

Managing National Assessment Report

Tikipunga High School

July 2024

FINDINGS OF THIS REVIEW

Tikipunga High School

25 July 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 a number of 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	
Ensure staff and student NCEA handbooks are current and mirror NZQA's terminology and requirements.	Immediate and ongoing
Strengthen the process to withdraw internal entries with no result prior to 1 December.	Immediate and ongoing
Report all results in the year of assessment	Immediate and ongoing
Internal moderation to ensure the reporting of credible results	
Retain a record of the process for quality assuring potential derived grades and submit all grades required to NZQA prior to the commencement of the exam period	Annually

For consideration

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

- uploading the student handbook to the school website to enhance accessibility for students and their whānau
- creating a process for senior management to monitor the completion of internal moderation before a result is reported.

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23 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 18 September 2019 Managing National Assessment (MNA) Report

- The school has addressed the actions from the 2019 MNA review by:
- developing a data driven, systematic programme of self-review, and
 - creating a centralised, highly visible process for tracking individual student progress, attendance and engagement that the Pouārahi and the Deputy Principal – Achievement actively monitor to identify those ‘at risk’ of not gaining a qualification and manage students’ progress to achieve their goals
 - evaluating the effectiveness of actions taken to address low achievement, and
 - reviewing course outlines to ensure they accurately reflect the planned assessment programme, as well as creating individualised learning plans for priority students as required.

External moderation response to outcomes and processes Since the last MNA review, the school has improved its quality assurance processes ensuring that, actions and outcomes are effective and embedded across all learning areas. From 2021 to 2023, the overall rate of consistency has been steady with few Not Consistent and no Materials Not Received reports.

Leaders of Learning share ownership for monitoring the follow up to external moderation with the Principal’s Nominee. Follow up typically involves a three-way discussion with the assessor, the Principal’s Nominee and the Leader of Learning to identify strategies which can, and will, resolve the issues identified in external moderation reports.

The school has excellent online record keeping of all phases of the moderation cycle with external moderation action plans for the past five years filed for easy access. The Principal’s Nominee takes responsibility for monitoring learning areas with a pattern of inconsistency and evaluates the effectiveness of actions taken to resolve issues identified by NZQA moderators.

Leaders of Learning are familiar with the appeal and query process and have used these in the recent past to gain greater clarity where assessor and moderator grade judgements vary, or where the upload of student work has been compromised.

Teachers at Tikipunga High School value the professional learning component in the feedback they receive in their External Moderation reports. Action plans sighted during this review show the teachers understand what, how and why changes need to be made to align their grade judgements with those of NZQA moderators.

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)

Tikipunga High School is using its own processes of self-review based on effective use of data analysis and staff/student voice to review programmes and implement changes designed to reduce barriers to success for all students. Strategic alignment of purpose and actions across all levels of the school is used to address student achievement and pathway goals. The school's enrolment-based achievement data is subject to an annual analysis of variance by removing the data for students who cannot, or do not participate fully in the school's NCEA assessment, such as, those enrolled in the supported learning unit, Te Putahitanga, Northern Health School or the Alternative Education unit.

The school uses the modified data in its annual report to the Board of Trustees and the school community to measure its progress against previous years' performance and to draw meaningful comparisons with comparable schools and schools with similar student populations nationally. In its 2023 analysis of variance, the school showed that Māori students at the school achieved NCEA at higher levels than their counterparts nationally.

The continuing success of Māori ākonga in NCEA is attributable to the school's improved partnership with whānau, the capability and culturally responsive nature of its staff and robust tracking of student achievement outcomes by the senior Pouārahi and Deputy Principal - Achievement. Data on individual student progress is shared with Leaders of Learning and Form Teachers through a regularly-updated, centralised spreadsheet to inform a personalised approach for every student and identify students at risk of not achieving their qualifications goals. School leaders feel that staff are in a position now to leverage the cultural capital they have built through strengthened whakawhanaungatanga. The schools' focus moving forward is on lifting overall achievement and raising the number of course and certificate endorsements, with a particular focus on improving Māori achievement outcomes.

The Tikipunga High School leadership team has identified the need to address the lack of functional literacy and numeracy among many of its Year 7 – 10 students. Early identification of each student's learning needs is achieved through robust diagnostic testing from Year 7, and progressions are tracked through a centralised traffic light system that continues for the length of each student's journey through the school. Trajectory Targets are put in place for every Year 7 – 10 student in each of their subjects by calculating the progress needed to raise their e-asTTle scores to a level where they can participate successfully in NCEA Level 1 and gain the NCEA co-requisite. Learning area reports to the Board of Trustees are clear, coherent and consistent, utilising data that clearly captures the shifts gained by Year 7 -10 students and illustrating how data analysis at the subject and school level is used to confirm school success and inform future strategic direction.

Priority students are given Individual Learning Plans and are closely tracked, monitored and supported by the learning support team. The school employs two Kaiāwhina who work with students in small groups and one-to-one providing additional support testing students individually or assisting students to catchup on lost learning or assessment. The contribution of the Kaiāwhina is seen as invaluable by the school both in terms of their pedagogical and cultural input. Additionally, an external provider is employed to work with a small group of Year 11s on set days and times. Through their weekly Achieve Team meetings, the Pouārahi and Deputy

Principal-Achievement identify students to work with this provider to complete appropriate Unit Standards in a supportive, small group setting designed to minimise barriers to their learning and achievement.

