

Managing National Assessment Report

Tauraroa Area School

April 2024

FINDINGS OF THIS REVIEW

Tauraroa Area School

11 April 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 three actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
Credible assessment practice to meet student needs	
Update course outlines to reflect the new standards for Level 1.	Immediate
Remind staff about the requirements to maintain student privacy when issuing results.	Immediate
Internal moderation to ensure the reporting of credible results	
Engage with different grade verifiers where subjects have ongoing not yet consistent or not consistent external moderation outcomes.	For the 2024 moderation round, and ongoing

A. J. Picken

Amanda Picken
Manager
School Quality Assurance and Liaison

6 May 2024

NZQA

0800 697 296

www.nzqa.govt.nz

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 31 May 2022 Managing National Assessment Report

Tauraroa Area School has effectively addressed the five action items from this report. Staff and student handbooks were reviewed and updated to ensure that they are now current with school practice and changes to NCEA rules. This helps to ensure that staff are up to date with current changes, can refer to school documentation if they are unclear about a school policy or procedure, and that students are aware of the process for resubmissions and how to achieve a course endorsement. Strategies to improve student use of NZQA's Learner Login have been implemented and the required improvements to internal moderation and responding to external moderation feedback are discussed in the relevant sections of this report.

External moderation response to outcomes and processes Effective changes have been made to the school's response process to external moderation. Heads of Department are required to report on their response to feedback and the actions to undertake to address any issues. They then meet with the Principal's Nominee to discuss the actions identified in the report and determine any support that is required. The Principal's Nominee recognises the risk of assessors reverting to previous practice over time if changes are not embedded and evaluated. The process to ensure the effectiveness of the changes are evaluated for the expected improvement is being developed. The changes to the response process and actions to address issues is helping to improve the school's overall rate of consistency with the standard for external moderation.

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 leadership is working alongside staff to raise expectations around quality assurance and the on-going changes that are needed for improvement, to help ensure credible assessment. The school has used data with staff to demonstrate why change needs to occur. Staff are motivated to make improvements to assessment practice and quality assurance and are provided with support. This is sourced from subject associations, professional learning providers and the use of Pūtake, NZQA's learning management system which has been actively promoted with staff.

Improving assessment timeframes to reduce pressure points The school has identified that assessment timeframes need to be improved to reduce pressure points in Terms 3 and 4. For many assessments throughout the year, deadlines need to be extended due to student absence for legitimate reasons. The consequences are that bottlenecks can be created that increases the workload of students and teachers, placing them under pressure to complete assessments in a reasonable timeframe or possibly miss important deadlines, such as those for the new external submissions. The tracking and monitoring of student progress is also hindered as it becomes difficult to determine the assessments that will be completed, and the number of credits achieved. Steps to address this issue have begun.

An assessment calendar is being implemented to capture all assessments happening throughout the year. This will assist annual planning, identify possible bottlenecks and to check that deadlines are being adhered to. The school has identified that, for some standards, the time taken between the completion of an assessment and verification is too long, delaying the reporting of results. The assessment calendar will allow the school to monitor due dates and follow up where internal moderation has not been completed in a timely manner.

Heads of Department are now required to complete a change request form if deadlines need to be extended. This requires the approval of the Principal's Nominee to ensure that the extension is fair to all students. Considerations for adjusted timeframes include these do not impact on other courses and assessments, maintain the authenticity of the assessment, and that it will not create any unintended consequences, such as reducing the number of potential credits available to the students.

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)

Special assessment condition process strengthened The school has improved its process for identifying and supporting those students requiring special assessment conditions. The 2022 report encouraged the school to consider identifying students who may benefit from special assessment conditions prior to Year 11 and the high-stake assessments for NCEA. Students are now being identified at Year 7 with support from the Learning Support Coordinator. This provides sufficient time for the school to collect school-based evidence to make applications or notifications, trial possible special assessment conditions with students and teachers, and to train readers and writers. This process has seen the number of students using special assessment conditions increase over the past two years, enabling access to fair assessment.

Effective strategy to register students with NZQA Tauraroa Area School's Careers Academic Relationships and Extra English (CARE) programme actively supports its students to access NCEA results, information, and assessments, to assist students' progress towards qualification goals. The timetabled programme ensures that all students are registered with NZQA so that they can access and become familiarised with assessments and resources online. Students are also expected to check the accuracy of reported results during their CARE class. School expectations and assessment processes are also communicated in the class, including for external exams with the Exam Centre Manager.

The programme also supports those students at risk of not attaining a qualification. Deans track and monitor student progress towards qualification attainment throughout the year using a suite of tools. Strategies, interventions and pathways towards success are developed with teachers for identified students and these are implemented through the CARE programme.

Course outlines require updating Some course outlines require updating to reflect the changes to NCEA Level 1. The school needs to review the course outlines that have been published online to ensure that they do not contain the expired Level 1 standards and reflect actual practice. This is important so that the assessment programme for each course is current and that students are clear about the

standards, the assessment mode and the number of credits that they will be attempting.

Ensuring student privacy The school needs to improve its process for safeguarding student privacy in the issuing of their results. Schools are required to ensure the privacy of results under the *Privacy Act 2020*. Students interviewed reported that this was inconsistently applied. The school should remind teachers about the requirement to maintain student privacy when returning assessment results.

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 processes strengthened The school has robust processes for the completion and documentation of internal moderation processes. Reviewing the expectations for these processes was an action item for the 2022 report. Internal moderation coversheets are completed either digitally using the school's student management system or by paper hardcopy, which are mostly used for standards that are externally verified. These are then stored centrally for accessibility and monitoring. The Principal's Nominee only publishes results for standards with a completed coversheet. Standards without a completed coversheet are followed up with Heads of Department.

Teachers clearly understand the school's expectations for completing and documenting internal moderation. The process is well-embedded and consistent across the school. The school's senior leadership can have confidence that results reported to NZQA are credible and the school is maintaining the integrity of the qualification.

Change verifiers to improve assessor judgements Teachers should review the use of grade verifiers if they have ongoing not yet or not consistent outcomes from external moderation. Engaging with a different external verifier can provide a wider perspective for the interpretation of the standard requirements and sharing the moderation outcomes with them to collaboratively develop an improved understanding of quality assessor decisions. This will also help to evaluate the effectiveness of any changes that have been made from external moderation feedback.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tauraroa Area School 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 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 student 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
- identifying and providing targeted support for students at risk of not achieving literacy and numeracy or their qualification goals.

Tauraroa Area School 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
- assuring valid, verifiable and standard-specific evidence is collected for derived and unexpected event grades.

Effective internal and external moderation to assure assessment quality

Tauraroa Area 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
- 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.

Tauraroa Area School 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
- 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

Tauraroa Area School 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
- reporting to the Principal and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tauraroa Area 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 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 families about assessment

Tauraroa Area School has effective processes and procedures for:

- 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.

Tauraroa Area School 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 to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Tauraroa Area 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, 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 2022* (CAAS) and its *Guidelines* (CAAS Guidelines) 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
- *Staff NCEA Handbook, Tauraroa Area School 2024*
- *NZQA NCEA Assessment Guidelines for Students, Tauraroa Area School 2024.*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Curriculum, Teaching and Learning
- Heads of Faculty/Department for:
 - Gateway/STAR/Careers
 - Physical Education
 - Sciences
 - Social Sciences
 - Technologies
- Teacher in Charge of:
 - Design and Visual Communication
- three students.

There was a report-back session with the Principal, Deputy 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.