

Managing National Assessment Report

Tararua College

June 2024

FINDINGS OF THIS REVIEW

Tararua College

27 June 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 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 2022.

Actions and considerations

Agreed actions

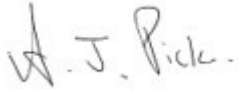
The school agreed that a number of actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Document the formal and informal monitoring of department quality assurance processes.	To enable the recording of the outcome of department visits and key conversations this year.
Develop a process to ensure subject areas with ongoing issues identified in external moderation get further support to resolve them.	To support the follow up of external moderation outcomes this year.
Credible assessment practice to meet student needs	
Ensure results collected for derived grades through school practice assessments are reported to NZQA.	Before the NZQA examination period.

For consideration

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

- increasing the usage of the opportunity to query external moderation reports to support responses to issues
- developing further opportunities for students to engage in digital assessment of external standards.



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15 August 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 19 September 2019 Managing National Assessment Report

The school has addressed the three action items identified in the last Managing National Assessment Report, with two of the actions fully resolved.

The teacher responsible for vocational studies manages the completion of Memoranda of Understanding and shares them with their administrative assistant. When the school receives results from an external provider, they check for a current Memorandum of Understanding. In accordance with each memorandum, the results are then either reported to NZQA by the school or the external provider. If there is no current Memorandum of Understanding, then the school would follow this up with the provider to resolve the issue.

Staff documentation has been updated to correct the issues listed in the last review and to reflect more recent NZQA and school process changes.

The school has strengthened its monitoring of internal moderation to check departments are following processes. The Principal's Nominee checks the recording of the completion of moderation by teachers in the Student Management System. He focuses on key information such as where assessment materials are stored, who the moderator was and their feedback about grade judgements. He intends to further strengthen the process by arranging access to department digital storage so he can check the assessment material is appropriately stored. He is also considering how he can check on moderation completed with teachers outside the school, possibly requesting to be copied into the emails to have a record of the process. Since recently starting the role, he has visited departments to discuss expected processes and plans to visit them again later in the year to reconcile documented practice with actual practice. Assessment practice is also discussed in Head of Department meetings and informally.

The school needs to establish a central record of the findings from both informal discussions and formal checks on department quality assurance practices. This will ensure there is a record of any issues and how they are being managed through to completion. This record could also include relevant discussions between Heads of Department and their line manager.

External moderation response to outcomes and processes The school has a clear process to respond to external moderation outcomes, but it needs strengthening to ensure ongoing issues are consistently resolved.

Teachers are required to complete a response form for any issues identified through external moderation. These actions are shared with Heads of Department and the Principal's Nominee, and they monitor their completion.

Some subject areas have a pattern of ongoing issues. The school needs to investigate these areas further and ensure the follow up actions provide the support needed to fully resolve any underlying issues that may be causing the ongoing issues with individual standards.

The school should consider encouraging staff to use the function in the external moderation application to query reports to enable a two-way interaction with the moderator to gain further clarification or feedback. This has been very rarely used by the school with the last query made in 2020.

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 completes self-review and evaluation with the aim of improving outcomes for students and making systems more robust.

The recently appointed Principal's Nominee is following established school processes and as they are undertaken, he is considering if they can be made more efficient and/or effective.

The school has reviewed processes in the junior school and made several changes to help support student success with NCEA assessment. This includes:

- introducing numeracy classes at Year 9 and 10 to develop and strengthen the skills needed to be confident applying numeracy skills and to support success with the NCEA co-requisite assessment
- removing streaming from junior classes to allow students access to the full range of the curriculum and levels of achievement, with a planned staged introduction at Year 11 in the future
- focusing junior reporting and assessment on curriculum levels which helps students and staff understand their readiness for NCEA assessments.

The courses the school offers are reviewed annually with additions made such as Psychology to meet student demand. This review process may also lead to how subjects are delivered, with Tourism now being assessed through an outside provider so students can continue to access a course that effectively meets their needs.

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)

Strong support for a wide variety of assessment pathways The school effectively provides multiple pathways for students so they can be supported in their individual qualification goals.

A wide range of vocational courses are provided through both school-based courses and external providers. The range of academic courses available is also supported by using outside providers through a virtual learning network and Te Aho o Te Kura Pounamu where appropriate. The school runs mixed level and mixed courses within a subject where needed to maintain face to face teaching where possible.

Supporting students to succeed Personalised timetables and assessment programmes are offered to students with vocational and other commitments, such as participation in high level sport, to help ensure they can manage their time and still meet their qualification goals. Deans monitor students' academic progress and pastoral welfare and involve whānau teachers, class teachers and whānau where

support is needed. The school's High-Performance Academy includes a programme for academics with students supported to excel in this area.

The school's commitment to help students engage in appropriate assessment is shown in their relatively high percentage of students gaining NCEA qualifications.

Ensure results collected for derived grades are reported to NZQA The school needs to ensure that results for derived grades are reported to NZQA, so they are available if required for awarding results to students when a derived grade is approved.

The school has processes in place to assess students and record quality assured standard specific grades in their Student Management System. The school needs to review their processes to ensure these grades are consistently reported to NZQA as only a small proportion of grades have been reported in recent years. The *Grades Reported for use as Derived Grades at Scale* report in the Provider Login may help the school identify where reporting practice needs strengthening.

Consider progressing engagement in digital assessment The school should consider how it could develop further opportunities for students to engage in digital assessment of external standards. Students have successfully completed literacy and numeracy co-requisite assessments digitally, and some Achievement standards through Tūmahi Aromatawai Pātahi/Common Assessment Activities and end of year exams. The school could consider if students in a wider range of subjects would benefit from the opportunity of competing their external assessments digitally, and how that could be achieved.

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)

Effective internal moderation processes are in place The school has processes in place to track the completion of internal moderation and for moderation processes to meet the needs of different subject areas. Departments showed evidence of good internal moderation practice based on the verification of grades awarded to a strategic selection of student material.

A variety of staff are making use of NZQAs learning management system, Pūtake, to access online assessor support. New staff from overseas have completed modules for training teachers new to NCEA, and other staff have sought to increase their understanding through completing standard specific modules and using the new assessor practice tool.

The need to strengthen the recording of the monitoring of departments' quality assurance processes is covered in the external review section of this report.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tararua College 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
- engaging in literacy and numeracy 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.

Tararua College 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

Tararua 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 student work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes
- monitoring completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Tararua College has effective processes and procedures for managing external moderation by:

- selecting sufficient samples of student work to NZQA requirements
- monitoring and documenting actions taken to address external moderation feedback.

Effective management and use of assessment-related data

Tararua College 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tararua 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 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

Tararua 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.

Tararua 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 Tararua 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 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 school provided the following documents:

- information on their actions and self-review since the last Managing National Assessment report
- *Tararua College, New Zealand Qualifications Handbook for Senior Students*
- *Tararua College | Tama Tū Tama Ora, Staff Procedures Handbook for New Zealand Qualifications 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Heads of Department for:
 - English
 - Maths
 - Science
 - Social Sciences
 - Technology
 - The Arts
- Acting Head of Department for:
 - Physical Education and Health
- Data Manager
- 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.

Background

The school has had five changes in Principal's Nominee since the last Managing National Assessment review. The current Principal's Nominee had been in the role for nine weeks at the time of this review.