

Managing National Assessment Report

Tamaki College

12 March 2020

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.

The summary section evaluates the school's overall effectiveness and provides a broad overview of the review's key findings for all readers. The remaining sections provide detail of these findings for school managers.

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 meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011* (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 (including Examination) Rules for Schools with Consent to Assess 2020* (Assessment Rules).

What are possible outcomes

Outcomes may include NZQA:

- 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 to consider 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 four 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
- *Assessment of National Qualifications Policy, 2020*
- *Special Assessment Conditions Policy, 2020*
- *Tamaki College Staff Assessment Information, Tamaki College website, 2020*
- *Tamaki College Student Assessment Information, Tamaki College website, 2020*
- a sample of course outlines for Years 11, 12 and 13.

The School Relationship Manager met with:

- the Principal's Nominee
- Leaders of Learning for:
 - Health and Physical Education
 - Music
 - Science
 - Social Studies
 - Technology
- 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.

SUMMARY

Consent to assess confirmed

This review found that the school is meeting the requirements of the *Consent to Assess Against Standards on the Directory of Assessment Standards Rules 2011*. 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 issues. Therefore, it is anticipated that the next Managing National Assessment review will be conducted within three years.

What the school is doing well

Teachers, students and the whānau of Tamaki College share a vision of supporting students to achieve their potential. Through delivery of the NCEA qualification the college seeks to reduce barriers so that all students can have equitable assessment outcomes.

Assessment practice is consistent across all departments that participated in the review and evident in the understanding students displayed about school procedures. To meet student needs both academic and vocational pathways are offered, with a number of innovative assessment practices to support students to succeed. Courses are offered to students to overcome literacy and numeracy barriers and Scholarship preparation provided to challenge academic learners.

Internal moderation processes are managed effectively by the Principal's Nominee following the maxim of, "marked, moderated and entered". External moderation agreement rates between teachers and NZQA moderators are sound with any identified issues subject to an action plan with the completion monitored by senior management.

Entries for standards and reporting of results is accurate and timely. Data analysis by all learning areas provides reflective reports to the Board of Trustees on student achievement both comparatively and longitudinally. Effective tracking of priority learners allows interventions to ensure all students have the opportunity to realise their potential.

Communication for all stakeholders is accessible and appropriate. Publications are in digital and paper formats, written in plain English, Te Reo Māori and a number of Pacific languages. Annual review of documentation ensures currency and consistent assessment practice school wide.

Staff and students interviewed for the review praised the Principal's Nominee for her efforts in ensuring credible assessment practice across the school by creating a supportive culture of positive change, to allow students to succeed.

There are no agreed actions arising out of this review. Some next steps for the school to consider are detailed in the body of the report.

Areas for improvement

Senior management agreed to investigate using strategic selection of samples of student work for grade verification. This practice would lead to more targeted moderation practice and potentially could reduce teacher workload.



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4 May 2020

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FINDINGS OF THIS REVIEW

How effectively has the school responded to external and internal review?

External review

Evidence for external review actions having been appropriately and effectively addressed. (CAAS Guidelines 2.6iv, 3iv-3v)

Action Items from 15 August 2017 Managing National Assessment Report

All three items identified as requiring action have been completed. As indicated in this report, staff and student understanding of assessment practice is consistent school-wide, an induction programme has been developed for new staff, and documentation has been updated as recommended.

Response to external moderation outcomes External moderation outcomes for all standards are recorded by the Principal's Nominee and shared with the Leaders of Learning. All subject areas are required to respond to outcomes by addressing what went well and what could be improved. Completion of action plans to address assessment outcomes reported by external moderators as not consistent or not yet consistent are monitored by senior management.

The school has a sound agreement rate between teachers and NZQA moderators because of the actions taken to address identified issues.

Internal review

Evidence for 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 Management and the Board of Trustees focus on using the flexibility of the NCEA model to ensure students have opportunities to reach their potential. Strategic direction focuses on reducing barriers to learning and ensuring assessment provides equitable outcomes for a diverse range of students. Since the last review the Principal's Nominee has established clear lines of accountability for all teachers to ensure consistent assessment practice school wide.

