

# **Managing National Assessment Report**

## **Tongariro School**

**June 2023**

# FINDINGS OF THIS REVIEW

## Tongariro School

1 June 2023

### Significant issues found

This review found that the school is not effectively meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2022*.

Significant issues with the school's management of national assessment were identified. The school's own review mechanisms have not been sufficient for them to identify and respond to these issues.

As a school that is not effective in aspects of self-review, credible assessment or quality assurance it is anticipated that the next Managing National Assessment review will be conducted within two years to check that these issues are being addressed.

### Required actions to address significant issues

In order to address these issues, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	<b>External and internal review</b>		
3v	follow-up external review recommendations and findings	Strengthen the processes to follow up ongoing issues raised in external moderation	Within 12 months
3iv	use its self-review and evaluation processes to identify areas for on-going improvement and then action	Evaluate the effectiveness of assessment programmes to meet ākonga needs	Within 12 months

## Actions and considerations

### Agreed actions

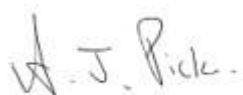
The school agreed that these actions will improve the quality of their assessment systems and practice for national qualifications. They are:

Action	Timeframe
<b>Credible assessment practice to meet ākongā need</b>	
<ul style="list-style-type: none"><li>implement a process to collect quality-assured evidence for external assessments that may be used for a derived grade</li></ul>	Immediately
<ul style="list-style-type: none"><li>update school assessment documentation to be accurate and relevant</li></ul>	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:

- increasing student access to fair assessment by using school-based evidence for Special Assessment Condition applications.



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24 July 2023

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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 9 August 2018 Managing National Assessment Report**

Tongariro School has systems in place to address the actions from this report, but the quality assurance processes need to be embedded into assessment practice and the level of effectiveness in addressing the identified issues evaluated. The Principal's Nominee monitors quality assurance processes which include the completion of internal moderation steps and responses to external moderation, but external moderation outcomes indicate that processes are not leading to the required improvement. Clear, embedded assessment processes will help ensure that all results are valid, fair and reliable.

**External moderation response to outcomes and processes** Not all kaiako are making the necessary changes to respond effectively to external moderation. There is a system in place where kaiako document their responses and develop action plans which are monitored by the Principal's Nominee. The next step in the process is to provide appropriate support, where necessary to ensure plans effectively result in the expected improvement. The 2023 external moderation summary shows that consistency rates for assessor judgements consistent with the standard have declined. This indicates that current internal and external moderation processes need to be strengthened.

**Exam Centre Quality Assurance Check** The 2022 Quality Assurance check of the school's examination centre sent to the school identified that the school is responsible for improvements to ensure the secure storage of exam papers for 2023 and beyond. The school has taken actions to address this.

### 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)*

**Senior leaders to set clear expectations around credible assessment and moderation practices** Tongariro School has an internal review cycle in place which kaiako participate in, but external moderation outcomes indicate that they may not be taking full ownership of their responsibility to adhere to assessment and moderation requirements. Senior leaders need to provide appropriate professional learning opportunities and hold regular meetings to discuss assessment practice to build kaiako knowledge and capacity, to enable all staff to be confident of the integrity of assessment and the integrity of results reported to NZQA.

**Data analysed against yearly goals to inform learning and assessment programmes** Kaiako interviewed described that they analyse achievement data and regularly report progress and outcomes to senior leaders. NCEA data is analysed every three weeks and termly improvement plans are developed to ensure that ākonga achievement is progressing towards qualification attainment.

Ākonga aspirations and needs should drive an in-depth evaluation of current delivery of programme pathways and course design as achievement data indicates that there is room for improvement in ākonga engagement and attainment levels. Evaluating

the effectiveness of learning and assessment programmes ensures that the school allows ākonga to meet their assessment goals and informs changes to courses, standards, contexts and assessment modes offered. Ākonga voice should be gathered in this process. From this, coherent programmes of learning and assessment that are focussed on ākonga interests, needs, abilities and aspirations can be designed, supporting the improvement of achievement outcomes.

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

*Evidence of assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023).*

### **Strategic actions to encourage whānau participation and ākonga attendance and achievement**

Regular uninterrupted attendance is an issue for Tongariro School, particularly for senior school ākonga. To engage these ākonga in learning and assessment opportunities, the school is using a number of strategies. The school employs a mentor to encourage ākonga to attend school and achieve standards through different pathways, for example, with vocational standards that match their interests. This is evident in the high levels of attainment in unit standards and improving achievement in the upper senior school. This approach has been successful on both fronts and ākonga are better able to achieve their aspirations in future education, tertiary or employment choices. To encourage whānau participation the school runs a number of fundraising events to get them involved as turn-out at meet the teacher and NCEA information evenings is very low. The school is further developing relationships with iwi which is important given that the majority of ākonga at the school identify as Māori. Ākonga who wish to participate in kapa haka are required to have an attendance rate of 80 percent to retain their place in the group. The school is exploring ways to engage both their community and whānau in their ākonga learning, to support their tamariki to realise their potential.

