Managing National Assessment Report

Tamaki College

March 2024

FINDINGS OF THIS REVIEW

Tamaki College

21 March 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.
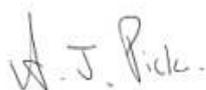
At the request of NZQA and due to the restrictions of Covid-19, the school agreed to reschedule this review from 2023.

Actions
Agreed actions

The school agreed that several 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 authenticity is not compromised in the management of assessment deadlines	Immediate
Ensure all entries made have a reported result	Submission of the 1 December data file 2024

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Manager
School Quality Assurance and Liaison

28 May 2024

NZQA

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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 12 March 2020 Managing National Assessment Report
There were no action items in the previous report.

External moderation response to outcomes and processes   Subject teachers document external moderation outcomes for standards they have delivered and discuss the actions they will take to resolve issues identified by NZQA moderators with Leaders of Learning. The consistency rate of agreement between moderators and subject teachers school-wide has recently declined. To strengthen the school's response to external moderation outcomes, the Principal's Nominee has created a report for Senior Management, that all Leaders of Learning must complete. The report outlines how their teachers have addressed the external moderation issues for subjects in their portfolio. The report requires them to describe the concerns raised by moderators and the outcomes of actions taken over a defined timeframe, to address these issues.

Teachers are encouraged to use the subject-specific resources on NZQA's Learning Management System Pūtake to inform practice and to address issues identified in their external moderation outcomes.

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)

Effective school-wide self-review by Senior Management, Leaders of Learning, and teachers occurs for NCEA assessment and moderation practice at all levels of the school's operation. Embedded practice is underpinned by informed leadership, regular professional development to improve the capability of NCEA teachers, and ownership of assessment and moderation processes to ensure consistency of practice, equity of opportunities for students, and to manage the NCEA Change Programme.

Self-review is multifaceted at both strategic and process level. The following examples of recent school initiatives illustrate improvements in assessment practice to better meet student needs.

Since 2020 student achievement and attainment of University Entrance has declined more significantly than comparative schools with most socio-economic barriers. The school has attributed this trend to the increasing disengagement of students in the senior school since the COVID disruption to learning coupled with the increasing number of students engaging in part-time work to financially support their families. Disengagement and variable school attendance are being addressed through a whole-school approach that is based on making a positive shift in attainment including through acknowledging the issues, designing manageable positive support initiatives for students, and not engaging in deficit thinking by blaming external influences.

Positive initiatives this year have included the introduction of a hybrid learning model where students can complete lessons remotely in their own time, the establishment of before and after-school subject tutorials, and catch-up assessment opportunities during school holidays and examination periods. The school has also introduced one-hour teaching periods to support students to focus on learning and provide more opportunities for students to complete assessment activities.

The school's internal review processes focus on equity of opportunity for all students. The Diversity Group of teachers and students meets weekly to ensure all cultures are recognised and feel their needs are included in learning and assessment opportunities across the school. As part of the Staff Professional Growth Cycle, all teachers are encouraged to support these initiatives through Ka Hikita Tataiako for Māori students and Tapasa for Pacific learners. The school operates an active Puharo (STEM) programme and students in Whare Manaki have access to mainstream classes. Students also have opportunities to attend support programmes such as Katti and Pilot if they require specialist learning and assessment support. To further support diversity and engagement, the school provides students with the opportunity to attend Service, Trades, Health Science and Tereora Academy programmes. Gateway and STAR funding is used to provide employment pathways and for those students tracking towards university studies, there is a MATES programme and the Russel McVeagh mentoring programme.

In preparation for managing the NCEA Change Programme, the school has engaged in digital examinations across several subjects and Year 10 students working at the appropriate curriculum level have experienced success with the Literacy and Numeracy co-requite Common Assessment Activities. A "Level Up" specialist teachers' group has been established to develop school-wide strategies to teach literacy and numeracy competencies and to prepare students for these assessments.

