

Managing National Assessment Report

Tangaroa College

August 2023

FINDINGS OF THIS REVIEW

Tangaroa College

10 August 2023

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 2021.

Actions

Agreed actions

The school agreed that two actions will improve the quality of their assessment systems and practice for national qualifications. These are:

Action	Timeframe
External and internal review	
Review the effectiveness of responses to external moderation outcomes to ensure teacher/kaiako assessment judgements improve.	Immediate on receiving external moderation outcomes.
Credible assessment practice to meet tauira/student needs	
Withdraw entries where a student has not had an adequate assessment opportunity.	By the last data file submission, 1 December.

A. J. Picken.

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School Quality Assurance and Liaison

12 September 2023

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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 30 May 2018 Managing National Assessment Report

The school was required to ensure checks on data accuracy and completeness included that all entries have a result reported against them. 2021 and 2022 data show that this has not been completed, however the new Principal's Nominee and Heads of Learning and line managers have reviewed their systems and have put a process in place to check data accuracy prior to the final data file submission on 1 December.

The second action item requiring the school to send all student fees to NZQA before qualifications are awarded in January is no longer an issue, as domestic students are now not required to pay fees.

External moderation response to outcomes and processes The Principal's Nominee's review of external moderation has identified that overall outcomes are not at a level where senior leadership can be confident that all assessment judgements are at the national standard. The Principal's Nominee has introduced a clearer process to follow up issues raised in individual moderation reports. Heads of Learning for the subject are required to complete a written response for all external moderation reports. The responses are discussed with line managers in the Senior Leadership Team. The Principal's Nominee monitors the responses and the completion of actions. If this has not been completed, she works with the department's line manager to support the Head of Learning to complete the required action.

An effective action plan in response to external moderation will develop teacher/kaiako understanding of the standards they assess and grade boundaries. This will support teachers/kaiako to make assessment decisions that are consistent with the standard. Staff access to NZQA's Learning Management System, Pūtake, provides them with further support for internal assessments by subject, new modules on authenticity, and digital assessment using Assessment Master. Teachers/kaiako may need to be reminded that if they require clarification of a standard, they can use the *Request clarification of an internally assessed standard* form available on the Internal Moderation page of the NZQA website to seek clarification from the moderator of that subject.

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)

Tangaroa College has recently had a change of Principal and currently has an acting Principal's Nominee. These changes have provided the impetus to review and implement a number of changes in processes to improve assessment practices and procedures. Heads of Learning work with their line managers to support and monitor progress towards the overall strategic goals of the school. The sharing of information in this context facilitates conversations that focus on the continual development, adjustment and improvement of the school's systems.

Professional development growth cycle Tangaroa College has reviewed and changed how teachers/kaiako reflect on their practice to improve outcomes for tauira/students. The new process includes an identified strategic goal, which in 2023 is improving literacy and numeracy across the curriculum. In 2023 staff are required to identify how they are going to support literacy and numeracy in their teaching and learning programmes. They will then evaluate the effectiveness of what they have implemented. The intention of the goal is to support tauira/students to achieve the literacy and numeracy qualification co-requisite.

Head of Learning Board of Trustees and variance reports Heads of Learning and teachers/kaiako review and report on every subject, topic, and standard throughout the year. This review is used to inform practice and support changes to programmes for improved achievement outcomes for tauira/students. Reviews capture assessment data, moderation reports, and feedback on participation with subject associations. They also report on progress towards department goals associated with the school's strategic priorities, addressing issues such as at-risk tauira/students, the school's identified priority learners and Māori and Pacific tauira/student achievement. Heads of Faculty report to line managers where their reviews are discussed.

Ongoing reviews lead the sharing of good practice and strategies for improvement. Changes to assessment practices and moderation processes have already improved consistency between departments. Teachers feel encouraged through their review processes that they are able to quickly identify how they can meet learning and assessment needs and ensure the best outcomes for their tauira/students.

Review of all assessment documentation All assessment information for staff, tauira/students and whānau has been reviewed to make it more streamlined, user friendly and fit for purpose. Those staff/kaiako and tauira/students involved in the review agree the new material now provides clearer, more accurate and accessible information. The school has made the tauira/student/whānau booklet available online as well as at every school event to ensure the information is provided to everybody.

Review of literacy and numeracy programmes to ensure student readiness for corequisite assessments The school's focus on literacy and numeracy is effectively addressing the need to prepare and to identify tauira/students who are ready to attempt the corequisite Common Assessment Activities. A school-wide literacy programme has been implemented to support all learners across the curriculum. This is an ongoing programme and at the time of the review data was not yet available to indicate the effectiveness of the programme.

Credible assessment practice to meet tauira/ student needs

Evidence of assessment practice meeting tauira/ student needs. (CAAS Guidelines 2.5v-vii, 2.6i & ii and NZQA Assessment Rules for Schools, TEO's assessing Achievement Standards and Candidates 2023)

Improving data management to support student tracking and monitoring The school's management of student entries needs improving to better support the tracking and monitoring of student progress and to meet NZQA expectations.

NZQA's expectation is that all entries should either have a result reported or be withdrawn by the 1 December file submission. The school has a high number of

internally assessed standards that have entries with no results recorded against them at the end of each year. The school has developed a process to ensure that entries for standards are accurate at the beginning of the year and to check any that have outstanding results before the final file submission. Having accurate entries allows the school to determine if a student is entered in sufficient standards to gain a qualification or endorsement, to monitor students' achievement in the standards entered, and to identify any missing results from assessed standards.