**Gathering valid evidence for derived grades** The school needs to gather evidence for derived grades through the use of standard specific assessments which mirror the external assessment. Additionally, they need to develop a documented quality assurance system for these results to ensure that if needed for application, that valid, verifiable and standard-specific evidence is available for derived and unexpected event grades. Teachers can either verify or justify grades for assessment evidence. The school could use the NZQA derived grade profile report to further check the validity and credibility of grades, and to inform any changes required to quality assurance processes. These processes ensure that ākonga receive a fair result should a derived grade need to be applied.

**Assessment policy and procedure reviewed annually** Assessment-related communications should be current and accurate and reviewed annually to ensure that they remain fit for purpose. Assessment policy and procedures need to be discussed with staff who should receive updates of NCEA information throughout the year. This will allow kaiako to develop capability in their roles as assessors and support school-wide consistency and fair assessment for ākonga.

### **School-based evidence to support Special Assessment Condition applications**

A school-wide approach in identifying and assessing students in support of their applications for entitlement will continue to remove barriers to achievement in assessment. While the school is supporting application for student access to Special Assessment Conditions, school-based evidence can be used for applications to eliminate the financial obstacle of an external report.

## 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, TEO's assessing Achievement Standards and Candidates 2023).*

**Kaiako need to develop a clear understanding of the purpose of internal moderation** Senior leaders need to prioritise professional learning and development in effective quality assurance practice to support the credibility of results reported to NZQA. The Principal's Nominee has clear processes and procedures in place for internal moderation, but it appears kaiako lack understanding about its purpose and value as a quality assurance process, reporting that they follow them consistently. The lack of improvement and in some cases the decline in external moderation outcomes is an indicator that kaiako need support to ensure that their assessor judgements are being made at the correct level and are consistent with the standard. Support could include working with subject associations, Pūtake, regular meetings to discuss assessment practice and working with kaiako from other schools, to improve the quality of assessor grades and verifier feedback.

The school needs to create a centralised and/or digital system for moderated ākonga work and accompanying assessment material. Materials not received for moderation has been an issue over the last two years. The school needs to ensure that work is available for submission, regardless of staff turnover, to enable kaiako to receive feedback and provide confidence to NZQA that assessment judgements are consistent with the standard.

## **Appendix 1: Effective Practice**

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

**Tongariro School has effective processes and procedures for meeting the assessment needs of its ākonga 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 ākonga can present their best standard-specific evidence of achievement
- assessing ākonga when they are ready
- using a range of methods for collecting assessment evidence, to meet ākonga needs
- ensuring kaiako are aware of individual ākonga with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy
- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

**Tongariro School has effective processes and procedures for:**

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating ākonga appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of ākonga work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where ākonga have had an adequate assessment opportunity but have submitted no work
- safeguarding ākonga privacy in the issuing of ākonga results.

## **Effective internal and external moderation to assure assessment quality**

**Tongariro 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of ākongā work
- using grade verifiers from outside the school
- documenting the completion of steps within internal moderation processes.

**Tongariro School has effective processes and procedures for managing external moderation by:**

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

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

**Tongariro School effectively uses assessment-related data to support achievement outcomes for ākongā by:**

- monitoring and tracking ākongā progress
- reporting to the Tumuaki and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

**Tongariro 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 ākongā and kaiako 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 ākonga and their whānau about assessment**

### **Tongariro School has effective processes and procedures for:**

- ensuring ākonga receive outlines for courses they undertake
- supporting ākonga to monitor their achievement
- reporting on ākonga progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating ākonga success, such as prize giving.

### **Tongariro School assists common understanding of assessment practice by:**

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākonga
- informing ākonga about suitable learning pathways
- supporting ākonga 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 Tongariro 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, ākonga 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 Candidates 2023*.

### 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
- *Tongariro School Curriculum and Student Achievement Policy 2020*
- *Tongariro School Managing National Assessment Document 2020*

### **The School Relationship Manager met with:**

- the Principal's Nominee
- Kaiako in Charge of:
  - English / Social Science
  - Health and Physical Education
  - STEM
  - Te Reo Māori
- three ākonga.

There was a report-back session with the Tumuaiki 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.