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)

Authenticity of Assessment Opportunities   Flexible completion dates for assessment opportunities must be managed to ensure authenticity is not compromised. Students interviewed for the review indicated that some teachers return marked assessment activities to students before all students have submitted their assessment for the same task. The principle of assessment when ready is appropriate when students have a range of abilities or are disengaged. However, the authenticity of the assessment opportunity must be managed by either changing the task, having a set deadline for all students being assessed, or not providing feedback until all students have submitted their work.

Senior Management has indicated they will discuss this issue with all teachers and reiterate that assessment when ready is good practice, but authenticity of student work must not be compromised in managing assessment deadlines.

Communication of Assessment Practice   The Principal's Nominee uses effective communication processes to ensure teachers, students and parents/guardians understand assessment practices, the structure of the qualification, and changes to assessment and moderation practice, resulting from the NCEA Change Programme.

Communication is mainly delivered in a verbal or digital format reflecting the understanding of the respective audiences. Teachers, students, and parents have

appropriate separate digital information sites designed to support access for each different audience. These digital platforms are supported by regular NCEA information assemblies, as students engage positively with this mode of communication.

The school's pastoral care system also supports students in understanding assessment processes and vocational pathways through House Groups and Year Level Dean's assemblies.

All teachers and students interviewed for the review were consistent in their understanding of assessment and moderation practices.

Tracking Student Achievement   The Principal's Nominee develops weekly data reports that track student progress from the start of the reporting year. Referred to as "The Garden Data Report" these documents contain information on student progress at the individual, standard, subject, programme, and year level. The reports continuously inform teachers, Leaders of Learning, and Year Level Deans of the progress of cohorts and individual students, identifying those that may require intervention and support to meet their aspirations.

Data Accuracy   The review identified that 23 percent of the school's internal entries in the 2023 academic year did not have a reported result. NZQA assessment rules require that all entries have a reported result or are withdrawn if there has not been an adequate assessment opportunity. This provides a more accurate record of the student's intentions and assessment progress and the school's overall assessment achievement record.

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)

The school's internal moderation process is effective, as evidenced by a comprehensive documented process shared by all teachers and Leaders of Learning interviewed for the review.

Sound practice was demonstrated school-wide for the critiquing of tasks, the strategic selection of samples of student work, and verification of that work by subject experts with current experience of assessment in the standard.

Some teachers identified the value of using external verifiers especially if they were in a small learning area. This practice should be extended to subjects where external moderation outcomes are inconsistent with the standard.

Teachers assessing against Workforce Development Council standards are also required to follow the same quality assurance processes within the requirements of these standard-setting organisations.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of students

Tamaki 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

- 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 support for students at risk of not achieving literacy and numeracy or their qualification goals

- implementing strategies to provide opportunities to study Science, Technology, Engineering and Mathematics (STEM) subjects.

Tamaki College has effective processes and procedures for:

- managing resubmission and further opportunities for assessment

- investigating student appeals of assessment decisions

- investigating possible breaches of assessment rules

- 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

- safeguarding student privacy in the issuing of student results.

Effective internal and external moderation to assure assessment quality

Tamaki 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.

Tamaki 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

- 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

Tamaki 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 and Board of Trustees an annual analysis of NCEA achievement to inform strategic goals and actions.

Tamaki 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

- 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 students and their families about assessment

Tamaki College has effective processes and procedures for:

- keeping assessment-related communications current and accurate, 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 programme to understand school and NZQA assessment processes

- celebrating students' success.

Tamaki 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 to gain a qualification.

Appendix 2: Overview
What this report is about
This report summarises NZQA's review of how effectively Tamaki 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, 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
- *Tamaki College Staff Assessment Information Site, 2024* (Staff Handbook)
- *Tamaki College Student Assessment Information Site, 2024* (Student Handbook).

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning
    - Art and Design
    - English
    - Health and Physical Education
    - History
    - Mathematics
    - Science
- 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.