

# **Managing National Assessment Report**

**Tongariro School**

**September 2024**

# FINDINGS OF THIS REVIEW

## Tongariro School

10 September 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.

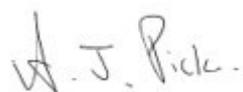
As a school with effective assessment systems and practices for national qualifications, it is anticipated that the next Managing National Assessment review will be conducted within three to five years.

### Actions

#### Agreed actions

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

	Timeframe
<b>External and internal review</b>	
Evaluate the effectiveness of actions taken in response to external moderation	As external moderation reports are received
<b>Credible assessment practice to meet ākongā needs</b>	
Submit quality assured grades from practice assessments to NZQA so they are available if required for derived grades applications	Prior to the external assessment period
Ensure all entries have a result or are withdrawn	Prior to the December data file submission



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1 November 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 1 June 2023 Managing National Assessment Report**

Progress towards addressing the issues identified in this report has been significant to ensure assessment practice is credible in the senior school.

- Processes to follow up on external moderation are clearly communicated and expectations have been set by senior leaders that all kaiako follow the required processes. Kaiako are provided support, if needed, through collaboration with peers within the school's newly implemented team teaching and assessment structures.
- Under the guidance of the new Tumuaki and the new Principal's Nominee work has been ongoing to ensure that assessment programmes are meeting the needs of ākonga. This is discussed later in this report.
- Practice assessment grades should be submitted to NZQA prior to the examination period in November.
- The kura has updated its assessment documentation, however the derived grades section needs to include the quality assurance process to be followed. Accessible and accurate documentation will help enable consistent practice and understanding kura-wide.

**External moderation response to outcomes and processes** The kura needs to continue work to ensure that expected assessment improvements and outcomes are achieved through monitoring and evaluation of individual standard responses and action plans and of the overall effectiveness of systems. The Principal's Nominee monitors responses to external moderation and ensures actions taken are documented. Appropriate responses, actions and evaluation of these actions taken in an organised approach will build kaiako confidence and capability in making assessor judgements at 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)*

Tongariro School is currently in a transitional phase as the new Tumuaki establishes herself and develops strategic goals to meet the needs of ākonga and the aspirations of their whānau.

**Internal review a priority** The Tumuaki and senior leaders have set clear expectations around credible assessment and moderation practices resulting from the last Managing National Assessment Review. Kaiako are expected to review ākonga achievement data in their respective learning areas to inform the further development and improvement of future courses. New teaching, learning and assessment practices are encouraged with support being provided by other schools in their Kāhui Ako Community of Learning. Tongariro School has re-established its active participation in this group to support strategic changes being made.

To improve ākonga engagement and attainment learning and assessment programmes have been reviewed at Year 11 to allow more flexibility for ākonga choice. The kura is beginning to develop coherent programmes of learning and

assessment that are focussed on ākonga interests, needs, abilities and aspirations with the intent of supporting the improvement of achievement outcomes. Kaiako are also developing a local curriculum approach. Team teaching in subject areas has been introduced and is enabling kaiako to support each other through collaborative planning and discussion. Ākonga report they are more engaged and have more assessment choice and opportunities available to them.

Ākonga at years 12 and 13 are also provided with vocational opportunities through Gateway courses and partnerships with local industry. Ākonga report they are better engaged in their learning and can choose assessment opportunities that best suit their needs and allow them to achieve a qualification relevant to them.

**Improvements in assessment practice** Several new processes implemented to strengthen assessment practice give kaiako a common understanding of the requirements of NZQA. More robust systems are in place to monitor and document the quality assurance practices of both internal and external moderation by the Principal's Nominee who discusses any issues with kaiako, and collaboratively works to find a resolution. As the systems become embedded practice, they will build the assessment capability and confidence of kaiako.

## **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, TEOs assessing against Achievement Standards and NCEA Co-requisite Standards, and Candidates 2024)*

**Literacy and numeracy development** The kura has a targeted approach to prepare ākonga for the dedicated co-requisite assessments. The programme focuses on development of skills and their application for ākonga and is taught using the team-teaching approach. Kaiako work with kaiako from other schools to develop strategies for teaching the required skills. This will assist ākonga to gain the co-requisite requirement of the qualification.

Ākonga report that they feel prepared to sit the assessments. Participation in the common assessment activities has led to more digital assessment being undertaken and ākonga login rates have correspondingly increased.

**Data submission** The Principal's Nominee submits data files as required but data accuracy can be improved. The high percentage of results not reported for internal standards needs to be reduced. Kaiako should award grades or withdraw ākonga from standards when they have not had an adequate assessment opportunity, as necessary. This will ensure that ākonga have a more accurate indication of their progress towards achieving the qualification.

**Derived Grades** Kaiako gather evidence for derived grades using quality assured assessments which mirror the external assessment. They have their grades verified and document the process. This ensures that if needed for application, valid, verifiable, and standard-specific evidence is available. For external NZQA examinations this data needs to be submitted to NZQA prior to the exam period to ensure it is available if required. This will ensure students have access to fair achievement.

## **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)*

**Internal moderation practice consistent and monitored** Kaiako follow all steps in the required internal moderation process which ensures results reported are valid and credible. There has been improvement in internal moderation practice where kaiako critique activities before assessment, have grades verified and complete all required documentation. Once work has been moderated it is stored in an accessible digital storage platform so that it is available as needed for external moderation. There is a new system in place where grades cannot be reported to NZQA until the internal moderation has been completed.

Kaiako now receive professional support and have access to external verifiers through their links with their Kāhui Ako Community of Learning. This creates more opportunities for professional discussion about subject specific assessments. Kaiako are also encouraged to access learning via Pūtake and have done so in some areas. Senior leaders can be confident that all results reported to NZQA are quality assured.

## **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:**

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on ākonga 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 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
- expanding opportunities for digital assessment including digital exams
- identifying and providing targeted support for ākonga at risk of not achieving literacy and numeracy or their qualification goals.

**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
- assuring valid, verifiable, and standard-specific evidence is collected for derived grades
- 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 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 ākongā 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.

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

- ensuring samples of ākongā work are available for submission by being adequately stored
- selecting sufficient samples of ākongā 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**

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

- monitoring and tracking ākongā progress
- evaluating the effectiveness of assessment programmes to ensure these allow ākongā to meet their assessment goals, and inform changes to courses and standards offered
- gathering ākongā voice to evaluate courses and assessment workloads to inform changes to programmes, contexts, and standards
- 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
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

## **Effective communication to inform staff, and ākongā and their whānau about assessment**

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

- ensuring ākongā receive outlines for courses they undertake
- supporting ākongā to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on ākongā 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 ākongā success, such as the holding of parent gatherings.

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

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for ākongā
- informing ākongā about suitable learning pathways
- supporting ākongā 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, ākongā 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
- *Kaiako Handbook, Managing National Assessment, Tongariro School 2024*
- *Student NCEA Information, Tongariro School 2024*

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

- the Principal's Nominee
- Kaiako in Charge of:
  - Hospitality and Trades
  - Literacy
  - Mathematics and Science
  - Te Reo Māori and Technology
  - Visual Art
- Kaiako of:
  - Physical Education
- three ākonga.

There was a report-back session with the Tumuaki 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.