Maintaining school-wide credible assessment Consistent practice is evident in the robust assessment systems that have been established. Taura/students and staff interviewed were well informed about the school's assessment practices and procedures, with a clear understanding of the rules concerning authenticity, breaches of assessment rules, missed and late assessments as well as resubmission and further assessment opportunities. Taura/students spoken to were well informed and agree that the rules are applied consistently by all teachers/kaiako.

The school has effective processes to manage authenticity. Staff spoke about the use of Google classroom checks and knowledge of their taura/students but also some student unfamiliarity with artificial intelligence and their limited opportunities to use digital devices outside the school. Taura/students felt teachers/kaiako could easily gauge if a taura/student's work is their own through knowledge of the taura/students and their ability. Teachers/kaiako in all subject areas as well as the Principal's Nominee discuss with taura/students what authenticity looks like and how it is managed by the school, and the consequences of submitting inauthentic work.

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, TEO's assessing Achievement Standards and Candidates 2023)

Internal moderation procedures External moderation has highlighted where teacher marking has been inconsistent with the standard, leading to a review of the effectiveness of the school's internal moderation procedures. In some subject areas and for some teachers/kaiako, the grade verification process appeared not to be challenging the assessment judgements in a suitably robust manner to ensure that appropriate grades are awarded. The Principal's Nominee now requires each internal standard to have a second verifier check a few samples of taura/student work. It is recommended that the second verifier is a subject expert from outside the school. This new requirement will improve teacher understanding of the standard and assessment judgements and improve external moderation agreement rates.

Internal moderation completion is checked by Heads of Learning and line managers with support from the Principal's Nominee to ensure that only quality assured results are reported to NZQA. A trial of the school's student management system moderation function has proved effective in tracking and monitoring the internal moderation process. Due to positive feedback from staff this new system will be implemented school wide in 2024. Taura/student work is stored digitally in anticipation of the standard being selected for external moderation. The selection of student work for internal moderation is strategic, with the focus on grade boundaries or where a teacher is unsure of a segment of the assessment task or schedule.

Appendix 1: Effective Practice

Effective assessment practice to meet the needs of taura/students

Tangaroa College has effective processes and procedures for meeting the assessment needs of its taura/students by:

- designing coherent programmes of learning and assessment that are culturally appropriate focussed on taura/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 taura/students can present their best standard-specific evidence of achievement
- assessing taura/students when they are ready
- using a range of methods for collecting assessment evidence, to meet taura/student needs
- ensuring teachers/kaiako are aware of individual taura/students with special assessment conditions entitlements, and resourcing their support
- providing opportunities for digital assessment including digital exams
- engaging in Review of Achievement Standards pilots to prepare for future assessment
- identifying and providing support for taura/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.

Tangaroa College has effective processes and procedures for:

- managing missed or late assessment
- managing resubmission and further opportunities for assessment
- investigating taura/students appeals of assessment decisions
- investigating possible breaches of assessment rules
- monitoring the authenticity of taura/students work using a range of strategies
- reporting Not Achieved for proven breaches of authenticity and where taura/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 taura/student privacy in the issuing of taura/student results.

Effective internal and external moderation to assure assessment quality

Tangaroa 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 subject specialists to verify grades awarded on a strategic selection of a sufficient sample of tauri/students work
- 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.

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

- ensuring samples of tauri/student work are available for submission by being adequately stored
- selecting sufficient samples of tauri/student work to NZQA requirements
- 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

Tangaroa College effectively uses assessment-related data to support achievement outcomes for tauri/ students by:

- monitoring and tracking tauri/student progress
- evaluating the effectiveness of assessment programmes to ensure these allow tauri/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.

Tangaroa 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
- ensuring low levels of late external entries
- reporting results against the correct provider codes of providers with which the school holds current Memoranda of Understanding.

Effective communication to inform staff, and taura/students and their whānau about assessment

Tangaroa 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 taura/students receive outlines for courses they undertake
- supporting taura/students to monitor their achievement
- discussing assessment policy and procedure with staff, and providing updates of NCEA information throughout the year
- reporting on taura/student progress towards qualifications, including providing opportunities for parents to discuss their children's NCEA goals, progress, and achievement
- supporting teachers/kaiako new to the school through an induction programme to understand school and NZQA assessment processes
- celebrating taura/student success.

Tangaroa College assists common understanding of assessment practice by:

- communicating assessment information, such as holding NCEA information evenings for parents and NCEA assemblies for taura/students
- informing taura/students about suitable learning pathways
- supporting taura/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 Tangaroa 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, taura/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 Candidates 2023*.

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*
- *NZQA Kaiako Handbook, Managing National Assessment Tangaroa College (Kaiako/Teacher NCEA Handbook)*
- *NZQA Tauira Whānau Handbook, Tangaroa College (Tauira/Student and Whānau NCEA Handbook Handbook).*
- *Tangaroa College Policies and Procedures: Student Assessment and Achievement, Curriculum and Student Achievement Policy.*

The School Relationship Manager met with:

- *the Principal's Nominee*
- *Heads of Learning for:*
 - *Commerce and Digital Technology*
 - *English*
 - *Learning Support*
 - *Performing Arts*
 - *Transition*
 - *Visual Arts*
- *three tauira/students.*

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