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)

Engagement in Literacy/Numeracy pilots To better gauge student readiness for the digital online Common Assessment Activities (CAAs) and enhance preparedness for using NZQA's digital platform, Assessment Master, the school participated in both the 2022 and 2023 Literacy/Numeracy pilots. Inequities around device resourcing and limited access to wi-fi in homes are continuing challenges for the school and many whānau within the school community.

Student Success Celebrated Student Led Whanau Learning Hui (SLWLH) are student-led, three-way conferences held three times a year that focus solely on the student's learning and achievement. Whānau input is valued and the SLWLH is an opportunity to korero with the whānau teacher about the student's learning progress and next steps. The SLWLH includes a student self-evaluation, examples of student learning and shared goals.

In keeping with its philosophy that "*education is a team sport*," the school places a high value and emphasis on working together and creating educational partnerships that encourage and empower its students to achieve at the highest level. Student progress and achievement in all spheres of school life is celebrated through a range of channels from assemblies to the school newsletter and social media platforms. The annual "Praisegiving" for the seniors, and junior and middle schools, celebrates student success and achievement, as well as giving students an opportunity to acknowledge the role of school staff in nurturing their success.

Career Aspirations met through Blended Pathways At weekly Achieve meetings, the Pouārahi and DP - Achievement meet together with the Gateway Co-ordinator and Careers Adviser to ensure each student is on track to meet both their Pathway and Achievement goals through a personalised programme that for most senior students is a blend of academic and vocational standards. The school offers Trades Academy courses in Automotive, Mana Marae and a Services Academy. In 2024, the school created 57 Gateway placements for students from Year 11-13. Student pathways are developed early with teachers working more proactively and strategically to ensure that all students' aspirations can be met. A digital platform helps track student's career interests linked to their courses and results.

Strengthen Data Management and Use Data management and use is generally accurate and supports student achievement. However there are several ways in which the school can further strengthen its processes, by:

- **withdrawing all internal entries without a result prior to 1 December** Schools cannot lodge withdrawals from internal standards after their December data file submission. This means that a positive result is expected by NZQA for any standards in which a candidate is still entered. Leaving an entry blank will signal that the school hasn't reported a result.
- **reporting all results in the year of assessment** Schools are not allowed to "bank" results or hold them over to a following year, even for non-participating students. This non-compliant practice may compromise the integrity of the course endorsement rules.
- **submitting all grades from Derived Grade benchmark exams** The school is looking to engage with more external assessment moving forward and it must ensure that any derived grades from benchmark exams are sent to NZQA prior to the commencement of the exam period to ensure these are available in the event that a student is prevented from sitting their exam.

Update staff and student NCEA documentation The current staff and student handbooks require minor edits to ensure they are current, match NZQA's terminology and reflect recent changes to the qualification, assessment practice and moderation requirements. These documents need to be updated at least annually to ensure they are fit-for-purpose. The school may wish to consider having the student handbook on its website for greater accessibility for students and their whānau.

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)

Shared ownership of internal moderation monitoring Since the last MNA review, moderation practice across all learning areas has become more credible and consistent. This reflects the school's shared ownership of the internal moderation process with Leaders of Learning, who together with the Principal's Nominee, monitor the quality and completion of internal moderation for each standard before results are reported.

The school needs to strengthen the process for senior management to monitor the completion of internal moderation before a result is reported. Currently, the quality assurance process is checked through the collection of Internal Moderation Cover Sheets by the Principal's Nominee before results are reported to NZQA. A centrally held spreadsheet would create visibility of the process and its progress. Alternatively, the school may wish to trial the internal moderation tool in its Student Management System creating visibility of the process and potentially reducing assessor workload.

The school stores all moderation materials online by learning area to provide guidance for future assessment of the standard and for external quality assurance purposes.

Clarify the quality assurance process for potential derived grades As the school embarks on more external assessment, it needs to develop benchmark

examination quality assurance procedures that meet NZQA guidelines and communicate these to all staff. Systems are needed to ensure that practice exams are modified and critiqued, and grades verified before they are submitted to NZQA as potential derived grades. This process could be monitored using the school's existing internal moderation monitoring system. Templates for recording the quality assurance of derived grades are available on the NZQA website.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tikipunga High 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
- 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.

Tikipunga High 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
- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tikipunga High 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 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.

Tikipunga High 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

Tikipunga High 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
- 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.

Tikipunga High 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
- 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

Tikipunga High 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
- supporting teachers new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating students' success.

Tikipunga High 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 in order to gain a qualification.

Appendix 2: Overview

What this report is about

This report summarises NZQA's review of how effectively Tikipunga High 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 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:

- a selection of achievement policy documentation
- a selection of learning area reports to the Board of Trustees
- information on their actions and self-review since the last Managing National Assessment report
- *2023 Analysis of Variance Reporting*
- *2024 NCEA Tikipunga High School Senior Student* (Student Handbook)
- *2024 Tikipunga High School NZQA Staff Assessment Guide* (Staff Handbook)
- *2024 Strategic Plan THS*

The School Relationship Manager met with:

- the Principal's Nominee
- Deputy Principal – Achievement
- Leaders of Learning for:
 - Arts
 - Humanities
 - Mathematics
 - PE/Health
 - Technology
 - Te Reo.
- 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.