

Managing National Assessment Report

Titikaveka College

August 2024

FINDINGS OF THIS REVIEW

Titikaveka College

15 August 2024

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*.

A significant issue with the school's management of national assessment was identified. The school's own review mechanisms have not been sufficient for them to identify and respond to this issue.

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

Required actions to address significant issue

In order to address this issue, the school must:

CAAS/ Rules	Significant Issue identified	Issue that must be resolved	Timeframe
	External and internal review		
3v	follow-up external review recommendations and findings	<p>The school is required to respond to external review findings in the previous MNA report, in particular:</p> <ul style="list-style-type: none">• to develop an effective follow-up process for external moderation requiring staff to document their action plans and monitor them for completion• to develop a process to ensure that all entries have a result or are withdrawn before 1 December so that the school can accurately track and monitor student progress towards gaining an NCEA qualification	Immediate

Actions required to address significant issues

In order to address these issues, the school must:

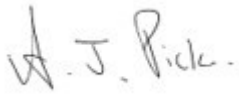
- follow-up external review recommendations and findings (*CAAS Guidelines 3v*)

Considerations

For consideration

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

- to develop a programme for inducting and supporting new staff to NCEA assessment
- building staff capability to make external moderation and external assessment submissions using their Education Sector Login
- sharing external moderation reports with Cook Islands Ministry of Education Subject Advisors.



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16 September 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 22 June 2024 Managing National Assessment Report

There were three action items from the 2023 report to address a significant issue. The significant issue was the failure to follow-up on recommendations and findings from the 2019 report (CAAS Guidelines 3v). The school was required to:

- develop an effective follow-up process for external moderation requiring staff to document their action plans and monitor them for completion
- develop a process to provide students with sufficient information about NCEA at the beginning of the year before they commence an assessment programme
- develop practice exams that meet NZQA requirements for providing authentic and quality assured grades for potential derived grades.

The school has updated its NCEA information for students and provides this at the beginning of the year. A parent evening informs them about NCEA assessment and qualifications.

Practice exams for Mathematics and English have been sourced from New Zealand subject associations while papers for other subjects are being sourced. Practice exams are timetabled for 2024 and will run for only those subjects with appropriate, quality assured papers. Practice exams were not held in 2023.

The follow-up process for external moderation is still to be addressed and is discussed further in the external moderation section of this report.

The school has effectively addressed two of the three agreed actions from the 2023 report. A process was developed this year to ensure that all staff understand NZQA and school assessment policies and procedures. This was particularly important for new staff who are inexperienced with standards-based assessment. The new staff member was buddied with an experienced teacher who has provided on-going guidance about assessment practices, location of resources, and how to access professional development modules on NZQA's learning management system – Pūtake. It is recommended that the school develops this process into an induction programme for new teachers, so that the process is not reliant on one teacher and can be supported by those who are becoming more experienced.

Assessor and verifier decisions are now being documented on an internal moderation coversheet. This is good practice as new benchmarks will be needed this year with the new Level 1 achievement standards. Teachers can refer to these in upcoming assessments to assist in making decisions. They will also be helpful to compare with moderator feedback for any external moderation outcomes other than consistent.

The action to develop a process to ensure all entries have a result or are withdrawn before 1 December was not addressed. This becomes a significant issue and is discussed in the Credible Assessment section of this document.

External moderation response to outcomes and processes The required action to develop an effective follow-up process for external moderation has not been

addressed and remains a significant issue. This action is critical for 2024 with the introduction of the new Level 1 achievement standards. It is important that teachers respond to external moderation for these standards, especially with an action plan for outcomes other than consistent, to ensure they are correctly assessing the requirements of the new standards. The school will need a process to follow-up with teachers to ensure action plans, if required, are completed and implemented.

Overall agreement rates between assessor and moderator judgements improved last year but remain low. Action plans are needed to ensure that effective improvement is on-going. The Principal's Nominee already has a good system in place to track the completion of assessments, including the steps for internal moderation and the submission and return of external moderation. The action plan should be added to this tracking process. To further strengthen the process, the external moderation report could be shared with the Cook Islands Ministry of Education Subject Advisors. This would allow them to develop an overview of the feedback for the Cook Islands schools so that they may support teachers to develop and improve their practice.

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)

Titikaveka College has used its self-review processes to identify areas for improvement. The school is developing good staff capability in assessment through the actions that it has undertaken.