Recent initiatives that reflect this focus include:

- appointing an experienced SENCO to develop processes to identify students requiring Special Assessment Conditions and resource adequate support
- further developing the school's blended learning and assessment opportunities
- using 'real-time' data to identify priority learners who require interventions to support them to complete qualifications
- working with outside organisations to promote engagement of students in STEM (Science, Technology, Engineering and Technology) pathways, particularly health and engineering
- focusing on gathering evidence from innovative assessment activities that include verbal feedback, checklists, photographs, transcripts and audio-visual tools

- using digital publication tools and more regular structured meetings with Leaders of Learning to promote consistent credible assessment school-wide
- strengthening the derived grade process by requiring all teachers to complete a cover sheet for all external practice assessments outlining what standard-specific evidence was collected.

All teachers interviewed for the review commented positively on these initiatives to further reduce barriers and engage students in learning and assessment. The school's capacity to use student achievement data to improve programme and assessment design is becoming embedded practice. Inquiry into assessment practice is facilitated by ongoing research by the Woolf Fisher Team from Auckland University who focus on improving student achievement.

No action required

No issues with the school's response to NZQA external reviews and/or its self-review of assessment systems and practice were identified during this review.

How effectively does the school's assessment practice meet the needs of its students?

Evidence for assessment practice meeting student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 5.5)

Tamaki College has effective processes and procedures for meeting the assessment needs of their students by:

- developing differentiation within courses and across classes to meet the wide range of student interests and abilities
- assessing students when ready and allowing them to withdraw from standards if appropriate
- scaffolding and contextualising learning and assessment tasks so they are more relevant and engaging for students
- extending assessment opportunities for students by using external providers, where appropriate
- ensuring all students have completed literacy and numeracy requirements for Level 1 NCEA by effective tracking
- providing supported learning standards where appropriate to ensure all students have opportunities to experience success.

Tamaki College has effective processes and procedures for:

- ensuring credible assessment through consistent school-wide assessment practice on breaches of the rules, late and missed work, resubmissions and further assessment opportunities
- developing school-wide strategies to ensure the authenticity of student work
- investigating appeals following the principles of natural justice
- meeting the requirements of the *Privacy Act 1993*
- managing junior examinations under NZQA rules to prepare students for NCEA examination conditions.

Reducing barriers to support equity in assessment outcomes Tamaki College has introduced a number of initiatives to reduce barriers students experience in accessing assessment opportunities particularly in STEM subjects.

The school, in conjunction with the Pasifika Medical Association, has introduced a Health Science, Tereoa (Pathway for Life) programme. Students from sixty families have been identified as having the potential to succeed in a health-related pathway and through the programme are supported to reach that goal.

Students are also enrolled in the Manuka Institute of Technology Pasifika Pathways Engineering Project where they are supported to achieve Mathematics and Technology standards that lead to the Diploma of Engineering qualification. Changes have also been made to Science and Mathematics course design to make them more accessible to students.

A homework centre with teacher tutors also operates three nights a week to further support students to engage in assessment opportunities.

Continued progress with digital assessment As a Manaiakalani school, the strategic focus of Tamaki College is to use digital assessment to engage students in NCEA assessment activities, both internal and external.

Blended learning is used in all NCEA courses with each student having access to a digital device. Teachers have their own subject website and use the Hapara Dashboard and Workspace to deliver learning and assessment activities. Whānau in the Tamaki College geographical area have access to the school's internet so they can support students to complete assessment activities at home.

The school is actively engaged in NCEA digital examinations across a number of text-based subjects. Senior management reported on the positive benefits of appointing a Lead Digital Supervisor during the last examination period and the preference of most students to enter into digital rather than paper-based external assessments.

No action required

No issues with the school's management of assessment for national qualifications were identified during this review.

How effectively does the school's internal and external moderation assure assessment quality?

Evidence for internal and external moderation ensuring assessment quality. (CAAS Guidelines 2.6iii & vi, and Assessment (including Examination) Rules for Schools with Consent to Assess 2020 6.4b)

Tamaki College has effective processes and procedures for managing internal moderation by:

- ensuring all assessment materials are critiqued prior to use to confirm they are valid and fit for purpose
- using subject specialists to verify a purposefully selected sample of student work
- documenting the completion of each step in the internal moderation process using the standard *Internal Moderation Cover Sheet*
- senior management monitoring the completion of internal moderation for each standard before results are reported by reconciling documentation with actual practice
- keeping benchmark exemplars and verification notes to inform future assessment decisions.

