aspirations, subject teachers have co-constructed assessment programmes for students. The school strongly encourages whānau to participate in interview days to engage them in their students' learning and be updated on attainment progress.

All communications about assessment and course outlines are provided in plain English and are available digitally for easy access by students and whānau.

Consistency of assessment practices School processes and NZQA requirements are outlined at the start of each year when expected procedures are published, to build teacher ownership and capability. Informal collegial discussion is ongoing throughout the year to ensure consistency of application. This includes guidelines on extension to submission deadlines, resubmissions and further assessment

opportunities, authenticity, appeals and breaches of rules. This helps ensure consistency of the application of school requirements across and between subject areas and individual teachers.

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 assure senior leadership team all reported results are credible The school effectively monitors internal moderation. Heads of Faculty and teachers consistently follow the required quality assurance processes which are monitored by the Principal's Nominee through a fit for purpose digital process. This consistency of practice enables issues to be identified and resolved, as needed, and results in high rates of consistency in external moderation.

Teachers use an internal moderation sheet to record completion of each step of the process from review of the activities through to grade verification and identifying and using benchmark samples to assist with accurate marking. They are then uploaded to a central digital folder.

Standards and assessment tasks are discussed at the beginning of each year and are checked to make sure that any changes required after internal and external moderation have been actioned.

Sufficient and purposeful grade verification of assessment decisions is completed and recorded by other teachers within the school, through cross or panel marking, or by teachers from other schools to ensure that grades awarded are credible. The recording of any commentary about why grades were agreed on or not is important to provide evidence that grades reported are credible.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Taupo-Nui-A-Tia College 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 and extending the school's Consent to Assess if required
- 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 students' needs
- ensuring teachers are aware of individual students with special assessment conditions entitlements, and resourcing their support
- expanding opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing targeted 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.
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Taupo-Nui-A-Tia College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating students appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of students 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 students' privacy in the issuing of students results.

Effective internal and external moderation to assure assessment quality

Taupo-Nui-A-Tia College 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 students 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.

Taupo-Nui-A-Tia College has effective processes and procedures for managing external moderation by:

- ensuring samples of students' work are available for submission by being adequately stored
- selecting sufficient samples of students 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

Taupo-Nui-A-Tia College effectively uses assessment-related data to support achievement outcomes for students by:

- monitoring and tracking students' 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 students 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.

Taupo-Nui-A-Tia College 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 students 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
- seeking NZQA approval through a subcontracting agreement to engage with a non-consented provider to deliver specific standards.

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

Taupo-Nui-A-Tia College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, and reviewing communications to ensure they remain fit for purpose
- 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.

Taupo-Nui-A-Tia College 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 Taupo-Nui-A-Tia College:

- 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 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
- *Taupo-Nui-A-Tia College 2022 Assessment Policy Procedures*
- *Taupo-Nui-A-Tia College 2022 Senior School handbook 11 12 13*
- Taupo-Nui-A-Tia College External Moderation 2022
- MNA 22- Taupo-Nui-A-Tia College NZIWR© Wellbeing Stock-take
- Taupo-Nui-A-Tia College NZQA QMS School Docs Policies and Procedures

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Faculty for:
 - English
 - Health and Physical Education
 - Mathematics
 - Science
 - Social Science
 - Technology
- three students.

There was a report-back session with the Principal 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.