Literacy and numeracy focus The school has effectively used self-review to identify areas to help improve the literacy and numeracy skills of its students and has actioned them. The actions follow the review of student outcomes for the 2023 Common Assessment Activity co-requisite pilots. Literacy and numeracy skills are taught across all subject areas to ensure that students develop contextualised skills. This is good practice. Student ability is now tested using e-asTTle to help determine readiness to be assessed. Students are only entered for standards for which they are ready or deferred until so. They are re-tested to identify the value that has been added, which provides feedback to the teachers about effectiveness of the programmes delivered. Changing the timetable from 50-minute blocks daily to 100-minute blocks Monday-Wednesday now allows more time for students to be focused on literacy and numeracy in class, as well as the ability for teachers to add depth and breadth to lessons and assessments. A homework club held twice a week has been introduced to provide further support for those students at risk of not attaining the co-requisite requirement of the qualification.

Strengthening continuous review The school has strengthened its self-review process with the introduction of a review section to the unit planning template used by teachers. Teachers now complete this at the end of each unit to review what worked well and identify improvements that can be made. These can add value to the whole staff end of term reviews and end of year reviews, which are a complete review of data and sent to the Principal. The new Principal has introduced a requirement for staff to provide a best practice or professional learning presentation at the weekly staff meeting. Teachers interviewed for this report commented on the benefit of this opportunity to share good practice and learn new skills. Staff have presented on methods for teaching literacy and numeracy in different subject areas, and how to effectively use Google products for assessment.

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)

Data checking process requires improvement To meet NZQA requirements, a process is needed ensuring all student entries either have a result or are withdrawn. This requirement has not been met from the 2023 report and is a significant issue. Students who have had an adequate assessment opportunity but did not submit work for assessing should have a Not Achieved grade recorded. If they did not have an adequate assessment opportunity or the standard was not assessed, then these entries should be withdrawn. Ideally, this should be ongoing throughout the year, as this allows student progress to be accurately tracked and ensures they have enough potential credits to gain a qualification. All entries must be accurate for the final data submission on 1 December. A process should be introduced to check the accuracy of all mark book entries before this date. This final check will also identify any outstanding assessment results to be followed up, enabling a complete results record.

Meeting student needs Titikaveka College is strengthening its ability to meet the needs of its students to further engage them in learning and assessment opportunities and improve achievement outcomes. It has used student voice to determine what students want to study and compared this with staff capabilities, to identify how the school can provide more choice to students. Standards from subject areas have been introduced, such as Arts, Hospitality, Horticulture, Geography, and Music. In 2025, it is the intention of the school to create new courses, rather than subjects, from integrated learning areas. This will give the students more choice and variety in what they can learn and be assessed against.

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)

Improving internal moderation process efficiency The introduction of digital, cloud-based assessments has strengthened the school's internal moderation process. Teachers are now using Google products, which has improved efficiency and security. Previously, student work was sent away for verification either as paper hardcopy or on a flash-drive. Teachers now send the external verifier the link to the students' work via email, which has reduced the turnaround time for the return of work. The risk of work going missing in transit is also eliminated. The next step the school could make is to upskill all teachers to use the external moderation app to make their own submissions rather than relying on the Principal's Nominee. This would give the teachers more ownership of the whole moderation process and reduce workload for the Principal's Nominee.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Titikaveka 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
- providing opportunities for digital assessment including digital exams
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Titikaveka 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
- assuring valid, verifiable and standard-specific evidence is collected for derived grades
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Titikaveka 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 and documenting completed internal moderation processes to ensure only quality assured results are reported to NZQA.

Titikaveka College 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.

Effective management and use of assessment-related data

Titikaveka 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 an annual analysis of NCEA achievement to inform strategic goals and actions.

Titikaveka 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
- 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 families about assessment

Titikaveka 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 process to understand school and NZQA assessment processes
- celebrating students' success.

Titikaveka 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 Titikaveka 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 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 *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
- *NCEA Information for Teachers, Titikaveka College 2024*
- *NCEA Information for Students, Titikaveka College 2024*

The School Relationship Manager met with:

- the Principal
- the Principal's Nominee
- Teachers in Charge of:
 - English
 - Mathematics
 - Physical Education
 - Science
- five 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

Titikaveka College is a secondary school on Rarotonga in the Cook Islands, for the Vaka Takitumu. It annually assesses students for New Zealand national qualifications at Level 1. At the end of Year 11 some students either transfer to Tereora College on Rarotonga or move overseas to continue with their education.

The school offers a core range of subjects including English, Mathematics and Science. Additional choices depend on staff capability and student interests. Annually in November, the school is an examination centre for its students entered in externally assessed standards.

For many students, Cook Islands Māori is their first language with English their second language.

To provide support for their management of assessment for national qualifications, Managing National Assessment external reviews are normally undertaken in all Cook Islands schools in alternate years.