Tamaki College has effective processes and procedures for managing external moderation by:

- selecting samples of student work to NZQA requirements
- ensuring samples of student work are provided by being adequately stored
- encouraging teachers to submit samples of student work digitally.

Focus on reducing workload by considering sufficiency of grade verification requirements The school should consider providing staff with further guidance on sufficient grade verification by the strategic selection of student work. This has the potential to reduce verifier workload, without compromising the quality of the assurance process. There is no fixed, or predetermined, number of pieces of student work that must be verified. The sample size will be determined by factors such as assessor experience, feedback from external moderation, the availability of good quality grade boundary exemplars, and number of students assessed.

Learning Areas currently assure the quality of grades awarded by including work at grade boundaries when verifying assessor judgements. However, most of those interviewed verify more samples of student work than this.

For consideration

To extend school practice in assurance of assessment quality, the school is encouraged to consider:

- using a strategic selection of samples of student work for verification.

How effectively does the school manage and make use of assessment-related data?

Evidence for data management and use supporting student achievement outcomes. (CAAS Guidelines 2.6v, 2.7i-iii)

Tamaki College effectively uses assessment-related data to support achievement outcomes for students by:

- modifying assessment programmes as a response to teacher inquiry
- using digital tools to interrogate NCEA data to inform annual department review reports to senior management
- annually reporting to the Principal and Board of Trustees an analysis of NCEA achievement to inform strategic goals and actions
- celebrating student achievement through student awards and recognition.

Tamaki College reports accurate achievement data by:

- timely reporting of results to NZQA, and addressing error reports as necessary
- ensuring that internal results are reported with a result or withdrawn as appropriate
- actively managing entries for external examinations
- ensuring all teachers and students attest that entries and results are entered correctly
- actively encouraging students to monitor their progress using the student portal on the student management system and their NZQA Learner login
- holding current Memorandum of Understanding with external providers and reconciling them with entries.

Data is used to monitor and track student achievement Progress towards gaining NCEA is tracked during the year for all students. Interventions are made at strategic points to support priority learners.

Deans and Heads of Leaders of Learning meet to analyse aggregated student achievement data for all courses offered. Patterns of poor performance and at-risk students are identified. Where appropriate these students are provided with academic counselling and courses modified to reflect their current aspirations.

Personalised student assessment programmes and assessing students when they are ready are becoming embedded practices.

No action required

No issues with the school's management and use of assessment-related data were identified during this review.

How effectively does the school's communication inform staff, and students and their families about assessment?

Evidence for school communication promoting understanding of assessment. (CAAS Guidelines 2.4i(f), 2.4v, 2.6vii, 2.7ii(b))

Tamaki College has effective processes and procedures for:

- communicating consistent NCEA information assessment policy and procedures through:
 - online publication of the Tamaki College staff and student assessment manuals, student course outlines and subject selection information
 - student assemblies
 - whānau NCEA and career evenings
- informing staff on updates to NCEA information throughout the year via emails and staff meetings
- reporting on student progress towards qualifications, including providing online access to parents on information held on the school's management system.

Tamaki College assists common understanding of assessment practice by:

- discussing best practice at staff meetings using *NZQA Mythbusters* as a discussion tool
- having requirements for, and updating annually, all course outlines
- inducting new staff to familiarise them with assessment and moderation processes and credible assessment expectations
- requiring Deans and Counsellors to ensure that students understand what they need to gain a qualification.

Accessible NCEA assessment information to staff, students and whānau

Tamaki College teachers use digital platforms to ensure NCEA information is accessible and current.

Handbooks are online, written in plain English and reviewed annually. The school has identified that students are more engaged with NCEA assessment issues when they are presented the information orally. Consequently, teachers focus on unpacking assessment tasks and conditions for students, and senior management hold regular NCEA assemblies to discuss student preparedness and deadlines. Documentation for whānau is provided in a number of languages.

To encourage students to plan for their internal assessment opportunities and prepare for external examinations a wall planner is sent home to parents for each student. To reinforce important messages about deadlines, assessment opportunities and preparation, electronic notices are published on digital screens in public places throughout the Tamaki College campus.

No action required

No issues with the way in which the school maintained the currency of assessment policy and procedures, and communicated them to staff, students and families were identified during this review